



AGENDA

Board Meeting

Wednesday, January 29, 2025

7:00 p.m. – Open Session

Hybrid Meeting

MS Teams and Board Room, Central Board Office

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

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

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

AGENDA

Open Session

Wednesday, January 29, 2025

1. Call to Order
2. Motion to Convene in Closed Session – 6:00 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. Board Meeting – December 18, 2024
10. Committee Minutes for Receipt and Motions for Consideration
 - 10.1. Minutes – Parent Involvement Committee, October 17, 2024
 - 10.2. Minutes – Special Education Advisory Committee, December 17, 2024
 - 10.3. Motions – Special Education Advisory Committee, December 17, 2024
 - 10.4. Minutes – Curriculum, Equity and Well-Being Committee, December 10, 2024
 - 10.5. Minutes – Governance and Policy Committee, January 15, 2025
 - 10.6. Motions – Governance and Policy Committee, January 15, 2025
11. Staff Reports
 - 11.1. Suspension, Expulsions and Safe School Data – Semi-Annual Update Report - *presented by Camille Logan/Michelle Stubbings*
 - 11.2. Directive 26 – Fairness and Equity in Employment Strategy – *presented by Jaspal Gill/Masuma Khangura*
 - 11.3. First Quarter Financial Reports as at November 30, 2024– *presented by Jaspal Gill/ Tania Alatishe-Charles*

AGENDA

11.4. Multi-Year Strategic Plan Progress Report 5.1: Innovation and International Programs -
presented by Harjit Aujla/Bernadette Smith

11.5. Multi-Year Strategic Plan in Action (*oral*) - *presented by Harjit Aujla/Donna Ford*

12. Communications

13. Trustee Motions/Motions for Consideration

14. Notice of Motion

15. Adoption of the Closed Session Report

16. PDSB Success Stories

17. Adjournment

6.1

Board Meeting, January 29, 2025

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

Overview

Objective:

To recognize retiring Peel District School Board staff.

Context:

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

Appendices

Appendix 1 – Retirements

PEEL DISTRICT SCHOOL BOARD

Regular Meeting of the Board

January 29, 2025

RETIREMENTS

ANDERSON, Valerie
Psychoeducational Consultant
Effective: February 28, 2025

COLLIER, Michael
Classroom Teacher
Effective: January 31, 2025

CROSSCOMBE, Carolyn
Office Manager
Effective: January 24, 2025

DOWNARD, Adele
Office Assistant
Effective: January 27, 2025

DUNDEE, Indeera
Classroom Teacher
Effective: January 31, 2025

ESAU, Heather
Classroom Teacher
Effective: January 31, 2025

GHOSH, Indrani
Classroom Teacher
Effective: June 30, 2025

GRECO, Heather
Office Manager
Effective: January 31, 2025

HASTIE, Sarah
Office Manager
Effective: December 31, 2024

RETIREMENTS

LOWE, Stafford
Secondary Vice-Principal
Effective: January 30, 2025

LYONS, Rhondi
Educational Assistant
Effective: January 31, 2025

MCLAREN, Doneen
Classroom Teacher
Effective: January 31, 2025

MURPHY, Corina
Manager, Speech and Language
Effective: January 17, 2025

PATTEN, Patrick
Classroom Teacher
Effective: December 31, 2024

PELLERIN, Sandra
Classroom Teacher
Effective: January 31, 2025

PETERSON, Thomas
Classroom Teacher
Effective: January 31, 2025

PETRICK, Katherine
Speech/Language Pathologist
Effective: January 31, 2025

SCHADE, Jorn
Classroom Teacher
Effective: December 31, 2024

RETIREMENTS

SHAH, Shabnum
Educational Assistant
Effective: February 28, 2025

STECKO, Katherine
Classroom Teacher
Effective: December 31, 2024

WOZNY, Catherine
Classroom Teacher
Effective: February 14, 2025

ZDERO, Jasmina
Classroom Teacher
Effective: June 30, 2025

PEEL DISTRICT SCHOOL BOARD

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

Members present:

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

Member absent: (apologies received)

Lucas Alves

Student Trustees:

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

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, Curriculum and School Improvement
Yonnette Dey, Superintendent of Education
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
Lisa Hart, 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
Ozma Masood, Superintendent of Education

Administration: (Continued)

Neerja Punjabi, Superintendent of Education
Bernadette Smith, Superintendent, Innovation and International Programs
Michelle Stubbings, Superintendent, Safe and Caring Schools
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
Mary Zammit, Superintendent of Education

Lorelei Fernandes, Board Reporter

1. Call to Order

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

2. Closed Session

Resolution No. 25-29 moved by Will Davies
seconded by Susan Benjamin

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

..... carried

The meeting recessed at 19:17 hours and reconvened at 19:22 hours.

3. National Anthem and Acknowledgement of Traditional Lands

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

4. Approval of Agenda

Later in the meeting, the agenda was slightly reordered.

Resolution No. 25-30 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Staff Recognition: Retirements

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

Resolution No. 25-31 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that the following retirements be received:

Joanne Coats	Silvana Paolucci	Lynette Reston
Martin Fecht	Antoinetta Peluso	Liset Rieger
Dorothy Fenandez	Eunice Randall	Neelam Sharma
Lorna Graham	Protus Rasquinha	Maureen Sim
Terri-Anne Maxwell	Anarosa Rayner	Dianne Witzell

..... carried

7. Report from Student Trustees

Student Trustees, Austin Chrisjohn, Justin Ko, and Pradwit Thapa, spoke about their roles as student trustees and their participation in activities related to Indigenous events, leadership workshops and conferences, focus on education in Arts programs, supporting the Board's Multi-Year Strategic Plan, mental health, safety and well-being, podcast initiatives, financial literacy, and equity and innovation. The student trustees thanked the Board of Trustees, staff, and senior administration for their guidance and collaboration in fulfilling their responsibilities and opportunity to engage in meaningful initiatives.

Resolution No. 25-32 moved by Stan Cameron
seconded by Jeffrey Clark

..... carried

8. Board Chair Announcements – End of Year Message

Chair, David Green, thanked the Board of Trustees, Director of Education, senior team, staff, and leaders of federations and unions for their support over the year. Expressing his belief in the power of collaboration, he highlighted: implementation of the Multi-Year Strategic Plan in Peel schools and central departments; innovation and teaching methodology; strengthening partnerships, engaging with Ministers, attending community events, and responding to media requests. Chair Green encouraged everyone to strive for excellence, foster and nurture an inclusive environment, and work together to support students in Peel. He extended his wishes for Christmas and the Holiday Season.

8. Board Chair Announcements – End of Year Message (Continued)

Resolution No. 25-33

moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the oral report re Board Chair Announcements – End of Year Message, be received.

..... carried

9. Director's Annual Report

Director of Education, Rashmi Swarup, stated that this year's theme is The Future is Now, and highlighted: ongoing efforts to support students in literacy and numeracy; partnerships and programs building pathways to post-secondary education or the workforce; the 2024-2028 Multi-Year Strategic Plan; celebrating diverse cultures and launching the Centres for Indigenous and Black Excellence; developing a mental health strategy outlining key priorities and supports for social and emotional well-being; progress in energy and environmental sustainable efforts. Rashmi Swarup commented on the accolades awarded to Peel students in STEM education, skilled trades, and athletics. She acknowledged the important role that the community plays in Peel DSB's success while collaborating to create an environment where students can thrive.

Resolution No. 25-34

moved by Lee-Ann Cole
seconded by Kathy McDonald

Resolved, that the Director's Annual Report, be received.

..... carried

10. Reports from Trustees Appointed to External Organizations

1. Trustee Promoli re Mississauga School Traffic Safety Action Committee (MSTSAC)

Trustee Jill Promoli reported on the numerous events and activities undertaken by the MSTSA Committee members last year. She stated that 79 recommendations were presented to the General Committee in the City of Mississauga and subsequently approved. Trustee Promoli advised that the City of Mississauga recently voted to change rules regarding speeds in local school zones and approximately 400m in front of these schools. The current speed limit in school zones is 30km/hour at all times. The new proposal by the City intends to adjust the speeds in local school zones to create time-of-day rules leaving 30km/hour in place from 6.00 a.m. to 6.00 p.m. and increasing the speed to 40km/hour between the hours of 6 p.m. to 6.00 a.m. Trustee Promoli provided information on the risk involved in raising the speed limits in school zones.

10. Reports from Trustees Appointed to External Organizations (Continued)

1. Trustee Promoli re Mississauga School Traffic Safety Action Committee (Cont'd)

Resolution No. 25-35 moved by Jill Promoli
seconded by Brad MacDonald

That, the Board of Trustees write a letter to the City of Mississauga requesting that any further action on these intended changes to speeds on local road school zones be deferred, until the City has taken time to collect more data and consult meaningfully with the school boards, Mississauga Traffic Safety, and Peel Regional Police.

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Trustees spoke in favour of and against the motion. Trustee Promoli emphasized the importance of safety of students and the community.

.....

Resolution No. 25-35 carried

2. Trustee Benjamin re Volunteer MBC (Mississauga, Brampton, Caledon)

Trustee Benjamin reported on the inter-generational Holiday Card-Making event organized by VMBC on December 6, 2024, where over 200 cards were prepared for distribution to seniors living in isolation. Students from Turner Fenton, Harold Brathwaite Jean Augustine, and Chinguacousy Secondary Schools, as well as a few students from other Peel schools participated. Trustee Benjamin stated that VMBC provides numerous opportunities for volunteering and encouraged schools to register on the VMBC website for more information on volunteer opportunities.

Resolution No. 25-36 moved by Satpaul Singh Johal
seconded by Stan Cameron

Resolved, that the Trustee Benjamin's oral report re Volunteer MBC, be received.

..... carried

11. Minutes of the Organizational Board Meeting, November 20, 2024

Resolution No. 25-37 moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Minutes of the Organizational Board Meeting, held November 20, 2024, be approved.

..... carried

12. Minutes of the Board Meeting, November 27, 2024

Resolution No. 25-38

moved by Kathy McDonald
seconded by LeeAnn Cole

Resolved, that the Minutes of the Board Meeting, held November 27, 2024, be approved.

..... carried

13. Motion for Consideration: Special Education Advisory Committee Meeting, November 19, 2024

Resolved that the following recommendation arising from a meeting of the Special Education Advisory Committee meeting, held November 19, 2024, be approved:

1. Learning Disabilities Association of Peel Region (LDAPR) Representation

That, effective September 1, 2024, Lea Ann Mallett be appointed as the primary representative for LDAPR, on the Peel DSB SEAC Committee and Carol Ogilvie will continue as the alternate member. (Appendix I, as attached to the Minutes)

Resolution No. 25-39

moved by Susan Benjamin
seconded by Jill Promoli

..... carried

14. Minutes of the Physical Planning, Finance and Building Committee Meeting, December 4, 2024

Resolution No. 25-40

moved by Stan Cameron
seconded by Karla Bailey

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held December 4, 2024, be received.

..... carried

15. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, December 4, 2024

Resolution No. 25-41

moved by Stan Cameron
seconded by Will Davies

Resolved that the following recommendations arising from a meeting of the Physical Planning, Finance and Building Committee meeting, held December 4, 2024, be approved:

15. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, December 4, 2024 (Continued)

1. Annual Planning Document (APD) - 2024-2025

That, the following recommendations of the Annual Planning Document – 2024-2025, be approved:

1) New School

That, the submission of Castlemore East 1 Secondary School for Capital Priorities funding consideration to the Ministry of Education, be approved.

School	Mun.	Ministry Funding	Org.	Capacity (Est.)	Estimated Student Occupancy	Site Status	SOE	Trustee
Castlemore S.S.	B	No	9-12	1,500	2030	Designated	KW	SJ

2) Boundary Changes

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

That, effective September 2025, the Kindergarten-Grade 8 holding boundary for Mount Pleasant 9 Public School be as follows:

Commencing at the intersection of Thornbush Boulevard and Mayfield Road
then east along Mayfield Road to Chinguacousy Road
Then south along Chinguacousy Road to Wanless Drive
Then west along Wanless Drive to Thornbush Boulevard
then north along Thornbush Boulevard to the point of commencement.

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

That, effective September 2025, the Kindergarten-Grade 8 boundary for Aylesbury Public School be as follows:

Part A:

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

Part B:

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

15. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, December 4, 2024 (Continued)

2) Boundary Changes (Cont'd)

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

That, effective September 2025, the Kindergarten-Grade 8 boundary for Dolson Public School be as follows:

Commencing at the intersection of the watercourse west of 1209 Mayfield Road and Mayfield Road
Then east along Mayfield Road to Thornbush Boulevard
Then south along Thornbush Boulevard to Wanless Drive
Then west along Wanless Drive to the watercourse west of 76 Divinity Circle
Then north along the watercourse to the point of commencement.

d) Port Credit Secondary School (Grades 9-12) Boundary Change

That, effective September 2026, the Grades 9-12 boundary for Port Credit Secondary School be as follows:

Commencing at the intersection of Mavis Road and Dundas Street West
Then east along Dundas Street West to Hurontario Street
Then south along Hurontario Street to Queensway East
Then east along Queensway East to Cliff Road
Then south along Cliff Road, continuing in a straight line to Carmen Drive
Then south along Carmen Drive to the north property line of 1624 Carmen Drive
Then west along the north property line of 1624 Carmen Drive to the west property line of 1624 Carmen Drive
Then south along the west property line of 1624 Carmen Drive, continuing in a straight line to the north property line of 325 Willa Road
Then east along the north property line of 325 Willa Road, continuing south along the eastern rear property line of Willa Road to the east property line of 309 Mineola Road East
Then south along the east property line of 309 Mineola Road East continuing in a straight line to the north property line of 1061 Seneca Avenue
Then east along the north property line of 1061 Seneca Avenue to the east property line of 1061 Seneca Avenue
Then south along the east property line of 1061 Seneca Avenue, continuing in a straight line to the east property line of 348 Lakeshore Road East

15. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, December 4, 2024 (Continued)

2) Boundary Changes (Cont'd)

Then south along the east property line of 348 Lakeshore Road East to the north property line of 98 Wanita Road

Then east along the north property line of 98 Wanita Road, continuing south along the east property line of 98 Wanita Road to the north property line of 120 Wanita Road

Then east along the north property line of 120 Wanita Road to the east property line of 120 Wanita Road.

Then south along the east property line of 120 Wanita Road, continuing in a straight line to Lake Ontario

Then west along the shoreline of Lake Ontario to the Credit River

Then north along the Credit River to a point parallel to Queensway West

Then east along a point parallel to Queensway West to Queensway West

Then east along Queensway West to the west property line of 845 Damien Way

then north along the west rear property line of 845 Damien Way, continuing in a straight line to the rear property line of Pollard Drive

then north along the rear property line of Pollard Drive, continuing along the rear property line of Pollard Court to Mavis Road

then north along Mavis Road to the point of commencement.

e) Lorne Park Secondary School (Grades 9-12) - Boundary Changes

That, effective September 2026, the Grades 9-12 boundary for Lorne Park Secondary School be as follows:

Commencing at the intersection of Southdown Road and the Queen Elizabeth Way

Then east along the Queen Elizabeth Way to the Credit River

Then south along the Credit River to Lake Ontario

Then west along the shoreline of Lake Ontario to Sheridan Creek

Then north along Sheridan Creek to the west property line 1498 Marshwood Place

Then north along the west property line 1498 Marshwood Place to the north property line of 1493 Marshwood Place

Then east along the north property line of 1493 Marshwood Place to the west property line of 834 Silver Birch Trail

Then north along the west property line of 834 Silver Birch Trail, continuing north along the west property line of Silver Birch Trail to the watercourse north of 926 Silver Birch Trail

Then west along the watercourse to Lakeshore Road West

Then west along Lakeshore Road West to Southdown Road

Then north along Southdown Road to the point of commencement.

15. Motions for Consideration: Physical Planning, Finance and Building Committee Meeting, December 4, 2024 (Continued)

3) Elm Drive Public School Enrolment Class Cap

That, the overview of the plan to implement an enrolment/class cap at Elm Drive Public School, be received.

2. Report on Tenders: Caledon East Public School, Caledon

That, the contract for the construction of Caledon East Public School be awarded to Quad Pro Construction Inc. in the amount of \$32,009,510 (including HST).

3. Mount Pleasant 9 Public School: Naming of School

That, Red Cedar Public School be approved as the official name for the school known currently as Mount Pleasant 9 Public School.

..... carried

16. Multi-Year Strategic Plan Progress Report: Facilities and Environmental Support Services

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access recalled that one of the core values of the Board's Multi-Year Strategic Plan is to reduce energy consumption and increase participation of Peel schools in the Eco Schools Program. Thomas Tsung, Controller of Facilities and Environmental Support Services outlined the proposed 4-year strategic plan for the areas of energy management and environmental sustainability at Peel DSB. He highlighted: reduction of energy consumption at Peel DSB by 5.5% over the past 5 years; a net savings target of 12.5% energy reduction over the next four years; approximately 35% of Peel DSB schools have participated in the Eco Schools program as of June 2024; a Board-wide plan being developed to have all PDSB schools Eco Schools Canada certified by 2028. Thomas Tsung advised that the Eco Schools Canada program is run through the Toronto and Region Conservation authority (TRCA) and that for the 2024-2025 school year Peel DSB will mandate all schools to be at a minimum participation level in the program. Thomas Tsung advised that Peel DSB students participated in a survey on Climate Action in 2024 to provide input on actions for Peel DSB to address climate change. In addition, energy and environmental sustainability actions are being developed, including to reduce carbon emissions to comply with the Canadian Net-Zero Emissions Accountability Act. Next steps will include communication and consultation with stakeholders, and key performance indicators will be tracked and measured for success. In response to a question regarding additional resources required to sustain the Eco Schools program, it was noted that a business case will be submitted in the next budget cycle.

16. Multi-Year Strategic Plan Progress Report: Facilities and Environmental Support Services (Continued)

Resolution No. 25-42

moved by Stan Cameron
seconded by Brad MacDonald

Resolved, that the report re Multi-Year Strategic Plan Progress Report: Facilities and Environmental Support Services, be received.

..... carried

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

Resolution No. 25-43

moved by Brad MacDonald
seconded by Will Davies

Resolved, that the report re Multi-Year Strategic Plan Progress Report: Curriculum and School Improvement, be deferred to the next Board Meeting.

..... carried

18. Multi-Year Strategic Plan In Action

Paul da Silva, Associate Director, School Improvement and Equity, stated that the Multi-Year Strategic Plan, developed in collaboration with the Board of Trustees, serves as a guiding framework for advancing Peel DSB's core goals of student achievement, well-being, safety, equity and inclusion, and community engagement. Luke Mahoney, Superintendent of Education, highlighted initiatives in schools which included a Literacy Café organized and hosted by the Black Parent Advisory Committee, to promote community engagement and student well-being at Robert H. Lagerquist Public School, and inquiry-based learning projects at Conestoga Public School, which spark creativity and critical thinking. He explained that the hands-on approach fosters technical skills, builds confidence, curiosity and collaborative problem-solving among students. Superintendent of Education, Mary Zammit, shared information on Lorne Park Secondary School's second annual STEAM Day, attended by over 300 Grade 8 students, as part of the School Improvement and Equity Planning goal to advance belonging and well-being, offering student leaders to benefit from communication and presentation skills. Students from feeder schools had the opportunity to browse through experiential learning stations in science, technology, engineering, arts, and mathematics, and share experiences.

Resolution No. 25-44

moved by Jeffrey Clark
seconded by Jill Promoli

Resolved, that the report re Multi-Year Strategic Plan Progress Report: Curriculum and School Improvement, be received.

..... carried

19. Motion re Appointment of Peel Learning Foundation as PDSB Charity of Choice

Resolution No. 25-45

moved by Will Davies
seconded by Jill Promoli

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 Peel DSB 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 Peel DSB community, to benefit PDSB students in need;

And further, that the Peel DSB Parent Engagement and Communications staff work with the Peel Learning Foundation staff to develop and communicate a policy that endorses the Foundation as the charity of choice, while also indicating that this does not restrict fundraising by staff, schools or others for charities of their choosing.

..... carried

20. Adoption of the Closed Session Report

Resolution No. 25-46

moved by Satpaul Singh Johal
seconded by Susan Benjamin

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), November 27, 2024; Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), December 4, 2024; Motions for Consideration: Physical Planning, Finance and Building Committee Meeting (Closed), December 4, 2024 re Installation of Artificial Track and Field Surfaces, and Senior Team Appointments, be received, and that the recommendations contained therein, be approved.

..... carried

21. PDSB Success Stories

School, staff, and student successes were highlighted, aligned with the Board's Multi-Year Strategic Plan. Information was shared on: Youth in Action Day for secondary students in the Explore High Skills and Specialist High Skills Major programs developed in partnership with the City of Mississauga and Sheridan College; second annual Muslim Youth Leadership conference with the theme Empowered Through Hope, was held over two days to affirm and celebrate student identities; the second annual Lincoln Science Fair held at the Lincoln M. Alexander Secondary School focused on Innovation as the theme for STEM education; member of the Toronto Argonauts 2024 Grey Cup Champions visited Castlebridge Public school; the Peel Black Family Engagement Committee organized family-oriented workshops at Darcel Avenue Public school, on numeracy and a love of math; James Bolton Public School students were encouraged to think creatively about how they can spread kindness and a culture of giving and a Wall of Kindness was built to share messages of positivity and encouragement.

Resolution No. 25-47

moved by Stan Cameron
seconded by LeeAnn Cole

22. Adjournment

Resolution No. 25-48

moved by Brad MacDonald
seconded by Susan Benjamin

Resolved, that the meeting adjourned (20:48 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, DECEMBER 18, 2024

Members present:

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

Member absent (apologies received) :

Lucas Alves

1. Approval of Agenda

That, the agenda be approved.

2. Minutes of the Board Meeting (Closed), November 27, 2024

That, the Minutes of the Board Meeting (Closed), held November 27, 2024, be approved.

3. Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), December 4, 2024

That, the Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), held December 4, 2024, be received.

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

That, following recommendations, arising from the December 4, 2024 Physical Planning, Finance and Building Committee meeting, be approved:

1. Installation of Artificial Track and Field Surfaces

That, the Resolution be adopted, as prescribed under Ontario Regulation 374/23, Acquisition and Disposition of Real Property, to enable the Peel District School Board, as a reasonable step in providing pupil accommodations, to enter into lease arrangements with the private entities noted to dispose of a portion of the property at the following schools in order to allow for construction of turf field amenities:

- (i) Camilla Road Senior Public School & Corsair Public School (with Field Recreation Inc./Community Sports Partners)
- (ii) Erindale Secondary School (with Field Recreation Inc./Community Sports Partners)
- (iii) Cawthra Park Secondary School (with 1000388332 Ontario Inc.)
- (iv) Turner Fenton Secondary School (with Colab Sports)

7. Senior Team Appointments

That, the following appointments, be approved:

Alvin Au, from Acting Superintendent of Education, Humberview and Mayfield Family of Schools to Superintendent of Education, Humberview and Mayfield Family of Schools.

Atheia Grant, from Acting Superintendent of Equity, Indigenous Education and Community Engagement to Superintendent of Equity, Indigenous Education and Community Engagement.

8. Director's Performance Plan Mid-Year Update

That, the oral report re Director's Performance Plan Mid-Year Update, be received.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Parent Involvement Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Thursday, October 17, 2024, at 17:45 hours.

Members present:

Sariya Talat, Parent Member, Brampton, Co-Chair
Dima Alaskka, Parent Member, Mississauga (17:50 hours)
Susan Benjamin, Trustee
Stacey Ann Brooks, Parent Member, Brampton (18:10 hours)
Shannon Carkner, Parent Member, Mississauga
Will Davies (Trustee Designate) (18:40 hours)
Adnan Ghani, Parent Member, Mississauga
Shazia Hassan, Parent Member, Brampton
Allison Lockett, Parent Member, Mississauga
Camille Logan, Associate Director, School Improvement and Equity (Director of Education Designate)
Jason Palmer, Parent Member, Brampton
Sweety Sharma, Parent Member, Brampton

Members absent:

Vandana Manher, Parent Member, Caledon
Allison Ming-Freckleton, Parent Member, Brampton
Tongda (Toby) Shi, Parent Member, Mississauga
Hira Usman, Parent Member, Mississauga

Administration:

Jasmine Vorkapic, Governance Officer
Lorelei Fernandes, Board Reporter

1. Call to Order

Co-Chair, Sariya Talat, called the meeting to order at 17:45 hours. She welcomed everyone to the meeting.

2. Acknowledgement of Traditional Lands

A recording of the Land Acknowledgment was viewed.

3. Approval of Agenda

Members and staff introduced themselves.

PIC-01 moved by Shazia Hassan
seconded by Adnan Ghani

Resolved, that the agenda be approved.

..... carried

4. Declaration of Conflict of Interest

There were no conflicts of interest declared.

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

PIC-02 moved by Sweety Sharma
seconded by Jason Palmer

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

.....

Responding to a member's question that the Committee Membership By-law (Item 8 of the September 19, 2024 Meeting Minutes) was not shared with all members, Co-Chair Talat advised that the By-law Sub-committee will continue their work and an update will be brought to the next meeting.

.....

PIC-02 carried

6. PIC Orientation - Update

Sariya Talat reported on the orientation session held on October 10, 2024, with welcome remarks by Associate Director of School Improvement and Equity, Camille Logan. She advised that key topics included, PIC structure in collaboration with the Director of Education and Trustees, purpose of fostering parent involvement across the board, parent engagement framework, support for learning at home and at school, financial overview for 2024-2025 on Parent Engagement Funds, and Parent Reaching Out Grants. Further, topics such as communication protocol, confidentiality expectations, and building trust within the committee had been reviewed. Members had been briefed on guidelines for PIC agendas, compliance with Board policies, and adherence to legal guidelines.

6. PIC Orientation – Update (Continued)

Members who missed the orientation session were encouraged to contact the Co-Chair.

PIC-03 moved by Adnan Ghani
seconded by Allison Lockett

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

..... carried

7. PIC Elections

1. Election of Co-Chair

Co-Chair Talat, called for nominations for the position of Co-Chair of the Parent Involvement Committee. She noted that the member elected as Co-Chair will hold office for a two-year term.

Shazia Hassan nominated herself.

The nomination of Shazia Hassan for the position of Co-Chair of Parent Involvement Committee was moved by Sweety Sharma and seconded by Jason Palmer.

There were no further nominations.

PIC-04 moved by Sweety Sharma
seconded by Adnan Ghani

Resolved, that the nominations for the position of Chair of the Parent Involvement Committee, be closed.

..... carried

Shazia Hassan was acclaimed as Co-Chair of the Parent Involvement Committee.

2. Election of Secretary

Co-Chair Talat, called for nominations for the position of Secretary of the Parent Involvement Committee.

Sweety Sharma nominated herself.

The nomination of Sweety Sharma for the position of Secretary of Parent Involvement Committee was moved by Shazia Hassan and seconded by Jason Palmer.

There were no further nominations.

7. PIC Elections (Continued)

2. Election of Secretary (Cont'd)

PIC-05 moved by Shazia Hassan
seconded by Jason Palmer

Resolved, that the nominations for the position of Secretary of the Parent Involvement Committee, be closed.

..... carried

Sweety Sharma was acclaimed as Secretary of the Parent Involvement Committee.

3. Election of Treasurer

Co-Chair Talat, called for nominations for the position of Treasurer of the Parent Involvement Committee.

Adnan Ghani nominated himself.

The nomination of Adnan Ghani for the position of Treasurer of Parent Involvement Committee was moved by Sweety Sharma and seconded by Shazia Hassan.

There were no further nominations.

PIC-06 moved by Shazia Hassan
seconded by Jason Palmer

Resolved, that the nominations for the position of Treasurer of the Parent Involvement Committee, be closed.

..... carried

Adnan Ghani was acclaimed as Treasurer of the Parent Involvement Committee.

The newly acclaimed members expressed appreciation for the support of members and their interest in working together to make a difference.

8. PIC Sub-committees

1. Selection Sub-committee

Co-Chair Talat called for nominations for members of Selection Sub-committee of the Parent Involvement Committee. She advised that new members are being appointed to the Selection Sub-committee for the next academic year and the work will begin in April 2025. Governance Officer, Jasmine Vorkapic, clarified that this Sub-committee consists of at least one of the co-chairs and up to 4 additional nominees from parent members and trustee.

8. PIC Sub-committees (Continued)

1. Selection Sub-committee (Cont'd)

In view of the amount of work on event planning, a member proposed having an additional Sub-committee for event planning. A discussion ensued, with a suggestions made to sub-divide the Strategic Planning Committee to have a workgroup for event planning and to increase membership of the Strategic Planning Committee to facilitate event planning work. Following the discussion, the proposal was withdrawn.

Co-Chair Talat called for nominations for the Selection Sub-committee.

Adnan Ghani nominated himself.
Shazia Hassan nominated herself.
Sweety Sharma nominated herself.

Adnan Ghani, Shazia Hassan, and Sweety Sharma were acclaimed as members of the Selection Sub-Committee.

2. By-laws Review Sub-committee

Co-Chair Talat called for nominations for the By-laws Review Sub-committee.

Shazia Hassan nominated herself.
Allison Lockett nominated herself.
Dima Alaskka nominated herself.

Shazia Hassan, Allison Lockett, and Dima Alaskka were acclaimed as members of the By-Laws Review Sub-committee.

3. Strategic Planning Sub-committee

Co-Chair Talat provided an overview of the roles and responsibilities of the Strategic Planning Sub-committee, which includes developing meeting agendas, organizing the Great Start event, and serving as a planning body to coordinate and outline goals for each academic year. She called for nominations for the position of Strategic Planning Sub-committee members. The following members nominated themselves:

Dima Alaskka, Stacey Ann Brooks, Shannon Carkner, Adnan Ghani, Shazia Hassan, Allison Lockett, Jason Palmer, and Sweety Sharma.

The nominated members were acclaimed as members of the Strategic Planning Sub-committee.

9. PIC Budget Update

Co-Chair Talat advised the PIC has been allocated a budget of \$23,423 to support parent engagement activities. Responding to a query, she clarified that \$23,423 is the actual amount is for the year 2024-2025.

PIC-07 moved by Stacey Ann Brooks
seconded by Adnan Ghani

Resolved, that the oral update report re PIC Budget, be received.

..... carried

10. PIC Multi-Year Strategic Plan (MYSP) Discussion

Sariya Talat advised that PIC is seeking information from the board regarding MYSP to guide PIC's alignment with key goals. She stated that, to ensure meaningful parent and community engagement, a survey to school councils is expected to be circulated at the upcoming Great Start event, to gather input on key focus areas regarding the MYSP goals. Each PIC meeting will focus on one of the key areas through discussions and presentations. Associate Director Logan explained the process for conducting the MYSP discussions. She expressed her understanding that each identified goal will be accompanied by intended actions and expectations of Board staff. Responding to a member's queries, Co-Chair Talat advised that the survey will be circulated to School Councils for dissemination to their respective communities to bring back information to be shared at the Great Start event.

PIC-08 moved by Stacey Ann Brooks
seconded by Adnan Ghani

Resolved, that the oral report re PIC Multi-Year Strategic Plan Discussion, be received.

..... carried

11. PIC Communication

Co-Chair Talat spoke about the importance of effective communication with the broader community to foster collaboration to support student success, with the aim of maintaining open and timely communication through various channels, such as a dedicated section in the Board's monthly newsletter to share information, resources and key initiatives. Associate Director Logan advised that the Communications department takes the lead for outbound messaging and a discussion can be undertaken regarding the proposed structure and format for PIC.

11. PIC Communication (Continued)

Comments and responses to questions of clarification included: past communication was conveyed through superintendents of education to school councils, social media and PDSB website postings, and through memos to the school principals; information can be posted on the School News section of individual schools' websites; communication planning and direct communication between school councils and PIC to be discussed by the Strategic Planning Sub-committee; adding the survey to the All Families message; PIC to be advised of timelines for submitting information to newsletters; consider holding the Great Start event to earlier in the school year; data on tracking viewership of newsletters. Co-Chair Talat added that the Strategic Planning Sub-committee will meet to discuss the Great Start event planning. Associated Director Logan will bring back information regarding the query on email addresses for school council chairs.

12. PIC Parent Reaching Out (PRO) Grant - Update

Sariya Talat advised that PRO Grants funding supports projects for parents and families focusing on improving access and opportunities to support student learning. The funding for this school year is \$124,000.

Associate Director Logan advised on the new funding model consisting of core education funding and responsive education programs funding for external partners. She outlined project criteria, sample projects and ineligible projects and expenses. Associate Director Logan shared the PRO Grant funding details for 2022-2023 and 2023-2024 academic years, reasons for underspending, and noted that unused portion of funds were returned to the Ministry. She advised that distribution of funds will not involve an application process this year, but projects will need to meet criteria and expectations. The Strategic Planning Sub-committee will conduct further discussions on this approach following the Great Start event. It was clarified that as of this school year the unused portion of PRO grant funds will be retained with the school board for use by school councils subject to specified criteria. Discussions ensued and questions of clarification were responded to regarding communication of PRO Grant funding to schools, and amounts allocated to each school. Camille Logan will follow up on whether the unused portion of funds are for use only by schools or can be used by the Parent Involvement Committee.

PIC-09 moved by Shannon Carkner
 seconded by Shazia Hassan

Resolved, that the oral update report re PIC Parent Reaching Out (PRO) Grant, be received.

..... carried

Trustee Benjamin retired from the room (18:40 hours). Trustee Will Davies acted as the designated alternate trustee.

13. Great Start – November 12, 2024

Sariya Talat announced that the Great Start event will take place on November 12, 2024 at the Central Board Office. Responses to questions included: the current year's PIC budget is \$30,423; any two members from each school council can attend in-person and the event is open virtually to all members; Coordinating Principal, Elizabeth England, will be requested to assist; the event will be in hybrid format with the opening event and activities conducted in the main Board Room.

PIC-10 moved by Adnan Ghani
seconded by Stacey Ann Brooks

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

..... carried

15. Board Updates/Reports

Associate Director Logan congratulated the new PIC members and expressed interest in continuing to work together on the goals. She reported that October is International Walk to School Month, Islamic Heritage Month, and Latin-X and Hispanic Heritage Month and various activities are planned at schools in recognition of these events. She highlighted that four Peel students, the Forest Guardians team, from Darcel Avenue Public School became the first Canadian team to win first place at the World Robot Olympiad (WRO) Open Championship, for their Blaze-Bot solution to combat the spread of wildfires. Camille Logan referred to the Multi-Year Strategic Plan goal on focus for families and communities to understand access to Pathways. She advised that Grade 8 students and their parents are offered high school information nights for Regional Learning Choices Programs, Take Your Kids to Work Day, and a virtual event called Launch for Grades 10–12 to explore post-secondary pathways. Associate Director Logan encouraged members to provide feedback on draft policies which will be posted on the Peel DSB website and to visit the section called What You Need to Know for additional information.

Responses to questions of clarification included: transportation for regional programs is offered for elementary and the expectation is that it will be extended to secondary panel next year; at present there is no new information on funding for the Ministry's proposed Lunch program; the virtual event on Pathways is scheduled for November 6, 2024 and was conveyed through the All Families communication; information regarding the Advanced Placement program for minorities will be available in the course selections for next year, dispersed at school Information Nights, and a report will be brought back to the next PIC meeting; preparing students early on for advanced program is part of the MYSP.

A member requested additional details on the Multi-Year Strategic Plan and student achievement planning for special needs students with learning disabilities, in terms of policy, program, vision, and planning. Associate Director Logan advised that this information is often brought to Special Education Advisory Committee meetings. Co-Chair Talat confirmed that each PIC meeting will focus on one key area of MYSP, and she suggested that this could be one of the areas to be discussed at PIC.

13. Board Updates/Reports (Continued)

PIC-11 moved by Sweety Sharma
seconded by Stacey Ann Brooks

Resolved, that the oral report re Board Updates, be received.

..... carried

14. Communications

Co-Chair Talat reported that a Parent Engagement Conference is being held at Cawthra Park Secondary School on Saturday, October 19, 2024, from 8.30 a.m. to 1 p.m., which includes keynote speakers as well as provides useful information and networking opportunities.

15. Adjournment

PIC-12 moved by Adnan Ghani
seconded by Shazia Hassan

Resolved, that the meeting adjourn (19:37 hours).

..... carried

.....
Co-Chair

.....
Co-Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board, held on Tuesday, December 17, 2024, at 19:04 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

Susan Benjamin, Trustee
Nicole Buckett, Fragile X Research Foundation of Canada (electronic)
Jeffrey Clark, Trustee
Barbara Cyr, Association for Bright Children, Peel Chapter
Jassie Gill, Ontario Parents of Visually Impaired Children (electronic)
Jennifer Knight, Easter Seals Ontario
Lee Ann Mallett, Learning Disabilities Association of Peel Region
Nilanjan Ray, Autism Ontario, Peel Chapter
Ann Smith, Brampton-Caledon Community Living

Members absent: (apologies received marked *)

Ebenezer Addei, Abilities to Work
Lucas Alves, Trustee
Shelley Foster, VOICE for Deaf and Hard of Hearing Children
Felix Izawode, Sawubona Africentric Circle of Support
Dorothy Peddie, FASworld Canada, Peel Chapter
Mary Wright, Down Syndrome Association of Peel *

Administration:

Ted Byers, Acting Superintendent, Special Education (Executive Member)
Paul da Silva, Associate Director, School Improvement and Equity
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

1. Call to Order

Acting Superintendent of Special Education, Ted Byers, called the meeting to order.

2. Election of Chair and Vice-Chair

Superintendent Byers called for nominations for the position of Chair of the Special Education Advisory Committee.

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

Jennifer Knight nominated Lee Ann Mallett.

There were no further nominations.

The nomination of Lee Ann Mallett for the position of Chair of the Special Education Advisory Committee was moved by Jennifer Knight and seconded by Jeffrey Clark.

SE-01 moved by Jennifer Knight
 seconded by Barbara Cyr

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

..... carried

Lee Ann Mallett was acclaimed as Chair of the Special Education Advisory Committee.

Lee Ann Mallett assumed the Chair, and called for nominations for the position of Vice-Chair of the Special Education Advisory Committee.

Barbara Cyr nominated Jennifer Knight.

There were no further nominations.

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

SE-02 moved by Barbara Cyr
 seconded by Jeffrey Clark

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

..... carried

Jennifer Knight was acclaimed as Vice-Chair of the Special Education Advisory Committee.

3. Acknowledgement of Traditional Lands

The video of the Acknowledgement of Traditional Lands was viewed.

4. Approval of Agenda

SE-03 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Special Education Advisory Committee Meeting, November 19, 2024

SE-04 moved by Jeffrey Clark
seconded by Nilanjan Ray

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held November 19, 2024, be approved.

..... carried

7. Delegation of Jamie Peddle regarding Special Education Support

Jamie Peddle delegated the Committee, requesting the Board to allow for Board-Certified Behavioural Assistants (BCBA) into classrooms to work with children who need Applied Behaviour Analysis (ABA) therapy. He spoke of the difficulties his special needs' child faced in elementary schools, including being unable to attend during the first two weeks of school, and lack of supports and Educational Assistants. He remarked that Peel DSB has only a few Board-Certified Behavioural Assistants (BCBA) and Occupational Therapists (OTs). Stating that his child is not being given supports and the chance to succeed, Jamie Peddle requested that the Board: allow parents to pay for BCBAs to support their children in school; hire additional OTs and Speech/Language Pathologists (SLP); set up higher qualification requirements for EAs and ensure trained staff are hired; separate classrooms for special education students. In response to questions of clarification, Jamie Peddle stated that he was told by his child school that there are no SLPs. He confirmed that he would like to receive a written response to his suggestions.

SE-05 moved by Jennifer Knight
seconded by Barbara Cyr

Resolved, that the Delegation of Jamie Peddle regarding Special Education Support, be received, and that the Special Education Advisory Committee recommends to the Board:

That, an information report from staff with regard to the delegation, be presented at a subsequent SEAC meeting.

..... carried

8. Superintendent's Report

A written report was circulated ahead of the meeting. Superintendent Byers noted that Governance Training was held prior to this meeting. Referring to the presentation at the November 2024 SEAC meeting on Equitable Assessment Practices within the Student Review Process (SRP) resource, he explained that the resource supports discussions as to whether a psychoeducational assessment is essential beyond classroom evaluations and interventions. A prioritization matrix is used by the school team, and is based on the benefit to student learning, and urgency determined by several factors. The matrix also supports a referral process for psychoeducational assessments, specifically urgent priority assessments, and regular meetings are held in groups of superintendencies to ensure a Psychoeducational Consultant is assigned to complete the urgent priority assessments.

With regard to EA allocations, Ted Byers advised that two memos were issued to principals to indicate that EA allocations to schools were under review, due to over-allocation to schools compared to budget, and budgetary constraints. He noted that the review has been completed, some allocations to EA schools were adjusted, and hiring has resumed. He highlighted the Winter Caring Connection, an initiative started 22 years ago by the Social Work team to help families experiencing financial insecurity. He stated that the Winter Caring Connection Committee has been recognized with an award from Mazda Mississauga which comes with a \$2,500 prize.

SE-06 moved by Jeffrey Clark
seconded by Jennifer Knight

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

.....

The administration responded to members' questions of clarification including: students should return to the SRP if they have been waiting for an assessment for a long time; approximately 400 psychoeducational assessments that have been either completed or in progress since the start of the year; no urgent priority assessments waiting to be assigned; students who are not considered high priority continue to receive support through discussions, consultations, interventions, and strategies, and priority for assessment can be changed if Tier 1 and 2 supports are not yielding progress; the Equitable Assessment Practices within the SRP is a new process, and staff will be reviewing data and refining the process; EA allocation through the budget was 125, and an additional 98 EAs were requested for a total of 223 EAs; an over-allocation of EAs beyond the total was corrected and the EA hiring freeze has now been lifted. Superintendent Byers confirmed that he will follow up with regard to the number of students who are not prioritized as urgent and are waiting at different levels for psychoeducational assessments.

.....

SE-06 carried

9. Peel DSB Special Education Plan Review/Consultation

Jeff Bertrand, Coordinating Principal, Special Education, presented the report for Standards 5 and 6, and reminded members to provide their feedback through the Special Education Plan link to ensure the consultation is located in one place. Research department will download the responses in a timely manner, and updates will be made as required. He noted that staff are in the process of editing and revising the Parent Guide to the IPRC (Identification Placement and Review Committee), and are looking at a plan to potentially create a Guide to Special Education for families, that will amalgamate the information and provide an additional user-friendly document. Jeff Bertrand highlighted the questions to be considered in providing feedback. Regarding Standard 6, Educational and Other Assessments, staff will be looking for input from the community. Monthly downloads of feedback are scheduled, and it is expected that the first round of feedback will be shared in January 2025. Jeff Bertrand noted that the Special Education Plan website page includes a QR code and a site for public input. He indicated that printouts for Standards 8 and 9 are provided for next month's review.

SE-07 moved by Barbara Cyr
seconded by Nilanjan Ray

Resolved, that the report re Peel DSB Special Education Plan Review/Consultation, be received.

.....

Vice-Chair Knight stated that the purpose of the consultation is to discuss the Standards during the meeting, so that the public are aware of the consultations. She added that the discussion among members will help to improve the feedback, and remarked that the feedback provided through the form may not convey complete clarity. Chair Mallett echoed the remarks, noting that discussion within the meeting is preferred due to interaction between members. Jeff Bertrand agreed to take the suggestion back to the administration. In response to a member's question about updating the amendment section of the Special Education Plan and ensuring that parents know about the amendments, Jeff Bertrand stated that the plan is to bring the information in January 2025. He will follow up on how changes can be shared for public viewing.

SE-07 carried

10. Questions Asked by Committee Members

Barbara Cyr noted that the link to the IPRC meeting dates, provided in the November 2024 SEAC agenda, is not accessible to members, and she asked for the list of dates. Jeff Bertrand confirmed that the list of meeting dates will be emailed to all members.

11. Motion / Action Log

Referring to item in the report regarding the commitment of the Purchasing Department to ensure all vendors meet AODA standards, Ted Byers shared the response provided by the Purchasing Department which outlined the Board's responsibilities under the Act, including that the Board shall incorporate accessibility design criteria and features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so, in which case, an explanation shall be provided upon request. Stating that the response was not satisfactory, a member noted that the action item arose from a discussion regarding vendors meeting AODA standards referring specifically to whether field trips and objects and activities brought into classrooms are AODA compliant to ensure all students can participate. The member also asked about training teachers to be accessibility assessors.

Referring to the census data in the Equity Accountability Report Card, a member noted that the report includes trends and patterns for students with exceptionalities, and asked that this portion of the report be brought to a SEAC meeting for discussion. She stated that the report provides information on absenteeism, poor results, etc. for these students, and a discussion is needed to improve outcomes. The member asked about the date when the results of the ADHD Writing Team will be presented. Amelia Hsu, Manager, Psychology reported that training for educators commences tomorrow, with subsequent dates during January to April 2025. Training is provided by the Psychology department, in collaboration with Special Education Resource Teachers, and Social Emotional Resource Teachers. She confirmed that Psychology staff are specialized in ADHD.

Regarding the update report on EA absences and unfilled rates to be presented to SEAC in January 2025, the member expressed disappointment and dissatisfaction that the Committee has had to wait four months for the information. She emphasized that EA support is vital for students with special needs, and the data has not been shared. She stated that the Committee needs to be updated as to whether the trends are improving and about actions being taken.

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

1. Motion for Board approval: That, an information report from staff with regard to the delegation by Jamie Peddle, be presented at a subsequent SEAC meeting. (Item 7)
2. Follow up with regard to the number of students who are not prioritized as urgent and are waiting at different levels for psychoeducational assessments. (Item 8)
3. Amendments section will be completed, and follow up on how to share amendments to the Special Education Plan for the public to view. (Item 9)
4. Regarding vendors meeting AODA standards, a response is required specific to whether field trips and objects and activities brought into classrooms are AODA compliant to ensure all students can participate. (Item 11)
5. Query about training teachers to be accessibility assessors. (Item 11)
6. Portion of the Equity Accountability Report Card providing census data, trends and patterns for student with exceptionalities to be brought to a SEAC meeting for discussion. (Item 11)

12. Adjournment

SE-08 moved by Jeffrey Clark
seconded by Jennifer Knight

Resolved, that the meeting adjourn. (20:40 hours)

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE

Arising from a meeting of the Special Education Advisory Committee meeting, held December 17, 2024, the following recommendation is brought for Board approval:

1. Delegation of Jamie Peddle regarding Special Education Support

That, an information report from staff with regard to the delegation, be presented at a subsequent SEAC meeting.

Prepared by:
Nicole Fernandes
Board Reporter

Submitted by:

Paul da Silva
Associate Director, School Improvement and Equity

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, December 10, 2024, at 17:30 hours.

Members present:

Karla Bailey
Susan Benjamin
Jill Promoli (17:35)
Lucas Alves (electronic)
Jeffrey Clark
Kathy McDonald (electronic)
David Green, Ex-officio (electronic)

Trustee also present:

Stan Cameron (electronic)

Administration:

Harjit Aujla, Associate Director, School Improvement and Equity (Executive Member)
Lara Chebaro, Superintendent of Curriculum and School Improvement (Back-up Executive Member)
Bernadette Smith, Superintendent, Innovation and Research
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer

Lorelei Fernandes, Board Reporter

1. Call to Order

Associate Director, School Improvement and Equity, Harjit Aujla, called the meeting to order at 17:30 hours.

2. Election of Chair and Vice-Chair

Associate Director Aujla, called for nominations for the position of Chair of the Curriculum, Equity, Student Well-Being Committee.

Trustee Benjamin nominated Trustee Bailey.

The nomination of Trustee Bailey for the position of Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Benjamin, and seconded by Trustee Clark.

There were no further nominations.

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

The nominee for the position of Chair, Trustee Bailey, thanked her colleagues for their support.

Trustee Bailey was acclaimed as Chair of the Curriculum, Equity and Student Well-Being Committee.

Trustee Bailey assumed the Chair. She called for nominations for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

Trustee Clark nominated Trustee Benjamin.

There were no further nominations.

The nomination of Trustee Benjamin for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Clark, and seconded by Trustee Promoli.

Trustee Benjamin was acclaimed as Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

3. Land Acknowledgement

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

4. Approval of Agenda

Later in the meeting the agenda was reordered slightly.

CESWB-01 moved by Jill Promoli
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

5. Conflict of Interest

There were no declarations of conflict of interest.

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

CESWB-02

moved by Jeffrey Clark
seconded by Kathy McDonald

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held October 9, 2024, be approved.

..... carried

7. Response to Delegation by Learning for a Sustainable Future

Controller of Facilities and Environmental Support Services, Thomas Tsung, thanked the association, Learning for a Sustainable Future (LSF), for delegating to the Committee. He advised that Peel DSB will declare a climate emergency which aligns with the commitments made by the Region of Peel and the municipalities of Caledon, Brampton, and Mississauga. The declaration will be contingent on the Board having a Climate Action Plan to be developed in collaboration with various Peel DSB departments and include student input using a survey. Thomas Tsung commented on the Board's commitment to environmental education and sustainability through the EcoSchools Program, the framework for which is provided by the Toronto and Region Conservation Authority (TRCA). He reviewed the proposed actions to support the initiative outlined in the report.

Responses to questions of clarification from members included: a real-time monitoring system can track utilities on a daily basis; a utility database operated by the Ministry and enables consumption tracking and costs by school; resources will be reviewed once a Climate Action Plan is developed; the proposal is for all schools to be at a participant level in the EcoSchools program and move to higher levels of certification over the next few years; funding is currently received from Region of Peel through partnership with TRCA for Teacher Leads to attend workshops; additional internal grant program funding is available for EcoSchools Canada membership and Certification. A trustee commented on consideration to resolve issues for schools with open courtyards during heat alerts and flooding situations.

CESWB-03

moved by Lucas Alves
seconded Jill Promoli

Resolved, that the Response to Delegation by Learning for a Sustainable Future, be received.

..... carried

8. E-Learning in the Peel District School Board

Bernadette Smith, Superintendent, Innovation and Research, stated that Peel DSB's eLearning initiative demonstrates a commitment to accessibility, equity, and 21st century skills, and is aligned with the Board's Multi-Year Strategic Plan and Ministry Directives. Peel DSB is a member of the Ontario eLearning Consortium (OeLC), which ensures that Ontario students have access to a diverse range of eLearning opportunities.

8. E-Learning in the Peel District School Board (Continued)

Superintendent Smith reviewed background information in the report. She highlighted: eLearning courses are offered through a centralized PVSS structure to provide flexible options for students; teachers support students through monitoring and feedback; 1791 students are currently enrolled; the program maintains equity and cultural responsiveness; practices address systemic barriers; a high retention and success rate. She noted that increasing demand requires additional investment, staffing, professional development, and technological infrastructure. Anu Arora, Coordinating Principal of Peel Virtual Secondary Schools, stated that students are encouraged to be active participants in an eLearning environment. A video describing how active learning is embedded in a course was shown.

CESWB-04

moved by Susan Benjamin
seconded Jill Promoli

Resolved, that the report re E-Learning in the Peel District School Board, be received.

..... carried

9. International Programs in the Peel District School Board

Superintendent Bernadette Smith and Pooja Singh, Manager of Recruitment and Marketing, presented the report. Superintendent Smith stated that the Board's International Programs work is aligned with the Peel DSB's Multi-Year Strategic Plan, promoting student equity, global citizenship, and academic excellence through cultural inclusivity. Reviewing the report, she highlighted the core pillars: Peel schools for international students; delegations and learning experiences; partnerships providing opportunities to study and teach abroad including professional learning exchanges; student leadership initiatives. Next steps include strengthening and diversifying the programs to ensure sustainability, broadening recruitment efforts across regions, expanding student pathways, and refining programs through blended learning models. A video clip was viewed on Peel DSB's international programs.

Staff responded to trustees' questions of clarification regarding: China and Vietnam are the main source markets for international students; the Board intends to source students from across Europe; currently safety issues for international travel need to be considered for Peel DSB students going abroad; a majority of international students are in high school programs; a few students are enrolled in elementary programs, who must be accompanied by a parent or close relative; some students stay on to proceed to post-secondary pathways in Canada, while others go back to their home country; new visa rules do not impact Peel students. A trustee commented on the benefits of international student exchange programs in terms of student experiences.

CESWB-05

moved by Susan Benjamin
seconded Jill Promoli

Resolved, that the update report on International Programs in the Peel District School Board, be received.

..... carried

10. Adjournment

CESWB-06

moved by Lucas Alves
seconded Susan Benjamin

Resolved, that the meeting adjourn (18:24 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, January 15, 2025, at 17:35 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

Lucas Alves
Karla Bailey
Jeffrey Clark
Will Davies
Brad MacDonald
Jill Promoli
David Green, Ex-officio (electronic)
Satpaul Singh Johal, Ex-officio (electronic)

Trustee also present:

Susan Benjamin

Administration:

Michelle Green, Senior Manager, Communications & Public Engagement
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Jasmine Vorkapic, Governance Officer

Temi Adeniyi, Board Reporter

1. Call to Order

Governance Officer, Jasmine Vorkapic called the meeting to order. She welcomed everyone to the first Governance and Policy Committee Meeting.

2. Acknowledgement of Traditional Lands

A recording of the Land Acknowledgement was viewed.

3. Election of Chair and Vice-Chair

Internal Auditor, Tony Ronca was present to act as a scrutineer.

Governance Officer, Jasmine Vorkapic called for nominations for the position of Chair of the Governance and Policy Committee.

Trustee Lucas Alves nominated Trustee Brad MacDonald.

There were no further nominations

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

The nomination of Brad MacDonald for the position of Chair of the Governance and Policy Committee was moved by Lucas Alves and seconded by Will Davies.

GC-01 moved by Lucas Alves
 seconded by Jeffrey Clark

Resolved, that the nomination for the position of Chair of the Governance and Policy Committee be closed.

..... carried

Trustee MacDonald was acclaimed as Chair of the Governance and Policy Committee.

Chair MacDonald called for nominations for the position of Vice-Chair of the Governance and Policy Committee.

Trustee Will Davies nominated Trustee Lucas Alves.

There were no further nominations.

The nomination of Lucas Alves for the position of Vice-Chair of the Governance and Policy Committee was moved by Will Davies and seconded by Jeffrey Clark.

GC-02 moved by Jill Promoli
 seconded by Jeffrey Clark

Resolved, that the nomination for the position of Vice-Chair of the Governance and Policy Committee be closed.

..... carried

Trustee Lucas Alves was acclaimed as Vice-Chair of the Governance and Policy Committee

4. Approval of Agenda

Item 8.4, Proposed Amendment to the PDSB Procedure By-law was added to the agenda.

GC-03 moved by Lucas Alves
 seconded by Karla Bailey

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

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

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Governance and Policy Committee Meeting, November 13, 2024

GC-04 moved by Lucas Alves
seconded by Jill Promoli

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held November 13, 2024, be approved.

..... carried

7. Delegation by Jamie Peddle re Debates for Trustees before Election

Jamie Peddle delegated the Committee, speaking about significant changes in school systems and population growth in the Region of Peel. He commented on the importance of providing an opportunity for parents to hear from potential trustees about their stand on education, indicating that this promotes transparency and accountability. Stating that Canadians take pride in their democratic institutions, he suggested that as debates are held for city councillors, voters should also be able to scrutinize trustees' platforms, ask questions, and hold them accountable. He requested the Board to consider creating a policy for debates before trustee elections.

GC-05 moved by Lucas Alves
seconded by Will Davies

Resolved, that the Delegation by Jamie Peddle re Debates for Trustees before Election, be received.

..... carried

8. Policy Management Program: Policy Review Schedule 2024-2025

LaShawn Murray, Policy Analyst, noted that, each year, Governance and Policy department develops a work plan to address policies requiring development or review. The plan is driven by the policy review cycle, Board priorities, legislative updates, policy gaps, and emerging issues. LaShawn Murray stated that responsible offices are provided with the plan and resources to carry out essential activities, such as forming representative committees, setting strategic direction, conducting environmental scans of best practices, drafting policies, facilitating consultations, and navigating the approval process. She advised that, for 2024-2025, 26 policies are for review or development. The scope and complexity of work for each policy will vary, but the process emphasizes coordination, consistency, and alignment with system priorities.

8. Policy Management Program: Policy Review Schedule 2024-2025 (Continued)

LaShawn Murray explained the plan to streamline policies where appropriate, such as consolidating three separate staff expense policies: Expenses Policy; Travelling Allowance for Board Employees and Trustees Policy; Course, Conferences and Seminars Policy, into a comprehensive Staff Expenses Policy, modeled after the Trustee Expenses Policy. In response to a trustee's question, LaShawn confirmed that 7 out of the 26 proposed policies for the year have been completed, with 18 policies remaining.

GC-06 moved by Jeffrey Clark
seconded by Will Davies

Resolved, that the report re Policy Management Program: Policy Review Schedule 2024-2025, be received.

..... carried

9. Hiring Practices Policy

Presenting the proposed updated Hiring Practices Policy, Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity, noted that the policy applies to all Peel District School Board employees and job applicants, ensuring a fair, transparent, and equitable hiring process. In line with the Ministry of Education's 2020 review, the policy focuses on eliminating systemic barriers and fostering a workforce that reflects diversity of Peel DSB's students and communities. This approach aims to support student success and well-being regardless of identity. Key changes in this policy include: enhanced accountability measures and alignments with the Accessibility for Ontarians with Disabilities Act (AODA); a new section outlining roles and responsibilities during the hiring process, ensuring fairness and transparency; integrates recommendations from the Employment Systems Review and adopts an anti-racism framework, ensuring hiring decisions are based on merit and lived experience. Masuma Khangura stated that if approved, the updated policy, and its corresponding procedures will replace the current policy. In response to a trustee's question, Masuma Khangura explained that data is periodically collected through a voluntary census process, and there is no mandate for collecting identity-specific data. She indicated that the most recent census was conducted in 2022-2023, and another census is planned for the upcoming year.

GC-07 moved by Jeffrey Clark
seconded by Karla Bailey

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

That, the Hiring Practices Policy, attached as Appendix 1, be approved.
(APPENDIX I, refers to Item 8.2 of the Agenda)

..... carried

10. Peel DSB Communications Policy

Michelle Green, Senior Manager, Communications & Public Engagement presented the newly proposed Peel DSB Communications Policy. The proposed Policy reiterates that effective communication is central to the work of the Peel DSB, supporting student achievement, belonging, and transparency while fostering trust and confidence in public education. The proposed policy establishes a comprehensive framework for timely, equitable, and accessible communication across Peel DSB, aligned with the Accessibility for Ontarians with Disabilities Act (AODA) and other relevant legislation. The proposed policy introduces standardized guidelines for brand identity, media relations, and crisis communication while committing to regular reviews and improvements to ensure responsiveness and inclusivity. Michelle Green stated that the Policy aligns with the Board's Multi-Year Strategic Plan, and staff undertook an environmental scan of best practices, and internal and community consultations. Upon approval, the Communications and Public Engagement department will implement a detailed communication plan, update digital platforms, and inform stakeholders via newsletters and social media. In response to a trustee's question, Michelle Green stated she would be the main contact person for any communications during a crisis. Trustees could also reach out to the Governance Officer.

GC-08 moved by Will Davies
 seconded by Jill Promoli

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

That, the Peel DSB Communications Policy, attached as Appendix 1, be approved.
(APPENDIX I, refers to Item 8.3 of the Agenda)

..... carried

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

Jasmine Vorkapic, Governance Officer, stated that the report addresses clerical errors in the language of a motion published on the July 2024 Board agenda. The purpose of this amendment is to clarify the original intent of the Notice of Motion introduced at the June meeting. She explained that the PDSB Procedure By-law (Section 1.5.5) states that technical errors or omissions in meeting notices or agendas do not invalidate subsequent Board decisions unless they violate the law. Jasmine Vorkapic noted that in May 2024, the Governance and Policy Committee discussed Board and Committee scheduling issues caused by Red Dot and Open Red Dot Days. The original Notice of Motion introduced in the June, 2024 Board meeting proposed that Board and Committee meetings should not be restricted by these days. While the motion was approved in July, the published agenda contained errors. This report recommends amending the motion to reflect its original intent.

GC-09 moved by Jeffrey Clark
 seconded by Karla Bailey

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

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

That the Peel District School Board (PDSB) Procedure By-law be amended as follows:

Section 5.1.2

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

Section 8.3 –Delegation Process

Request to Delegate

Delegates must submit a Delegation Request Form, as follows. Requests must be received a minimum of 48 hours prior to the commencement of a Standing or Statutory Committee meeting. For example, Board Standing and Statutory Committee meeting agendas are generally posted on the Board's public website by 4:30 p.m. the Friday prior to a meeting to be held the following Wednesday. In this case, Delegation Request Forms will be received up until 4:30 p.m. on the Monday prior to the meeting. Alternative timelines may be considered or required, with the approval of the Committee Chair or Board Chair, for the purpose of recognizing Statutory Holidays ~~or Red Dot or Open Red Dot Days identified in the PDSB Faith and Creed Calendar, or Days of Significance.~~

..... carried

12. Adjournment

GC-10 Moved by Will Davies
 seconded by Lucas Alves

Resolved, that the meeting adjourn (18:15 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held January 15, 2025, the following recommendations are brought for Board approval:

1. Hiring Practices Policy

That, the Hiring Practices Policy, attached as Appendix 1 to the report, be approved.
(APPENDIX I)

2. PDSB Communications Policy

That, the PDSB Communications Policy, attached as Appendix 1 to the report, be approved.
(APPENDIX II)

3. Peel District School Board (PDSB) Procedure By-law

That, the following amendments to the Peel District School Board (PDSB) Procedure By-law, be approved.

Section 5.1.2

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

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(APPENDIX III)

Submitted by:

Jasmine Vorkapic
Governance Officer

8.2

Governance and Policy Committee Meeting, January 15, 2025

Hiring Practices Policy

Strategic Alignment:

- Ontario Human Rights Code
- Human Rights Policy
- Conflict of Interest Policy
- Employment Systems Review
- Policy/Program Memorandum (PPM) 165: School Board Teacher Hiring Practices
- Regulation 298: Operation of Schools – General R.R.O 1990

<i>Prepared by:</i>	Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access,
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

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

Highlights:

The Hiring Practices Policy applies to all Peel District School Board (PDSB) employees and job applicants. It aims to create a workforce that reflects the diverse community that the PDSB serves, promoting student success and well-being. The Policy establishes an anti-racism, anti-Black racism, anti-Indigenous racism, and anti-oppression framework in hiring, transfer, promotion, and retention processes. This submitted version of the Policy includes updates and formatting revisions from the previous version (last revised April 2021).

Background:

The Hiring Practices Policy ensures fair, transparent, and equitable hiring practices. In response to the Ministry of Education's March 2020 review, the Policy focuses on dismantling systemic barriers in hiring, to foster a workforce that reflects the diversity of PDSB students and communities. To achieve this, the Policy emphasizes the importance of lived experiences and intersectional identities as merit factors.

Evidence

Findings/Key Considerations:

Human Resources, Partnerships and Equity (HRPE) have been leading the review and revision of the Hiring Practices Policy. The Policy affirms PDSB's commitment to anti-racism, equity, inclusion, and student achievement. It incorporates recommendations from the Employment Systems Review (#21 and #22) and was informed by consultation with the public.

Impact Analysis

Equity & Human Rights Review:

The Hiring Practices Policy is intended to ensure fairness and equity in all hiring processes at PDSB. The Policy requires that all involved in the decision making during the hiring process are held accountable and adhere to transparent, inclusive, and consistent practices. The Policy outlines roles and responsibilities during hiring and aims to eliminate systemic barriers to ensure that decisions are made based on merit, lived experience, and an anti-racism framework. The Policy supports the hiring, transfer, promotion, and retention processes based on an equitable, comprehensive, and fair practices.

Board or Ministry Policy Alignment:

The Hiring Practices Policy integrates with various PDSB policies, including the Human Rights Policy, Equity and Inclusive Education Policy, Accessibility Policy, and Conflict of Interest Policy. It also aligns with the Ontario Human Rights Code and responds to recommendations of the Employment Systems Review (#21 and #22). The Policy aligns with PPM 165, ensuring a consistent, and transparent approach to hiring to foster a workforce that supports student achievement.

Legal implications:

In accordance with the Ministry, school boards are required to adopt a hiring policy which establishes fair, consistent, and transparent hiring practices. Not having a Hiring Practices Policy would violate this requirement, and may also lead to discriminatory and inequitable hiring. This would also expose the Board to legal challenges and hinder efforts to establish an inclusive and equitable environment.

The lack of a clear, transparent, and accountable hiring process puts the Board at risk as it would not be conducive to building a workforce that supports student success.

Risk Assessment:

In addition to the legal implications mentioned above, hiring, transfer, promotion, and retention practices that are biased and/or inequitable would be damaging to the Board's reputation and the Board's ability to fulfill its strategic goals.

Next Steps

Action Required:

The Hiring Practices Policy will be operationalized through the Hiring Practices Operating Procedure, which will be brought forward to Executive Council for approval.

Communications:

Once approved, the Hiring Practices Policy will be posted on the internal and external PDSB website.

Appendices

Appendix 1 – HRS912 – Hiring Practices Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Hiring Practices

POLICY ID: HRS912 (*Formerly Policy 90*)

FUNCTIONAL CATEGORY: Human Resources

RESPONSIBILITY: Workforce Planning and Partnerships, Workplace Equity and Inclusion - Human Resources, Partnerships and Equity

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2027-2028

REVIEW SCHEDULE: 3 years

1. Purpose

The Hiring Practices Policy will:

- 1.1 Create a process that is fair and equitable, anti-racist and anti-oppressive, transparent and actively accountable;
- 1.2 Serve to inform and support the implementation of the Ministry of Education's Policy/Program Memorandum (PPM) 165: School Board Teacher Hiring Practices by mandating principles, guidelines, merit factors, from an anti-racism, anti-Black racism, and anti-oppression framework; and
- 1.3 Result in a workforce that is reflective of the students and communities we serve so that all students, regardless of their identity, can achieve student success and well-being.

2. Application and Scope

2.1 Background

- a) In March 2020, the Ministry of Education conducted a review of the Peel District School Board (PDSB) outlining observations and recommendations with respect to systemic discrimination, specifically anti-Black racism, human resources practices, board leadership and issues of governance.

- b) In their report, the Ministry's Reviewers recognized an absence of demographic diversity amongst school staff and underrepresentation of racialized teachers at the PDSB consistent with staff and student census data. Research has shown African, Caribbean and Black and Indigenous students achieve better educational outcomes and have better educational experiences when they have educators who understand their intersectional identities and lived experiences.
- c) The Hiring Practices policy and procedures responds to the findings of the Ministry's Review by acknowledging the importance of race, racism, and its impact on hiring at the PDSB, and that employing an anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression framework to the hiring practices creates more equitable outcomes for students.

2.2 Application

- a) This policy applies to all PDSB employees and job applicants.

2.3 Scope

- a) The policy applies to hiring, transfer, promotion and retention. The policy does not modify or supersede the terms of a collective agreement or terms and conditions of employment binding upon the PDSB and shall be read and interpreted in harmony with the relevant collective agreement or terms and conditions of employment. If any provisions of the policy are found to be inconsistent with applicable legislation or the provisions of a collective agreement, the applicable legislation and collective agreement provisions will prevail.

2.4 General Requirements

To be considered for employment, an applicant must:

- a) be a Canadian citizen, permanent resident, or possess a valid work permit or employment visa to work in Canada.
- b) provide a Social Insurance Number issued by Service Canada.

3. Definitions

- 3.1 **Board:** refers to the Peel District School Board which is also referred to as the “PDSB”.
- 3.2 **Lived Experience:** refers to the personal knowledge that an individual has gained through their experiences and interactions in the world. These lived experiences are shaped by intersectional identities such as race, gender, class, sexual orientation, creed, etc. An individual’s identity impacts how they experience the world and the various systems of oppression (e.g., racism, sexism, homophobia, transphobia). Having lived experiences that mirror the lived experiences of students allows educators to understand and validate the experiences of students and communities that they serve. Understanding lived experiences can also serve as a means by which systemic gaps are identified and addressed to ensure equity and inclusion so that barriers can be recognized and eliminated.
- 3.3 **Merit:** is being worthy and deserving of consideration. The way in which this traditional concept of merit is interpreted and applied in the hiring process must be through an equity-based anti-racist and anti-oppressive lens. Merit will consist of more than formal qualifications, Canadian work experience, professional credentials, assessment and awards, and will also place value on and give weight to the skills, work, traditions, experiences, and perspectives derived from the lives of job applicants.

4. Policy

- 4.1 Hiring practices will adhere to the following guiding principles for the hiring, promotion, retention, and transfer of all employees, comply with the additional requirements for the hiring of educators and other professionals as required by law, and consciously and intentionally acknowledge and give credit to the concept of merit as defined in this policy.
- 4.2 Guiding Principles
 - a) The hiring process will be in alignment with the Board’s Human Rights Policy, Anti-Racism Policy, and the Equity and Inclusive Education Policy.

- b) The process will recognize and address systemic barriers that lead to disparity and disproportionality in hiring outcomes;
- c) Hiring process and practices will be equitable, consistent, transparent, and uphold the Board's commitments to anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression;
- d) Hiring process will consciously and intentionally acknowledge that the lived experiences of employees and job applicants is a legitimate and important factor in decisions to hire, promote and retain staff at the PDSB and is critical in the service of those most marginalized and oppressed due to systemic inequities.
- e) An anti-racist, anti-oppressive and anti-discriminatory lens will be applied to all components of the hiring process including, but not limited to, job evaluation and terms and conditions of employment; outreach and recruitment; screening of job applicants; composition of hiring panels; content of the interview questions; assessment of job applicants. Hiring practices and procedures at all levels should reflect, demonstrate understanding of and respond to a diverse population.
- f) Decision-making at every stage of the hiring process will be informed by the demographics of the PDSB students' communities and the composition of the various staff groups, instructional, operational, and administrative, to address disparities and inequities to support an evidence-based, data-driven approach, in addition to intentionally identifying and removing barriers for most marginalized and oppressed due to systemic inequities.
- g) PDSB will monitor and report the results of the PDSB's hiring practices so that outcomes can be evaluated in accordance with the purpose of this policy and the PDSB's commitment to anti-racism, anti-Black racism, and anti-oppression.
- h) **Re-employment of Former Employees:** Any employee whose employment with the PDSB has been terminated may be considered for future employment

opportunities with the Board. Re-employment decisions will be subject to a review of the circumstances surrounding their termination, any subsequent changes in their qualifications or conduct, and the Board's operational needs. The Board reserves the right to deny re-employment based on the nature of the termination, operational needs, or other relevant considerations, in compliance with applicable laws and regulations.

4.3 Merit Factors that Form the Basis for Hiring Processes

- a) Merit is often seen in traditional ways where professional qualifications and credentials and traditional work experiences and ways of knowing are weighted more than non-traditional notions of merit.
- b) Staff involved in the hiring process will place appropriate emphasis on all notions of merit where applicable and set out in this policy that give credit to and confer legitimacy upon job applicants with diverse intersectional identities and lived experiences.
- c) Lived experiences and intersectional identities of staff are important merit factors for hiring processes in order to meet the learning and social emotional needs of all students.
- d) Teacher hiring process must adhere to the qualification requirements set out in Regulation 298, "Operation of Schools – General".

4.4 Additional Requirements

- a) The policy recognizes that hiring must adhere to the qualification requirements set out by standards and requirements specific to various jobs and relevant credentials bestowed by certifying and licensing authorities and colleges, as well as applicable legislation and regulations including the Human Rights Code.
- b) The hiring process for educators must be compliant with Policy/Program Memorandum 165 - School Board Hiring Practices and teacher hiring must uphold the principles mandated in Regulation 298, "Operation of Schools –

General”, R.R.O, 1990, including those related to providing the best possible education program and ensuring safety and wellbeing for students.

4.5 Fairness and Transparency

- a) PDSB is committed to maintaining a fair and equitable hiring process. No applicant shall be discriminated against in any way based on any Human Rights Code protected grounds with the context of seeking employment with the PDSB. The following measures are established to maintain an equitable hiring process:
- (i) **Conflict of Interest Disclosure:** All individuals participating in the hiring process are required to disclose any conflict of interest that include actual or perceived conflicts, and/or possible conflicts that have the potential to become actual or perceived. Such disclosures shall adhere to the guidelines outlined in PDSB's Conflict of Interest Policy.
 - (ii) **Transparency and Documentation:** The hiring process will be characterized by transparency, and all steps, criteria, and decisions made throughout the process will be documented by the hiring panel.
 - (iii) **Training and Awareness:** PDSB will provide training and guidance to all individuals involved in hiring to ensure a bias-free hiring process and that hiring teams are well-informed about the Board's Hiring Practices Policy. This training will emphasize the significance of conducting fair, unbiased, and objective hiring decisions.
 - (iv) **Continuous Improvement:** PDSB will continuously review and improve its hiring processes and policies to further prevent nepotism and favoritism and to uphold its commitment to a fair, transparent, and merit-based (including lived experience) selection process.
 - (v) **Special Programs:** The Ontario *Human Rights Code* enables organizations to develop and implement programs to help members from historically disadvantaged groups which have experienced hardship, economic disadvantage, inequality, or discrimination. Such programs strive

to achieve substantive equity by creating opportunities for people and groups who face disadvantage and discrimination.

Where the Board determines that specific marginalized communities are demonstrably under-represented within the Board's workforce, the Board will consider implementing special programs to aide in creating employment opportunities for under-represented groups within our community. Such programs are expressly protected under the *Code*.

- (vi) **Employment Mobility:** The hiring process addresses employment mobility by providing equal opportunity to all OCT certified teachers to apply for any position (occasional, long-term occasional, or permanent) for which they are qualified irrespective of where they are currently employed.

4.6 Accessibility for Ontarians with Disabilities Act

- a) **AODA Inclusion:** All hiring processes are conducted in alignment with the *Accessibility for Ontarians with Disabilities Act (AODA)*, ensuring equal opportunity and accessibility for individuals with disabilities throughout the recruitment and selection process.
- b) **Accommodation Notification:** Candidates invited for interviews must be informed about the PDSB's availability of accommodation during the recruitment and selection process, indicating the commitment to accommodating individuals with disabilities.
- c) **Accessible Materials:** Assessment and selection materials, including but not limited to application forms, testing materials, and interview documents, shall be made available in an accessible format to candidates with disabilities, where requested.
- d) **Accommodation Policies:** Candidates must be notified of the PDSB's Accessibility Policy.

4.7 Monitoring and Evaluation

- a) Accountability requires monitoring and reporting the results of PDSB's hiring practices so that outcomes can be evaluated in accordance with the purposes

of this policy and the PDSB's commitment to anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression.

- b) The PDSB will collect and analyze workforce demographic data that will be cross-referenced with student demographic data to support the implementation and monitoring of this policy.

Roles and Responsibilities

4.8 Board of Trustees

- a) Approve the Policy.

4.9 Director of Education or designate

- a) Oversee the implementation of the Policy across PDSB.
- b) Ensure all PDSB staff are made aware of the Policy and its supporting procedures.

4.10 Director's Council

- a) Approve the procedures related to this Policy, ensuring alignment with PDSB's strategic goals and equity initiatives.

4.11 Legal Services

- a) Review the Policy to ensure compliance with legislative requirements, including the Ontario *Human Rights Code*, *AODA*, and other applicable laws.

4.12 Human Resources, Partnerships and Equity

- a) Provide ongoing support to hiring managers and supervisory staff in adhering to the Policy, and providing resources, guidance, and training as needed.
- b) Regularly audit and analyze hiring data to ensure compliance with the Policy, assess its effectiveness, and report findings to leadership.
- c) Monitor the hiring, promotion, transfer, and retention processes to ensure the application of equity principles.

- d) Oversee the ongoing evaluation of the Policy's effectiveness in addressing systemic barriers in hiring and achieving equitable representation across PDSB staff.

4.13 Supervisory Officers, Corporate Officers, Executive Leads, Controllers, General Counsel, Chief Information Officer

- a) Ensure that all PDSB hiring managers, supervisors, and staff comply with applicable legislation and the provisions of this Hiring Policy.
- b) Enforce the consistent application of the Policy, ensuring that department hiring decisions are informed by anti-racism and anti-oppression frameworks, and align with the Board's commitments to equity.

4.14 Hiring Managers and Supervisors

- a) Ensure compliance with this Hiring Policy and applicable procedures at all stages of the hiring process.
- b) Use an anti-racist and anti-oppressive lens when reviewing applications, conducting interviews, and making hiring decisions.
- c) Inform applicants about the PDSB Hiring Practices Policy, including the Board's commitments under the AODA, and the Board's commitment to creating a fair, transparent, and equitable hiring process.
- d) Ensure accommodations are provided to applicants in accordance with the Policy, and throughout the recruitment process.
- e) Attend hiring manager training sessions and regularly review PDSB hiring manager resources.

4.15 Applicants

- a) Notify the hiring manager of any accommodation requirements during the recruitment and selection process.
- b) Applicants are encouraged to voluntarily disclose any relevant lived experiences or intersectional identities during the application process.

5. Reference Documents

Legislation:

- Regulation 298: Operation of Schools – General R.R.O 1990
- Ontario Human Rights Code

Policies:

- PDSB Human Rights Policy (HRO300, formerly Policy 51)
- PDSB Equity and Inclusive Education Policy (ARE201, formerly Policy 54)
- PDSB Accessibility Policy (LEG404, formerly Policy 76)
- PDSB Conflict of Interest Policy (LEG400, formerly Policy 8)

Other Documents:

- Hiring Practices Procedure
- PPM 165: School Board Teacher Hiring Practices
- Collective Agreements

6. Revision History

Review Date	Approval Date	Description
	April 26, 2021	Approved.
November 27, 2023		Housekeeping amendment – Template migration.

8.3

Governance and Policy Committee Meeting, January 15, 2025

PDSB Communications Policy

Strategic Alignment:

This policy aligns with the Multi-Year Strategic Plan goals - student achievement, equity and inclusion and community engagement. It adheres to Ministry policy directives such as the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act (AODA), and the Education Act. By fostering transparency and equity in communication, this policy reinforces the board's commitment to inclusion, trust, and accountability.

Report Type:

Recommendation

Prepared by: Michelle Green, Sr. Manager, Communications & Public Engagement

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation

That the proposed Communications policy be approved by the Board of Trustees to align with Peel District School Board's (PDSB) strategic objectives and compliance with Ministry directives.

Background

Effective communication is critical to advancing PDSB's purpose, values, and goals. Over the years, gaps in communication equity, transparency, and accessibility have been identified, highlighting the need for a unified policy. The proposed Communications policy builds upon previous communication strategies while addressing systemic inequities and integrating innovative approaches. The policy is designed to support PDSB's ongoing commitment to equity, anti-racism, and community engagement.

Evidence

Findings/Key Considerations

- **Consultations:** Input was gathered from students, staff, parents/guardians, trustees, and community groups to identify communication barriers and opportunities for improvement.
- **Best Practices:** Benchmarks from other jurisdictions informed the inclusion of clear language principles, digital accessibility standards, and equity-focused communication strategies.
- **Interrelationships:** The policy supports PDSB's broader strategic objectives, including fostering student well-being, enhancing parent engagement, and building public trust.

The proposed Communications Policy:

- Establishes a comprehensive framework for effective, timely, and equitable communications across PDSB.
- Ensures compliance with the Accessibility for Ontarians with Disabilities Act (AODA), Ontario Human Rights Code, and other relevant legislation.
- Aligns communication practices with PDSB's Multi-Year Strategic Plan and Anti-Racism, Equity, and Human Rights policies.
- Promotes transparency, accountability, and engagement with all PDSB stakeholders, including underserved communities.
- Introduces standardized guidelines for brand identity, media relations, and crisis communications.
- Outlines responsibilities for trustees, staff, and administrators in implementing communication strategies.

-
- Enhances accessibility of communication tools, including multilingual resources where identified.
 - Commits to regular review and improvement of communication processes to ensure responsiveness and inclusivity.

Impact Analysis

Equity & Human Rights Review

- The policy directly addresses systemic barriers by promoting accessible and inclusive communication methods, such as diverse language needs where identified and digital tools.
- Upholds the rights of all stakeholders by ensuring equitable access to information and actively engaging underserved communities.
- Marginalized groups, including non-English speaking families and individuals with disabilities, stand to benefit most from these enhancements.
- Clear, consistent communication fosters better engagement and support for student achievement and well-being success.
- Reinforces PDSB's obligations to equity, anti-racism, and anti-oppression through actionable measures.

Board or Ministry Policy Alignment:

This policy aligns with the ministry's Program Memorandum 170 (PPM 170) by promoting effective, timely, and consistent communication with stakeholders. It supports the Multi-Year Strategic Plan goals - student achievement, equity and inclusion and community engagement. It adheres to Ministry policy directives such as the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act (AODA), and the Education Act. By fostering transparency and equity in communication, this policy reinforces the board's commitment to inclusion, trust, and accountability.

Resource/Financial Implications:

- **Financial Impact:** The financial implications may include costs for digital tools, accessibility services (e.g., translation, transcription), and staff training to implement and maintain communication protocols.
- **Staff Impact:** Staff time will be required to update websites, monitor communications platforms, and respond to inquiries. Departments may need to reallocate resources to meet communication goals without impacting other priorities.
- **Implementation Time:** Initial setup and ongoing management will require coordinated efforts from the Communications and Public Engagement team, LTSS staff, and school administrators.

Legal Implications

- The policy aligns with legal responsibilities under relevant legislation, including privacy laws (MFIPPA) and accessibility standards.
- Risks include potential non-compliance with legal requirements for equity and privacy, which could result in reputational damage or legal liabilities.
- The Board must ensure all communications meet anti-racism and equity commitments to minimize risks and foster stakeholder trust.

Risk Assessment

- **Short-term Risks:** Miscommunication or delayed implementation could lead to confusion among stakeholders.
- **Medium-term Risks:** Insufficient stakeholder engagement might undermine trust and participation.
- **Long-term Risks:** Failure to meet equity or accessibility standards could harm the Board's reputation and result in legal challenges.

Mitigation strategies include thorough planning and timely implementation.

Community Impact

- The decision supports equity by ensuring accessible communication for all stakeholders, including underserved communities.
- Engagement strategies prioritize inclusive participation, ensuring diverse perspectives are represented.
- Stakeholder groups include students, families, staff, and trustees. Ongoing consultation will address concerns and resolve issues as they arise.

Next Steps

Action Required:

- Develop and approve a detailed communication plan.
- Bring awareness to staff on updated communication protocols and tools.
- Launch updated communication tools and processes as required.

Communications:

A robust communication plan will ensure awareness and understanding of the policy. This includes:

-
- Updating PDSB websites and digital platforms.
 - Engaging stakeholders through newsletters and social media.
 - Providing communication support resources and training for staff.

Success Measures:

- Increased stakeholder satisfaction with communication, measured through surveys.
- Compliance with accessibility and privacy standards.
- Timely responses to stakeholder inquiries.
- Increased digital engagement rates across platforms.

References:

1. Ontario Human Rights Code
2. Accessibility for Ontarians with Disabilities Act
3. Education Act
4. Program Memorandum 170

Appendices

Appendix 1 – Communications Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Communications

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Communications and Community Engagement

RESPONSIBILITY: Senior Manager, Communications and Public Engagement

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

Communications are central to the work of Peel District School Board (PDSB). Effective communication supports:

- Advancing student achievement and belonging;
- Communicating board values, priorities, initiatives and outcomes;
- Strengthening relationships with students, staff, families and the PDSB community; and
- Promoting transparency and accountability while enhancing trust and confidence in public education.

The purpose of this policy is to:

- 1.1 Promote, and maintain effective, timely and consistent communication with all stakeholders, including students, parents/guardians, staff, trustees, government, the media, and members of the public.
 - 1.2 Outline expectations and requirements for PDSB staff and Trustees with respect to internal and external communications on matters impacting students, staff, families, trustees, and the PDSB communities.
-

2. Application and Scope

This policy applies to all employees of Peel District School Board and the Board of Trustees. This policy applies to all PDSB websites, including, but not limited to, department websites, school websites, school messaging accounts, teacher websites, and program websites. It excludes approved digital platforms for students (e.g., Google Classroom and Brightspace) which are considered extensions of the classroom learning environment and are not 'board websites' under this policy.

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

3. Definitions

- 3.1 **PDSB community:** PDSB community refers to students, parents/guardians, staff, trustees, board committees and councils, education partners, volunteers, government, the media, and the broader public.
- 3.2 **Brand identity:** Brand identity refers to the visual and verbal articulation of a brand or group including all appropriate design applications, such as logos, signage, print advertising, school and department websites and other forms of electronic communication, business cards, letterhead and other stationery, brochures and other publications, and promotional materials.

4. Policy

- 4.1 PDSB is committed to providing relevant, factual, non-partisan, and timely information on Board policies, programs, initiatives, and services.

-
- 4.2 PDSB will maintain visible and accessible communication with stakeholders, and will remain open, transparent, and client-focused while engaging with PDSB communities.
- 4.3 PDSB communications shall:
- a) Align with the Board's mission, values, and priorities and advance the Multi-Year Strategic Plan.
 - b) Promote student and staff achievement, learning and well-being.
 - c) Adhere to the principles of equity, anti-racism, anti-oppression, and anti-ableism.
 - d) Ensure equitable access to information, thereby accommodating all members of the various PDSB school communities including those with accessibility and diverse language needs where identified.
 - e) Support parent, family, and community engagement.
 - f) Uphold protection of personal and confidential information in accordance with relevant legislation and Board policies.
 - g) Incorporate plain and clear language.
 - h) Be carried out in a professional manner.
- 4.4 PDSB will consider the perspectives of the PDSB community in the development of policies, programs, and initiatives in accordance with Board policies and procedures. PDSB will incorporate equitable participation opportunities for underserved communities to ensure all voices are heard.
- 4.5 PDSB will use various communications approaches, including innovative digital technologies, online platforms, and traditional methods to reach and engage members of the PDSB community. The use of social media by staff will be in accordance with the PDSB Social Media Policy.
-

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- 4.6 PDSB communications is a shared responsibility requiring the collaboration and coordination of school staff, central staff, and the trustees to advance the board's work.
 - 4.7 Internal communications within and across schools, departments and offices are to be well-coordinated and in accordance with the principles of this policy. All schools and departments must maintain and use board-approved communications/messaging tools/apps/services, as directed by the board, to provide consistency in communication throughout our school communities.
 - 4.8 PDSB will develop protocols and processes for promptly and effectively responding to parent inquiries.
 - 4.9 PDSB will conduct regular reviews of its communication processes and activities and continuously improve its techniques to be responsive to the community.
 - 4.10 Communications and Public Engagement will support all non-crisis, Board-level public communications.

Brand Identity

- 4.11 PDSB commits to a consistent, unified image and identity when representing the school board internally and externally.
- 4.12 Communications and Public Engagement will manage the PDSB Brand Identity and shall maintain brand identity guidelines that includes proper usage of board logo and tagline, typography, colours, electronic and printed materials, and accessibility measures.
- 4.13 All PDSB staff shall adhere to the brand identity guidelines to maintain consistency in the board.
- 4.14 PDSB's brand Identity has priority over the identity of individual departments.
- 4.15 Any third-party use of the PDSB brand identity (i.e., board logo) must be approved by the board.

Distribution of Materials

- 4.16 Materials and/or information approved for distribution in schools in digital and/or print form will inform, educate, and/or create awareness of issues, events, and community activities of specific interest or benefit to students and families.
- 4.17 Materials approved for distribution do not suggest support or endorsement by Peel District School Board.
- 4.18 The board will not allow the distribution of materials and/or information that is politically partisan in nature, or that fosters or promotes hatred, violence, prejudice, discrimination or bias against any groups or individuals.
- 4.19 PDSB will develop procedures to support the distribution of materials.

Guest Speakers

- 4.20 PDSB shall notify families about guest speakers, including relevant details about the event such as the date, time, and location; title and topic or focus; connections to the curriculum and/or purpose; names of the presenters, performers, and guest speakers and the organizations they represent (if any); and details of any handout materials, giveaways, or literature to be provided. This notice will be provided to families at least 14 days in advance.

Parent/guardian Information

- 4.21 PDSB shall make parents/guardians of students enrolled in PDSB schools aware of the information available to them to support their active involvement in their child's education, and how to access it. This information shall be made publicly available on the PDSB's website and through regular school and board communications and must, at minimum, reflect the information outlined in the Ministry of Education's "Your child's education: A parent guide to our school system".

4.22 At a minimum, the PDSB must ensure parents/guardians are aware of this information and where and how to access it upon registration of a new student and at the start of each school year.

4.23 PDSB should also:

- a) communicate directly with its Parent Involvement Committee (PIC) chair/co-chairs and chair/co-chairs of each of its school councils on where to access this information and encourage its PIC and school councils to communicate this information to their parent communities.
- b) ensure the information on the PDSB's website is reviewed and updated regularly.

Media Relations

4.24 PDSB will maintain effective, professional, and trusting relationships with media outlets. Communicating with the media provides an opportunity to facilitate fair reporting, increase positive coverage of PDSB activities and manage the Board's reputation.

- a) The Chair of the Board of Trustees or designate will act as spokesperson on behalf of the Board of Trustees.
- b) The Director of Education or designate will act as a spokesperson to the public and the media on behalf of the PDSB.
- c) Communications and Public Engagement will facilitate media interactions and coordinate responses to media inquiries on behalf of PDSB.
- d) Additional responsibilities and protocols will be outlined through procedures.

Trustee Communications

4.25 PDSB has established a framework supporting Trustee and constituency communications on a regular and timely basis.

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- 4.26 PDSB will establish a clear, transparent, fair, and efficient process for accessing and requesting information and effective mechanisms for responding to information requests by Trustees under the custody or control of the PDSB.

Crisis Communications

- 4.27 Crisis and issues management can involve many situations including school, local, provincial, national, and international incidents as well as student and staff deaths.
- 4.28 Procedures shall outline how communications are managed when responding to crisis or emergency situations at PDSB schools or offices. These communications should align with the school's or board's Emergency Response procedures and related procedures.
- 4.29 The Director of Education and/or designate(s) will manage all emergency and crisis communications.

5. Roles and Responsibilities

Board of Trustees

- 5.1 Reviewing the policy in accordance with the priorities of the Multi-Year Strategic Plan and the Policy Development and Review Framework.
- 5.2 Understanding and communicating with members of the PDSB community about this policy.
- 5.3 The Chair of the Board of Trustees or designate shall act as spokesperson to the public on behalf of the Board of Trustees.

Director of Education

- 5.4 The Director of Education holds primary responsibility for the implementation of this policy.
- 5.5 The Director of Education or designate(s) will manage all emergency and crisis communications.

5.6 The Director of Education and/or designate shall be the spokesperson to the public and media on behalf of the PDSB.

5.7 The Director of Education and/or designate will ensure employees are made aware of this policy and supporting procedures.

Communications and Public Engagement

5.8 Communications and Public Engagement is responsible for coordinating and managing this policy.

Principals and Supervisors

5.9 Principals and supervisors are responsible for all information posted to websites and communication platforms that are within their scope of authority, including the board website, school website, school messaging accounts, teacher websites, department websites and program websites.

5.10 Principals shall distribute all essential materials and/or information directed for distribution by Senior Leadership and/or designates.

5.11 The principal, vice principal, superintendent or designate shall be the spokesperson for their school.

5.12 The principal will approve guest speakers who align with anti-racist, anti-oppressive and anti-colonial practices, and notify families about guest speakers at least 14 days in advance.

5.13 Principals will reinforce with staff the need for timely and consistent responses to inquiries from parents/guardians.

PDSB Staff

5.14 Adhere to the expectations of this policy and related procedures.

5.15 All PDSB staff and trustees are expected to exercise good judgment and professionalism while using digital communication tools, including websites and social media accounts.

6. Reference Documents

- 6.1 Social Media Policy
- 6.2 Human Rights Policy
- 6.3 Equity and Inclusive Education Policy
- 6.4 Anti-Racism Policy

7. Revision History

Review Date	Approval Date	Description

Governance and Policy Committee, January 15, 2025

Proposed Amendments to the Peel District School Board (PDSB) Procedure By- law

Strategic Alignment:
PDSB Procedure By-law

Report Type:
For Information

Prepared by: Jasmine Vorkapic, Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Peel District School Board (PDSB) Procedure By-law be amended as follows:

1. Section 5.1.2

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

2. Section 8.3 –Delegation Process

Request to Delegate

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

Alternative timelines may be considered or required, with the approval of the Committee Chair or Board Chair, for the purpose of recognizing Statutory Holidays ~~or Red Dot or Open Red Dot Days identified in the PDSB Faith and Creed Calendar, or Days of Significance.~~

Objective:

To outline the process and rationale for correcting the language of a motion that was inadvertently published with clerical errors on a Board agenda. This report aims to clarify the original intent of the Notice of Motion introduced at a previous meeting and maintain the integrity of the original motion.

Highlights:

- Section 1.5.5 of the PDSB Procedure By-law states a technical error or omission regarding the notice of a meeting (and related agenda) or the application of this By-law will not affect the validity of subsequent decisions undertaken by the Board or its Committees, unless the error or omission results in a violation of law.
- The original Notice of Motion was correctly introduced, the intent behind the motion remains valid.
- The Board should have the opportunity to correct the error.

-
- The Governance and Policy Committee Terms of Reference allows the committee to consider and make recommendations to the Board regarding the addition, amendment, repeal or replacement of Governance Directives and any portion of the PDSB By-laws.
 - The correction can be treated as a motion to amend the previously adopted motion based on the original intent.

Background:

The Governance and Policy Committee discussed the Days of Significance Calendar and Review report at its meeting, held on May 21, 2024. Discussion was held regarding the difficulty in setting commitments and obligations outside of Board business when Board and Committee meetings are not on consistent days due to the requirement not to schedule Board and Committee meetings on Red Dot and Open Red Dot Days. A Notice of Motion, attached as Appendix A, was introduced at the June 10, 2024 Board meeting proposing an amendment to the procedure by-law which would state that Board and Committee meetings will not be subject to the identification of Red Dot Days or Open Red Dot Days. The Board, at its meeting held on July 2, 2024, passed the proposed amendment motion, attached as Appendix B. However, the language of the motion that was included in the agenda package was not the same language contained in the Notice of Motion which was introduced at the June meeting.

Impact Analysis

Legal implications:

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

Risk Assessment:

Regular review and update of the PDSB Procedure By-law aligns with good governance practices.

Community Impact:

Clarity around rules of meeting governance and scheduling provides certainty for Trustees, staff, delegates and the community and develops trust in the Board of Trustees. By rectifying the error, the Board will reaffirm its commitment to accurate and effective governance.

Next Steps

Action Required:

Review governance practices and agenda review processes before meetings to ensure that all members are aware of the original intent of motions.

Appendices

Appendix A – Notice of Motion – June 10, 2024

Appendix B – Motion – July 2, 2024

Notice of Proposed Amendments to PDSB Procedure By-law

Submitted by: Chair David Green

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

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

1. Section 5.1.2

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

2. Section 8.3 –Delegation Process

Request to Delegate

Delegates must submit a Delegation Request Form, as follows.

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

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

Proposed Amendments to PDSB Procedure By-law

Submitted by: Chair David Green

Be it resolved, that the following amendments be made to the Procedure By-law:

1. Section 5.1.2

~~The scheduling of all~~ Board and Committee meetings ~~are subject to the PDSB process for the identification of Days of Significance. Meetings~~ that fall on a Statutory Holiday or on a Red Dot Day or Open Red Dot Day identified in the PDSB Faith and Creed Calendar ~~Day of Significance~~ will be held at another time.

2. Section 8.3 –Delegation Process

Request to Delegate

Delegates must submit a Delegation Request Form, as follows.

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

*Alternative timelines may be considered or required, with the approval of the Committee Chair or Board Chair, for the purpose of recognizing Statutory Holidays **or Red Dot or Open Red Dot Days identified in the PDSB Faith and Creed Calendar.** ~~or Days of Significance.~~*

11.1

Board Meeting, January 29, 2025

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

Strategic Alignment:

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

Report Type: For Information

<i>Prepared by:</i>	Michelle Stubbings, Superintendent of Education – Safety and Well-Being Camille Logan, Associate Director, School Improvement and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

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

Highlights:

- The work of the Safety and Well-Being Department including the Resource Teachers (Anti-Bullying, Peer Mediation, Restorative Justice and site specific school/classroom support) have contributed to a decrease in suspensions at each grade level from grades 7-12.
- Suspensions have decreased by 14.3%.
- Expulsions have increased from 9 to 22 students.
- Health & Safety data included in this report compares this current school year July 29th-Dec 31st, 2024 to July 29th-Dec 31st, 2023.
- There is an increase in Safe Schools Incident Reports (SSIR) of 10% and a decrease in Employee Workplace Violence Incident Reports (EVIR) of 13% compared to last year. The increase in SSIR reporting, despite a decrease in suspensions, demonstrates that schools are more proactive with supports and are able to intervene earlier in incidents to address concerning behaviour.
- Mitigating factors are not taken into consideration when submitting an EVIR. The Occupational Health and Safety Act (OHSA) has a very low threshold for reporting behaviour.
- The Special Education Department has taken significant strides in providing mandatory professional learning opportunities for Educational Assistants, as well as hosting a Special Education Conference for Special Education Educators and Administrators across all Peel schools. The tailored learning focused on critical areas such as safety protocols, and strategies for supporting students with co-regulation, communication and applied behaviour analysis. This supports the Multi-Year Strategic Plan Goal 1 - Student Achievement and Goal 2 - Safety and Well-Being.
- The Safety and Well-Being Department has introduced additional Crisis Prevention Institute (CPI) Blue Card certification training sessions to build capacity for staff to verbally de-escalate situations more effectively.

Background:

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

Staff:

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

Evidence

Suspension/ Expulsion

A suspension can range from one to twenty school days, with more than five days representing a long-term suspension. Expelled students are removed from school for an indefinite period of time and enter the Fresh Start Expulsion Program. They can be expelled from their own school or from all schools in their school board.

The most recent suspension and expulsion data is included below:

- Student Population: As of December 20, 2024, there are 147,453 students registered in PDSB.
- Suspension Data (2024): By this date, 659 students were suspended, representing less than 1% (0.45%) of the student population.
- Suspension Data (2023): As of December 20, 2023, 769 students received one or more suspensions, with a suspension rate of 0.51%.

This reflects a decrease in the suspension rate of 11.7% compared to the previous school year. The number of suspensions, from 769 to 659, has reduced by 14.3%”

In 2021-22, less than 1% (0.83%) of Grades 4-12 students in PDSB were suspended at least once, compared to the provincial rate of 3.32%, which is four times higher.

Suspension

2023-24 Suspensions & Expulsions: Cumulative Totals as of Dec 20	
Number of Expulsions	NR
Number of Suspensions	871
Number of Students Suspended	769

2024-25 Suspensions & Expulsions: Cumulative Totals as of Dec 20	
Number of Expulsions	22
Number of Suspensions	759
Number of Students Suspended	659

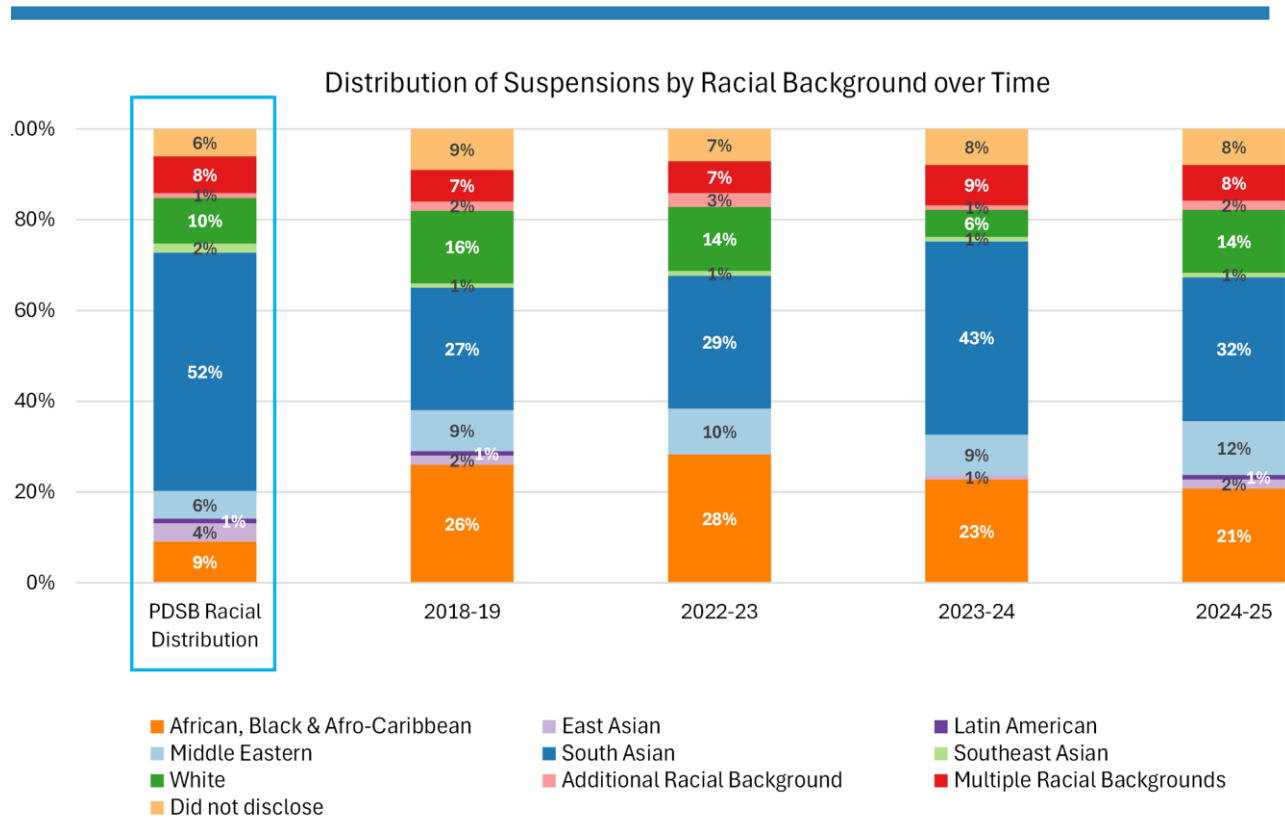
Suspensions by Grade		
	Aug-Dec 2023-2024	Aug-Dec 2024-2025
G4	NR*	NR*
G5	17	12
G6	40	41
G7	73	62
G8	113	88
G9	135	122
G10	195	171
G11	159	140
G12	133	116
Total**	865	752

*For privacy reasons, we do not report numbers 10 or below in public. Such data qualifies under Section 2(1) of the Municipal Freedom of Information and Protection of Privacy Act as personal information, as there is a reasonable expectation that the information would disclose information about identifiable individuals. We use NR= Not Reported in the chart where the data is 10 or below to protect privacy and data.

** These totals do not include the Grade 4 numbers for privacy reasons.

The following graph shows suspensions from August to December of each school year, broken down by the proportion of students from different racial backgrounds, compared to the racial distribution (far left bar) within the Peel District School Board (PDSB) community as reported in the 2023 Student Census.

If suspensions were proportionate to the student population, the color bands would be equal across each bar. Differences between the bands highlight disproportionate experiences.



Differences between years may be influenced by the small numbers involved, as suspensions are rare events. Fewer than 2% of PDSB students in Grades 4–12 are suspended in a given school year, and this report reflects data from approximately four months per year. When suspension numbers are low, it's harder to estimate the true suspension rates for specific groups. This is because small numbers create more variability, making the results less certain. In these cases, the range within which the “true” number might fall—called the margin of error—can be very wide. For example, if we estimate a suspension rate of 5%, the real rate could be anywhere from 2% to 8%, or even wider, depending on the data.

The purpose of analyzing this type of data is not just to understand what happened to the specific students involved but to make broader inferences about patterns, trends, and systemic issues across the organization. To do this effectively, we must ensure the data is precise enough to support meaningful and accurate conclusions. Without this precision, the data cannot reliably guide actions or decisions aimed at addressing equity concerns.

2024-25 Disproportionality Index: By Racial Background									
	Aug - Dec. 2022-2023			Aug - Dec. 2023-2024			Aug - Dec. 2024-2025		
	Approx. #	%	DI	Approx. #	%	DI	Approx. #	%	DI
African, Black & Afro-Caribbean	115	28%	>2.5	136	23%	2.3	109	21%	2.3
East Asian	NR	0%	0.1	NR	1%	0.1	NR	2%	0.3
First Nations, Métis and Inuit	14	1%	>2.5	12	1%	2.3	16	1%	>2.5
Latin American	NR	0%	0.3	NR	0%	0.7	NR	1%	1.0
Middle Eastern	41	10%	1.6	56	9%	1.4	62	12%	2.0
South Asian	117	29%	0.6	258	43%	0.8	164	32%	0.6
Southeast Asian	NR	1%	0.3	NR	1%	0.6	NR	1%	0.7
White	57	14%	1.2	38	6%	0.5	72	14%	1.2
Additional Racial Background	13	3%	2.3	NR	1%	0.6	NR	2%	2.0
Multiple Racial Backgrounds	28	7%	0.9	52	9%	1.3	41	8%	1.1
Did not disclose	28	7%	1.3	45	8%	1.1	44	7%	1.4

The reduction of the proportion of suspensions for African, Black, and Afro-Caribbean students by 7% from 2022-2023 to 2024-2025 reflects the board's commitment to fostering equity, inclusion, and culturally responsive practices. This significant progress is the result of a series of intentional initiatives and systemic changes aimed at addressing the root causes of disproportionate disciplinary actions affecting African, Black, and Afro-Caribbean students.

Key Actions Undertaken by the board:

1. **Implementation of Anti-Black Racism Strategies:**
The board introduced strategies to address systemic anti-Black racism within schools. This included mandatory training for staff on recognizing and eliminating biases, fostering inclusive classroom environments, and understanding the historical and systemic factors impacting African, Black, and Afro-Caribbean students.
2. **Restorative Justice Practices:**
The adoption of restorative justice practices as an alternative to punitive discipline plays a crucial role. These practices focus on repairing harm, fostering accountability, and rebuilding relationships rather than defaulting to suspensions. Schools were equipped with tools and training to resolve conflicts constructively, leading to a reduction in suspensions.
3. **Data-Driven Decision Making:**
The board prioritizes the collection and analysis of disaggregated data to identify trends and address disproportionalities in discipline. This data allows administrators to monitor progress and implement interventions to support African, Black, and Afro-Caribbean students effectively. System wide use of the PAIR has resulted in a consistent focus on procedural fairness when looking into behavioural occurrences in schools.

-
4. **Culturally Responsive and Relevant Pedagogy (CRRP):**
Training and curriculum development emphasizes CRRP to ensure that teaching practices and content are inclusive, reflective of students' lived experiences, and affirm African, Black, and Afro-Caribbean, Indigenous, and other historically marginalised groups' identities. This approach helped create a sense of belonging and reduced behavioral issues stemming from disengagement.
 5. **Focus on Relationships and Mentorship:**
Schools invest in building stronger relationships between staff and students, with a focus on trust and mutual respect. Mentorship programs and the involvement of community partners provide additional support to African, Black, and Afro-Caribbean students, empowering them to thrive academically and socially.
 6. **Policy Changes and Accountability Measures:**
Updates to board policies and procedures align with equity goals, and ensure that suspensions are used judiciously. Principals are accountable for demonstrating efforts to address biases and implement equitable disciplinary practices.

Results and Impact:

The 7% reduction in the proportion of suspensions for African, Black, and Afro-Caribbean students is a testament to the board's commitment to creating a more equitable and inclusive environment. These efforts have not only reduced suspensions but also improved overall school climate, increased student engagement, and built stronger relationships between students, staff, and the broader school community. By continuing to focus on equity-driven initiatives, the board is fostering a system where all students, particularly those from marginalized communities, can succeed and thrive.

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

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

Employee Workplace Violence Report

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

In situations of workplace violence, as defined by the OHSA, workers (teachers, EAs, administrators, support staff etc.) are required to report all incidents regardless of any mitigating factors. This includes entering a report for neurodiverse learners with complex learning needs. Workplace violence may include scratching or pinching a worker, throwing an object, such as a toy at a worker, sexual violence, or threats, whether conveyed verbally, in writing, or through

behaviour. All reported incidents are investigated by supervisors to prevent recurrence. One person may generate multiple workplace violence forms from multiple staff, (in some cases daily or weekly) if a behaviour that meets the definition under the Act is ongoing. The board has procedures and supports in place to promote positive student behaviour and student achievement.

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

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

Positive Behaviour Intervention Plan: Using Positive Behaviour Intervention Plans (PBIPs) as a proactive teaching tool helps shift the focus from merely managing behaviour to fostering positive skills and replacement behaviours in students. This approach addresses concerning behaviour and promotes long-term social and emotional growth by reinforcing positive alternatives.

Types of Employee Violence Breakdown (2022-2024)				
Year	Types of Violence			Total Reports
	Violent (a): Exercise of Physical Force	Violent (b): Attempt to Exercise Physical Force	Violent (c): Threat to Exercise Physical Force	
2022-2023	2885 (86%)	255 (8%)	146 (4%)	3286
July 29, 2023 – Dec 31, 2023	2824 (86%)	287 (9%)	162 (5%)	3273
July 29, 2024 – Dec. 31, 2024	2461 (86%)	248 (8%)	139 (6%)	2848

Safety Plan Breakdown			
Year	Is there a Safety Plan in Place?		
	No	Unknown	Yes
2022-2023	1462	530	1294
July 29, 2023 – Dec 31, 2023	1499 (46%)	681 (21%)	1093 (33%)
July 29, 2024 – Dec. 31, 2024	1316 (46%)	583 (20%)	949 (33%)

Between July 29, 2024 – December 31, 2024, 2,848 reports were entered.

- 2,743 reports indicated no weapon (96%).
- Where a weapon was indicated, mainly classroom items were identified.
- In 90 reports the worker indicated they sought medical (3%) attention. Of these, 57 (63%) had a Supervisor's Incident report completed by the Principal.
- 68% indicated no injury as a result of the incident.

When comparing the last report's data to this data:

- 29% increase in reports indicating no weapon- suggests staff focusing more on controls within the physical environment.
- The number of reports indicating medical attention is consistent year over year.
- More reports indicated no injury, thus more incidents were minor not requiring first aid.
- PDSB is currently working with the vendor to create functionality within the reporting system to identify the number of specific incidents and the corresponding reports.

Safe Schools Incident Report

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

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

Year over Year SSIR Comparison	
Year	Total
2022-2023	2789
July 29, 2023 – Dec 31, 2023	2482
July 29, 2024 – Dec. 31, 2024	2730

Findings/ Key Considerations:

The board continues to ensure that all accountability measures within Safety and Caring Schools Policy 48 are being adhered to. Administrators are being critically conscious when issuing suspensions and ensuring that the criteria under the Education Act is met.

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

Impact Analysis

Equity & Human Rights Review:

This report emphasizes the importance of maintaining our focus on progressive discipline, restorative justice, and fostering culturally relevant, responsive, and inclusive learning environments. It highlights the need for ongoing effective documentation and investigation of workplace violence incidents to ensure safe schools. Addressing incidents allows the board to identify and correct inappropriate behaviour. This contributes to positive, productive learning and working environments, free from inappropriate behavior.

Board or Ministry Policy Alignment:

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

Resources:

The Safety and Well-Being department will continue to provide training to all school leaders around conducting procedurally fair school investigations and prioritise Restorative Justice in schools through learning and site-specific supports. Systemwide training for all administrators around the Education Act, Local School Board Police protocol and Municipal Freedom of Information and Protection of Privacy Act (MFFIPA) took place most recently in November 2024. The department will continue to partner with Equity, Indigenous Education & Community Engagement, Special Education and Innovation & International Programs departments to support Safe and Accepting School teams with the development, implementation and deepening of the Bullying Prevention and Intervention Plans. The Safety and Well-Being department also continues to offer training and supports through the Mental Health strategy.

The work of the resource teachers in the Safety and Well-Being department has supported numerous middle and secondary schools across the system. A December 2024 department review of their work has shown positive impacts on school and classroom climates resulting in an increase in interventions and decrease in office/ contact referrals. This includes the 20.5 Safety and Well-Being Resource Teachers who have focused on creating positive classroom environments, feelings of physical and emotional safety, including components of Restorative Justice (community circles, restorative conversations), Peer Mediation, healthy relationships and an emphasis on mental health and well-being.

Health and Safety offers workplace violence prevention mandatory training to all teachers on PL days in September. This includes reporting procedures that ensure all employees understand they must report all workplace violence incidents. Although this is an important measure, it has at times resulted in staff filing reports for very minor incidents that would not normally be characterized as violent incidents under the Act. Examples may include incidental contact such as brushing past another person, or tapping another person as a means of communication.

Training through both the Safety and Well-Being and Special Education departments has expanded this year with the addition of CPI Blue Card training for Administrators, which not only builds capacity for administrators to verbally de-escalate concerning situations, it also emphasizes proactive strategies and relationship-building, as well as ways to keep themselves safe by using CPI physical disengagement strategies, such as blocking and moving. During the 2023-2024 school year, CPI training for staff was expanded to ensure full 6-hour CPI blue card training was offered at least once per month. This has resulted in PDSB EAs being nearly fully up to date in their certification.

During the 2023-2024 school year, intensive PBIP training was also introduced and offered to school and central teams, which included school administrators, teaching/support staff, and school-wide Educational Assistants (EAs). Ten sessions were held during the 2023-2024 school year, and five additional sessions are planned for the 2024-2025 school year. At this time, over 800 educators and sixty Professional Student Services Personal (PSSP) have received this training. The impact of this has been increased confidence for school staff in collecting and interpreting data, planning and teaching replacement behaviours, and consequently reducing maladaptive behaviours.

Monthly, the Health and Safety Department, Safety and Well-Being, and Special Education departments examine summary reports such as EVIRs determine if there is a need for further safety training at the site to support the safety of staff and students, and increase proactive measures such as environmental scans, programming supports, creation of Safety Plans, Student Protocols, and/or PBIPs. Although this process is new this year, we are already seeing an increase in proactive engagement with schools.

Legal implications:

This work ensures ongoing compliance with Policy 48 by implementing fair and equitable disciplinary processes through an anti-racist and anti-oppressive approach. This work also supports the PDSB's obligations under the Occupational Health and Safety Act and specific collective agreement provisions. PPM 145: Progressive discipline and promoting positive student behaviour, emphasizes progressive supports and promotes proactive strategies to reduce concerning student behaviour, requires all PDSB employees to report incidents to the principal.

Risk Assessment:

In addition to ensuring safe, inclusive and respectful teaching and learning environments, PDSB remains committed to monitoring suspension and expulsion data to ensure optimal outcomes for students. School superintendents can access a dashboard to view/ monitor various health and safety metrics in their schools.

If violent incidents are not reported, then situations could escalate without any warning. Timely reporting allows for inappropriate behaviour or a pattern of inappropriate behaviour to be addressed in a timely and effective manner.

If a principal learns that any member of the school staff has not reported an incident, the matter should be dealt with, consistent with PDSB policies and collective agreements. All staff who hold teaching certificates, including teachers, principals and superintendents, are governed by the Ontario College of Teachers Act (OCTA), and regulations 437/97, Professional Misconduct.

Community Impact:

The board remains dedicated to fostering safe, inclusive, and equitable learning environments for all students by promoting positive behavior and minimizing incidents that could lead to suspension/expulsion and/or violent incidents. When students feel valued, affirmed, and engaged in supportive learning spaces, their access to learning improves, leading to a reduction in behaviors requiring a suspension/ expulsion, VIR and/or SSIR reports.

Next Steps

Action Required:

The Safety and Well-Being department will provide an update to the Board of Trustees biannually, in January and in June.

Success Measures:

- All newly appointed school leaders will have completed Directive 21, Policy 48 and Special Education training.
- Restorative Justice refresher training, peer mediation and site-specific guidance and expertise continue to be provided.
- Increased school understanding and use of progressive discipline and restorative approaches to student discipline.
- Ensure accountability by continuing employee compliance to complete Employee Workplace Violence Incident Reports and Safe Schools Incident Reports to monitor data.
- Continue to offer PBIP training system-wide, CPI Blue Card Certification Training monthly, and Student-Specific Safety Training as required.
- Ongoing professional learning for Resource Teachers to continue to build capacity within schools and classrooms to create positive, healthy learning environments in line with the Multi Year Strategic Plan (MYSP) 2024-2028.

References:

Policy 48- Safe and Caring Schools Policy
Ontario Health and Safety Act

11.2

Board Meeting- January 29th, 2025

Directive 26 – Fairness and Equity in Employment Strategy Progress Report

Strategic Alignment:

Directive 26: Fairness and Equity in Employment Strategy

Directive 14: Comprehensive Four-year Equity Strategy and Action Plan

Directive 9: Equity Accountability Report Card: Amplifying the Voices of African, Afro-Caribbean, and Black Students

Directive 16: Anti-Racism Policy

Directive 24: Employment Systems Review

ARE201: Equity and Inclusion Policy

HRS912: Hiring Practices Policy

Report Type: For Information

Prepared by: Aryanne de Silva, Manager, Workplace Equity and Inclusion

Masuma Khangura, Executive Officer, Human Resources Partnerships and Equity

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

Overview

To provide a progress report on the Fairness and Equity in Employment Strategy.

Highlights:

- The Fairness and Equity in Employment Strategy targets research supported focus areas in the employment process, that are informed by the Employment Systems Review (ESR) priorities.
- Much of the work needed to address the ESR has been underway, and as such the Fairness and Equity in Employment Strategy will go beyond the scope of the ESR.
- The Work Plan for completing the 5-year Fairness and Equity in Employment Strategy includes a breakdown of the phases and timelines for implementation, referencing the work to be undertaken.
- Staff and student input was sought and will be included in the refinement of the Strategy
- An outline of how The Fairness and Equity in Employment Strategy will undergo stakeholder review is provided.

Background:

The Peel District School Board (PDSB) is steadfast in its commitment to addressing systemic discrimination as outlined in the Ministry Directives issued in March 2020. The final directive, Directive 26, mandates the development of a robust Fairness and Equity in Employment Strategy (the Strategy). This strategy, informed by the findings of the Employment Systems Review (ESR) and Workforce Census, was presented as an overview and approved by the PDSB Board of Trustees on August 24, 2023. This report provides a progress update on the strategy's implementation.

Directive 26 states:

- The Board shall develop a new, robust and comprehensive Fairness and Equity in Employment Strategy for the Minister's approval, to be informed by the results of the Employment Systems Review (ESR), relevant legislation (e.g. O. Reg. 274/12 – Hiring Practices) and collective bargaining agreements, and data from an updated or new workplace census, as referenced in the deliverables under Direction 24. The strategy shall include clearly defined goals, outcomes, roles, responsibilities and accountability measures.

In June 2020, Turner Consulting was engaged to conduct the ESR, which was later presented to the Board of Trustees on June 14, 2023. The ESR provided an in-depth assessment of PDSB's employment and promotion structures, policies, and practices. It analyzed how these elements impact different groups, identifying barriers for equity-deserving groups and offering 108 recommendations to address these barriers. Metrics for evaluating progress were also included. The ESR emphasized four key priority areas for the PDSB to address:

The ESR also highlighted four priority areas that should be addressed by the PDSB:

1. Strengthen Employment Equity Infrastructure
2. Diversify the Workforce at All Levels

-
3. Create a more inclusive and welcoming work environment
 4. Create more equitable policies and practices

This progress report reflects PDSB's ongoing work in operationalizing these priorities and fulfilling its commitment to fostering a fair and equitable workplace for all.

Refinement of the Fairness and Equity in Employment Strategy

An Overview of the Fairness and Equity in Employment was presented to the Board of Trustees in August, 2023, and stated that the purpose of the Strategy is an adaptable, comprehensive framework that is inclusive, accessible and evidence based. Given the comprehensive scope of the strategy, an iterative approach was outlined to ensure that each phase of employment at PDSB receives the dedicated attention necessary to address priorities identified through the ESR and the findings of the PDSB Workforce Census, as mandated by Directive 26.

Each of the ESR priorities have been supplanted into the Strategy, as the priorities have been further broken down into specific focus areas. Five focus areas have been identified based on how recommendations were grouped in the ESR, the ESR priorities, and based on internal research conducted by the Workplace Equity and Inclusion department regarding equity in employment strategies published across Canada, including the Government of Canada's Workplace Equity Guide.

Five Focus Areas were developed:

- **Leadership and Accountability.**
 - Emphasises supporting leadership in being held accountable for implementing equitable practices, while equipping them to make informed, evidence-based decisions.
 - Includes setting clear expectations for equitable behavior and embedding equity as a fundamental value in all decision-making processes.
- **Development and Training.**
 - Aims to provide programs and initiatives that enhance employees' skills and understanding of equity and inclusion.
 - Focuses on reducing bias and fostering awareness to build a more inclusive workplace culture.
- **Recruitment, Selection, and Hiring.**
 - Encompasses equitable strategies and practices for attracting, evaluating, and onboarding candidates.
 - Aims to create a fair hiring process that aligns with the Board's equity goals.
- **Promotion and Retention.**
 - Addresses the need for fair access to promotions and equitable evaluation processes.
 - Focuses on creating an environment where diverse employees feel valued and are supported to succeed and stay within the organization.

- **Workplace Flexibility/Accommodations.**

- Covers provisions for physical, mental, gender, religious, and cultural accommodations.
- Includes flexible work arrangements to meet the diverse needs of employees.

Making Connections of ESR Priorities into the Strategy Focus Areas

As shown in Table 1 of the Appendix, each ESR priority has been divided into specific focus areas. For simplicity, only the two most prominent focus areas for each priority are indicated, although all priorities could encompass multiple focus areas. This focus area approach is critical for the effective implementation of a work plan in a large organization like PDSB. Each ESR Priority is broken down into focus areas for more specific areas of responsibility. This allows for greater accountability, and therefore sustainable, ongoing change, while addressing each ESR Priority.

As of January 10th, PDSB has addressed 36 of the 108 ESR recommendations and is on track to address 55 recommendations by the end of the 2024-2025 academic year, with the remaining recommendations scheduled to be addressed by the end of the 2027-2028 academic year. The focus area approach is instrumental in fostering sustainable change, as it enables PDSB to go beyond the ESR's original scope to implement more comprehensive reforms. For instance, initiatives like Hiring Equity Audits, which are not part of the ESR recommendations, have been integrated into PDSB's Fairness and Equity in Employment Strategy under the Recruitment, Selection, and Hiring focus area.

The Strategy will create system-wide engagement and will be a primary document supporting the implementation and application of the Strategy. The goals and direction of the focus area in the Strategy are adaptive to the needs of the system but allow for specific areas of responsibility. Thus, the focus areas allow for greater ownership and buy-in by staff to increase accountability so that the Strategy is successful. Surveys that were recently administered allow PDSB staff and students to provide direct input into the Strategy focus areas as their responses will help us further refine the goals and direction of the Strategy.

Overview of Goals, Timelines, and Indicators of Success

Each ESR priority has been subdivided into focus areas to provide clearer, more specific responsibilities for implementing the Fairness and Equity in Employment Strategy and addressing the ESR recommendations. For example, Priority 1 of the ESR, *Strengthen Employment Equity Infrastructure*, primarily focuses on enhancing the Workplace Equity function within PDSB and increasing awareness of its role. To address this priority, two key focus areas have been identified: Leadership and Accountability and Development and Training.

Leadership and Accountability Focus Area:

To effectively strengthen employment equity infrastructure, senior leadership must actively communicate the objectives and activities of Workplace Equity to raise awareness across the organization. This includes developing programs and data-collection tools to support data-informed decision-making in employment equity efforts.

Goals and Timelines for Leadership and Accountability:

- Year 1 Goals:
 - Refine and share the Fairness and Equity in Employment Strategy with all PDSB employees, emphasizing its commitments and objectives.
 - Develop and implement a comprehensive communication plan to highlight the functions and importance of Workplace Equity.
- Years 2 and 3 Goals:
 - Develop and launch robust data-collection tools, such as an employee engagement survey and an updated workforce census, to support informed decision-making.

Indicators of Success:

For each focus area under each ESR priority, indicators of success will be established to measure progress and effectiveness. For Priority 1's Leadership and Accountability focus area, for example, indicators of success could include:

- High levels of employee awareness about employment equity, as reflected in surveys.
- Positive employee engagement scores related to equity and inclusion.

Specific goals, timelines, and success indicators for all focus areas under each ESR priority will be detailed in the comprehensive strategy. (Refer to Table 2 in the appendix for a breakdown of how each priority is addressed through its respective focus areas.)

Implementation Plan Phases

The Fairness and Equity in Employment Strategy is structured over a 5-year timeline divided into three distinct phases, each designed to address goals based on their complexity and implementation timeline.

- Phase 1: Short-Term Goals (Year 1)
Phase 1 focuses on immediate, actionable goals that can be achieved relatively quickly. These include tasks such as updating processes and initiating quick actions like developing and disseminating communications. The aim is to lay the foundation for the strategy by addressing goals that require minimal consultation or piloting.
- Phase 2: Medium-Term Goals (Years 2–3)
Phase 2 encompasses goals that require more extensive planning, consultation, or piloting. These medium-term objectives involve greater coordination across departments and stakeholders. For instance, the launching of Hiring Equity Audits will take place during this phase, as the process involves substantial piloting and refinement. Similarly, the workplace census and employee engagement surveys will be developed, coordinated, and implemented, with input from multiple stakeholders during this phase.
- Phase 3: Long-Term Goals (Years 4–5)
Phase 3 is dedicated to ensuring the sustainability and continuous improvement of employment equity at PDSB. This phase involves evaluating and refining the goals and outcomes of the strategy to maintain progress beyond the initial five years. Long-term

initiatives include assessing the effectiveness of implemented actions and embedding equity practices into the organizational culture for lasting impact.

This phased approach ensures that the strategy is actionable, scalable, and sustainable, allowing for measurable progress and continuous improvement over time.

Evidence: Indicators of Progress

Input from Students and Staff was collected in order to shape the direction of the Fairness and Equity in Employment Strategy, as they are the ultimate stakeholders whose buy-in and contributions would determine the success of the Strategy.

- As this strategy will directly benefit PDSB employees, we developed and sought PDSB employee input using a short 4-question survey to identify what staff would like to see in the Strategy, as well as to understand what they prioritize in the Strategy. The survey, which closed on January 10th, 2025, collected responses from 2050 PDSB employees.
- Similarly, a survey was also developed for students, as students will be the ultimate beneficiaries of the work involved in the Strategy. A fair, equitable, and inclusive employment system would lead to more training, fewer employment barriers, and more diverse, informed, and engaged employees, which would positively impact students. A 3-item survey was developed and administered to Grade 6 to 12 students in December 2024. The questions asked students about how important it was to them about whether educators were supportive and knowledgeable about students' identities and cultures, and why it would be important for students if their educators understood the unique aspects of their identities and culture. Almost 23,000 students participated, and their responses will provide important and needed directions for our efforts in showing what students need to ultimately see resulting from the Strategy.

Impact Analysis

Equity & Human Rights Review:

The PDSB Fairness and Equity in Employment Strategy aims to break down barriers for both current and prospective staff from equity-deserving groups while upholding the principles of the Ontario Human Rights Code. By setting a clear direction for equitable employment practices, the strategy prioritizes inclusive systems that support fairness, equity, and inclusion.

Board or Ministry Policy Alignment:

Ministry Review of Peel Equity
Hiring Practices Policy HRS912
Human Rights Policy HRO300
Equity and Inclusive Education Policy ARE201
Other Documents

- PPM 165: School Board Teacher Hiring Practices
- Collective Agreements

Resource/Financial Implications:

The adoption of the Fairness and Equity in Employment Strategy does not directly incur any significant financial implications but rather focuses on policy, process, organizational and behavioural shifts. Surveys and consultations will be required; however, the implementation of the Strategy will be embedded into the ongoing work of relevant departments and staff with leadership responsibility to create overall accountability as primary stakeholders.

Community Impact:

Consultations with students and staff added the necessary perspectives of the primary stakeholders and beneficiaries of the Strategy. By including students and staff in the process, trust will be fostered as we work towards reducing systemic inequities. Additionally, accountability and transparency will be embedded into the Strategy, which will further augment trust and understanding with the wider PDSB community.

Next Steps

Actions Required:

- 1.) The input provided by staff and students about the Strategy will be analysed to help refine the goals and direction of Strategy (May 2025).
- 2.) An action plan, including communications plan, specific goals, deliverables, and timelines will be developed in conjunction with the various departments responsible for each of the focus areas (September 2025).
- 3.) The reporting of outcomes after implementation will follow cycles of data review (2026).

Communications:

A communication plan will be developed in collaboration with the Communications Department to ensure various stakeholders throughout the board are notified and remain informed about the Strategy. A webpage under Workplace Equity and Inclusion will also be developed to provide periodic updates to PDSB employees about the Strategy. Focus groups and direct communication with stakeholders will also be considered.

Fairness and Equity in Employment Stakeholder Review:

As the Strategy builds upon much of the work that has been started by the Employment Systems Review, accountability measures for the Strategy will follow those of the ESR accountability measures, which have been successfully and consistently meeting over the past year. Two committees, an advisory committee and a core committee, were formed to ensure completion of the ESR, and they will be further developed to provide oversight over the Strategy. Accountability measures will include periodic reporting regarding the implementation of the strategy to PDSB's Executive Council and to PDSB Trustees at milestones, and as needed.

Appendices

Appendix 1 – Table 1 Showing subdivision of ESR priorities by Focus Areas.

Appendix 2 – Table 2 Showing Examples of Goals and Measurable Outcomes of each of the ESR Priorities and Focus Areas.

Appendix 1

Table 1: Showing Subdivision of ESR Priorities by Focus Areas

	Strengthen Employment Equity Infrastructure	Diversify the Workforce at All Levels	Create a More Inclusive and Welcoming Environment	Create More Equitable Policies and Practices
Leadership and Accountability	X		X	X
Development and Training	X		X	
Recruitment, Selection, and Hiring		X		
Promotion and Retention		X		
Workplace Flexibility/ Accommodations				X

Appendix 2

Table 2: Showing Examples of Goals and Measurable Outcomes of each of the ESR priorities and Focus Areas.

ESR Priority:	Focus Areas	Goals	Measurable Outcomes
1: Strengthen Employment Equity Infrastructure	Leadership and Accountability	Year 1: •Refine and communicate Strategy and commitments •Develop Workplace Equity communication plan Years 2 and 3: •Develop and launch robust data gathering tools for decision making such as engagement survey and workforce census	•Improved engagement scores •Increased awareness on surveys
	Development and Training	Year 1: •Launch foundational equity and bias trainings •Environmental scan and review of ongoing equity programs (e.g. Equity Champions program, lunch and learns) Years 2 and 3: •Develop and launch ongoing Equity programming	•# of trainings and attendees •# of communications •Change in knowledge and perceptions of equity on surveys
2. Diversify the Workforce at all Levels	Recruitment, Selection, and Hiring	Year 1: •Develop and Launch Equitable Hiring Policy and Operational Procedure •Standardise rubrics, job postings, and hiring materials •Robust Hiring Trainings and resources Years 2 and 3: •Targeted outreach through partnerships •Ongoing hiring equity audit practices and data review	•Improved scores on hiring equity audits •Increased hiring efficiency (reduced time to fill posts) •# career fairs and partnerships •Reduced hiring related grievances
	Promotion and Retention	Year 1: •Increase promotion process transparency •Environmental scan of career development programs Years 2 and 3: •Develop and promote career development/mentorship programs	•# communications •Exit survey insights •Employee participation
3: Create a More Inclusive and Welcoming Environment	Leadership and Accountability	Year 1: •Communications from senior leadership about inclusion/addressing equity related concerns •Update Code of Conduct, Conflict of Interest, Workplace Violence Policies Year 2 and 3: •Embed equity related competencies in performance appraisals •Conduct surveys to assess climate such as through exit surveys	•Improved exit survey scores •Improved engagement
	Development and Training	Year 1: •Human Rights Trainings •Workplace environment trainings: Code of Conduct, Conflict of Interest, Whistleblower Trainings •ERG professional learning and support Years 2 and 3: •Revamped employee onboarding	•Improved awareness of reporting mechanisms •Training completion rates •Increased ERG engagement •Increased employee satisfaction
4: Create More Equitable Policies and Practices	Leadership and Accountability	Year 1: •Update accommodations policies and OPs Years 2 to 3: •Develop supervisor trainings and resources on providing accommodations •Update Benefits, sick leave policies and OPs	•Improved employee engagement •Training completion rates
	Workplace Flexibility/ Accommodations	Year 1: •Update and streamline accommodation processes •Creed, Gender, Medical Accommodations transparency Years 2 to 3: •Monitor accommodation effectiveness	•Fewer Accommodations related grievances

11.3

Board Meeting – January 29, 2025

First Quarter Financial Reports as at November 30, 2024

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

For Information

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

Overview

Objective:

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

Context:

The Operating Expenditure Statements, attached as Appendix 1, report Peel District School Board's actual expenditures to November 30, 2024 versus the 2024-25 revised budget submission to the Ministry of Education.

The Other School Board Grants and Expenses report as at November 30, 2024, attached as Appendix 2, details the Ministry Grant allocations outside of the Core Education Grants, as well as funding for federal and other third party programs.

At the end of the first quarter, the Board is showing overall operating expenditures rates in line with the quarterly benchmark and slightly over prior years, at just over 25%. Although overall expenditures are trending within budget, variability in spending can be seen in various areas due to slow starts in certain programs and timing of expenditures. There are currently no concerns with normal operating expenditures being within budget for the remainder of the year.

Appendices

Appendix 1 – Q1 Operating Expenditure Statements

Appendix 2 – Q1 Other School Board Grants and Expenses



**MONTHLY
OPERATING EXPENDITURE STATEMENTS**

November 30, 2024



PEEL DISTRICT SCHOOL BOARD
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PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)

DESCRIPTION	2024-2025 REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% BUDGET INCURRED		
				24-25	23-24	22-23
REGIONAL & SCHOOL BUDGETS	1,621,460.4	429,682.4	1,191,778.0	26.5%	22.9%	23.4%
DIRECTOR OF EDUCATION	4,095.8	1,084.0	3,011.9	26.5%	23.4%	22.7%
LEGAL AND GOVERNANCE SUPPORT SERVICES	4,041.6	540.7	3,500.9	13.4%	23.4%	16.4%
CENTRAL ORGANIZATIONAL EXPENSES	15,859.6	2,655.3	13,204.3	16.7%	9.5%	6.8%
FINANCE SUPPORT SERVICES	8,406.6	1,852.0	6,554.6	22.0%	18.6%	18.3%
INNOVATION & INTERNATIONAL PROGRAMS	6,893.5	2,212.6	4,680.8	32.1%	45.9%	19.6%
PLANNING & ACCOMMODATION SUPPORT SERVICES	1,499.9	387.7	1,112.2	25.8%	17.5%	0.0%
EQUITY, INDIGENOUS EDUCATION, SCHOOL ENGAGEMENT, AND COMMUNITY RELATIONS	11,723.2	1,666.6	10,056.6	14.2%	11.6%	7.2%
CURRICULUM & SCHOOL IMPROVEMENT	20,325.4	3,302.6	17,022.8	16.2%	15.9%	14.0%
CONTINUING & ADULT EDUCATION	9,718.4	1,207.3	8,511.1	12.4%	14.7%	9.8%
HUMAN RESOURCES, PARTNERSHIPS & EQUITY	15,481.5	3,487.1	11,994.4	22.5%	20.8%	21.6%
LEADERSHIP, CAPACITY BUILDING AND SCHOOL PARTNERSHIPS	2,105.4	492.9	1,612.4	23.4%	23.2%	15.0%
SAFETY AND WELL-BEING	12,498.2	2,464.8	10,033.4	19.7%	20.8%	23.6%
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING	21,363.6	5,141.0	16,222.6	24.1%	15.0%	22.4%
FIELD OFFICE SUPPORT SERVICES	7,605.8	1,914.4	5,691.5	25.2%	21.0%	20.6%
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES	160,633.5	34,239.0	126,394.5	21.3%	19.7%	19.3%
LEARNING TECHNOLOGY SUPPORT SERVICES	31,999.2	9,617.4	22,381.8	30.1%	25.7%	20.8%
TRANSPORTATION SUPPORT SERVICES	66,633.3	19,798.6	46,834.7	29.7%	29.5%	28.5%
PUBLIC ENGAGEMENT & COMMUNICATIONS	1,937.9	342.7	1,595.2	17.7%	21.5%	32.0%
TOTAL OPERATING COSTS	2,024,282.8	522,089.1	1,502,193.7	25.8%	21.6%	21.6%
SCHOOL RENEWAL	20,640.4	14,498.0	6,142.4	70.2%	23.9%	88.3%
OPERATIONAL EXPENSES RELATED TO CAPITAL	132,992.8	28,609.7	104,383.1	21.5%	9.5%	10.2%
SUB TOTAL	153,633.2	43,107.7	110,525.5	28.1%	14.8%	20.9%
TOTAL COST	2,177,916.0	565,196.8	1,612,719.2	26.0%	21.9%	21.5%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)

	# to Period end	Total in year		Benchmark %
Overall Expenditure Benchmark	3	12	months	25.00%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
 REGIONAL & SCHOOL BUDGETS - 200 - 1000

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,388,764.3	378,109.9	1,010,654.3	27.2%	23.2%	23.6%	Some staff development allocated to union groups at the beginning of the year
EMPLOYEE BENEFITS	206,840.4	42,904.5	163,935.9	20.7%	19.4%	19.7%	
STAFF DEVELOPMENT	2,530.8	2,031.8	499.0	80.3%	68.6%	93.5%	
SUPPLIES & SERVICES	20,457.2	5,712.2	14,745.0	27.9%	27.1%	27.5%	
CAPITAL EXPENDITURES (TCA)	3,383.7	718.0	2,665.6	21.2%	22.4%	21.6%	
FEES & CONTRACTUAL SERVICES	1,180.1	156.2	1,023.9	13.2%	83.4%	112.6%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3,787.6	421.5	3,366.1	11.1%	22.8%	15.8%	
SUB TOTAL	1,626,944.0	430,054.1	1,196,889.9	26.4%	22.9%	23.3%	
FEES & REV FROM OTHER SOURCES	(5,483.6)	(371.8)	(5,111.8)	6.8%	6.1%	5.2%	
TOTAL COST	1,621,460.4	429,682.4	1,191,778.0	26.5%	22.9%	23.4%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
DIRECTOR'S OFFICE - 1100

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	3,376.4	820.9	2,555.5	24.3%	22.0%	19.4%	Human Rights and Equity Advisors grant, funding flowed based on agreement schedule.
EMPLOYEE BENEFITS	580.7	124.0	456.6	21.4%	18.3%	16.0%	
STAFF DEVELOPMENT	117.4	25.4	92.1	21.6%	25.0%	17.7%	
SUPPLIES & SERVICES	156.9	5.2	151.7	3.3%	13.4%	25.3%	
RENTALS	40.0	17.0	23.0	42.6%	33.2%	30.9%	
FEES & CONTRACTUAL SERVICES	152.3	85.8	66.6	56.3%	56.4%	22.4%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	12.9	5.7	7.2	44.1%	72.5%	45.1%	
SUB TOTAL	4,436.7	1,084.0	3,352.7	24.4%	20.8%	20.3%	
PROVINCIAL GRANTS OTHER	(340.9)	0.0	(340.9)	0.0%	0.0%	0.0%	
TOTAL COST	4,095.8	1,084.0	3,011.9	26.5%	23.4%	22.7%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
LEGAL AND GOVERNANCE SUPPORT SERVICES - 1125

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,459.4	324.1	1,135.3	22.2%	22.0%	23.0%	
EMPLOYEE BENEFITS	270.3	57.9	212.4	21.4%	21.1%	22.0%	
STAFF DEVELOPMENT	70.5	6.7	63.8	9.6%	9.8%	9.1%	
SUPPLIES & SERVICES	252.5	9.8	242.8	3.9%	7.2%	25.6%	
FEES & CONTRACTUAL SERVICES	1,644.9	142.3	1,502.6	8.6%	23.1%	14.7%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	343.9	0.2	343.7	0.1%	68.6%	20.1%	
SUB TOTAL	4,041.6	541.0	3,500.6	13.4%	23.4%	16.4%	
FEES & REV FROM OTHER SOURCES	0.0	(0.3)	0.3	0.0%	0.0%	0.0%	
TOTAL COST	4,041.6	540.7	3,500.9	13.4%	23.4%	16.4%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
CENTRAL ORGANIZATIONAL EXPENSES - 1175

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
EMPLOYEE BENEFITS	11,511.5	1,913.7	9,597.9	16.6%	25.9%	19.0%	BMO rebates budgeted here; received later in year
SUPPLIES & SERVICES	56.9	64.4	(7.5)	113.2%	71.1%	5.2%	
FEES & CONTRACTS	4,283.6	751.6	3,532.0	17.5%	29.7%	14.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	175.8	56.7	119.2	32.2%	0.4%	(0.1)%	
SUB TOTAL	16,027.9	2,786.3	13,241.6	17.4%	10.6%	6.8%	
FEES & REV FROM OTHER SOURCES	(168.3)	(131.0)	(37.3)	77.8%	157.1%	15.7%	
TOTAL COST	15,859.6	2,655.3	13,204.3	16.7%	9.5%	6.8%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
FINANCE SUPPORT SERVICES - 1200

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	6,653.0	1,491.9	5,161.2	22.4%	20.5%	23.0%	
EMPLOYEE BENEFITS	1,604.4	331.8	1,272.6	20.7%	19.6%	20.4%	
STAFF DEVELOPMENT	43.1	1.0	42.1	2.4%	2.2%	0.0%	
SUPPLIES & SERVICES	73.0	21.1	51.9	28.9%	9.0%	15.6%	
FEES & CONTRACTUAL SERVICES	29.8	3.6	26.2	12.1%	0.0%	(108.9)%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	2.6	0.7	79.4%	36.1%	65.3%	
TOTAL COST	8,406.6	1,852.0	6,554.6	22.0%	18.6%	18.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
INNOVATION & INTERNATIONAL PROGRAMS - 1225

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	4,109.7	1,156.9	2,952.8	28.2%	19.2%	17.7%	
EMPLOYEE BENEFITS	560.3	108.8	451.5	19.4%	17.7%	19.3%	
STAFF DEVELOPMENT	137.8	21.6	116.2	15.7%	3.4%	4.2%	
SUPPLIES & SERVICES	482.7	43.3	439.4	9.0%	8.1%	71.8%	
FEES & CONTRACTUAL SERVICES	1,671.0	1,099.7	571.3	65.8%	61.0%	45.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	413.5	3.1	410.4	0.8%	0.8%	402.4%	
SUB TOTAL	7,375.0	2,433.4	4,941.6	33.0%	45.2%	17.9%	
FEES & REV FROM OTHER SOURCES	(481.5)	(220.7)	(260.8)	45.8%	48.5%	(547.6)%	
TOTAL COST	6,893.5	2,212.6	4,680.8	32.1%	45.9%	19.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
PLANNING & ACCOMMODATION SUPPORT SERVICES - 1250

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,127.3	271.1	856.1	24.1%	19.2%	19.3%	
EMPLOYEE BENEFITS	263.5	51.2	212.4	19.4%	17.7%	17.8%	
STAFF DEVELOPMENT	6.5	0.6	5.9	9.6%	0.0%	0.0%	
SUPPLIES & SERVICES	36.8	2.4	34.4	6.5%	5.7%	9.8%	
FEES & CONTRACTUAL SERVICES	62.5	60.2	2.2	96.5%	0.0%	5.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.4	2.2	1.2	64.5%	57.3%	101.8%	
TOTAL COST	1,499.9	387.7	1,112.2	25.8%	17.5%	18.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
EQUITY, INDIGENOUS EDUCATION, SCHOOL ENGAGEMENT AND COMMUNITY RELATIONS - 1275

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	7,598.3	1,237.3	6,360.9	16.3%	13.1%	13.5%	
EMPLOYEE BENEFITS	1,194.0	173.3	1,020.7	14.5%	13.5%	15.6%	
STAFF DEVELOPMENT	714.1	85.4	628.7	12.0%	3.7%	14.8%	
SUPPLIES & SERVICES	1,405.0	56.0	1,349.0	4.0%	10.9%	75.4%	
FEES & CONTRACTUAL SERVICES	809.8	113.5	696.3	14.0%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.0	1.0	1.0	50.0%	11.6%	7.2%	
TOTAL COST	11,723.2	1,666.6	10,056.6	14.2%	11.6%	7.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)

CURRICULUM & SCHOOL IMPROVEMENT

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	12,673.0	2,295.7	10,377.3	18.1%	15.6%	13.0%	
EMPLOYEE BENEFITS	1,567.8	248.7	1,319.1	15.9%	15.2%	10.8%	
STAFF DEVELOPMENT	986.6	108.4	878.2	11.0%	9.1%	17.1%	
SUPPLIES & SERVICES	2,919.5	180.0	2,739.5	6.2%	12.5%	12.2%	
CAPITAL EXPENDITURES (TCA)	10.0	0.0	10.0	0.0%	12.5%	12.2%	
RENTALS	3.5	0.0	3.5	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	760.5	81.3	679.2	10.7%	73.9%	27.4%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1,559.5	390.6	1,168.9	25.0%	20.8%	19.8%	
SUB TOTAL	20,480.3	3,304.6	17,175.8	16.1%	15.6%	13.4%	
REVENUE FROM OTHER SCHOOL BOARDS	(128.9)	0.0	(128.9)	0.0%	0.0%	0.0%	
FEES & REVENUE FROM OTHER SOURCES	(26.0)	(2.0)	(24.0)	7.5%	51.3%	0.7%	
TOTAL REVENUE & RECOVERIES	(154.9)	(2.0)	(153.0)	1.3%	8.6%	0.3%	
TOTAL COST	20,325.4	3,302.6	17,022.8	16.2%	15.9%	14.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
 CONTINUING & ADULT EDUCATION - 1325

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	8,666.3	1,303.1	7,363.2	15.0%	15.0%	13.4%	
EMPLOYEE BENEFITS	900.4	113.1	787.3	12.6%	15.9%	14.5%	
STAFF DEVELOPMENT	12.6	0.0	12.6	0.0%	10.8%	8.6%	
SUPPLIES & SERVICES	288.2	14.3	273.8	5.0%	6.9%	11.7%	
RENTALS	91.4	27.5	63.9	30.1%	29.2%	29.6%	
FEES & CONTRACTUAL SERVICES	3.5	0.0	3.5	0.0%	1.4%	1.0%	
SUB TOTAL	9,962.4	1,458.0	8,504.3	14.6%	14.1%	13.1%	
PROVINCIAL GRANTS OTHER	0.0	0.0	0.0	0.0%	8.6%	15.8%	
FEES & REVENUE FROM OTHER SOURCES	(244.0)	(250.8)	6.8	102.8%	53.9%	68.7%	
TOTAL REVENUE & RECOVERIES	(244.0)	(250.8)	6.8	102.8%	12.4%	21.7%	
TOTAL COST	9,718.4	1,207.3	8,511.1	12.4%	14.7%	9.8%	




PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
HUMAN RESOURCES, PARTNERSHIPS & EQUITY - 1400


DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	10,886.3	2,437.1	8,449.2	22.4%	20.3%	19.4%	
EMPLOYEE BENEFITS	2,466.3	489.9	1,976.5	19.9%	19.2%	18.8%	
STAFF DEVELOPMENT	226.7	10.2	216.5	4.5%	28.9%	9.4%	
SUPPLIES & SERVICES	472.8	65.0	407.8	13.7%	5.8%	15.8%	
RENTALS	3.0	0.0	3.0	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,423.6	485.0	938.5	34.1%	54.9%	69.7%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.8	0.0	2.8	0.0%	0.0%	2.6%	
TOTAL COST	15,481.5	3,487.1	11,994.4	22.5%	20.8%	21.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
LEADERSHIP, CAPACITY BUILDING, SCHOOL PARTNERSHIPS - 1450

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,544.0	352.0	1,192.0	22.8%	23.0%	21.4%	
EMPLOYEE BENEFITS	254.9	48.5	206.4	19.0%	18.1%	19.8%	
STAFF DEVELOPMENT	205.4	49.0	156.4	23.9%	13.8%	2.2%	
SUPPLIES & SERVICES	24.5	6.3	18.2	25.7%	65.0%	105.8%	
FEES & CONTRACTUAL SERVICES	76.0	37.1	38.9	48.9%	55.2%	49.6%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.5	0.0	0.5	0.0%	30.0%	0.0%	
SUB TOTAL	2,105.4	492.9	1,612.4	23.4%	23.2%	15.0%	
FEES & REVENUE FROM OTHER SOURCES	0.0	0.0	0.0	0.0%	0.0%	0.0%	
TOTAL COST	2,105.4	492.9	1,612.4	23.4%	23.2%	15.0%	

<div></div> <div>PEEL DISTRICT SCHOOL BOARD SUMMARY OF OPERATING EXPENSE STATEMENT As at November 30, 2024 (\$000's) SAFETY & WELL-BEING</div>							
DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	9,666.5	1,858.7	7,807.8	19.2%	16.3%	25.5%	
EMPLOYEE BENEFITS	1,917.1	299.7	1,617.4	15.6%	17.5%	21.0%	
STAFF DEVELOPMENT	397.5	115.5	281.9	29.1%	0.2%	3.9%	
SUPPLIES & SERVICES	406.8	188.8	218.0	46.4%	29.6%	156.0%	
FEES & CONTRACTUAL SERVICES	110.3	2.1	108.2	1.9%	3.7%	349.4%	
TOTAL COST	12,498.2	2,464.8	10,033.4	19.7%	20.8%	23.6%	

<div></div> <div>PEEL DISTRICT SCHOOL BOARD SUMMARY OF OPERATING EXPENSE STATEMENT As at November 30, 2024 (\$000's) SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING - 1525</div>							
DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	11,612.6	3,068.4	8,544.2	26.4%	21.4%	21.2%	
EMPLOYEE BENEFITS	1,888.6	436.8	1,451.9	23.1%	18.2%	18.7%	
STAFF DEVELOPMENT	1,664.4	455.5	1,208.9	27.4%	4.7%	12.2%	
SUPPLIES & SERVICES	4,719.3	485.0	4,234.2	10.3%	18.8%	21.4%	
FEES & CONTRACTUAL SERVICES	1,478.7	695.3	783.5	47.0%	47.8%	21.8%	
TOTAL COST	21,363.6	5,141.0	16,222.6	24.1%	15.0%	22.4%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
FIELD OFFICE SUPPORT SERVICES - 1550

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	6,079.2	1,572.0	4,507.2	25.9%	24.3%	23.8%	
EMPLOYEE BENEFITS	1,180.9	273.8	907.0	23.2%	21.9%	22.2%	
STAFF DEVELOPMENT	158.1	34.0	124.1	21.5%	16.6%	16.1%	
SUPPLIES & SERVICES	187.7	34.5	153.2	18.4%	18.7%	22.3%	
TOTAL COST	7,605.8	1,914.4	5,691.5	25.2%	21.0%	20.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES - 1600

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	82,561.5	20,908.3	61,653.2	25.3%	22.1%	22.6%	
EMPLOYEE BENEFITS	23,702.2	5,075.6	18,626.6	21.4%	21.1%	21.4%	
STAFF DEVELOPMENT	59.5	7.4	52.0	12.5%	7.6%	16.1%	
SUPPLIES & SERVICES	35,913.7	4,693.5	31,220.2	13.1%	15.4%	14.4%	
CAPITAL EXPENDITURES (TCA)	100.0	0.0	100.0	0.0%	5.4%	7.5%	
RENTALS	240.6	29.9	210.7	12.4%	2.9%	1.5%	
FEES & CONTRACTUAL SERVICES	18,410.9	3,676.1	14,734.8	20.0%	17.4%	17.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	27.4	22.0	5.4	80.5%	4.7%	3.6%	
SUB TOTAL	161,015.8	34,412.9	126,603.0	21.4%	19.7%	19.3%	Solar energy revenue & Permit Admin Fees
FEES & REVENUE FORM OTHER SOURCES	(382.4)	(173.8)	(208.5)	45.5%	21.7%	19.1%	
TOTAL COST	160,633.5	34,239.0	126,394.5	21.3%	19.7%	19.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
LEARNING TECHNOLOGY SUPPORT SERVICES - 1650

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	16,174.3	4,136.4	12,038.0	25.6%	27.5%	21.6%	
EMPLOYEE BENEFITS	4,010.8	982.9	3,027.9	24.5%	25.6%	20.9%	
STAFF DEVELOPMENT	115.7	24.9	90.8	21.6%	42.4%	18.8%	
SUPPLIES & SERVICES	2,749.8	437.3	2,312.5	15.9%	6.0%	26.4%	
CAPITAL EXPENDITURES (TCA)	125.0	0.0	125.0	0.0%	2.9%	59.7%	
RENTALS	1,449.7	330.4	1,119.2	22.8%	27.2%	28.7%	
FEES & CONTRACTUAL SERVICES	7,359.0	3,688.0	3,671.0	50.1%	38.1%	70.1%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	34.8	17.5	17.3	50.2%	14.7%	470.0%	
SUB TOTAL	32,019.1	9,617.4	22,401.7	30.0%	25.7%	20.8%	
FEES & REVENUE FROM OTHER SOURCES	(19.9)	0.0	(19.9)	0.0%	0.0%	0.0%	
TOTAL COST	31,999.2	9,617.4	22,381.8	30.1%	25.7%	20.8%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
TRANSPORTATION SUPPORT SERVICES - 1675

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,894.6	507.5	1,387.1	26.8%	22.0%	18.4%	
EMPLOYEE BENEFITS	457.8	107.2	350.7	23.4%	22.0%	18.8%	
STAFF DEVELOPMENT	11.4	2.1	9.3	18.2%	3.4%	9.7%	
SUPPLIES & SERVICES	102.0	23.8	78.2	23.3%	27.1%	6.6%	
RENTALS	39.2	0.0	39.2	0.0%	18.4%	24.8%	
FEES & CONTRACTUAL SERVICES	64,127.3	19,158.1	44,969.2	29.9%	31.2%	30.7%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1.0	0.0	1.0	0.0%	72.0%	0.0%	
TOTAL COSTS	66,633.3	19,798.6	46,834.7	29.7%	29.5%	28.5%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
PUBLIC ENGAGEMENT & COMMUNICATIONS - 1700

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	1,275.8	264.9	1,011.0	20.8%	14.2%	22.2%	
EMPLOYEE BENEFITS	313.6	61.7	252.0	19.7%	14.4%	21.2%	
STAFF DEVELOPMENT	13.4	4.8	8.5	36.1%	12.7%	12.6%	
SUPPLIES & SERVICES	225.1	12.7	212.4	5.7%	7.9%	7.5%	
FEES & CONTRACTUAL SERVICES	107.7	1.4	106.3	1.3%	(0.4)%	4.9%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.3	0.4	1.8	18.4%	12.6%	0.0%	
SUB TOTAL	1,937.9	346.0	1,592.0	17.9%	21.5%	32.0%	
FEES & REVENUE FROM OTHER SOURCES	0.0	(3.3)	3.3	0.0%	0.1%	0.1%	
TOTAL COST	1,937.9	342.7	1,595.2	17.7%	21.5%	32.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at November 30, 2024 (\$000's)
SCHOOL RENEWAL - 1800

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
SALARIES & WAGES	750.1	283.0	467.2	37.7%	18.1%	19.8%	Mainly includes School Condition, Renewal and Facility Improvements
EMPLOYEE BENEFITS	313.2	52.8	260.5	16.8%	16.7%	18.6%	
SUPPLIES & SERVICES	165.0	31.1	133.9	18.9%	28.4%	30.3%	
CAPITAL EXPENDITURES (TCA)	14,734.8	13,672.6	1,062.2	92.8%	24.5%	112.6%	
FEES & CONTRACTS	4,677.3	458.6	4,218.7	9.8%	16.7%	14.2%	
TOTAL COST	20,640.4	14,498.0	6,142.4	70.2%	23.9%	88.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at November 30, 2024 (\$000's)
OPERATIONAL EXP. RELATED TO CAPITAL - 4000

DESCRIPTION	REVISED BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				24-25	23-24	22-23	
INTEREST CHARGES ON LONG-TERM DEBT	22,027.5	3,505.6	18,521.9	15.9%	50.8%	53.1%	
RENTALS FACILITY LEASES-INSTRUCTIONAL SPACE	81.4	27.1	54.3	33.3%	31.9%	31.8%	
FEES & CONTRACTUAL SERVICES	1,242.5	354.3	888.2	28.5%	24.5%	20.0%	
ASSOC. MEMBERSHIPS & OTHER COSTS	1,685.3	274.7	1,410.6	16.3%	14.8%	21.7%	
AMORTIZATION EXPENSE ON TCA	107,104.3	24,448.0	82,656.2	22.8%	0.0%	0.0%	
AMORTIZATION EXPENSE ON ASSET RETIREMENT OBLIGATION (ARO)	851.9	0.0	851.9	0.0%	0.0%	0.0%	
TOTAL COST	132,992.8	28,609.7	104,383.1	21.5%	9.5%	10.2%	

PEEL DISTRICT SCHOOL BOARD

OTHER SCHOOL BOARD GRANTS
For the Three Months Ended Nov 2024

Project Description	Total Funds Available	Total Expenses	Net Funds Available	Percentage (%) Spent
Responsive Education Programs (REP) - Ministry of Education				
Board Math Leads	333,272	8,461	324,811	3%
Census Update Transition Supports	2,270,482	-	2,270,482	0%
Common European Frame of Reference (CEFR)-2025	204,983	39,574	165,409	19%
Critical Physical Safety Infrastructure	664,529	-	664,529	0%
De-Streaming Implementation Supports	124,823	-	124,823	0%
Digital Math Tool	1,104,812	555,687	549,126	50%
Early Reading Enhancements: Reading Screening Tools	942,170	276,045	666,124	29%
ECE Professional Development	456,594	-	456,594	0%
Education Staff to Reading Intervention	4,645,231	1,347,203	3,298,028	29%
Educators AQ	46,015	-	46,015	0%
Entrepreneurship Education Pilot Projects (EEPP)	60,000	612	59,388	1%
Experiential Learning for Guidance -Teacher Counsellors	153,925	24,108	129,817	16%
Focus on Youth Program	251,965	4,333	247,632	2%
Grade 10 Civics Travel to Legislature	54,051	2,321	51,730	4%
Graduation Coach Program: Pilot for Black Students 2024-25	237,828	59,120	178,708	25%
Health Resources, Training and Supports	69,991	1,239	68,752	2%
Human Rights and Equity Advisors	340,860	80,053	260,807	23%
Implementation Supports for the Revised Provincial Code of Conduct (PPM 12	403,854	1,625	402,229	0%
K-12 Cyber Protection Strategy (CPS) 24-25	500,000	61,681	438,319	12%
Licenses for Reading Intervention Supports	469,361	119	469,241	0%
Math Facilitator Grant	815,480	234,340	581,140	29%
Mental Health Strategy Supports -Emerging Needs	72,293	-	72,293	0%
New Teacher Induction Program - Enhancing Teacher Development (NTIP-ETD	96,349	-	96,349	0%
Parent Education and Awareness Campaign	66,384	-	66,384	0%
Recognition of Experiential Learning for Credit (RELC) Program Pilot	120,000	53,832	66,168	45%
Removing Barriers for Students with Disabilities	26,000	-	26,000	0%
Skilled Trades Bursary Program	29,000	1,000	28,000	3%
Special Education Needs Transition Navigators	415,581	-	415,581	0%
Subsidies for AQ in Math	299,000	650	298,350	0%
Summer Mental Health Supports 23-24	43,519	43,519	-	100%
Transportation Supports for Children and Youth in Care (CYIC)	173,000	1,094	171,907	1%
Total Ministry of Education	15,491,350	2,796,615	12,694,736	18%
Other Ministries and Government Reporting Entities				
ANC - Language Training Program (ESL)	2,260,714	606,594	1,654,120	27%
Asylum Claimant Funding (ESL/FSL training)	186,328	50,034	136,294	27%
Literacy & Basic Skills (LBS) 24-25	409,710	170,794	238,916	42%
Ontario Youth Apprenticeship Program (OYAP)	434,909	42,073	392,836	10%
School College Work Initiative (SCWI) - Dual Credit	388,810	42,301	346,509	11%
Roy McMurtry Youth Centre	79,426	65,186	14,240	82%
Total Other Ministries and Government Reporting Entities	3,759,897	977,744	2,782,153	26%
Federal Programs				
Commemorating the History and Legacy of Residential Schools project	4,737	-	4,737	0%
Jordan's Principle (West Credit)	50,000	44	49,956	0%
Language Instructions for Newcomers to Canada (LINC) 24-25	604,231	218,708	385,523	36%
We Welcome The World Centers 24-25	1,524,445	594,960	929,486	39%
Total Federal Programs	2,183,413	813,712	1,369,702	37%
Third Party Grants				
Afro-Canadian Diaspora Seminar Grant	9,925	-	9,925	0%
AQ Course Fees -SCO/Course Merchant	139,150	-	139,150	0%
Bramalea Truck & Coach	5,000	-	5,000	0%
Brian Fleming Playground project donation	7,195	-	7,195	0%
Building Safer Communities Project	36,631	7,336	29,295	20%
CDRP-Play in Peel	15,820	16	15,804	0%
Eco Schools	36,271	24,327	11,943	67%
eSTIM resources	577	521	55	90%
High Risk Youth Program/Shania Kids Can	6,242	2,170	4,073	35%
School Green	12,198	5,287	6,912	43%
Total Third Party Grants	269,009	39,656	229,352	15%
Grand Total	21,703,670	4,627,727	17,075,943	21%

11.4

Board Meeting, January 29, 2025

Multi-Year Strategic Plan Progress Report 5.1: S.P.A.R.K.s Student-Centred, Progressive, Augmented, Relevant, Knowledge-Building Initiatives

Strategic Alignment:

Multi-Year Strategic Plan 2024 - 2028

Report Type:

For Information

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

Overview

The SPARK - Student-Centred, Progressive, Augmented, Relevant, Knowledge-Building initiatives aim to foster innovation and engagement in the Peel District School Board (PDSB) by integrating cutting-edge technologies and methodologies into classroom and professional learning. These sessions align with the Multi-Year Strategic Plan (MYSP) by enhancing student achievement, promoting equity and inclusion, and supporting community engagement. (See Appendix A).

Highlights:

- Over 50 unique, technology-focused learning opportunities for educators and students, including AI Challenge Kits, immersive VR experiences, and coding workshops.
- Focus on building capacity through educator professional learning (PL) and class workshops to empower transformative teaching practices
- Provide students with leadership and learning opportunities through student-centered events with industry and community partners
- Integration of digital tools and sustainability-focused projects to enhance cross-curricular learning outcomes.

Strategic Actions

Goal 1: Student Achievement

Improving core academic skills and preparing for future success.

For Students: Engage in hands-on, real-world projects like AI-enhanced literacy tools, robotics competitions, and augmented reality experiences to build essential skills.

For Staff: Participate in job-embedded PL to integrate tools such as AI, Swift coding, and digital storytelling into classroom practice.

For Community: Showcase project outcomes through exhibitions and digital platforms, reinforcing the connection between innovative learning and future readiness.

Goal 2: Safety and Well-Being

Enhancing safety, a sense of belonging and mental health.

For Students: Participate in activities such as Digital Safety & Cyber Security workshops to promote safe online practices.

For Staff: Develop a shared understanding of well-being strategies through PL linked to digital literacy and inclusion.

Goal 3: Equity and Inclusion

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

For Students: Access identity-affirming learning experiences such as Girls in Skilled Trades and STEM events tailored to underrepresented groups.

For Staff: Implement culturally responsive practices in projects like identity-affirming digital storytelling and problem-based learning based on lived-experiences.

For Community: Provide multilingual and accessible resources to broaden participation in innovative learning initiatives and community partnerships.

Goal 4: Community Engagement

Engaging caregivers and community partners in supporting student success.

For Students: Provide opportunities to visit and interact with industry, business, post-secondary institutions, and community partners at their sites. These experiential learning opportunities enable students to see real-world applications of their learning, foster career awareness, and build meaningful connections with professionals in diverse fields.

For Staff: Facilitate collaboration with external partners to co-create innovative learning experiences, such as workshops and guest speaker sessions, that align with curriculum goals and equip educators to bridge classroom learning with real-world contexts.

For Community: Strengthen partnerships with local industries, businesses, and post-secondary institutions to create sustainable pathways for student learning and career readiness. Share the impact of these partnerships through public showcases, digital platforms, and targeted communications to highlight the value of collaborative efforts in achieving student success.

Alignment with Board Strategies and Action Plans:

The SPARK initiatives advance the goals of the Peel District School Board's (PDSB) Multi-Year Strategic Plan (MYSP) and Mental Health and Well-being Plan by integrating innovation with equity, accessibility, and inclusion. Aligned with the Comprehensive Four-Year Equity Strategy, Affirming Muslim Student Identities and Dismantling Islamophobia Strategy, Black Student Success Strategy, Two Spirit and LGBTQ+ Action Plan, and the Truth and Reconciliation Commission Calls to Action, SPARK fosters culturally responsive, identity-affirming, and equitable learning environments. Projects involving assistive technology further address the accessibility priorities of the MYSP, while The Empowering Modern Learners (EML) framework promotes collaboration and innovation to support academic success, mental well-being, and an inclusive education system.

Evidence: Indicators of Progress

- Up to 500 projects are underway in the 2024/2025 school year as a result of participation in SPARK sessions this year.
- Over 150 schools are participating
- EdTech Innovation Resource Teachers are working with schools to provide follow up support for unique instructional application of learning from SPARK.
- Impact reports, which can be found in the bi-monthly EML Magazine (Appendix B), will be released at the end of each project.

Next Steps

- Expand session offerings based on participant feedback and emerging technologies.
- Increase visibility and accessibility through digital and in-person outreach campaigns.
- Conduct a comprehensive evaluation of impact metrics and refine strategies for continuous improvement.

References

The SPARK initiative = Aeronautics Student Engagement Event, within the Department of Innovation and International Programs, provided students with hands-on, real-world experiences in collaboration with over 15 community and industry partners. Over 150 students from multiple schools participated, engaging in activities such as building rovers, exploring rocketry, and

preparing for competitions like Launch Canada. The event aimed to make aerospace education accessible to high school students, fostering passion for fields like aeronautical engineering and connecting them with professionals. Educators also benefited through professional learning opportunities to bring innovative insights back to their classrooms.

<https://youtu.be/7dEmBOmiZg8?feature=shared>

Appendices

Appendix A – SPARK Sessions Infographic

Appendix B – EML Magazine Vol 2. Issues 4, 5, 6 and 7

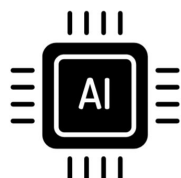
SPARK SESSIONS

Please apply to any session of interest using this SPARK Application Form [Appendix A](#)

AI Challenge Kit

(Gr. 6-12)

Class Workshops: AI infused classroom learning experiences and challenge kits in addition to job-embedded professional learning.



Minecraft Build Challenge

(K-12)

Educator PL: Full day PL on integrating Minecraft for Education into classroom learning experiences and build challenges.



Apple - Swift Coding

(Gr. 7-12)

Educator PL: Using Swift and Swift Playground coding, training provided on app development as students work on a project culminating in a [Showcase](#).



GoIT App Development

(Gr. 4-8)

Educator PL: Using MIT inventor App, training on app development as students work through a project culminating in a Showcase.



VR Immersive Experience

(Gr. 6-12)

Class Workshops: Immersive learning experiences (African Savannah, Amazonia, Asia Oceania) using VR technology.



Aeronautics (Rocket in a Box)

(Gr. 9-12)

Student Experience: Students work through modules on space education and attend a showcase where they build their own rocket.



Apple Digital Storytelling

(Gr. K-12)

Educator PL: Full day training on Apple apps (Keynote, Pages, etc.); students work on a digital storytelling project.



Skilled Trades Flexible STAC

(Gr. 4-8)

Educator PL & Class Workshops: Full day training on STAC tools and schools receive kits to use with students to work through an inquiry.



Coding/Robotics Workshops

(Gr. K-12)

Educator PL: Full day training on microbits/climate action kits, lego spike prime, or block coding to text based coding (i.e. python).



Stop Motion Animation

(Gr. 3-8)

Class Workshops: Stop-motion integrated into various curriculum areas while developing applicable skills.



Girls in Skilled Trades Event

(Gr. 7-12)

Student Experience: Students attend a full day event at Sheridan and engage in various hands on experiences including [machinery](#) or [plumbing](#).



Book Creator

(K-12)

Educator PL & Class Workshops: Training on the app Book Creator and students work through a cross-curricular project.



SPARK SESSIONS

Please apply to any session of interest using this SPARK Application Form

AI Educator Network (K-12)

Educator PL: Full day PL on AI in education including [Beginner](#) and [Intermediate](#) sessions.



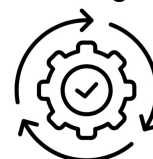
Experiential Learning Virtual Field Trip ([DHL](#)) (Gr. K-12)

Class Workshops: Experiential learning and connected classroom immersive experiences.



[Science North Workshop](#) (Gr. K-8)

Educator PL: Full day PL on inquiry-based learning, engineer design process and sustainability education using micro:bits.



3D Printing and Design: (K-12)

Educator PL: Full day training on Tinkercad and principles of design and 3D printing and participants take home their creation.



Video Game Design (Gr. 4-12)

Educator PL: Participants learn video game design /storytelling, interactive animation.



[Cricut and Design Space](#) (K-12)

Educator PL: Full day training provided on principles of design and how to use the cricut. Select schools will receive a free cricut to extend learning.



[Let's Talk Science](#) (K-12)

Class Workshops: Students will engage in an interactive, hands on workshop on various Science topics.



[Girls Who Game](#) (Gr. 4-12)

Educator PL: Full day training provided on the principles of e-gaming integration and how to run an esports program/club.



[Animatronics](#) (K-12)

Educator PL: Training provided on how to use technology as a tool for storytelling and character design.



Hydroponics (K-12)

Educator PL: Full day training on the technique of growing plants using a water-based nutrient solution rather than soil.



Blockchain Technology (Gr. 7-12)

Educator PL: Training on blockchain technology and integrated learning.



[Robotics FIRST Canada](#) (Gr. 3-12)

Educator PL: Training provided on FIRST Lego League Robotics



SPARK SESSIONS

Please apply to any session of interest using this SPARK Application Form

Digital Safety & Cyber Security

(Gr. 7-12)

Class Workshops: Workshop on various topics related to Cyber security, digital safety and understanding online risks.



Accessibility Tools

(Gr. K-12)

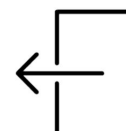
Educator PL: Full day training provided on Ipad iOS accessibility tools, RW4GC, OrbitNote and Microsoft Immersive reader.



Virtual Escape Rooms

(Gr. 4-12)

Educator PL: Training provided on principles of online learning integration, including how to create digital escape rooms. (This also applies to in-person educators)



Eco Schools Water Story and Flood Smart Peel

(Gr. K-12)

Educator PL: Full day workshop from TRCA and Region of Peel on water conservation and Flood Smart Peel, including resources.



Fabrication Lab

(Gr. 3-12)

Educator PL: Schools looking to add a Fabrication lab to their Innovation Hub or Makerspace will receive PL on innovating their space. Select schools will receive a free sewing machine.



SMART Board Learning Experiences

(Gr. K-12)

Educator PL & Class Workshops: Training provided on how to use a SMART board and accompanying class workshop. Select schools will receive a free smartboard.



Augmented Reality

(Gr. 3-12)

Educator PL: Training provided on how to make artwork come to life, how to create interactive exhibits, and more. AR adds a digital layer to our physical world.



PBL and Digital Storybook

(K-12)

Class Workshops: Students will engage in an interactive workshop on problem-based learning and receive a digital storybook documenting their learning.



Lumio

(K-12)

Educator PL: Training provided on how to use Lumio for instruction. Participants will also receive resources and lessons.



Video Production

(Gr. 4-12)

Educator PL: Full day training provided on principles of video production and integrated learning. Select schools receive a free device.



AI Assistive Technology Tools

(Gr. 3-12)

Educator PL: Training provided on AI-enhanced digital tools (Reading Progress, Reading Coach). Select schools receive free headphones.



Pitch Competition

(Gr. 4-12)

Educator PL: After school training on pitching an idea/project; includes target audiences, pitch duration and slide content.



Student-Centered • Progressive • Augmented • Relevant • Knowledge-Building

SPARK SESSIONS

Please apply to any session of interest using this form

AI Challenge Kit

Professional Learning in
Real-World Problem Solving:
Orientation:
Facilitating the Challenge Kit:

I-Think 

Minecraft Build Challenge



Apple - Swift Coding Showcase

Notes Gr. 7-12



GoIT App Development



VR/AR Immersive Experience



Inspire Tech

Rocket in a Box



Apple Digital Storytelling



Skilled Trades Flexible STAC

PL and participants receive a
kit with tools



Coding Workshop (Shaun)



Stop Motion Animation

Extra Ed.
Enrichment Programs and Clubs for Schools

Youth Amplified Girls in Skilled Trades
Nov 18, 25, Dec 2, Dec 9

Sheridan
youth
Amplified



Student-Centered - **P**rogressive - **A**ugmented - **R**elevant - **K**nowledge-Building

SPARK SESSIONS

Please apply to any session of interest using this form

AI with Giancarlo Brotto
[Beginner](#) and [Advanced](#)
 Sessions for Staff + [Student](#)
[Success](#) and AI



Experiential Learning Virtual
 Field Trip ([DHL](#))



Game Based
 Learning/Gamification
neil.randall@uwaterloo.ca



[Institute of Robotics and](#)
[Intelligent Systems:](#)



[Lego Minstorms, VEX](#)
[Robotics, 3D Printing, video](#)
[game design, drones](#)

Project Based Learning

[Cricut](#)



[Let's Talk Science](#)



[Girls Who Game](#)
 Dell - Katina



[Animatronics - Paul OISE](#)



Hydroponics



Aeronautics

[Robotics FIRST Canada](#)



SPARK SESSIONS

Please apply to any session of interest using this form

[Cyber Security Workshops](#)
[Digital Impact](#)



Accessibility



Elearning Escape Rooms

[Eco Schools](#) and Climate
Action Workshops



Fabrication Lab

[SMART board and Learning
Experiences](#)



[Transparent LED Screens](#)



Starfish PBL and [Digital
Storybook](#)



[Lumio](#)



Free Laptops
Video production

AI Literacy Tools
(i.e. Reading Progress,
Reading Coach etc.)
[Intro Video](#)
[Insights Video](#)
(possible headphones)



Pitch Competition PL
(virtual session after school
1.5 hrs)

- Pitching to different target audiences
- Various pitch durations (from elevator pitches to 15-minute pitches with slides)
- Pitch slides content
- Beyond the slides - What's important?

Pitch Coach from icube at
University of Toronto Mississauga
and Brampton Venture Zone

EMILL NOW EMILL NO NOW WE EMILL

**EDTECH
INNOVATION
MAGAZINE**



NOVEMBER
18-30, 2024
VOL. 2, ISSUE 4

Meet the **EML** Team

Anthony Howell



EdTech Innovation Coordinator

Clayton Ellis



Science and Technology Coordinator

Shaun Knowles



Coding and Computer Science RT

Adam Lowe



EdTech RT
M. Zammit FOS

Alexa Scott



EdTech RT
R. Hopple FOS

Jamie Roberts



EdTech RT
L. Mahoney FOS

Jeffrey Finn



EdTech RT
D. Ford FOS

Justine Tomines



EdTech RT
Y. Dey FOS

Matthew Forestieri



EdTech RT
C. Caslick FOS

Meghan Alexander



EdTech RT
N. Punjabi FOS

Michelle Chang



EdTech RT
O. Masood FOS

Mikaela Clark



EdTech RT
L. Grant FOS

Omar Tahir



EdTech RT
K. White FOS

Romessa Butt



EdTech RT
A. Au FOS

Sean Breen



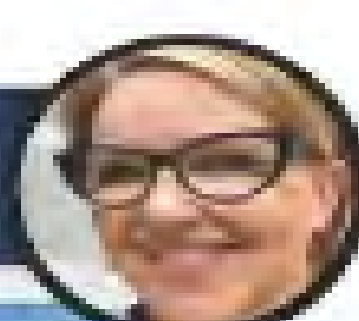
EdTech RT
S. Gill FOS

Stephanie Stagg



EdTech RT
L. Hart FOS

Melanie Mulcaster



EdTech LLC RT

Deidre-Ann Gardener



EdTech LLC RT

Tony Moscone



Coordinating Principal
EdTech Innovation

Bernadette Smith



Superintendent of
Innovation &
International Prog.

Furheen Qureshi



EdTech RT
B. Smith FOS

EML EDTECH INNOVATION LEAD TEACHER NETWORK



EdTech
Innovation

Nov. 5, 2024

Summary:

79%

Connected their project to the MYSP value **Leadership**

Over 80% had goals directly tied to MYSP Goal **Leadership and Achievement**

EML Connections included:

58% Access to Technology

15% Global Competencies

10% Learning Environment



85%

Had 'Call to Action' Projects

They include: EML Staff meeting updates, tech tasting and curriculum connection, presenting Lumio to staff, lessons connected to SDGs, developing EML connected lessons.



95%

Indicated the session exceeded or met their expectations



[Click here to watch video!](#)



84

**schools
represented**

**Pedagogical Documentation:
Project Ideation**

EML EDTECH INNOVATION MICROSOFT TOOLS



EMPOWERING MODERN LEARNERS

Our Team & Areas of Support

Find out more →



What is EML?



EML Resources



Artificial Intelligence (AI)



D2L Brightspace

EML EdTech
Innovation

Innovation &
International Programs

Lumio



What is Lumio?

Lumio is a platform for creating interactive digital lessons that engage students. It integrates with tools like Google Drive and Microsoft Teams, supporting content like games and assessments. Accessible on any device, Lumio enables real-time collaboration and feedback.



Student Engagement



Lumio Step-by-Step

- [Connecting Students](#)
- [Import & Combining Resources](#)
- [Individual & Collaborative Handouts](#)
- [Real Time Assessment](#)
- [UFLI Review Lessons](#)

PDSB Lumio Activities



Key Features

- Applicable to any subject
- Interactive with immediate feedback
- Accessibility options (e.g., immersive reader)
- Adaptable for existing content
- Compatible with iPad/Chromebook
- Supports synchronous and asynchronous use

PDSB Lumio Resources

- [Self-Guided Website](#)
- [PDSB Stat Resource E](#)
- [Submit a Re Here](#)

EML EdTech
Innovation

Innovation &
International Programs

LEGO Robotics



What are LEGO Robotics?

LEGO Robotics kits let users build and program robots using LEGO bricks, motors, sensors, and hubs. Kits like MINDSTORMS and SPIKE Prime teach STEM skills, combining coding and engineering. Popular in education, they support hands-on learning in problem-solving and robotics.



Student Engagement



Resources

- [YouTube Playlist: Spike Prime](#)
- [YouTube Playlist: Spike Essentials](#)
- [Lego Units and Lessons](#)
- [Challenges](#)
- [Step-by-step for students](#)
- [Pedagogy and Classroom Management Ideas](#)
- [Peel Skills](#)
- [FIRST Lego League](#)
 - [FLL Past Challenges](#)

Intro to LEGO SPIKE Prime



Key Features

- Use video task introductions and Read Aloud for Spike Essentials narratives
- Read Aloud button when using SPIKE Essentials narratives
- Students build and code with LEGO, using hubs, motors, and sensors in a browser or iOS app
- Hub, motors and sensors can be coded using block coding

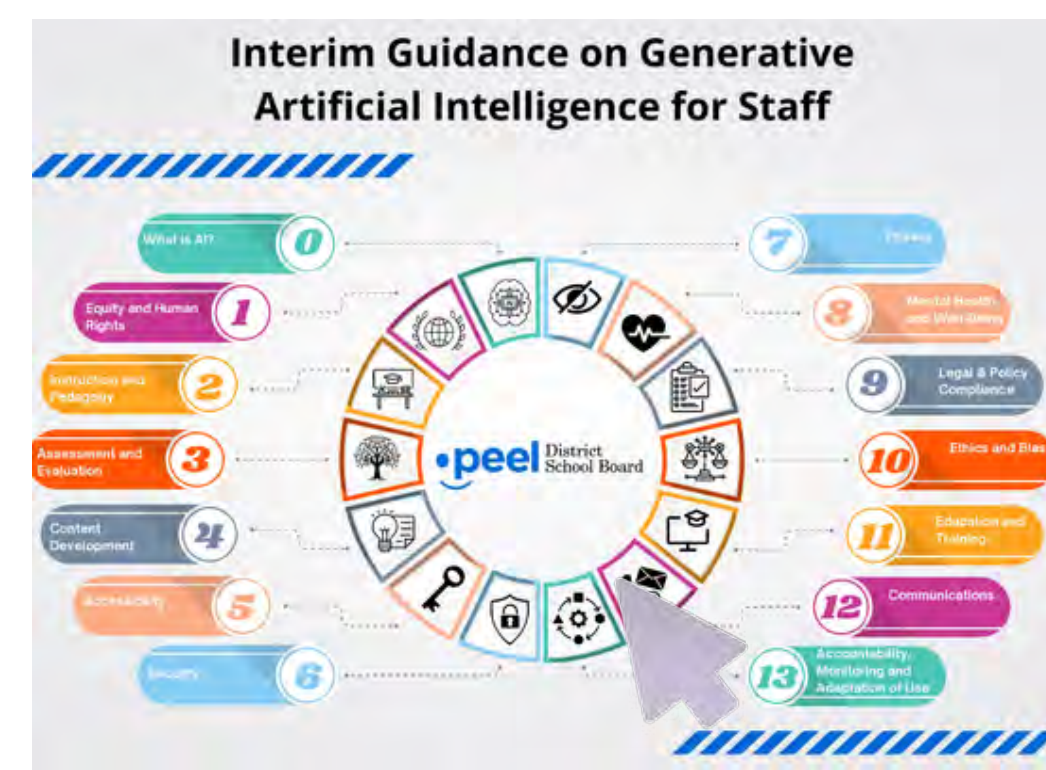
Competition Prep



ATTENTION

New 1 Pagers for Tech Tools added to the EML Site

EML EDTECH INNOVATION AI IN EDUCATION



EML EdTech Innovation

AI Educator Network

AI Topics/Resources include:



Equity and AI: Exploring bias, criticality and CRRP



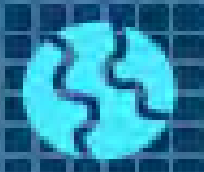
The Arts: Script generation/analysis, exploring creativity and critical thinking



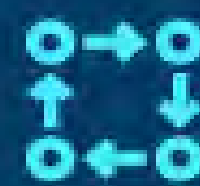
Literacy: Creating custom passages based on learner profiles to support decoding/comprehension



Assessment: Data collection, analysis and report card comments



Environmental Stewardship: Creating socially/environmentally appropriate products, within the engineering design process



Interdisciplinary: Creating podcasts for announcements, clubs and curriculum integration



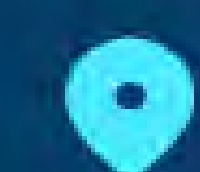
Literary Devices: Enhancing depth of narrative (i.e. hyperbole, metaphor, irony etc.)



Business: Improving marketing, branding, pitch competitions



Descriptive Feedback: Self/peer assessment, personalized tutor and metacognition



Vocabulary Development: Supporting content specific subjects



30 Schools



6 FOS



18 AI Projects

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

Insignia LTSS RESOURCE SITE



Click Here for Insignia Support Site



DISCOVERY LAYER MANAGER

Insignia offers a fully customizable **Discovery Layer** for your library's **OPAC**. This is done by editing webpages using the **Discovery Layer Manager**.

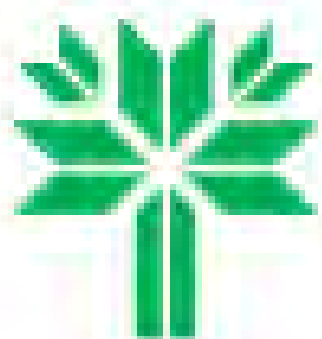
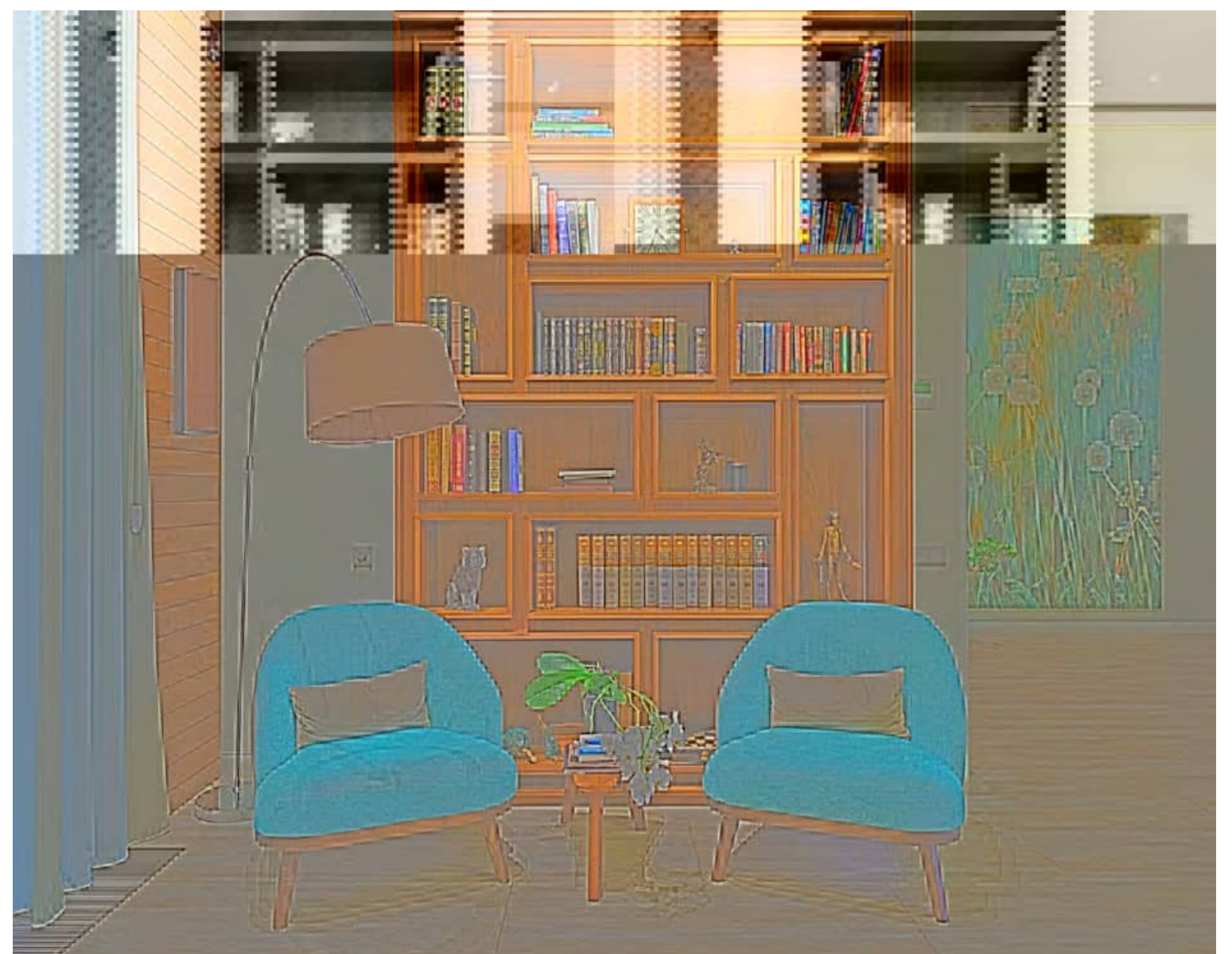
To access the **Discovery Layer Manager**, go to your **OPAC** Site and click on **Insignia Discovery Layer Manager** at the bottom of the page.

If you have access to multiple libraries in the system, you will see a dropdown menu at the bottom of the page to switch between libraries to modify the **Discovery Layer** for each.



CLICK
HERE!

DROP IN OUR LLC
VIRTUAL LOUNGE
NOV. 18 & DEC. 2!
8-9AM, 12:30-1:30,
3:30-4PM
CLICK HERE TO JOIN



Forest Of Reading
Forêt de la lecture

Registration Information:

CLICK
HERE!

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

TEACHER-LIBRARIAN PROFESSIONAL LEARNING SESSIONS 9AM TO 3PM

Join us for a day of interactive and dynamic learning experience, where you will have the opportunity to build on the Library Learning Commons Elements, connect with local libraries and explore technology that can enhance engagement and experiences in the LLC!

FOS: Gill, Grant & Caslick

Tuesday, November 26th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Zammit, Hart & Ford

Thursday, December 5th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Hoppie, Masood, Mahoney & Au

Tuesday, December 17th @ Turner Fenton SS (7935 Kennedy Rd, Brampton)

FOS: White, Dey, Punjabi & Smith

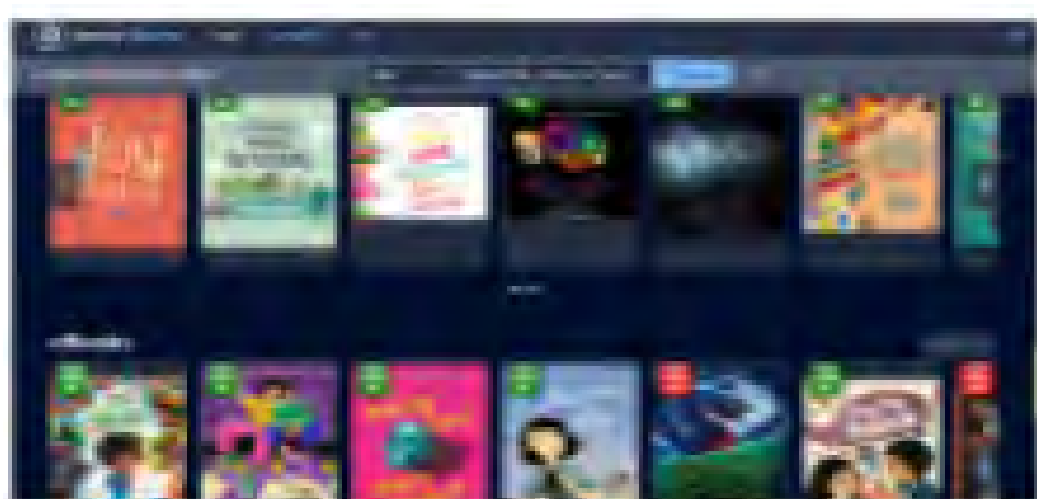
Thursday, December 19th @ Springdale Branch Public Library
(10705 Bramalea Rd, Brampton)

A RELEASE CODE WILL NOT BE PROVIDED | LUNCH WILL NOT BE PROVIDED

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

Upcoming EVENTS

Managing LLC Destiny Discover Content



Tuesday December 3rd:
9:15, 1:15, 3:15
(Repeated Session
Content: 45 min)
[JOIN SESSION HERE](#)

CLICK
HERE!

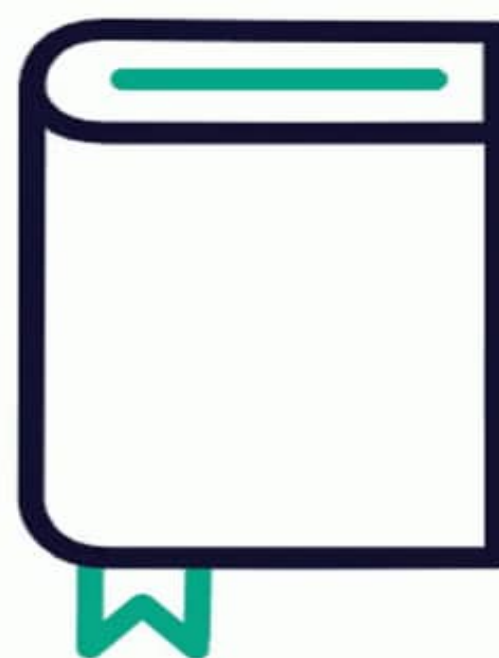
SLLC: Renovation Lookbook

Has your SLLC been renovated in the last five (5) years, or is it currently under renovation? Have you reorganized the SLLC and want to share what's been completed?

We'd love to hear from you! We are currently putting together a Lookbook that highlights the Learning Environment.

Thank you for taking the time to complete this form.

CLICK
HERE!



PDSB BOOK Vendor Display

November 20-21st

Mississauga Convention Center

Wed. Nov 20th - 8:30am to 5:00pm

Thurs. Nov 21st - 8:30am to 5:00pm

FALL
2024

NEW 2024/25

IDENTITY-AFFIRMING
RESOURCES

EQUITY BASED

VARIETY OF FORMATS

FICTION & NON-FICTION
RESOURCES

Curriculum-
Resources

CLICK
HERE!

FEATURED

Click below for resources from
your public library:



EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

Upcoming
EVENTS



WEDNESDAY, NOVEMBER 6TH, 2024

I READ CANADIAN

DROPBOX: I READ CANADIAN!



I Read Canadian Day is a national celebration of Canadian books for young people, with the goal of elevating the genre and celebrating the breadth and diversity of these books. This year's event will take place **on November 6, 2024**.

We encourage you to celebrate this day with your school communities! Take photos of how you are celebrating and upload your photos here!

View last year's compilation:

Library Support Services Presents:



I READ CANADIAN



The Special Peel Edition "Just Like Me" - I Read Canadian Challenge

51 schools and hundreds of students participated in "**I Read Canadian**"! Watch our compilation video to see PDSB students talk about the connection to their #MirrorBooks

CLICK HERE!

Library Support Services Presents:

The Special Peel Edition "Just Like Me" - I Read Canadian Challenge



Visit the official site:



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

SAVE THE DATE



**WCSS Skilled Trades
CHALLENGE
& EXPO**

28 Nov. 24

A LEGACY LEARNING OPPORTUNITY
Colleges/Unions/Apprenticeships

**For all families with
students in
Grades 6-8**



6 p m – 9 p m
6325 Montevideo Rd.

**TECHNOLOGICAL
EDUCATION &
SKILLED TRADES
PROGRAM**

Eco Project Funding Opportunities



LSF

Learning for a
Sustainable Future

**Welcoming
WINTER**

COMMUNITY EVENT DAY



Call for Volunteers!

Are you passionate about nature and helping out in your community? TRCA is looking for volunteers for our Welcoming Winter community event!

Assist with leading nature walks, workshops, educational booths, and outdoor games, as well as event logistics like parking and traffic control!

Participants will be eligible to receive **6 volunteer hours!**



Saturday, November 30, 2024
9 a.m. to 3 p.m.

Albion Hills Conservation Park
16500 Regional Rd 50, Caledon, ON



**Eco-Opportunities -
Click Here!**



Interested in volunteering?
Scan QR Code or visit



Active Transportation ARC GIS Storymap Free Modules



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



PEEL REGION

Peel Region Science Fair

Black @ Mac Eng



McMaster Engineering, "Black @ Mac Eng"

Because dreams need doing!



Free! K-12 STEM Curriculum

K-12 standards-aligned, hands-on lessons, activities, maker challenges and more for teaching science, engineering and math.

Browse FREE Curriculum!

go **PHYS GIRL**

ALLEZ PHYSIQUE LES FILLES



GoPHYSGirl by The University of Guelph

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

SKILLED TRADES

@ CENTENNIAL COLLEGE IN COLLABORATION WITH FIRST

STUDENT EXPERIENCE

350 Peel students from Gr. 7-8

14 schools participated

Participated in hands-on workshops:

- Electrical
- Exploring Architecture
- Electronics
- Renewable Energy
- Heating
- Mechanical Engineering
- Refrigeration

STUDENT VOICE:

81% said it met or exceeded expectations of wanting to pursue Skilled Trades

- Highest rated student self-identified next steps: architecture, electrical (wiring), electronics (circuitry), environmental sustainability (solar and wind energy), heating/refrigeration/air conditioning/ventilation

93 students cited a specific action they would apply to future learning

CURRICULUM CONNECTIONS

- MYSP-Equity, Achievement and Well-being goals
- EML- Learning Environment & Global Competencies
- MAAP - Curriculum Content
- Math/Science/SS Expectations: B1.4, A1.2-1.3, B3.5

CENTENNIAL
COLLEGE

FIRST
CANADA

EML

EdTech
Innovation



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

With Gizmos, Kids Get It.

Explore the best STEM learning tools for the classroom. Over 400 math and science Gizmos gives everyone something to graph, measure, and compare. Even predict and prove. That's hundreds of opportunities where students don't just act like scientists and mathematicians. They are.

Sign Up for Free and Get Gizmos in Your School!



Register for the Mississauga Open Data Hackathon

The challenge: Leveraging rooftops to address climate change

How will you bring your creative ideas for green, tech-powered practices to life.

Don't miss out on this change to make a difference while having fun!

Get ready to
Solve

Solve for Tomorrow is returning
with \$125,000 in prize available to
win

Solve for Tomorrow is an annual competition for students in grades 6-12
to ideate solutions that solve real-world problems using STEM learning

Submissions open through December 20

[Enter now](#)

[Rules & Regulations](#)



Solve
for Tomorrow



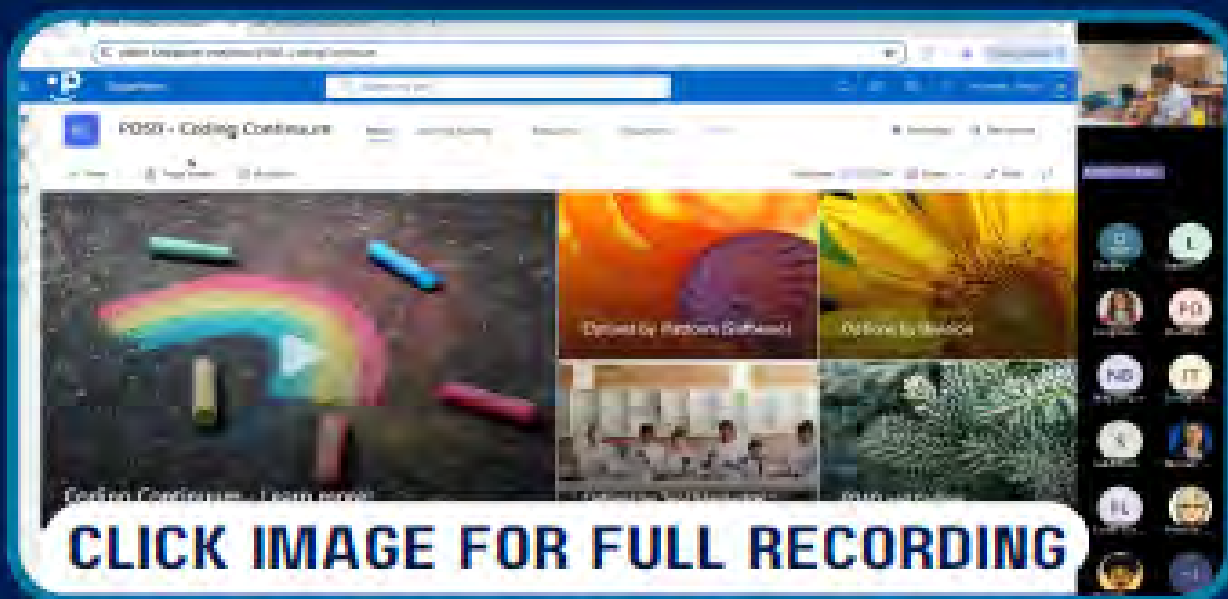
EML EDTECH INNOVATION CODING AND COMPUTER STUDIES



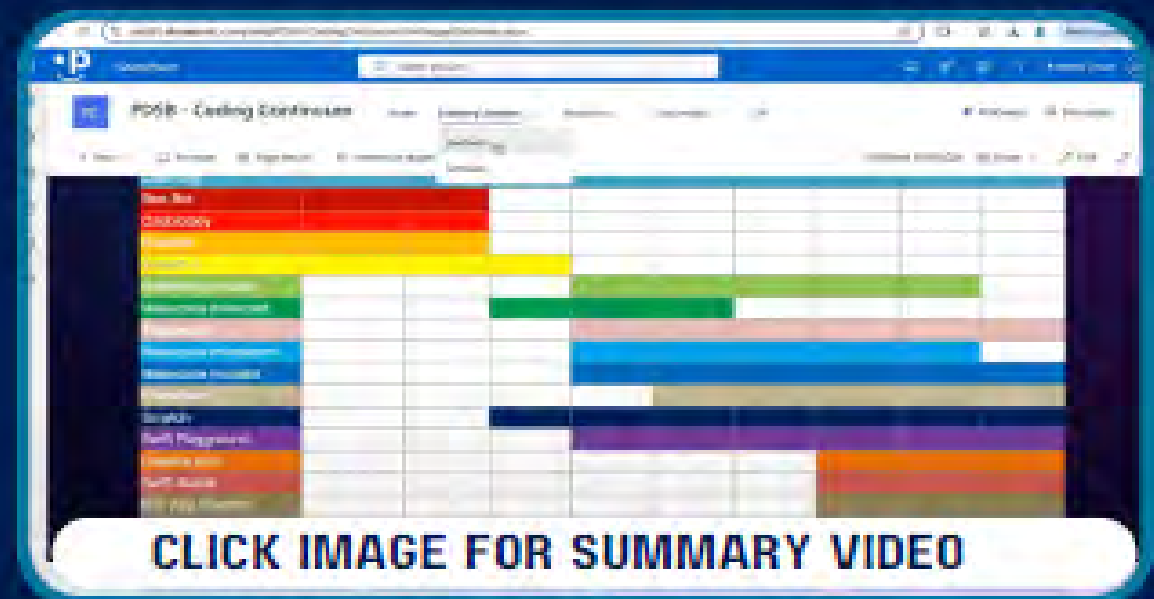
LEARN TO CODE: OCTOBER SESSION

LEARNING GOAL:

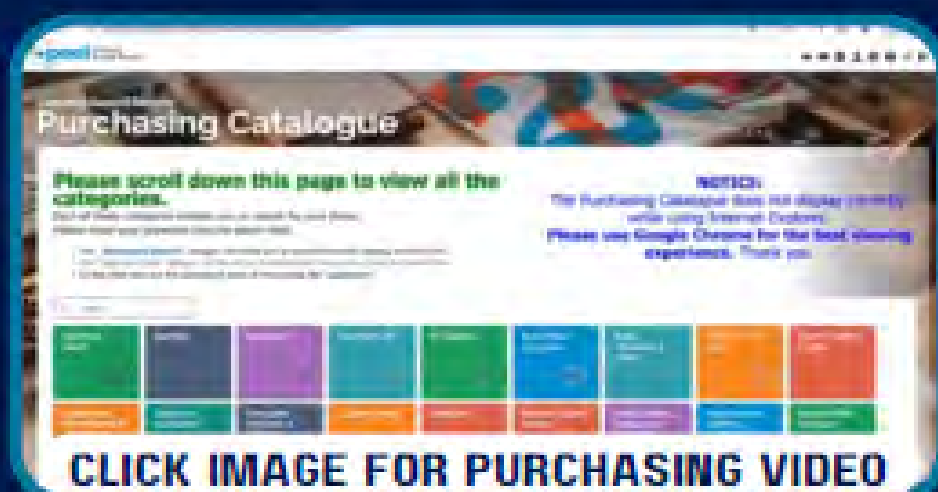
K-3 EDUCATOR CAPACITY BUILDING.
CURRICULUM CONNECTION: C3.1 AND C3.2
MATHEMATICS/SCIENCE A2.1 CODING.
EXPLORE VARIOUS PROGRAMMING BLOCK
LANGUAGES AND VIRTUAL HARDWARE
EMULATORS.



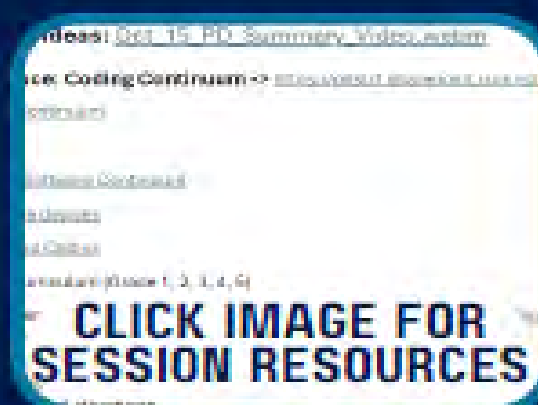
CLICK IMAGE FOR FULL RECORDING



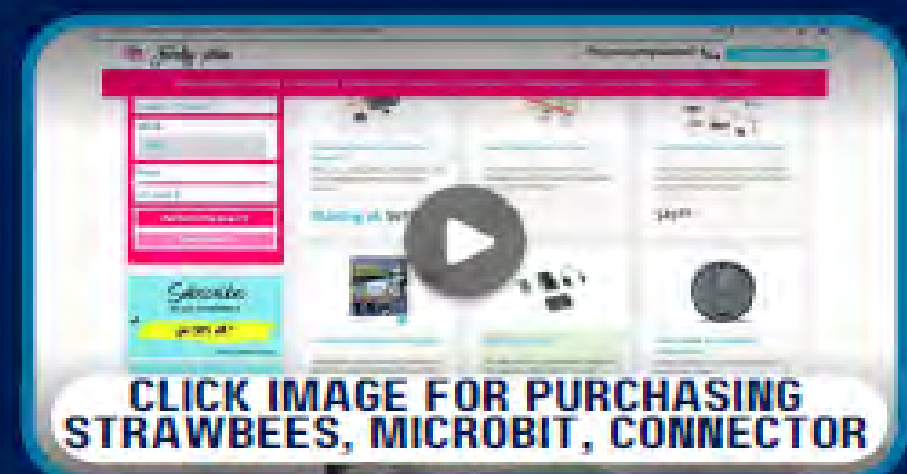
CLICK IMAGE FOR SUMMARY VIDEO



CLICK IMAGE FOR PURCHASING VIDEO



CLICK IMAGE FOR
SESSION RESOURCES



CLICK IMAGE FOR PURCHASING
STRAWBEES, MICROBIT, CONNECTOR

Session Data

- Educators from 43 schools participated
- Hardware topics included: micro:bit & Bee-Bot
- Software topics included: makecode, scratch and Bee-Bot simulator
- Implementation Plan: Educator Action steps included embedding micro:bits and scratch into lesson planning, developing a coding plan with grade level teams and utilizing the Coding Continuum site for software, hardware, and grade 3 EQAO
- Connected to MYSP (Achievement), EML (Global Competencies) and MAAP (Curriculum Fidelity)

D2L BRIGHTSPACE

WEBINAR SERIES 2024-2025

PROVIDED BY
TECHNOLOGY ENABLED LEARNING ONTARIO (TELO)



26

NOV, 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON SECONDARY**

3:45 PM - 4:45 PM [ZOOM WEBINAR LINK](#)

12

DEC, 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON EARLY YEARS**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

28

JAN, 2025

**THE DIGITAL
CLASSROOM:
FOCUS ON ELEMENTARY**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

30

JAN, 2025

**USING GRADES AND
MASTERY VIEW FOR
ASSESSMENT**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

12

FEB, 2025

**CONTENT CREATION IN
THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

19

FEB, 2025

**SUPPORTING ALL
LEARNERS: ACCESSIBILITY
AND THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

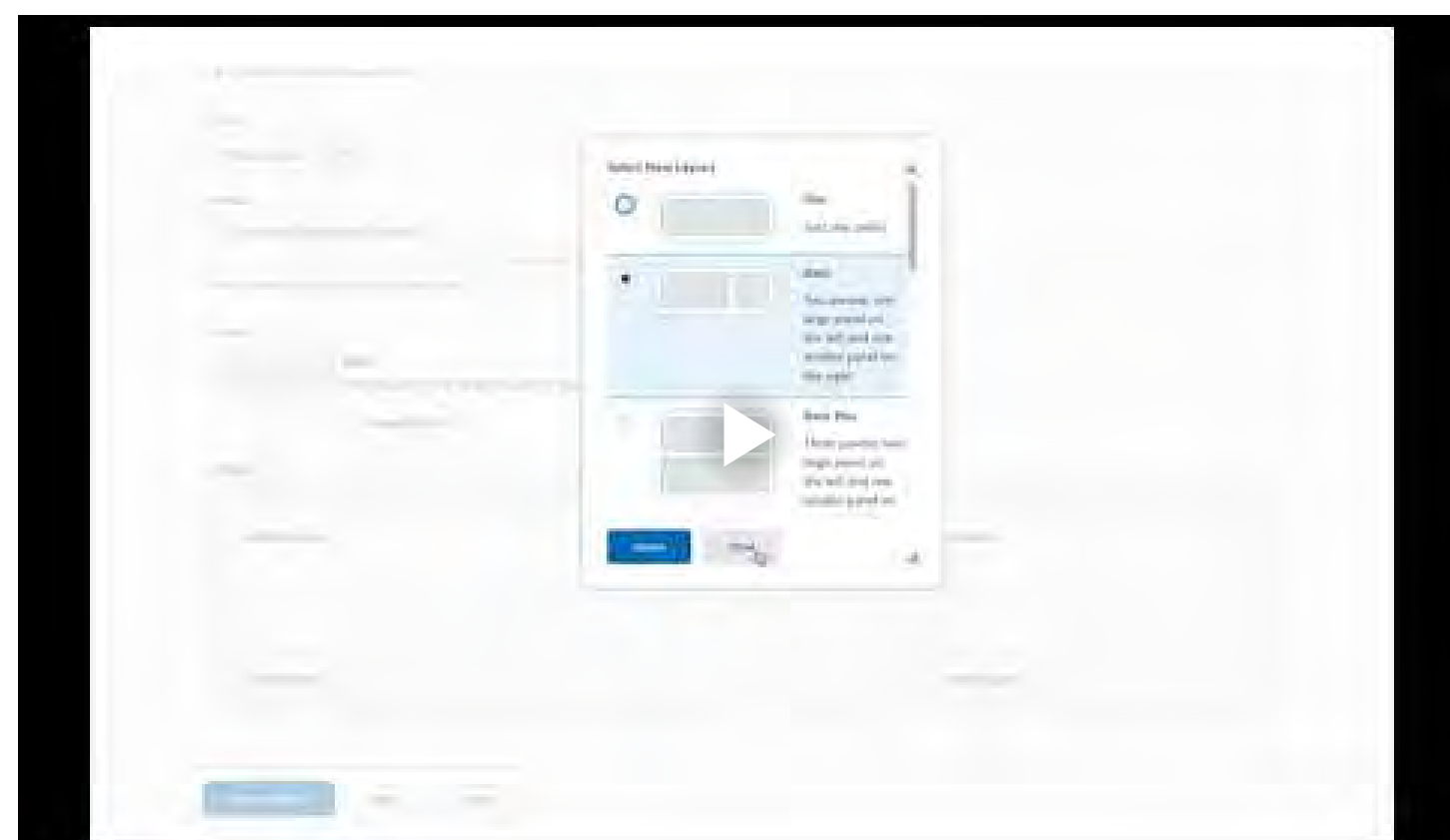
20

MAR, 2025

**PROMOTING STUDENT
CHOICE THROUGH THE
VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

1 Minute Workflow: How To Edit Your Course Homepage



D2L BRIGHTSPACE

How To Manually Import a List of Users into a Brightspace Course Shell

In PowerSchool, select the type of user.

①

For students, select "Student Number" from the dropdown menu, then select "All" or a particular grade or grades.

[Click here](#)

Recent MEMOS

COMPUTER STUDIES WEEK

INNOVATION & INTERNATIONAL PROGRAMS

For Information - Computer Science Education Week 2024

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 11/6/2024

Properties

Department: Innovation & Research

Panel: K - 5 6 - 8 S1 - S4

Due Date: 6/7/2024

PDSB-Innovation-and-International-Programs-Thumbnail

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: November 6, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: Computer Science Education Week 2024 [CSEd Week 2024]

D2L/BRIGHTSPACE NETWORK

INNOVATION & INTERNATIONAL PROGRAMS

For Information: D2L/Brightspace Network

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 11/13/2024

Properties

Department: Innovation & Research

Panel: K - 5 6 - 8 S1 - S4

Due Date: 6/7/2024

PDSB-Innovation-Thumbnail-1

PDSB-Innovation-Thumbnail

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: November 13, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: D2L/Brightspace Network for Elementary and Secondary Administrators and Teachers

COMPUTER STUDIES MEETINGS

INNOVATION & RESEARCH

For Information: Computer Studies Monthly Meetings

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 10/16/2024

Properties

Department: Innovation & Research

Panel: K - 5 6 - 8 S1 - S4

Due Date: 6/7/2024

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1970996177-PDSB-Memo-Header

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: October 16, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Shaun Knowles, Resource Teacher - Coding and Computer Studies
Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: Computer Studies Monthly Meetings

November is...

SKILLED TRADES AND TECHNOLOGY WEEK NOVEMBER 3-9, 2024

National Skilled Trades and Technology Week

November 3rd-9th, 2024



Within the next few pages, resources have been curated that may support National Skilled Trades and Technology Week. Each day, educators are invited to explore a different theme and can pick and choose different types of learning that best meet the needs of their students.

Share your learning on X and tag @peel21st



Instructions

REMINDER:

Educators should perform an ongoing assessment of their own resources based on the unique makeup of students that they serve. A resource that is approved for one group of learners may be re-traumatizing to a group of learners who have lived experience with its content. It is the educator's responsibility to analyze texts and other resources before introducing them to students in a learning environment to ensure that the resources are inclusive, culturally accurate, relevant, and responsive.

These resources are intended for educators to supplement and enhance their instructional material. Educators are to exercise professional judgement and ensure that the materials selected align with their teaching objectives and their students. Careful consideration should be given to their suitability for classroom use.

**YOUNIFIND - A SEARCH
ENGINE CREATED BY
STUDENTS AT TURNER
FENTON FOR
EXTRACURRICULAR
ACTIVITIES**



younifind

Explore futures, younifind your path.

Are you struggling to find extracurricular opportunities? Check out this extracurricular search engine for youth, dedicated to ensuring students have access to extracurricular activities.



Secure



Connect



Tailored



younifind.ca



[younifind](https://www.linkedin.com/company/younifind)



[@younifind](https://www.instagram.com/younifind)



Upcoming Events

Hello
November

NOV 18 - EML STUDENT ADVISORY MEETING

NOV. 19 - POP UP INNOVATION HUB

(PODCASTING/SOUND DESIGN)

NOV. 28 - SKILLED TRADES HACKATHON WCSS

DEC 4-10 - CS AND LEARN TO CODE WEEK

DEC 10 - POP UP INNOVATION HUB (CODING)

DEC 16 - EML STUDENT ADVISORY MEETING

DEC 18 - EML LEAD ADMIN NETWORK MEETING

***VARIOUS SPARK SESSIONS WILL BE
RUNNING THE NEXT FEW MONTHS;
PARTICIPATING SCHOOLS WILL BE NOTIFIED**

Upcoming!

EDTECH INNOVATION

November

EXCLUSIVE EXCLUSIVE
2024
EXCLUSIVE EXCLUSIVE

EML

EMIL NOW

EMIL NO

NO WE EMIL

EDTECH
INNOVATION
MAGAZINE

EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE

DECEMBER
2-15, 2024
VOL. 2, ISSUE 5

Meet the **EML** Team

Anthony Howell



EdTech Innovation Coordinator

Clayton Ellis



Science and Technology Coordinator

Shaun Knowles



Coding and Computer Science RT

Adam Lowe



EdTech RT
M. Zammit FOS

Alexa Scott



EdTech RT
R. Hopple FOS

Jamie Roberts



EdTech RT
L. Mahoney FOS

Jeffrey Finn



EdTech RT
D. Ford FOS

Justine Tomines



EdTech RT
Y. Dey FOS

Matthew Forestieri



EdTech RT
C. Caslick FOS

Meghan Alexander



EdTech RT
N. Punjabi FOS

Michelle Chang



EdTech RT
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EdTech RT
K. White FOS

Romessa Butt



EdTech RT
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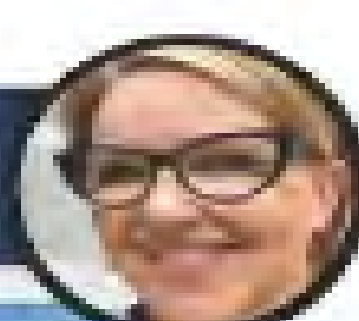
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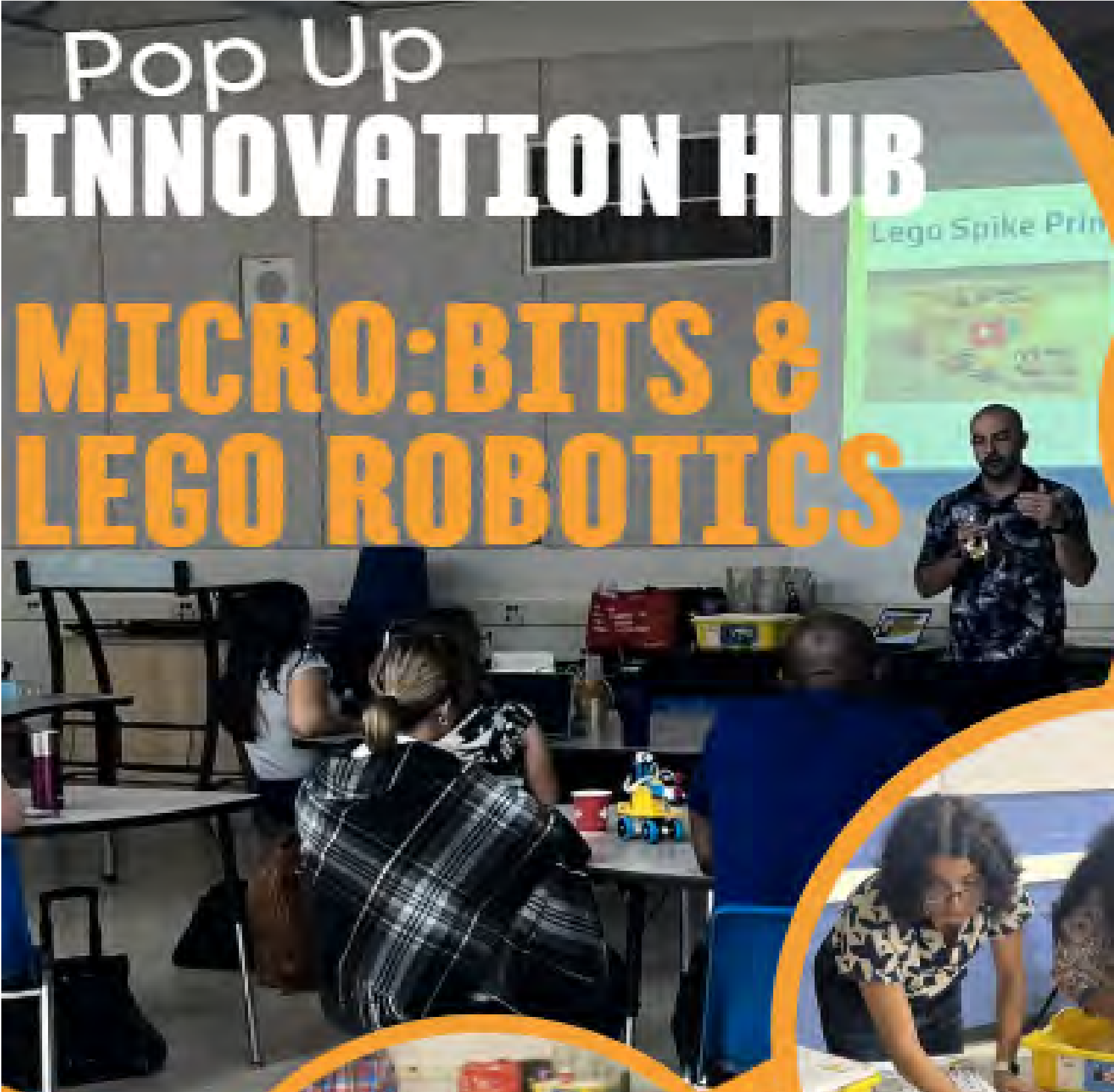



EdTech RT
B. Smith FOS

EML EDTECH INNOVATION LEAD TEACHER NETWORK

Pop Up
INNOVATION HUB

**MICRO:BITS &
LEGO ROBOTICS**





Interactive, hands on workshop on micro:bits, lego robotics and technology integration.

BY THE NUMBERS:

26 Schools represented

50% Increase in educators feeling **confident** with the tool after the workshop

61% Increase in educators feeling **inspired** to create lessons with the tools after the workshop

EML EDTECH INNOVATION MICROSOFT TOOLS

EMPOWERING MODERN LEARNERS

Our Team & Areas of Support

Find out more →



What is EML?



EML Resources



Artificial Intelligence (AI)



D2L Brightspace



EdTech
Innovation

FEATURE

Innovation &
International Programs

Dash & Dot



What is Dash & Dot?

Dash and Dot are educational robots by Wonder Workshop that teach kids coding basics. Dash moves, detects obstacles, and interacts, while Dot, stationary, responds to commands. Using apps like Blockly, kids program the robots to complete tasks, play games, and learn problem-solving skills interactively.



Student Engagement



Key Features

- No downloading needed; code and hit play
- Program responses to sound, light, and touch
- Beginner-friendly (Ages 8+) with no typing required
- Works with CPython and Write HoverScribe for developing



Resources

- Students can code using the Blockly app or at: code.makewonder.com/blockly/
- This PDF introduces Dash & Dot, with curriculum-aligned lessons starting on page 7 for grades 1 and up.

Dash & Dot Challenge Cards



EdTech
Innovation

FEATURE

Innovation &
International Programs

Scratch



What is Scratch?

Scratch is a free, block-based coding language by MIT, ideal for beginners to create games, animations, and stories. Its drag-and-drop interface teaches programming fundamentals without complex syntax. Scratch fosters creativity and problem-solving, with a community where users can share and remix projects.



Student Engagement



Getting Started with Scratch



Resources

- Explore Scratch with:
 - [Google CS First](#)
 - [Makey Makey](#)
 - [Micro:bit](#)
 - [LEGO Spike Prime](#)

Intro to Scratch

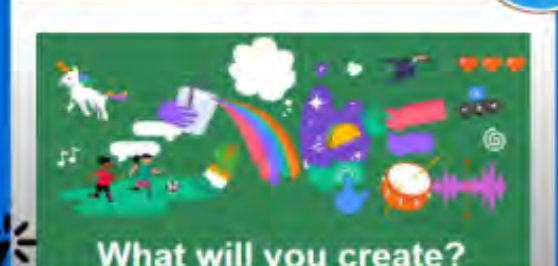


Key Features

- Simplifies programming with beginner-friendly block-based coding
- Supports sequential learning through creating games, animations, and stories
- Free, accessible, and high-contrast interface
- Builds a collaborative community, enhancing problem-solving and computational thinking



Activity Guides



What will you create?

ATTENTION

2 New One Pagers for Tech Tools
featured this issue

EML EDTECH INNOVATION AI IN EDUCATION



EML EdTech
Innovation

AI Educator Network

AI Topics/Resources include:



Equity and AI: Exploring bias, criticality and CRRP



The Arts: Script generation/analysis, exploring creativity and critical thinking



Literacy: Creating custom passages based on learner profiles to support decoding/comprehension



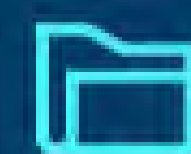
Assessment: Data collection, analysis and report card comments



Environmental Stewardship: Creating socially/environmentally appropriate products, within the engineering design process



Interdisciplinary: Creating podcasts for announcements, clubs and curriculum integration



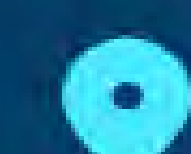
Literary Devices: Enhancing depth of narrative (i.e. hyperbole, metaphor, irony etc.)



Business: Improving marketing, branding, pitch competitions



Descriptive Feedback: Self/peer assessment, personalized tutor and metacognition



Vocabulary Development: Supporting content specific subjects



30 Schools



6 FOS



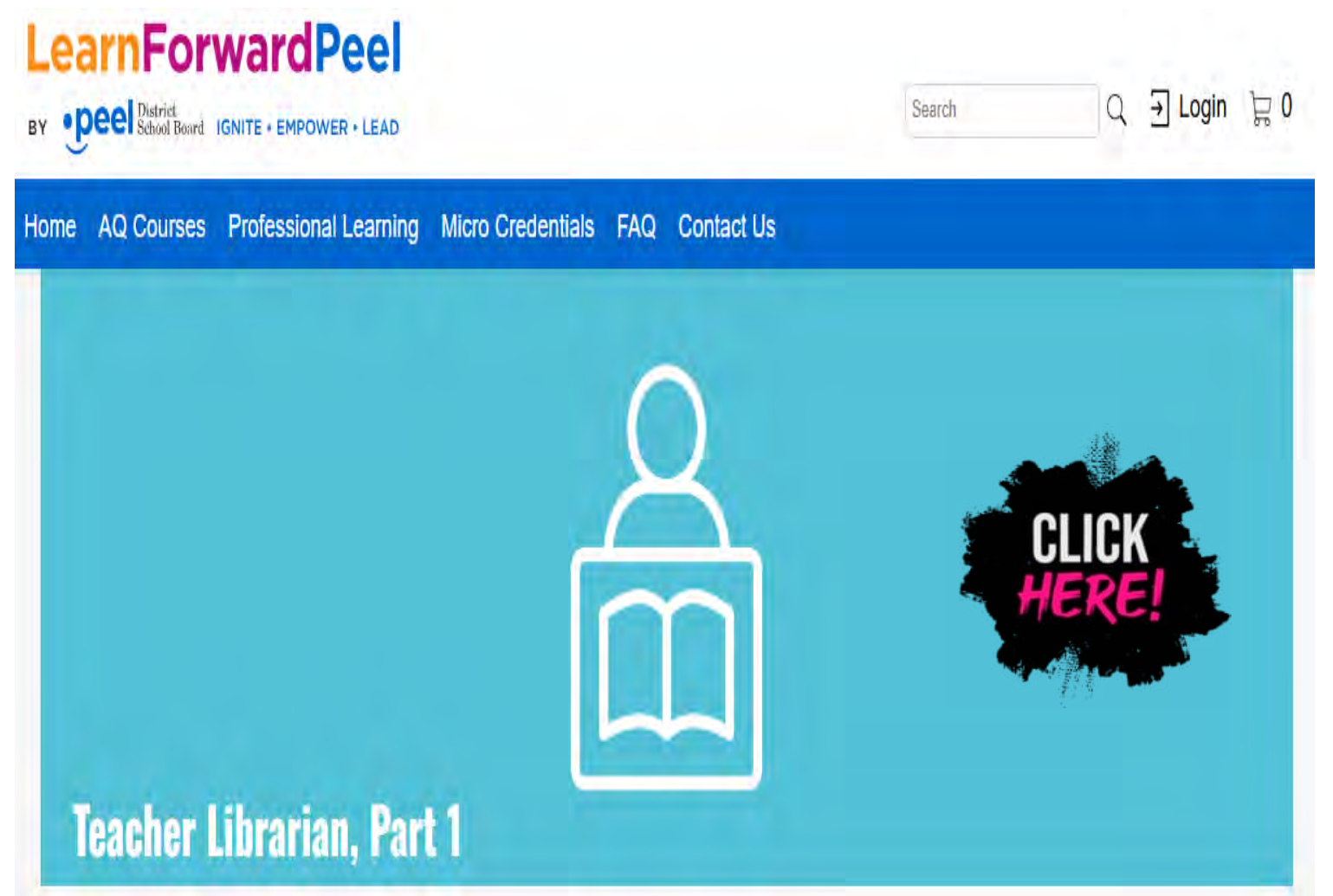
18 AI Projects

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

Submit a research project to TMC below that you've completed in the LLC. (Consider a past or present LEIP or SPARK Project!)



Early Bird Prices for the OLA
Super Conference



**DROP IN OUR LLC
VIRTUAL LOUNGE
DEC. 2 & DEC. 16!
8-9AM, 12:30-1:30,
3:30-4PM
CLICK HERE TO JOIN**



EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

TEACHER-LIBRARIAN PROFESSIONAL LEARNING SESSIONS

9AM TO 3PM

Join us for a day of interactive and dynamic learning experience, where you will have the opportunity to build on the Library Learning Commons Elements, connect with local libraries and explore technology that can enhance engagement and experiences in the LLC!

FOS: Gill, Grant & Caslick

Tuesday, November 26th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Zammit, Hart & Ford

Thursday, December 5th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Hoppie, Masood, Mahoney & Au

Tuesday, December 17th @ Turner Fenton SS (7935 Kennedy Rd, Brampton)

FOS: White, Dey, Punjabi & Smith

Thursday, December 19th @ Springdale Branch Public Library
(10705 Bramalea Rd, Brampton)

A RELEASE CODE WILL NOT BE PROVIDED | LUNCH WILL NOT BE PROVIDED

EML

LIBRARY LEARNING
COMMONS (LLC)

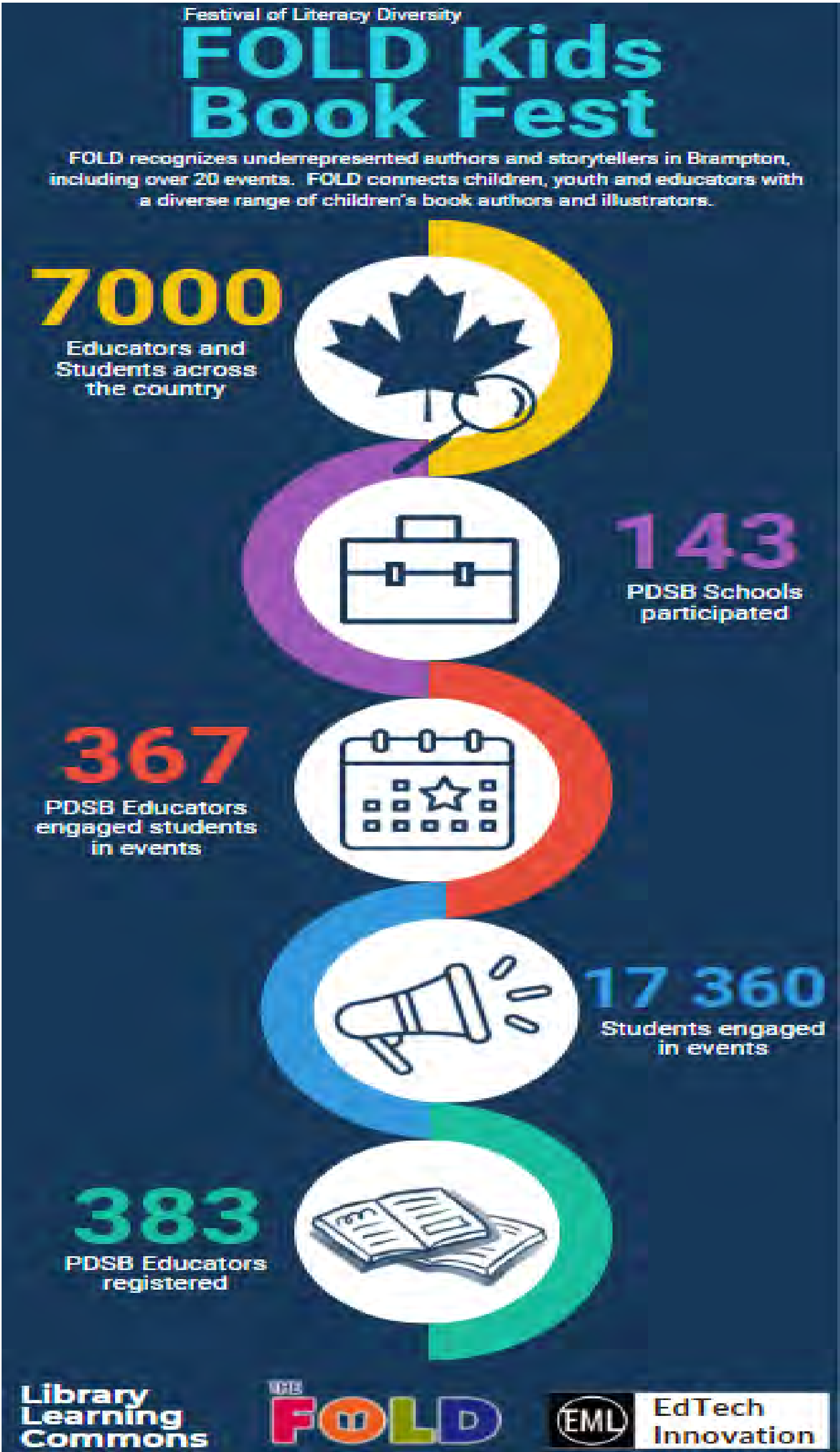
EDTECH INNOVATION



LIBRARY RENOVATIONS: LOOKBOOK

LIBRARY SUPPORT SERVICES
INNOVATION & INTERNATIONAL PROGRAMS

A curated collection of Peel District School Board Library Learning Commons to support the transformation of physical spaces to foster vibrant learning communities and student agency and ownership.

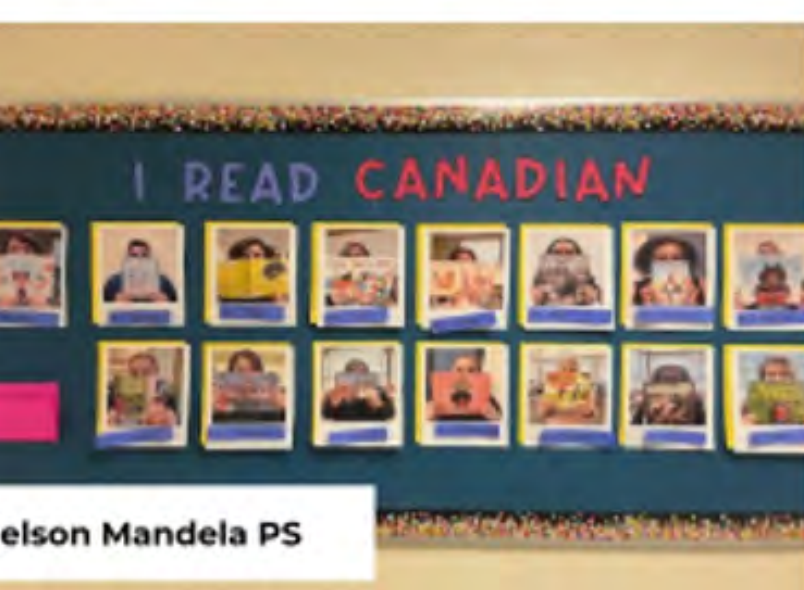
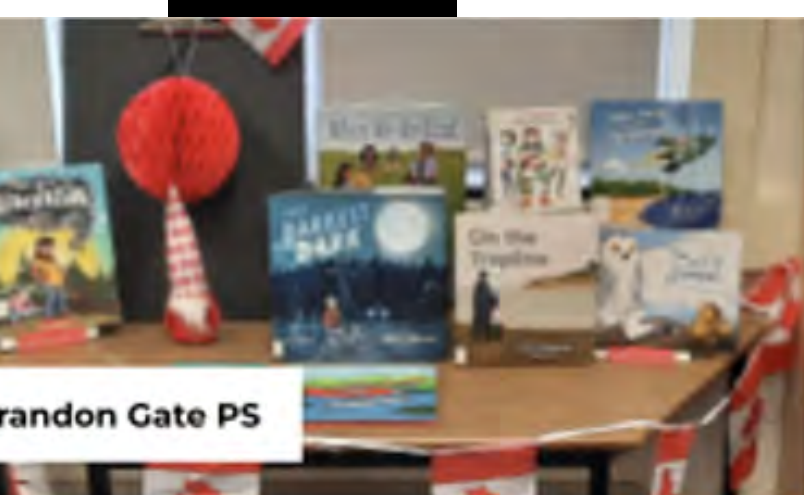


FEATURED

Click below for resources from
your public library:



EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION



I READ CANADIAN AUTHOR SNAPS

A PDSB Libraries and Digital Human Library Collaboration

Sophia Jackson

Connect further
with [Sophia's DHL Profile](#)

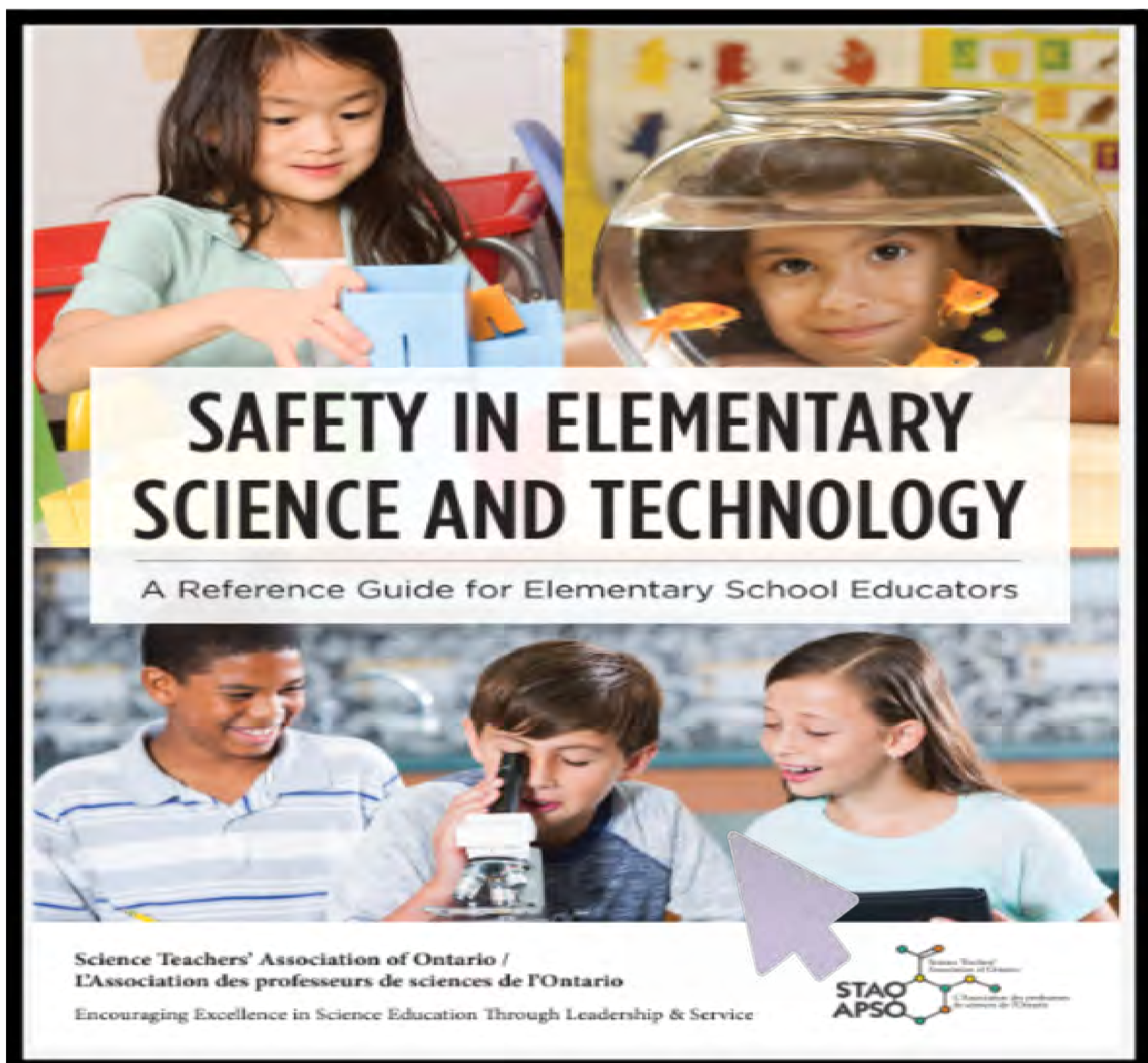
Michael Jacques

Connect further with
[Michael's DHL Profile](#)

Brad Hutchinson

Connect further
Brad's DHL P

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



Eco Project Funding Opportunities



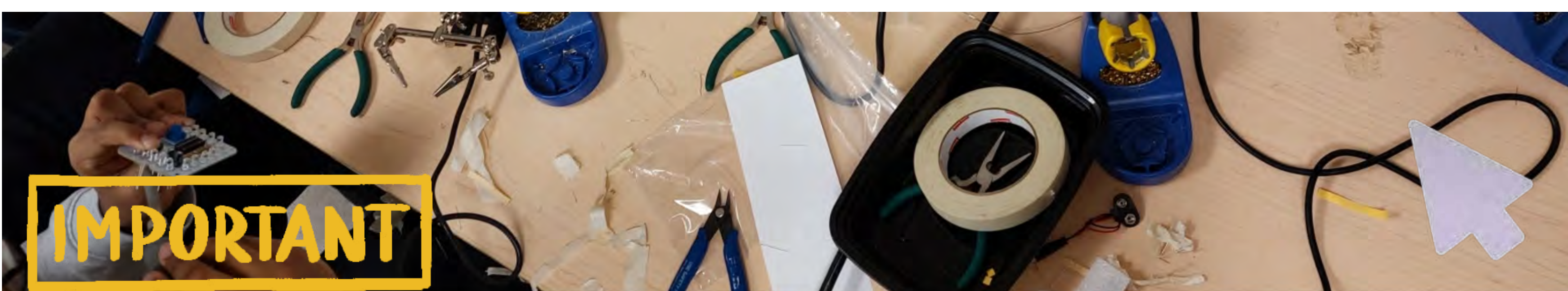
Active Transportation ARC GIS Storymap Free Modules



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



Peel Region Science Fair



Peel Secondary Skills Call for Chairs and Organizing Committee members



Because dreams need doing!

Free! K-12 STEM Curriculum

K-12 standards-aligned, hands-on lessons, activities, maker challenges and more for teaching science, engineering and math.

[Browse FREE Curriculum!](#)



Mathletics STEM Event

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

Ideate & Generate Solutions

- This step is all about brainstorming as many ideas as possible.
 - o There are no bad ideas
- Some approaches to brainstorming you can take are:
 - o Drawing out sketches
 - o Writing down ideas
 - o Or chat with your group members

GO ENG GIRL EVENT

85 STUDENTS FROM VARIOUS SCHOOLS

6 GRADES REPRESENTED FROM GR. 5-10

4 HOURS WORKING ON STEM PROJECTS TIED TO UN SDGS

FINISH

YORK U
LASSONDE
SCHOOL OF ENGINEERING

EML EdTech Innovation

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

With Gizmos, Kids Get It.

Explore the best STEM learning tools for the classroom. Over 400 math and science Gizmos gives everyone something to graph, measure, and compare. Even predict and prove. That's hundreds of opportunities where students don't just act like scientists and mathematicians. They are.

Sign Up for Free and Get Gizmos in Your School!



Register for the Mississauga Open Data Hackathon

The challenge: Leveraging rooftops to address climate change

How will you bring your creative ideas for green, tech-powered practices to life.

Don't miss out on this change to make a difference while having fun!

Get ready to
Solve

Solve for Tomorrow is returning
with \$125,000 in prize available to
win

Solve for Tomorrow is an annual competition for students in grades 6-12
to ideate solutions that solve real-world problems using STEM learning

Submissions open through December 20

[Enter now](#)

[Rules & Regulations](#)



Solve
for Tomorrow



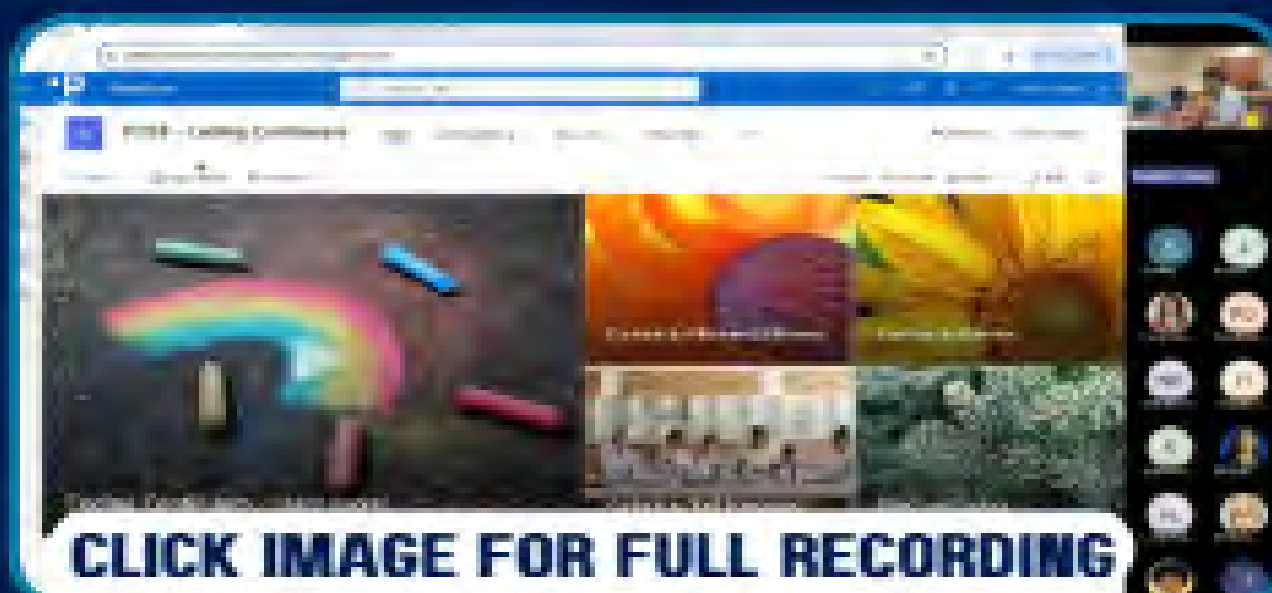
EML EDTECH INNOVATION CODING AND COMPUTER STUDIES



LEARN TO CODE: NOVEMBER SESSION

LEARNING GOAL:

GR. 3-8 EDUCATOR CAPACITY BUILDING.
CURRICULUM CONNECTION: C3.1 AND C3.2
MATHEMATICS/SCIENCE A2.1 CODING.
UNDERSTAND SEQUENTIAL, CONCURRENT,
REPEATED EVENTS, CONDITIONAL
STATEMENTS, CONTROL STRUCTURES AND
PROGRAM EFFICIENCY.



CLICK IMAGE FOR FULL RECORDING

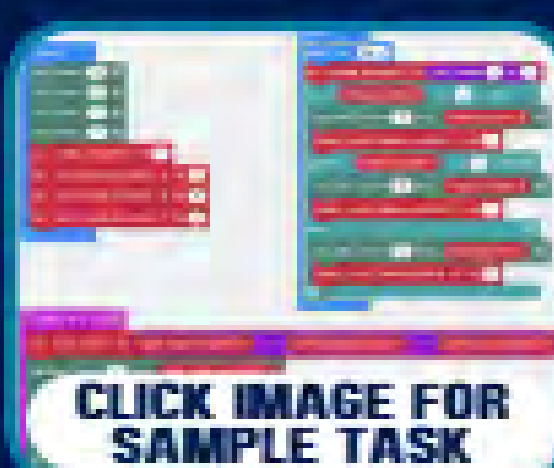
November 14th - Virtual Coding Session - Part 2



CLICK IMAGE FOR RESOURCE SITE



CLICK IMAGE FOR PURCHASING VIDEO



CLICK IMAGE FOR
SAMPLE TASK



CLICK IMAGE FOR CROSS
CURRICULAR VIDEO

Session Data

24 Educators and schools participated

150 Unique visitors to site

86% Rated session 5/5

-Hardware included: microbit; Software: makecode, scratch
-Implementation Plan: Educator Action steps included embedding
microbits and scratch into lesson planning, utilizing the Coding
Continuum site for software/hardware, utilize TVO resources
-Connected to MYSP (Achievement), EML (Global Competencies)
and MAAP (Curriculum Fidelity)

D2L BRIGHTSPACE

WEBINAR SERIES 2024-2025

PROVIDED BY
TECHNOLOGY ENABLED LEARNING ONTARIO (TELO)



26

NOV. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON SECONDARY**

3:45 PM - 4:45 PM [ZOOM WEBINAR LINK](#)

12

DEC. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON EARLY YEARS**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

Coming Soon

28

JAN. 2025

**THE DIGITAL
CLASSROOM:
FOCUS ON ELEMENTARY**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

30

JAN. 2025

**USING GRADES AND
MASTERY VIEW FOR
ASSESSMENT**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

12

FEB. 2025

**CONTENT CREATION IN
THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

19

FEB. 2025

**SUPPORTING ALL
LEARNERS: ACCESSIBILITY
AND THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

20

MAR. 2025

**PROMOTING STUDENT
CHOICE THROUGH THE
VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

1 Minute Workflow: How To Add Content



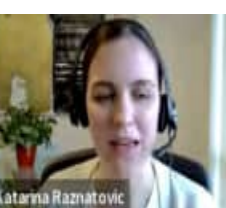
D2L
BRIGHTSPACE



The Digital Classroom

Using the VLE: Focus on Secondary

TELO



Recent MEMOS

COMPUTER STUDIES WEEK

INNOVATION & INTERNATIONAL PROGRAMS

For Information - Computer Science Education Week 2024

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 11/6/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

Due Date
6/7/2024

[PDSB-Innovation-and-International-Programs-Thumbnail](#)

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: November 6, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: Computer Science Education Week 2024 [CSEd Week 2024]

TEACHER LIBRARIAN NETWORK

INNOVATION & INTERNATIONAL PROGRAMS

For Information: Teacher Librarian Professional Learning Network

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 11/21/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

Due Date
6/7/2024

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: November 20, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: Teacher Librarian Professional Learning Network

POP UP INNOVATION HUBS

INNOVATION & INTERNATIONAL PROGRAMS

For Action: Innovation Hubs

Smith, Bernadette

Superintendent - Innovation and Inter Pr

Published 11/25/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

Due Date
6/7/2024

peel

District School Board

Empowering Modern Learners

Innovation & International Programs

MEMO

Date: November 20, 2024

To: All Principals, Vice Principals

Copy: Superintendents of Education, Assistants to Superintendents

From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact: Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject: Pop Up Innovation Hubs



Educators will have an opportunity to engage in hands-on experiences and gain practical knowledge about new innovative tools

4-6PM

OCT. 22, 2024: MICRO:BITS & LEGO ROBOTICS

NOV. 19, 2024: PODDING/SOUND DESIGN

DEC. 10, 2024: CODING

JAN. 14, 2025: AI

FEB. 18, 2025: BYOD RESOURCES & READING PROGRESS

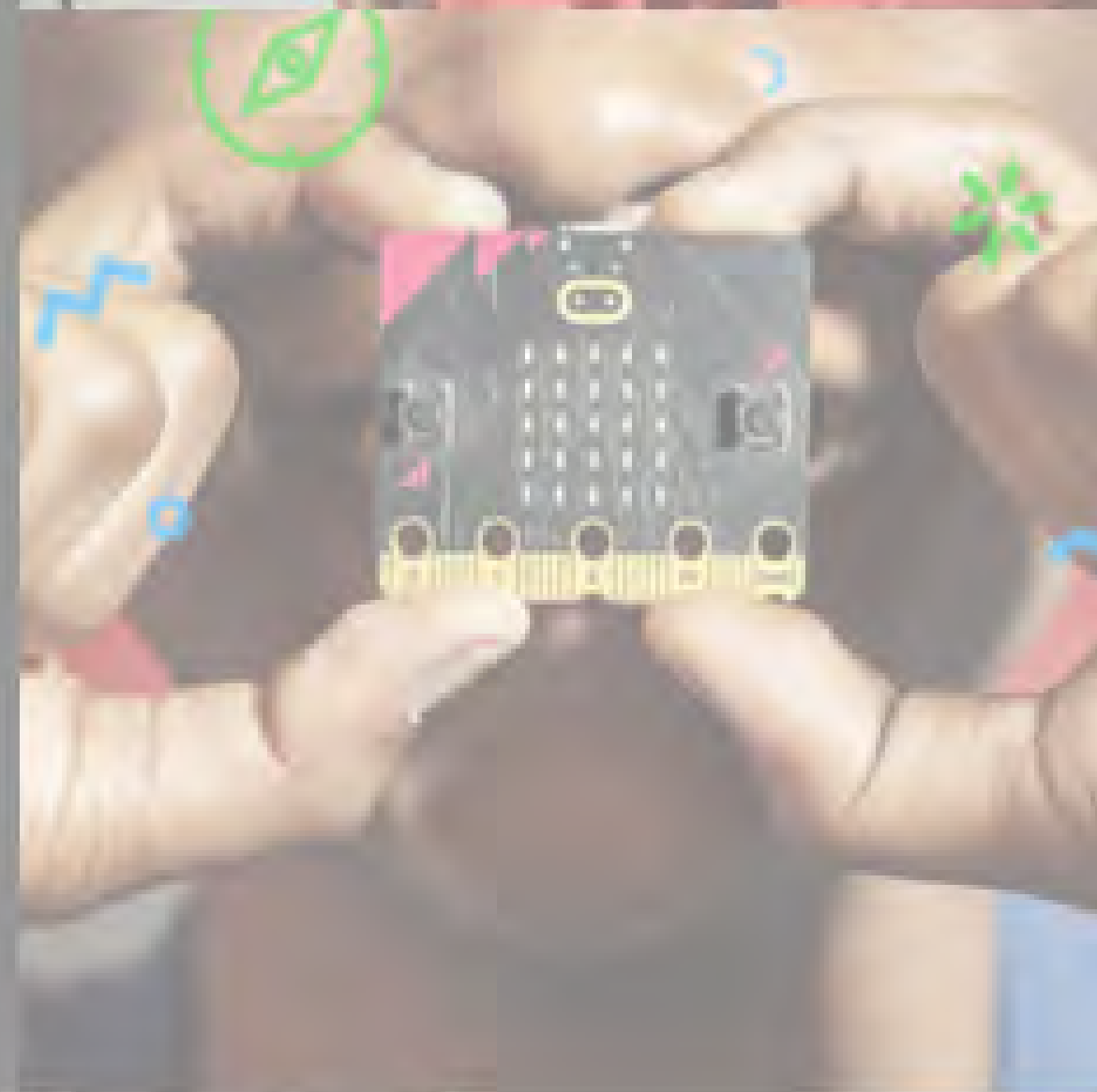
MAR. 18, 2025: UDL/LEARNER VARIABILITY

APR. 15, 2025: APP DESIGN

MAY 13, 2025: CREATIVE DESIGN & CONSTRUCTION

(CRICUT DESIGN, LASER CUTTING & 3D PRINTING)

REGISTER HERE





EdTech
Innovation

2025 ACCESS *Conference*



15 JANUARY

WEDNESDAY

9:00 - 3:00

AM

PM

@ 1490 ODGEN AVE.

REGISTER NOW

Register by Dec. 9th, 2024



Sessions on:

- Lexia
- Lumio
- Mindomo
- Book Creator
- Reading Progress
- Copilot AI K-6 & 7-12
- New Features of Google Read & Write
- OrbitNote
- and more!

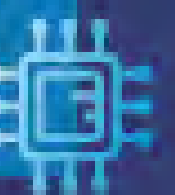
Registration:

ONE ISSP Teacher/Spec. Ed. Head from each school may attend.

Due to space limitations, only **one** staff member from a school may attend.

No release code provided. If attending, please speak to your administrator regarding internal coverage.

Lunch will not be provided, you are kindly requested to bring your own lunch.



December is...

COMPUTER SCIENCE EDUCATION (CSED) WEEK DECEMBER 4-10, 2024

	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 6th	Monday Dec 9th	Tuesday Dec 10th
iles Morning	<p>Grades K-3</p> <p>Objective: Share a story and create animated drawings using the online tool Animated Drawings.</p> <p>Materials required: Paper, drawing/colouring utensils, access to a Chromebook or other device.</p>	<p>Grade level: 4 – 8.</p> <p>Objective: Join us for an engaging and hands-on professional learning session where educators will explore the exciting world of game development using Code.org's Star Wars module. This workshop is designed to empower educators with the skills and knowledge to create their own interactive Star Wars-themed games, which they can then bring back to their classrooms to inspire and engage students in coding.</p> <p>Materials Needed: Laptop – internet access</p> <p>Grade level: K-2</p> <p>Objective: Join us for an engaging and hands-on experience to share the world of coding with students. We will introduce students to what coding is and begin by practicing movement on a grid. We will demonstrate the next steps to introduce students to screen free coding by orchestrating commands using arrows.</p> <p>Materials Needed: Masking Tape, Coding Arrow Printables Talebot/Bee-Bot (for next steps)</p>	<p>Grade: K - 3 Topic: Hour Of Code</p>	<p>Grade level: 4 – 8.</p> <p>Objective: To introduce students and educators from Grade 4 – 8 to the basics of MakeCode Arcade and create a simple 2D sprite-based game.</p> <p>Materials Needed: Laptop/Chromebook – internet access</p>	<p>Grade: K - 12</p> <p>Objective: Equip educators with quick, practical strategies to introduce digital safety in the classroom.</p> <p>Materials: Access to online tools (Cyber Security Lab, Hack-A-Cat game), choice board templates, and digital citizenship resources. Outline</p>
	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 6th	Monday Dec 9th	Tuesday Dec 10th
Lunch	<p>Educator Edition</p> <p>Objective: Share a mentor text and explore Machine Learning Bias through the online AI drawing tool Quick Draw.</p> <p>Materials required: Access to a Chromebook or other device.</p>	<p>Grade: 4 – 8</p> <p>Objective: Join us for an engaging and hands-on learning session where educators and students can build prototypes and practice basic coding using Lego Spike! This workshop is designed to empower educators and students to integrate coding and robotics across multiple subjects.</p> <p>Materials needed: Laptop with internet access AND a Lego SPIKE kit*.</p> <p>Please note, if you are attending the virtual session with students, you need a Lego SPIKE kit for each small group!</p>	<p>Grade: 4 - 6 Topic: Hour Of Code</p>	<p>Grade: 8 - 12</p> <p>Objective: Using Sphero as a tool for your STEAM / Coding club / Makerspace</p> <p>Materials required: Sphero/iPad to test. Chromebook with Sphero app to write code but will need at least one Sphero/iPad to test.</p>	<p>Grades: 7 - 12</p> <p>Objective: AI and Me: From "retrieving to building with" - A critical look at the effective use of AI tools</p> <p>In this session we will learn about how to effectively prompt Gen AI LLM's to support effective research, task initiation, creative expression and design thinking.</p> <p>Materials required: computer – internet connection</p>
	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 6th	Monday Dec 9th	Tuesday Dec 10th
Afternoon	<p>Grade level: 3 - 6</p> <p>Objective: To introduce students and teachers in Grades 3 to 6 to the basics of Micro:bit, its uses, and how to create a simple program.</p> <p>Materials Needed: Micro:bit devices (one per student or group) -Computers or tablets with internet access. -USB cables</p>	<p>Grades 6 - 9</p> <p>Objective: Take students to the next level as they explore text-based coding. Students will use Trinket to explore basic coding language to read, comprehend, trace, and create Python code.</p> <p>Materials required: access to a Chromebook or other device</p>	<p>Grade: 7 - 9 Topic: Hour Of Code</p> <p>Grade: 10 - 12 Topic: Hour Of Code</p>	<p>Grade: 8 - 12</p> <p>Objective: Create a book and share it with the world! Join us for a virtual book launch by an author and explore a fun activity with Weavly.</p> <p>Materials Needed: access to Chromebooks or iPad</p>	<p>Grades 4-8</p> <p>Objective: In this session, students will use code to create an App. Using platforms such as Thunkable, Scratch, and MIT App Inventor, students will design and create an App of their choice to help address a problem or need. We will explore some of the many features of coding an App.</p> <p>Materials required: access to a Chromebook or other device</p>
	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 6th	Monday Dec 9th	Tuesday Dec 10th
Hour of Code Suggestions	<p>Grades: ALL</p> <p>Title: Hour of Code Challenge</p> <p>Objective: Take time to explore the Hour of Code resources available to students. Hour of Code has a wide selection of one-hour tutorials designed for all ages in over 45 languages.</p> <p>Materials required: Access to Chromebook or another device.</p>	<p>Grades 3+</p> <p>Title: AI & Machine Learning Virtual Escape Room</p> <p>Objective: Explore Hour of Code: AI & Machine Learning through an Ocean exploration virtual escape room to see if you can in fact save the ocean.</p> <p>Materials required: Access to a Chromebook or other device.</p>	<p>Grades 2+</p> <p>Title: Make a Flappy Game</p> <p>Objective: Have you ever wanted to create your own video game? Explore Hour of Code: Make a Flappy game to build and customize your own game.</p> <p>Materials required: Access to a Chromebook or other device.</p>	<p>Grades 2+</p> <p>Title: Minecraft Hour of Code Virtual Escape Room</p> <p>Objective: Journey Through coding in Minecraft with this Hour of Code Virtual Escape Room activity.</p> <p>Materials required: Access to a Chromebook or other device.</p>	<p>Grades 3+</p> <p>Title: Compute it Python</p> <p>Objective: Let's switch roles. This time YOU are the computer! Read and interpret Python programs to find the right trajectory and win the challenges. You will have to focus and use your intuitive abilities to understand some core concepts of Python.</p> <p>Materials required: Access to a Chromebook or other device.</p>

Upcoming Events

DECEMBER



DEC 4-10 - CS AND LEARN TO CODE WEEK

DEC 10 - POP UP INNOVATION HUB (CODING)

DEC 16 - EML STUDENT ADVISORY MEETING

DEC 18 - EML LEAD ADMIN NETWORK MEETING

JAN 14 - POP UP INNOVATION HUB (AI)

JAN 15 - ACCESS CONFERENCE

**FEB 18 - POP UP INNOVATION HUB (BYOD &
READING PROGRESS)**

**FEB 25 - TECHNOLOGY ENABLED LEARNING
SYMPOSIUM**

MAR 18 - UDL & LEARNER VARIABILITY

**APR. 15 - POP UP INNOVATION HUB
(APP DESIGN)**

**MAY 13 - POP UP INNOVATION HUB CREATIVE
DESIGN & CONSTRUCTION**

Upcoming!

EDTECH INNOVATION



EML

EMIL NOW

EMIL NO

NO WE EMIL

EDTECH
INNOVATION
MAGAZINE

WINTER
BREAK
EDITION



DECEMBER 16-
JANUARY 12,
2024
VOL. 2, ISSUE 6

EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE

Meet the **EML** Team

Anthony Howell



EdTech Innovation Coordinator

Clayton Ellis



Science and Technology Coordinator

Shaun Knowles



Coding and Computer Science RT

Adam Lowe



EdTech RT
M. Zammit FOS

Alexa Scott



EdTech RT
R. Hopple FOS

Jamie Roberts



EdTech RT
L. Mahoney FOS

Jeffrey Finn



EdTech RT
D. Ford FOS

Justine Tomines



EdTech RT
Y. Dey FOS

Matthew Forestieri



EdTech RT
C. Caslick FOS

Meghan Alexander



EdTech RT
N. Punjabi FOS

Michelle Chang



EdTech RT
O. Masood FOS

Mikaela Clark



EdTech RT
L. Grant FOS

Omar Tahir



EdTech RT
K. White FOS

Romessa Butt



EdTech RT
A. Au FOS

Sean Breen



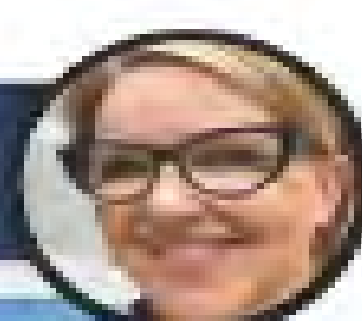
EdTech RT
S. Gill FOS

Stephanie Stagg



EdTech RT
L. Hart FOS

Melanie Mulcaster



EdTech LLC RT

Deidre-Ann Gardener



EdTech LLC RT

Tony Moscone



Coordinating Principal
EdTech Innovation

Bernadette Smith



Superintendent of
Innovation &
International Prog.

Furheen Qureshi



EdTech RT
B. Smith FOS

EML EDTECH INNOVATION POP UP INNOVATION HUB

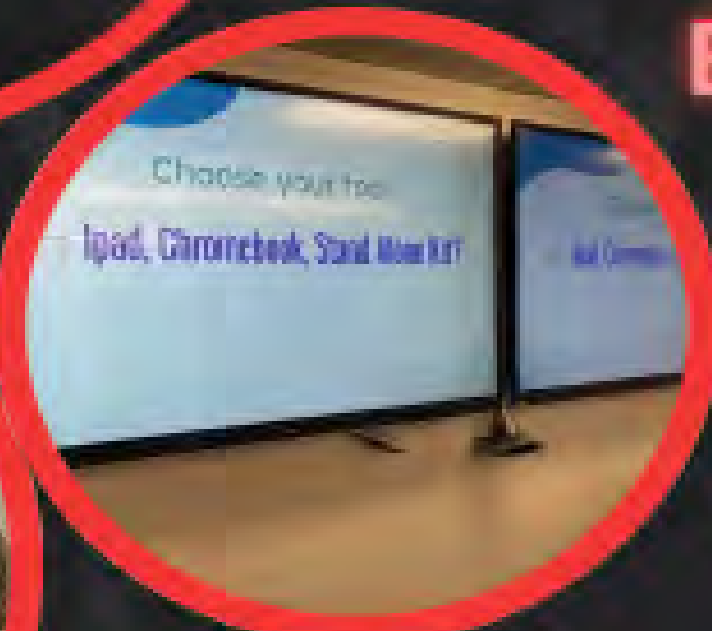


EdTech
Innovation

Pop Up INNOVATION HUB PODCASTING & SOUND DESIGN



Interactive,
hands on
workshop on
various
podcasting
platforms &
sound design.



BY THE NUMBERS:

26

Schools
represented

50%

Increase in educators
feeling **confident** with
the tool after the
workshop

61%

Increase in educators
feeling **inspired** to
create lessons with the
tools after the
workshop



EML EDTECH INNOVATION MICROSOFT TOOLS

EMPOWERING MODERN LEARNERS

Our Team & Areas of Support

Find out more →



What is EML?



EML Resources



Artificial Intelligence (AI)



D2L Brightspace

EdTech Innovation **FEATURE** Innovation & International Programs

micro:bit

What is the micro:bit?

The micro:bit is a compact, programmable microcontroller featuring a 5x5 LED display, buttons, motion and temperature sensors, and wireless communication via Bluetooth and radio. It connects to external devices through I/O pins and can be coded with MakeCode, Python, or Scratch.

Intro to the micro:bit



Student Engagement



Key Features

- Able to code without the physical micro:bit & no login required to use
- Built-in sensors: accelerometer, compass, temperature, and light
- Wireless communication: Bluetooth and radio capabilities
- I/O pins for connecting external devices and components
- Battery support for portable projects
- Programmable with MakeCode, Python, and Scratch

EdTech Innovation **FEATURE** Innovation & International Program

Makey Makey

What is Makey Makey?

Makey Makey is an invention kit that turns everyday objects into touchpads, connecting them to a computer via USB. By linking conductive items (like bananas or foil) to its board, users can make interactive projects where objects act as keyboard keys or mouse clicks. Make + Key = Makey Makey!

Intro to Makey Makey



Student Engagement



Makey Makey Website

Key Features

- No login needed; unlimited connections
- Turns everyday objects into USB-connected touchpads
- Easy setup, no programming required
- Works with conductive materials (e.g., fruit, foil)
- Compatible with most keyboard/mouse-based software
- Ideal for STEM learning: circuits and programming basics

ATTENTION

**2 New One Pagers for Tech Tools
featured this issue**

EML EDTECH INNOVATION AI IN EDUCATION



VIRTUAL LIGHTNING SESSIONS AI IN EDUCATION



DATES: JANUARY 7, 14, 21, 28:
TIMES: 8-8:30, 10-10:30,
12-12:30, 2-2:30, 4-4:30

CLICK
HERE
TO JOIN

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

Submit a research project to TMC below that you've completed in the LLC. (Consider a past or present LEIP or SPARK Project!)

OLA
Ontario Library Association

MEMBERSHIP OFFER

CODE OSLA30

As many school library staff return to their school libraries, we want you to know that you are supported. Your membership contributes to a unified voice that will support you and your school library and is essential to a strong and vital library sector.

Advocacy Support
Your membership dues support OLA's advocacy and government relations initiatives to influence decision makers and to act as the voice of school libraries.

Professional Benefits
Discounts to OLA Super Conference & Virtual Events, OLA members receive early registration for Forest of Reading* Festival, Award-winning Teaching Librarian magazine, Wilson Web database access.

Personal Perks
Including discounts with GoodLife Fitness, Rogers, Perkiopolis and The Personal.

Visit accessola.com/membership-information to renew or join!

Please read the fine print:

- This offer is open to any school staff that may be interested in joining or getting involved with OLA & its programs / committees / services / benefits / events.
- Your coupon code **MUST** be used at time of join/renewal and cannot be discounted after the transaction has been processed.
- Your coupon code will not work if your school/board is not in our database. When joining/renewing, if you do not find your school listed, please email membership@accessola.com.

[in](#) [t](#) [v](#) [f](#) [m](#)

30% DISCOUNT

ON JOINING OR RENEWING YOUR MEMBERSHIP



CLICK HERE!

WWW.ACCESSOLA.COM MEMBERSHIP@ACCESSOLA.COM

CLICK HERE!

TMC

TREASURE MOUNTAIN CANADA

School library
learning commons
research symposium
and think tank.

ecoschools
écoécoles
CANADA



CLICK HERE!

Ecoschools has shared climate change resources



CLICK HERE!



We are looking for identity-affirming student groups to support Professional Library LLC Collection feedback

DROP IN OUR LLC VIRTUAL LOUNGE JAN. 13 & JAN. 27!

8-9AM,
12:30-1:30,
3:30-4PM

CLICK HERE TO JOIN



EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

TEACHER-LIBRARIAN PROFESSIONAL LEARNING SESSIONS

9AM TO 3PM

Join us for a day of interactive and dynamic learning experience, where you will have the opportunity to build on the Library Learning Commons Elements, connect with local libraries and explore technology that can enhance engagement and experiences in the LLC!

FOS: Gill, Grant & Caslick

Tuesday, November 26th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Zammit, Hart & Ford

Thursday, December 5th @ The Co-Lab (1490 Ogden Rd, Mississauga)

FOS: Hoppie, Masood, Mahoney & Au

Tuesday, December 17th @ Turner Fenton SS (7935 Kennedy Rd, Brampton)

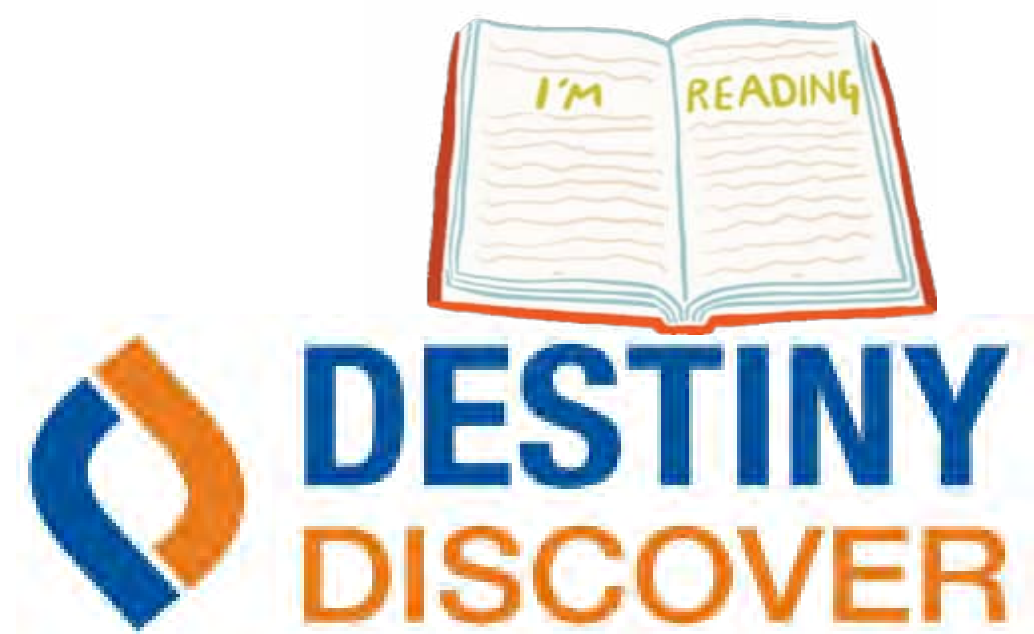
FOS: White, Dey, Punjabi & Smith

Thursday, December 19th @ Springdale Branch Public Library
(10705 Bramalea Rd, Brampton)

Coming Soon

A RELEASE CODE WILL NOT BE PROVIDED | LUNCH WILL NOT BE PROVIDED

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION



NEARLY 2000
EBOOKS AND
AUDIOBOOKS
AVAILABLE!

STAFF INSTRUCTIONS

PJ STUDENT INSTRUCTIONS

IS STUDENT INSTRUCTIONS

Library Planet

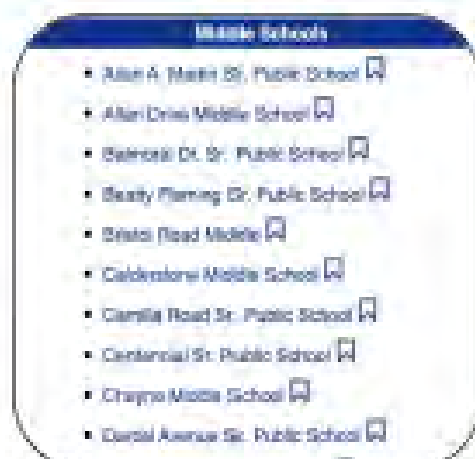


CLICK
HERE!

Destiny Discover



your school
OR
JA Turner Prof Lib



LOG IN

Username:
P#

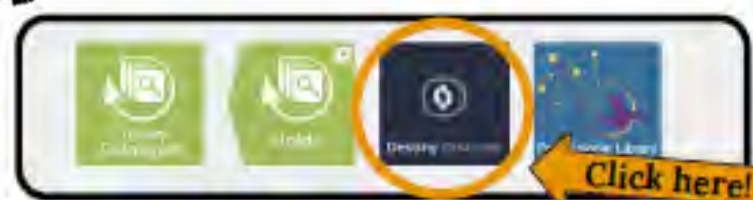
Password:
P#

1.



CLICK
HERE!

2.



3.



4.



5.



Library Planet



CLICK
HERE!

Destiny Discover



your school



LOG IN

Username:
yourstudent#

Password:
yourstudent#

Click below for resources from
your public library:



FEATURED

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION



EdTech
Innovation

FALL VENDOR FAIR

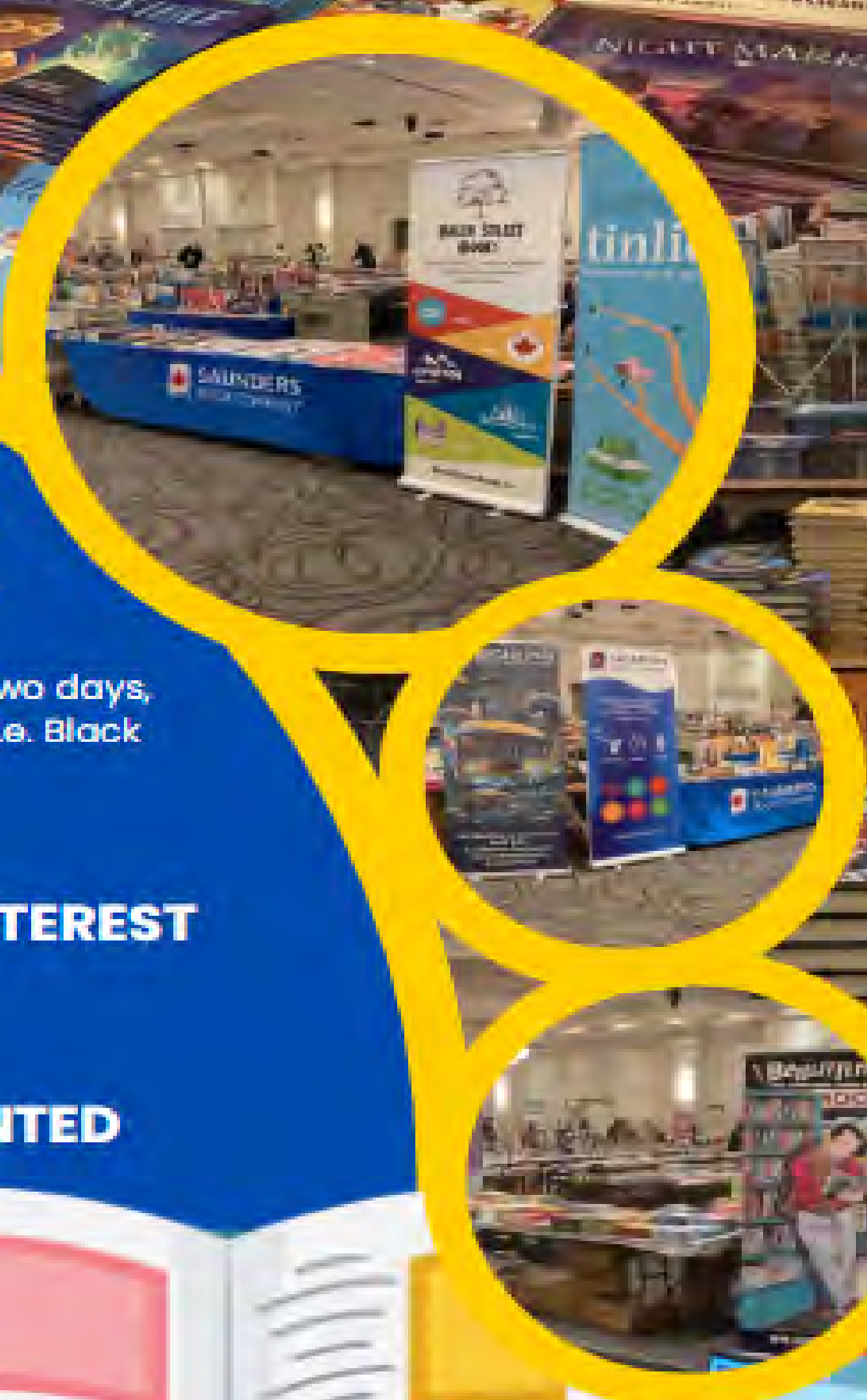
Over 10 vendors had 1000s of books on display over two days, supporting MYP, school goals and board priorities (i.e. Black Student Success Strategy)

198

EXPRESSIONS OF INTEREST

151

SCHOOLS REPRESENTED

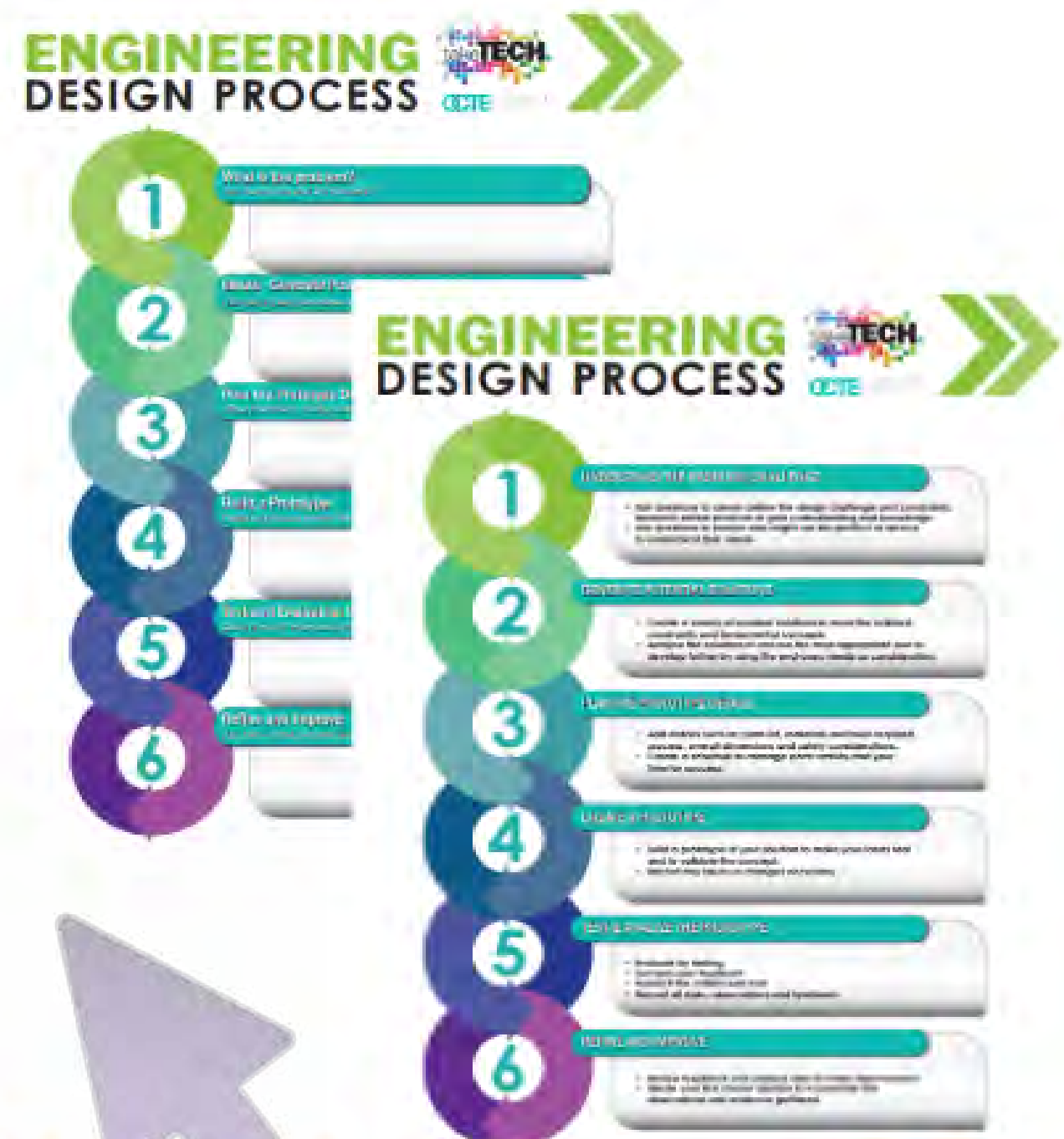


EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

The Engineering Design Process Resources



The Engineering Design Process (EDP)



**Classroom resources, professional development and
networking for Ontario's science teachers.**

For public and private school teachers from JK through college and university

[JOIN NOW](#)

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



Peel Secondary Skills Call for Chairs and Organizing Committee members



**Mechatronic
Opportunities for High
School Students
@ Humber**

Barrett Centre for Technology Innovation

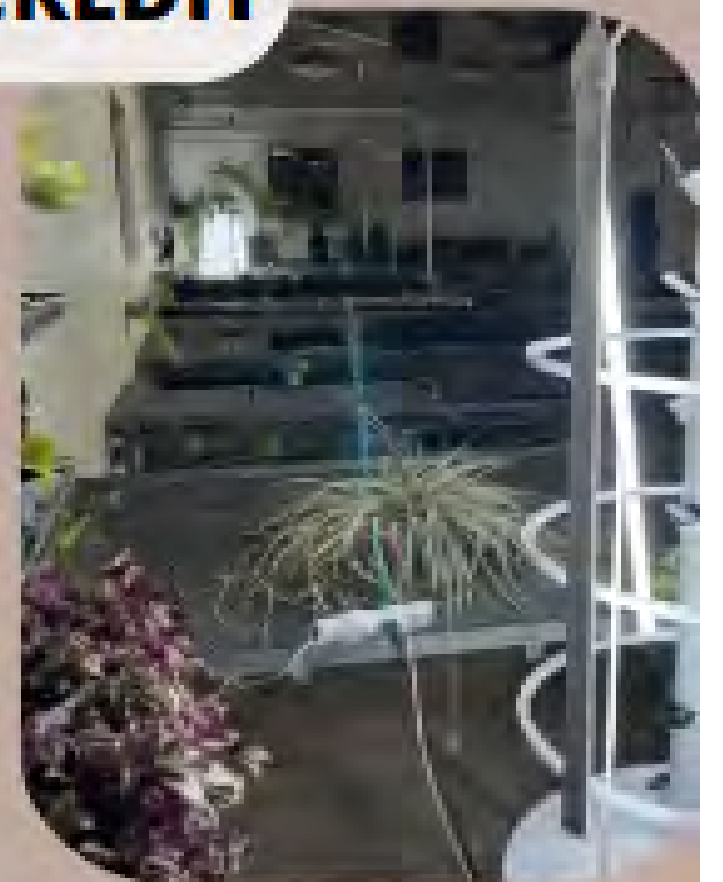
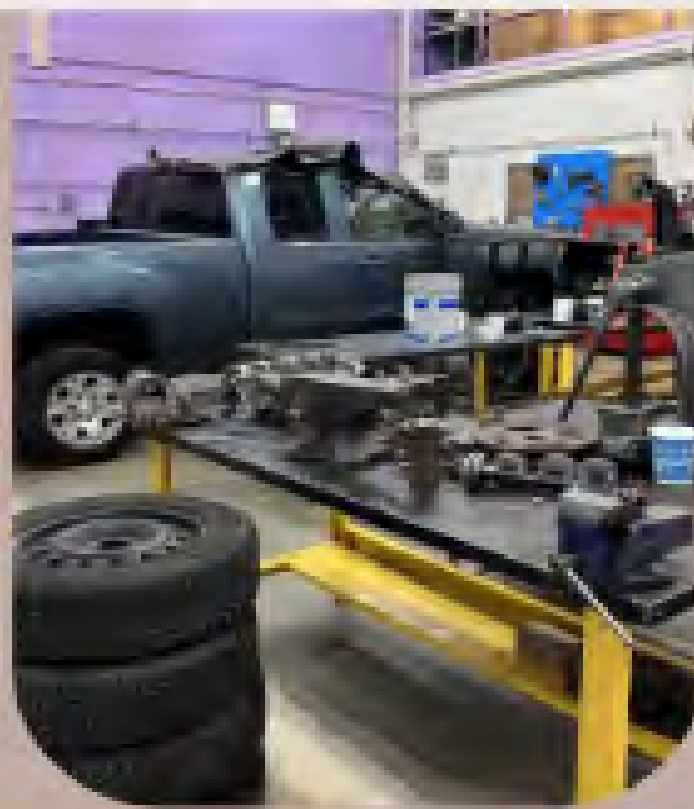


CETA Peel Robotics competition, April 25, 2025

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



SKILLED TRADES HACKATHON @WEST CREDIT



30+ Students participated

6 Schools engaged

63 Families attended

Highest turnout ever!

[CLICK HERE TO
SEE CHALLENGE
ROOM VIDEO](#)



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

28 Resources to support Technology and Skilled Trades

The screenshot displays the COTE | takeTECH website interface. At the top, there are navigation tabs for 'Elementary', 'Secondary' (highlighted), 'Safety', 'SHSM', 'QYAP', 'Experiential Learning', and 'TakeTech'. A search icon is located on the far right. Below the navigation bar, there are eight resource cards arranged in a grid:

- A Resource Guide for Educators**: Features a thumbs-up icon and the text 'SECTOR-PARTNERED EXPERIENCE (SPE): A Resource Guide for Educators'.
- Electric Vehicles & Careers of the Future Spring SHSM Sector-Partnered Experience Event**: Includes a 'FUTURE FORWARD' logo and images of students working on projects.
- Engineering Design Process Workbook**: Shows a circular diagram of the engineering design process with steps: 'Make references', 'Research and understand the problem', 'Create a process for creating a prototype', 'Test and analyze the prototype', and 'Make and generate potential solutions'.
- Entrepreneurship in the Trades**: Features a green icon with mathematical symbols (+, -, x, ÷) and the text 'WITH SECTOR-PARTNERED EXPERIENCE: Entrepreneurship in the Trades'.
- EV Challenge Design Handbook**: Includes a photo of small electric vehicle prototypes on a track.
- FIRST Robotics Canada**: Shows a photo of students working on a robotics project.
- GLC20 - Finding Your Fit in Future Labour Markets**: Displays a graphic with three yellow arrows pointing upwards.
- GLC20 - Future-proof Your Career With Transferable Skills**: Features a hand-drawn graphic with the text 'FUTURE PROOF' and a drawing of glasses.

De-Streaming PL Asynchronous Modules for Science

Academic
Pathway
(Destreaming)
Science/
Geography

Home - Our
Commitments

Learning Goals &
Success Criteria

Module 1A

Module 1B

Module 1C



**Territorial and Land
Acknowledgements
(Webinar 1)**

Engage your students with this ready-to-use virtual activity about connection to place and creating a meaningful land or territorial acknowledgement.

Academic Pathway Science - Part 1

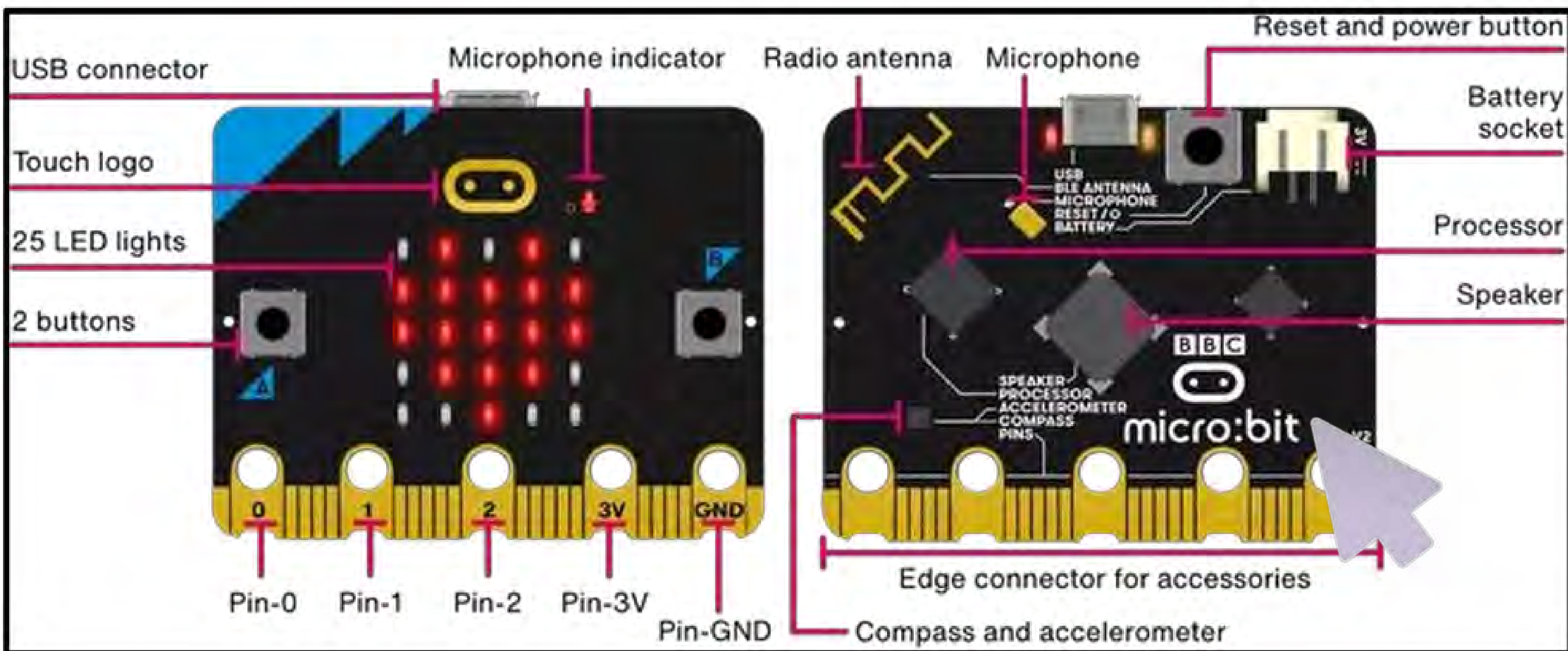
Our Commitments

Professional Learning Series - 2

Ontario woods_October 2021, Public Domain.

EML EDTECH INNOVATION CODING AND COMPUTER STUDIES

Computational Thinking and Coding - Teacher's Guide



Computer Studies Week Resources

Click below for details about sessions

- Morning Session - December 4th
- Morning Session - December 5th
- Morning Session - December 6th
- Morning Session - December 9th
- Morning Session - December 10th

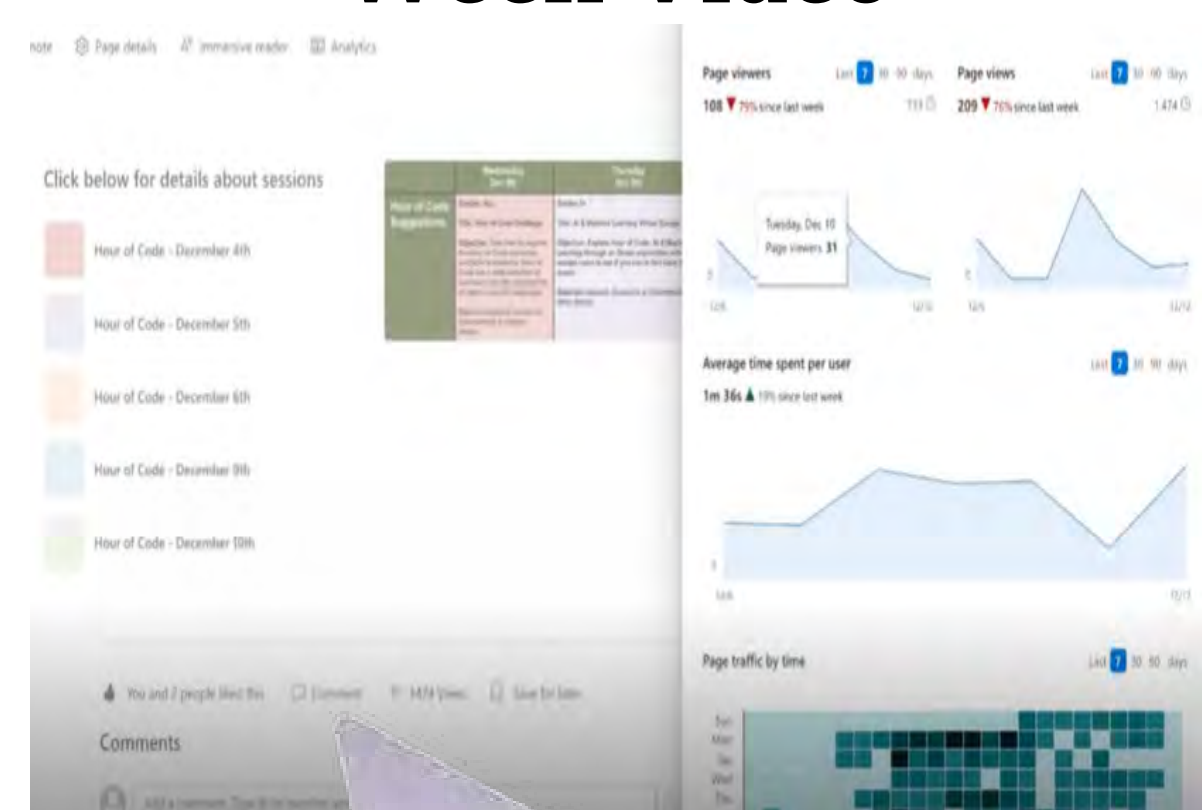
	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 6th	Monday Dec 9th	Tuesday Dec 10th
Morning	Grade: K-2 Objective: Share a story and create a digital story using the online tool Storybird. Materials required: Paper, drawing materials, access to a Chromebook or other device.	Grade: 3-4 Objective: Join us for an engaging and hands-on professional learning session where educators will explore the exciting world of game development using Scratch and the Star Wars module. This workshop is designed to empower educators with the skills and knowledge to create their own interactive Star Wars-themed games, which they can bring back to their classrooms to engage students in coding. Materials needed: Laptop - internet access.	Grade: K-2 Topic: Hour Of Code	Grade: 3-4 Objective: To introduce students to the world of game development using Scratch and the Star Wars module. This workshop is designed to empower educators with the skills and knowledge to create their own interactive Star Wars-themed games, which they can bring back to their classrooms to engage students in coding. Materials needed: Laptop - internet access.	Grade: 5-6 Objective: Explore robotics with a hands-on practical challenge to create a digital story using the online tool Storybird.

Click below for details about sessions

- Lunch Session - December 4th
- Lunch Session - December 5th
- Lunch Session - December 6th
- Lunch Session - December 9th
- Lunch Session - December 10th

	Wednesday Dec 4th	Thursday Dec 5th	Friday Dec 9th	Monday Dec 9th	Tuesday Dec 10th
Lunch	Teacher Edition Objective: Share a mentor text and explore Machine Learning Day through the online AI drawing tool DALL-E. Materials required: Access to a Chromebook or other device.	Grade: 4-5 Objective: Join us for an engaging and hands-on learning session where educators and students can build a digital story and practice basic coding using Lego Spike! This workshop is designed to empower educators and students to integrate coding and robotics across multiple subjects. Materials needed: Laptop with internet access AND a Lego SPIKE kit. Please note, if you are attending the virtual session with students, you need a Lego SPIKE kit for each small group.	Grade: 4-5 Topic: Hour Of Code	Grade: 6-7 Objective: Explore game development using Scratch and the Star Wars module. This workshop is designed to empower educators with the skills and knowledge to create their own interactive Star Wars-themed games, which they can bring back to their classrooms to engage students in coding. Materials needed: Laptop - internet access.	Grade: 7-12 Objective: AI and the Future: Exploring the potential of AI in education and its impact on the future of work. A critical look at the effective use of AI tools. In this session we will learn about how to effectively prompt Gen AI LLMs to support effective research, task initiation, creative expression and design thinking. Materials required: Computer - internet connection.

Computer Studies Week Video



D2L BRIGHTSPACE

WEBINAR SERIES 2024-2025

PROVIDED BY
TECHNOLOGY ENABLED LEARNING ONTARIO (TELO)



26

NOV. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON SECONDARY**

3:45 PM - 4:45 PM [ZOOM WEBINAR LINK](#)

12

DEC. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON EARLY YEARS**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

28

JAN. 2025

**THE DIGITAL
CLASSROOM:
FOCUS ON ELEMENTARY**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

30

JAN. 2025

**USING GRADES AND
MASTERY VIEW FOR
ASSESSMENT**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

12

FEB. 2025

**CONTENT CREATION IN
THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

19

FEB. 2025

**SUPPORTING ALL
LEARNERS: ACCESSIBILITY
AND THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

20

MAR. 2025

**PROMOTING STUDENT
CHOICE THROUGH THE
VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

Coming Soon

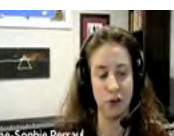
1 Minute Workflow: Annotating an Assignment



D2L
BRIGHTSPACE

The Digital Classroom

Using the VLE: Focus on Early Years




Recent MEMOS

TEACHER LIBRARIAN NETWORK

INNOVATION & INTERNATIONAL PROGRAMS

For Information: Teacher Librarian Professional Learning Network


 **Smith, Bernadette**
Superintendent - Innovation and Inter Pr
Published 11/21/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

Due Date
6/7/2024

 **peel** District School Board
Empowering Modern Learners

Innovation & International Programs

MEMO
Date: November 20, 2024
To: All Principals, Vice Principals
Copy: Superintendents of Education, Assistants to Superintendents
From: Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity
Contact: Tony Moscone, Coordinating Principal - EdTech Innovation, EML and Library Support Services
Subject: Teacher Librarian Professional Learning Network

POP UP INNOVATION HUBS

INNOVATION & INTERNATIONAL PROGRAMS

For Action: Innovation Hubs

 **Smith, Bernadette**
Superintendent - Innovation and Inter Pr
Published 11/25/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

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Harjit Aujla, Associate Director - School Improvement & Equity
Contact: Tony Moscone, Coordinating Principal - EdTech Innovation, EML and Library Support Services
Subject: Pop Up Innovation Hubs



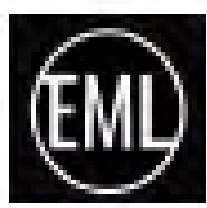
Educators will have an opportunity to engage in hands-on experiences and gain practical knowledge about new innovative tools

4-6PM

- OCT. 22, 2024: MICRO:BITS & LEGO ROBOTICS
- NOV. 19, 2024: PODDING/SOUND DESIGN
- DEC. 10, 2024: CODING
- JAN. 14, 2025: AI
- FEB. 18, 2025: BYOD RESOURCES & READING PROGRESS
- MAR. 18, 2025: UDL/LEARNER VARIABILITY
- APR. 15, 2025: APP DESIGN
- MAY 13, 2025: CREATIVE DESIGN & CONSTRUCTION (CRICUT DESIGN, LASER CUTTING & 3D PRINTING)

REGISTER HERE





EdTech
Innovation

2025 ACCESS *Conference*



15 JANUARY

WEDNESDAY

9:00 - 3:00

AM

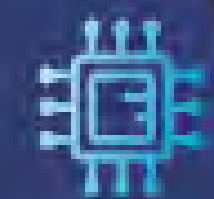
PM

@ 1490 ODGEN AVE.

REGISTER NOW

Register by Dec. 9th, 2024

**Extended
to Dec. 16!**



Sessions on:

- Lexia
- Lumio
- Mindomo
- Book Creator
- Reading Progress
- Copilot AI K-6 & 7-12
- New Features of Google Read & Write
- OrbitNote
- and more!

Registration:

ONE ISSP Teacher/Spec. Ed. Head from each school may attend.

Due to space limitations, only **one** staff member from a school may attend.

No release code provided. If attending, please speak to your administrator regarding internal coverage.

Lunch will not be provided, you are kindly requested to bring your own lunch.



MUSIC AND CODING @ GOOGLE

Students visited Google where they learned about cross-curricular integration of **Music and Coding**.

Google

Music Topics such as **beats, measures and tempo** were integrated into Coding Topics such as **variables, functions, loops and debugging** using python.

53

Students attended

8

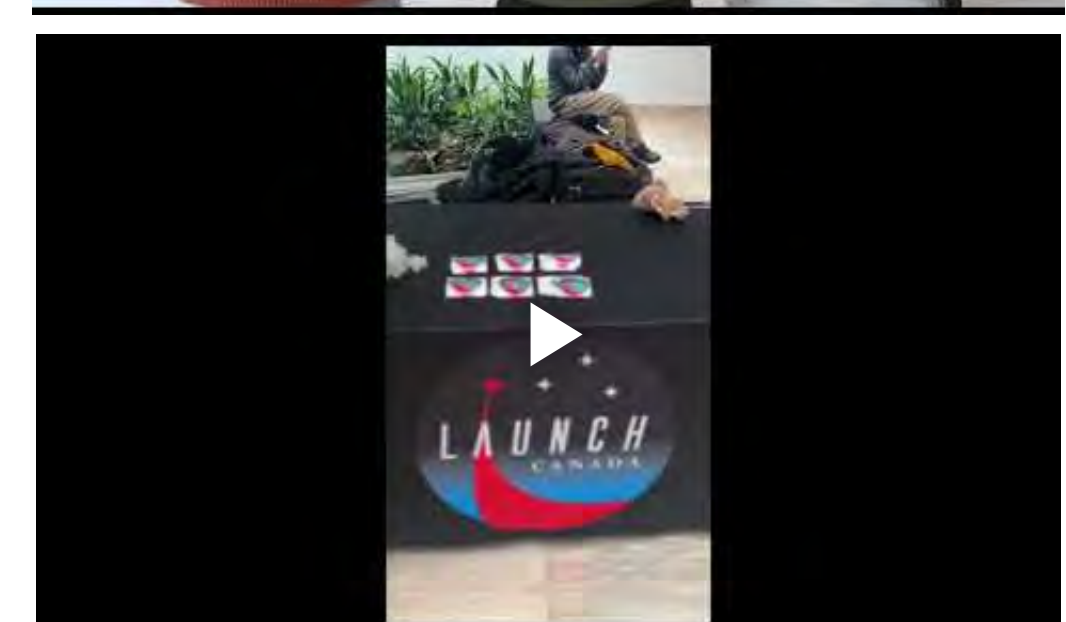
Concepts covered

Lisgar PS @ Google

google

MAKE BEATS.
LEARN CODE.

'MOON SHOT' ROCKETRY EVENT @ CANON



150 Students

20 Industry/
Community
Partners

3 Family of Schools

Upcoming Events

DECEMBER/JANUARY

- DEC 16 - EML STUDENT ADVISORY MEETING**
- DEC 18 - EML LEAD ADMIN NETWORK MEETING**
- JAN 14 - POP UP INNOVATION HUB (AI)**
- JAN 15 - ACCESS CONFERENCE**
- JAN 27-31 - DATA PRIVACY WEEK**
- FEB 18 - POP UP INNOVATION HUB
(BYOD & READING PROGRESS)**
- FEB 26 - TECHNOLOGY ENABLED LEARNING
SYMPOSIUM**
- MAR 18 - POP UP INNOVATION HUB
(UDL & LEARNER VARIABILITY)**
- APR. 15 - POP UP INNOVATION HUB
(APP DESIGN)**
- MAY 13 - POP UP INNOVATION HUB
(CREATIVE DESIGN & CONSTRUCTION)**



Upcoming!

EDTECH INNOVATION

EXCLUSIVE EXCLUSIVE EXCLUSIVE
EXCLUSIVE EXCLUSIVE EXCLUSIVE
**2024-
2025**

EML

EMIL NOW

EMIL NO

NO WE EMIL

EDTECH
INNOVATION
MAGAZINE

EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE EXCLUSIVE

JANUARY 13-26,
2025

VOL. 2, ISSUE 7

Meet the **EML** Team

Anthony Howell



EdTech Innovation Coordinator

Clayton Ellis



Science and Technology Coordinator

Shaun Knowles



Coding and Computer Science RT

Adam Lowe



EdTech RT
M. Zammit FOS

Alexa Scott



EdTech RT
R. Hopple FOS

Jamie Roberts



EdTech RT
L. Mahoney FOS

Jeffrey Finn



EdTech RT
D. Ford FOS

Justine Tomines



EdTech RT
Y. Dey FOS

Matthew Forestieri



EdTech RT
C. Caslick FOS

Meghan Alexander



EdTech RT
N. Punjabi FOS

Michelle Chang



EdTech RT
O. Masood FOS

Mikaela Clark



EdTech RT
L. Grant FOS

Omar Tahir



EdTech RT
K. White FOS

Romessa Butt



EdTech RT
A. Au FOS

Sean Breen



EdTech RT
S. Gill FOS

Stephanie Stagg



EdTech RT
L. Hart FOS

Melanie Mulcaster



EdTech LLC RT

Deidre-Ann Gardener



EdTech LLC RT

Tony Moscone



Coordinating Principal
EdTech Innovation

Bernadette Smith



Superintendent of
Innovation &
International Prog.

Furheen Qureshi



EdTech RT
B. Smith FOS

EML EDTECH INNOVATION POP UP INNOVATION EVENT



ROCKETRY EVENT MOON SHOT



150+ STUDENTS ATTENDED
96% INDICATED THE LEARNING FROM THE EVENT HAD IMPACT
84% WOULD RECOMMEND AS A PATHWAY TO OTHERS
20+ INDUSTRY/ COMMUNITY PARTNERS

EML EDTECH INNOVATION MICROSOFT TOOLS

FEATURE

EMPOWERING MODERN LEARNERS

Our Team & Areas of Support

Find out more →



What is EML?



Artificial Intelligence (AI)



EML Resources



D2L Brightspace

Design



EdTech
Innovation

Innovation &
International Programs

Cricut

cricut

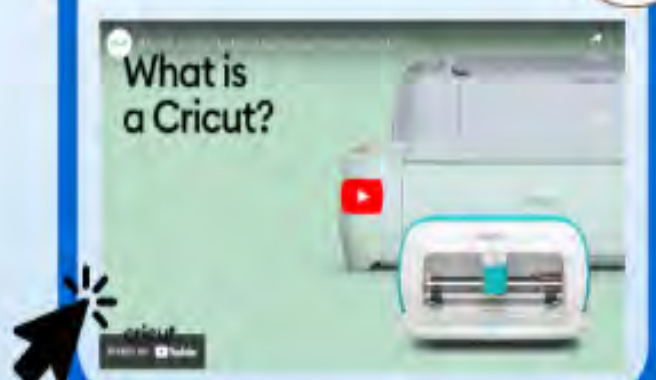
What is a Cricut?

A Cricut machine is a smart cutting tool for crafting that cuts materials like paper, vinyl, and fabric, enabling custom designs for various DIY projects. It connects to design software for precise cutting, drawing, or engraving. In the classroom, it can be used for educational projects, and hands-on creative learning.

Intro to Cricut

cricut

What is
a Cricut?



cricut

Student
Engagement



Why Cricut?

cricut

- Enables personalized hands-on learning
- Develops design, technology, and problem-solving skills
- Design Space is compatible with Mac, Windows, iOS, and Android
- Offers free and paid software options
- Supports image imports



EdTech
Innovation

Innovation &
International Programs

Tinkercad



TINKERCAD

What is
Tinkercad?

Tinkercad is a free, online 3D design and modeling tool used for creating digital projects, circuits, and code blocks. It's beginner-friendly and ideal for teaching basic concepts of 3D modeling, electronics, and programming. Tinkercad is used in classrooms to support STEM education. It offers a vast library of shapes and tools for hands-on, interactive learning experiences.

Intro to
Tinkercad

TINKERCAD



TINKERCAD

Student
Engagement



Key Features

TINKERCAD

- Tinkercad is adobe kidSAFE-certified, and available in 16 languages
- Supports multiple input devices (mouse, trackpad, touch screen)
- Provides beginner-friendly tutorials for 3D modeling, electronics, and coding
- Enables saving, sharing, and collaboration on projects

ATTENTION

2 New One Pagers for Tech Tools
featured this issue

EML EDTECH INNOVATION AI IN EDUCATION

Interim Guidance on Generative Artificial Intelligence for Staff



Spotlight



Defining Artificial Intelligence

Artificial intelligence (AI) systems autonomously or semi-autonomously process data to generate content and make decisions, recommendations, or predictions, imitating tasks requiring human intelligence like reasoning and problem-solving. Generative AI specifically uses machine learning algorithms trained on large datasets to create new content such as text, images, music, and audio.

WHAT IS ARTIFICIAL INTELLIGENCE (AI)?

AI - SPECIAL CHAT GPT

Hi there! 🤖 I'm here to tell you about something cool called "AI." AI stands for "Artificial Intelligence," and it's a software capable of . It helps them do some really smart stuff!



WHAT'S AI?

AI is when computers learn and make decisions a bit like humans. They can do things like recognizing your voice, understanding what you write, and even playing chess super well!

CHAT GPT - THE FRIENDLY ROBOT

Chat GPT is a special kind of AI, it's like a friendly robot that talks to you through the computer. You can ask it questions, and it gives you answers. Just like talking to a friend! 🤖💬

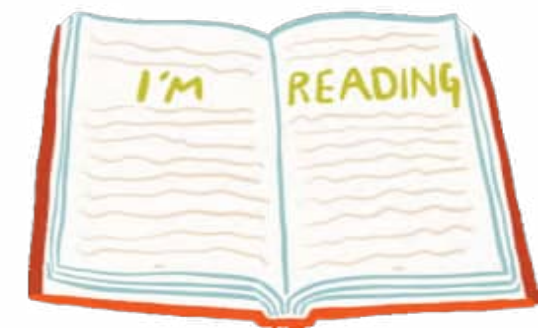
EDUTECH PODCAST

Enabling New Forms of
Student Learning through
Artificial Intelligence

PODCAST

WORLD BANK GROUP
Education

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION



Black African Caribbean Student Alliance (BACSA)



Calling All BACSA Members!

In celebration of Black Heritage Month this February, we invite students from your BSA to participate in a special reading initiative. Each Friday, we will share the first few pages from a selected book, and we need volunteers to read these chapters aloud. There are 4 available spots, so don't miss out!

If you're interested in being a reader, please submit your interest by **Friday, January 24th!** We are excited to honour and celebrate the rich heritage through the power of narratives.



Ecoschools has shared
climate change resources



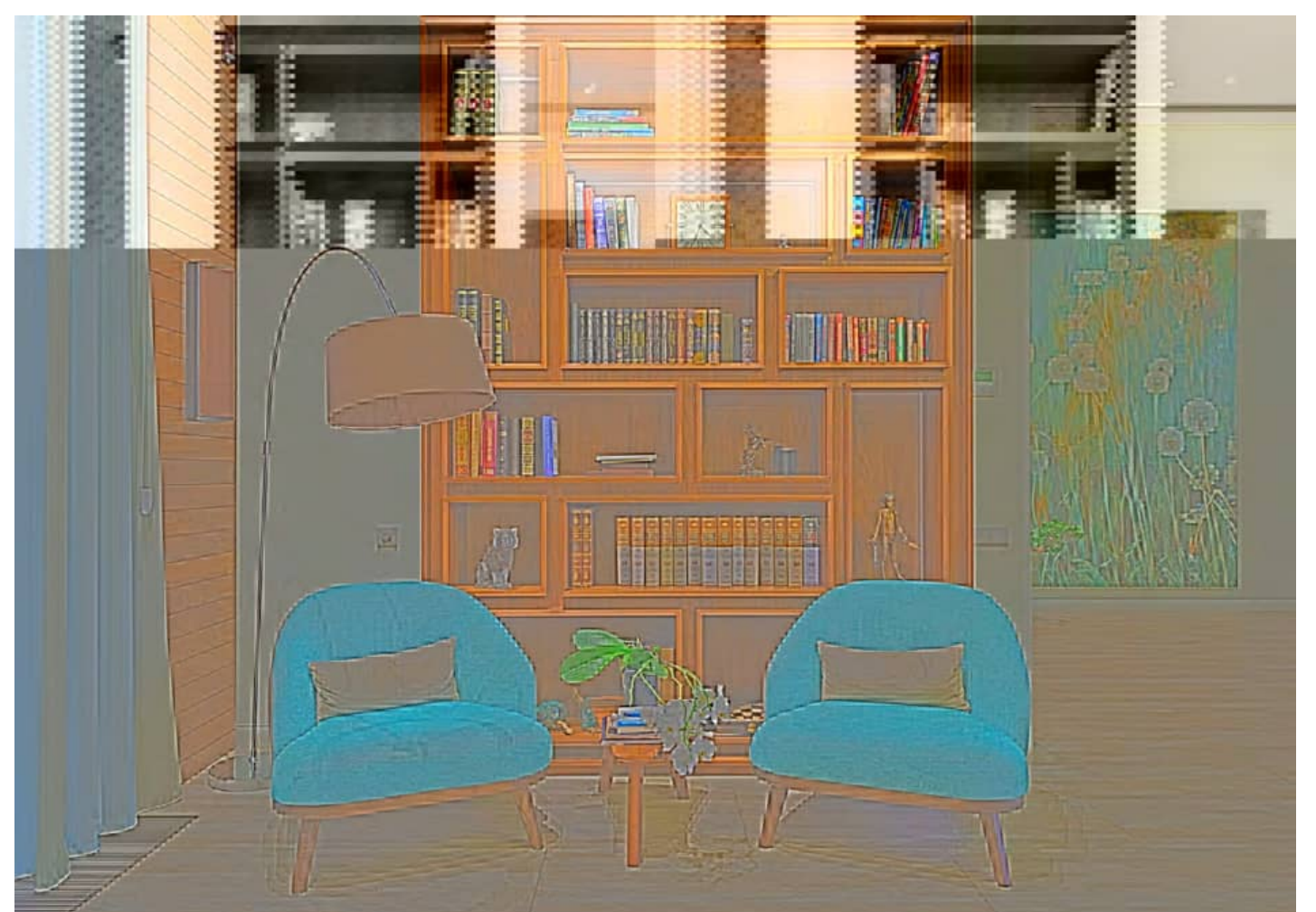
We are looking for identity-affirming
student groups to support
Professional Library LLC Collection
feedback

**DROP IN OUR LLC
VIRTUAL LOUNGE
JAN. 13 & JAN. 27!**

**8-9AM,
12:30-1:30,**

3:30-4PM

CLICK HERE TO JOIN



EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION



TEACHER LIBRARIAN PL NETWORK

180

Teacher Librarians (TL) attended from all 13 Family of Schools

78%

Increase in understanding of Canadian Schools Library document and 54% increase with Board Priorities

94%

of TLs indicated the session was very helpful or helpful for impacting practice

131

Projects developed to focus on LLC pedagogy connected to EML, UDL and CRRP

EML LIBRARY LEARNING COMMONS (LLC) EDTECH INNOVATION

WHO TO CONTACT FOR LLC SUPPORT:

LIBRARY LEARNING COMMONS SUPPORT



**Deidre-Ann
Gardener**



**Melanie
Mulcaster**

A. Au
D. Ford
L. Hart
L. Mahoney
O. Masood
N. Punjabi
K. White

R. Hoppie
C. Caslick
L. Grant
M. Zammit
S. Gill
Y. Dey

We Can Help With:

Build Meaningful Learning Experiences:

We can support Teacher Librarians in building collaborative and experiential learning opportunities.

Curating the Collection:

We can support Teacher Librarians with sourcing physical and electronic resources that are responsive to academic goals, student needs and interests.

FEATURED

**Click below for resources from
your public library:**



EML
LIBRARY LEARNING
COMMONS (LLC)
EDTECH INNOVATION



EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



STEM Storytime

Early Years - Grade 3 Virtual Activities

Help your learners become stronger readers with this live and on-demand, multi-week series of read-along stories paired with hands-on STEM activities.



STEM Storytime – Snowflakes

Events

January 14, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story all about snowflakes and complete a fun activity while learning about the science of snow.

[Learn More](#)



STEM Storytime – Imagine and Invent!

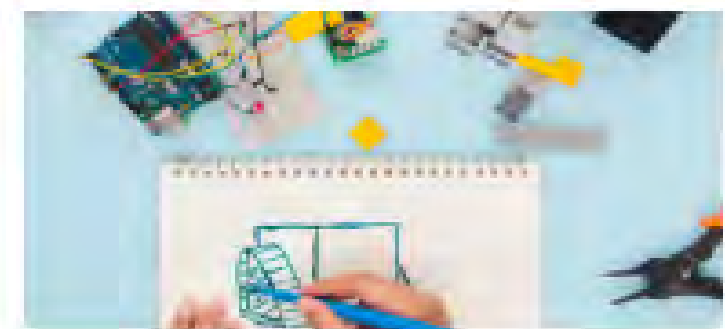
Events

January 21, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story all about invention and complete a fun activity while unleashing your creativity and becoming an inventor for a day!

[Learn More](#)



STEM Storytime – Colouring with Coding

Events

January 28, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story all about video games and complete a fun activity while learning about coding.

[Learn More](#)



STEM Storytime – Weathering our Differences

Events

February 4, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story about diversity and how, despite all of our differences, we are all beautifully special and can all stay safe and warm in a rainstorm under one big umbrella together.

[Learn More](#)



STEM Storytime – Fishing Together

Events

February 11, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story all about the Arctic and traditional Inuit fishing. Complete a fun activity about sharing and caring for others, while learning about climate change.

[Learn More](#)



STEM Storytime – STEM for All

Events

February 18, 2025

Student, Grades: Early Years - Grade 3

Join Lexie and Lenny to read a story all about the importance of curiosity, perseverance and being a scientist. Then, complete a fun activity while learning about chemical reactions and how everyone can be a scientist!

[Learn More](#)

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

IMPORTANT

Peel Skills **Registration**



Peel Skills

Home

Registration

2025 Scopes

2024 Scopes

2023 Scopes

2022 Scopes

2021 Scopes

2020 Scopes

Information

Past events



**SKILLS
ENGES**



Registration

Registration questions should be directed to Ingrid or Michael

ingrid.carlaw@peelsb.com

michael.wilston@peelsb.com

Registration will be open from January 6 to 24, 2025.



CETA Peel Robotics competition, April 25, 2025

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM

WEEKLY ENGAGEMENT BOARDS

88% **RATED 4/5 OUT OF 5**
2000+ **PAGE VIEWS**
100+ **RESOURCES**

DIGITAL LITERACY WEEK				PRIMARY RESOURCES
MON Critically Analyzing Media What kind of shows, advertisements or games are made for you? 	TUE Accessing Reliable Resources Where can you safely find information on the internet? 	WED Responsible Digital Citizenship How can you be a responsible digital citizen? 	THU Digital Wellness What happens if we use our screens too much? 	FRI Media Creation What tricks do tv shows, commercials, or games use to make you watch and play?

HOW TO USE: Each day, educators are invited to explore a different digital literacy theme. The resources provided are a preliminary selection for the week's theme.

GOAL: Each day, educators are invited to explore a different digital literacy theme. The resources provided are a preliminary selection for the week's theme.

GOALS: Each day, educators are invited to explore a different digital literacy theme. The resources provided are a preliminary selection for the week's theme.

EdTech Innovation **Innovation & International Project**

CYBER AWARENESS MONTH

[Click Here for Resources and Activities!](#)

Cyber Awareness Month: Grades K-8 **/DIGITAL{ME}**
 Cyber Awareness Month: Grades 9-12

[Click for Weekly Lessons](#)

Break the Fake.ca **Interactive lessons and activities for all students!**
 Digital Citizenship Curriculum

CSED Week Events

WED 04	Exploring the World of Coding	Exploring the World of Coding	Exploring the World of Coding
THU 05	Coding K-2	Exploring the World of Coding	Exploring the World of Coding
FRI 06	Exploring the World of Coding	PDSB Coding Week	Exploring the World of Coding
MON 09	Exploring the World of Coding	trinket	Exploring the World of Coding
TUE 10	Exploring the World of Coding	Exploring the World of Coding	Exploring the World of Coding

National Skilled Trades and Technology Week

November 3rd-9th, 2024



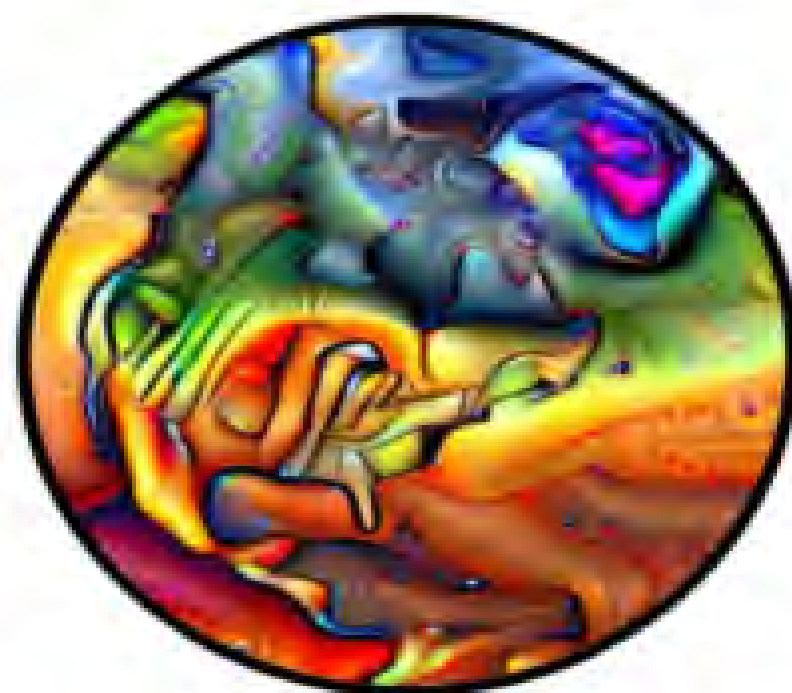
Within the next few pages, resources have been posted that may support National Skilled Trades and Technology Week. Each day, educators are invited to explore a different theme and can pick and choose different types of learning that best meet the needs of their students.

Share your learning on X and tag @ed21st!

REMEMBER: Educators should perform an ongoing assessment of their own resources based on the unique makeup of students that they serve. A resource that is approved for one group of learners may be re-inspiring to a group of learners who have lived experience with its content. It is the educator's responsibility to analyze texts and other resources before introducing them to students in a learning environment to ensure that the resources are inclusive, culturally accurate, relevant, and responsive.

These resources are intended for educators to supplement and enhance their instructional materials. Educators are to exercise professional judgment and ensure that the materials aligned with their teaching objectives and their students. Careful consideration should be given to their suitability for classroom use.

EML EDTECH INNOVATION SCIENCE, TECHNOLOGY & STEM



ACCELERATE

CLIMATE CHANGE EDUCATION
IN CANADIAN TEACHER EDUCATION

K-12 Education Webinar Series

This free webinar series is aimed at meeting the learning needs of pre-service and in-service teachers by focusing on a range of issues and practices related to CCE in K-12 education. Webinars in this series will draw on the expertise of teachers, curriculum consultants, school board leaders and teacher educators who are facilitating CCE to share promising practices in elementary and secondary classrooms and across school boards.

This series is being offered in partnership with the Toronto District School Board's collaboration with OISE at the University of Toronto. Info on specific webinars (and their recordings) will be listed here as this info becomes available.

Webinar Coordinator: Sarah Urquhart
Questions? Email us [info@accelerating-cce.ca]

Upcoming Webinars

Climate Kind Pedagogy: A novel framework for advancing Climate Education

January 21st, 2025, 4:00-5:00pm ET

Climate change and the related social impacts have necessitated a re-think of traditional pedagogies. Educators are faced with the challenge to not only engage learners in these multifaceted conversations, but to support and address the range of emotions and pedagogical complexities that involve socio-scientific realities. Join Dr. Kshamta Hunter (UBC) to learn about the Climate-Kind Pedagogy, which synthesizes climate, kindness and justice oriented educational approaches. This comprehensive pedagogy addresses the pressing need for both educators and learners to reconceptualize their relationship with one another and the planet, while offering a framework for embedding Climate Education into teaching and learning. This webinar is offered by the TDSB in collaboration with the ACCE-TE project. [Register in advance for this webinar.](#)

Watch Webinar Recordings



EML EDTECH INNOVATION CODING AND COMPUTER STUDIES

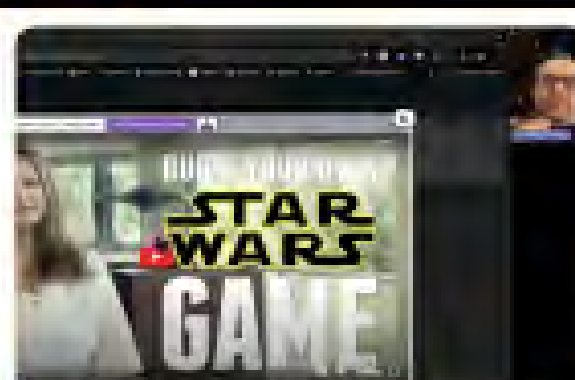
CSED Week Events



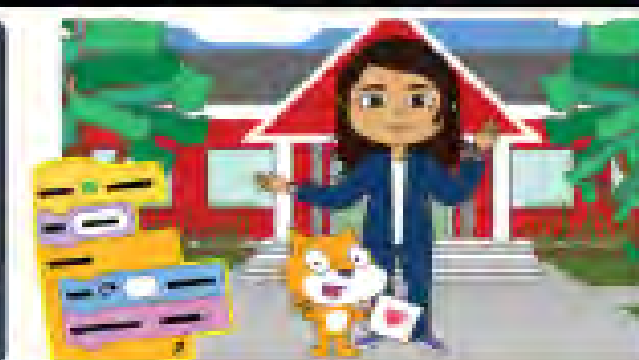
**WED
04**



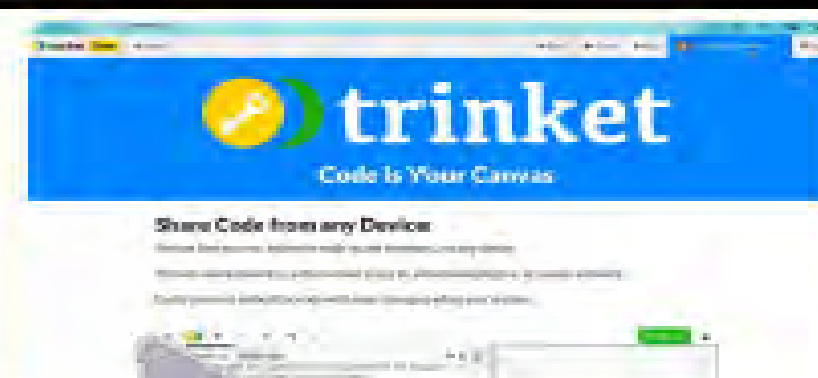
**THU
05**



**FRI
06**



**MON
09**



**TUE
10**



COMPUTER STUDIES WEEK ENGAGEMENT

1 538

Average Page Views

1 20

Average Views per session

20+

Synchronous/Asynchronous sessions

302

Unique Users

D2L BRIGHTSPACE WEBINAR SERIES 2024-2025

PROVIDED BY
TECHNOLOGY ENABLED LEARNING ONTARIO (TELO)



26

NOV. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON SECONDARY**

3:45 PM - 4:45 PM [ZOOM WEBINAR LINK](#)

12

DEC. 2024

**THE DIGITAL
CLASSROOM:
FOCUS ON EARLY YEARS**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

28

JAN. 2025

**THE DIGITAL
CLASSROOM:
FOCUS ON ELEMENTARY**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

30

JAN. 2025

**USING GRADES AND
MASTERY VIEW FOR
ASSESSMENT**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

12

FEB. 2025

**CONTENT CREATION IN
THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

19

FEB. 2025

**SUPPORTING ALL
LEARNERS: ACCESSIBILITY
AND THE VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

20

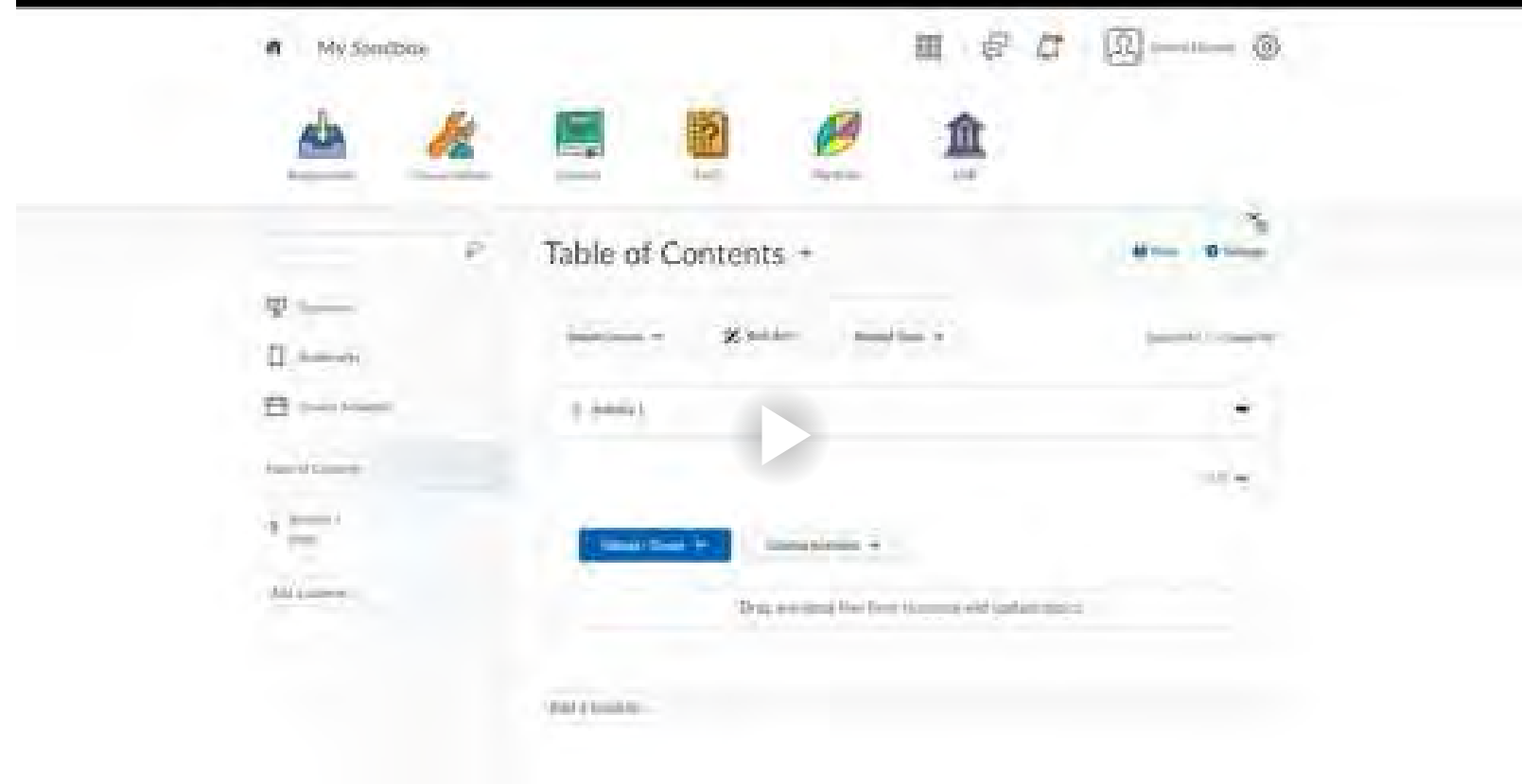
MAR. 2025

**PROMOTING STUDENT
CHOICE THROUGH THE
VLE**

3:30 PM - 4:30 PM [ZOOM WEBINAR LINK](#)

Coming Soon

1 Minute Workflow: Adding Curriculum Expectations



FOR INFORMATION: TURN-IT-IN

peel District
School Board
Empowering Modern Learners



OECD 2019-2025 - Plagiarism Detection Software Contract

In 2019, the Ministry of Education provided funding to school boards to purchase plagiarism detection software. Peel District School Board (PDSB) utilized this support to make [Turnitin.com](#) software available to all secondary schools. The software was integrated into D2L, allowing all teachers easy access. The current contract for [Turnitin.com](#) will expire on **February 6, 2025**. Since there are no targeted Ministry funds to support this software moving forward, the board will not be renewing the contract. As such, effective Semester 2, this software will no longer be accessible through D2L/Brightspace.

Educators are encouraged to review the [Procedure for Assessment, Evaluation, and Reporting in Secondary Schools](#), which outlines responsibilities in preventing, detecting, and addressing incidents of cheating and plagiarism. A key strategy is to establish interim checkpoints during the learning process to verify the authenticity of student work.

Schools looking to explore applications/software must follow the process outlined in the [Privacy and Data Security Guidance \(2024\)](#).


Educators are asked to:

- explore the implications of this change of instructional practices to minimize opportunities for plagiarism
- reflect on assessment *for* and *of* learning practices that help educators assess the authenticity of student work
- review the Privacy and Data Security Guidance to support site-based decisions

Click
here

Recent MEMOS

UPDATED AUTO INTAKE FORM



District School Board
Empowering Modern Learners

Innovation & International Programs

Date:Jan 15, 2025

To:All Principals, Vice Principals

Copy:Superintendents of Education, Assistants to Superintendents

From:Bernadette Smith, Superintendent – Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity


Contact:Tony Moscone, Coordinating Principal – EML, EdTech Innovation & Library Support Services
Clayton Ellis, Coordinator – Science and Technology and STEM

Subject: Updated Auto Intake Forms for Transportation Technology

Action Item:


All auto/other shops servicing vehicles MUST implement the use of updated Automotive Intake Forms (Form A) and Automotive Final Invoice Forms (Form B) by January 31, 2025.

PLAGIARISM DETECTION SOFTWARE UPDATE



District School Board
Empowering Modern Learners

FOR INFORMATION:
TURN-IT-IN



OECM 2019-2025 - Plagiarism Detection Software Contract

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POP UP INNOVATION HUBS

INNOVATION & INTERNATIONAL PROGRAMS

For Action: Innovation Hubs



Smith, Bernadette
Superintendent – Innovation and Inter Pr
Published 11/25/2024

Properties

Department
Innovation & Research

Panel
K - 5 6 - 8 S1 - S4

Due Date
6/7/2024



District School Board
Empowering Modern Learners

Innovation & International Programs

MEMO

Date:November 20, 2024

To:All Principals, Vice Principals

Copy:Superintendents of Education, Assistants to Superintendents

From:Bernadette Smith, Superintendent Innovation & International Programs
Harjit Aujla, Associate Director - School Improvement & Equity

Contact:Tony Moscone, Coordinating Principal – EdTech Innovation, EML and Library Support Services

Subject:Pop Up Innovation Hubs

EML EDTECH INNOVATION AI IN EDUCATION



VIRTUAL LIGHTNING SESSIONS AI IN EDUCATION



DATES: JANUARY 14, 21, 28:
TIMES: 8-8:30, 10-10:30,
12-12:30, 2-2:30, 4-4:30

CLICK
HERE
TO JOIN



Educators will have an opportunity to engage in hands-on experiences and gain practical knowledge about new innovative tools

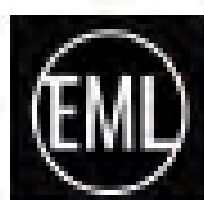
4-6PM

- OCT. 22, 2024: MICRO:BITS & LEGO ROBOTICS
- NOV. 19, 2024: PODDING/SOUND DESIGN
- DEC. 10, 2024: CODING
- JAN. 14, 2025: AI
- FEB. 18, 2025: BYOD RESOURCES & READING PROGRESS
- MAR. 18, 2025: UDL/LEARNER VARIABILITY
- APR. 15, 2025: APP DESIGN
- MAY 13, 2025: CREATIVE DESIGN & CONSTRUCTION (CRICUT DESIGN, LASER CUTTING & 3D PRINTING)

Coming Soon

REGISTER HERE





EdTech
Innovation

2025 ACCESS *Conference*



15 JANUARY

WEDNESDAY

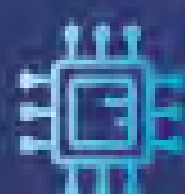
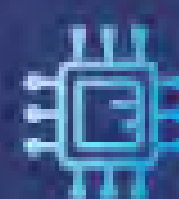
9:00 - 3:00

AM

PM

@ 1490 ODGEN AVE.

Coming Soon
This Week!



Sessions on:

- Lexia
- Lumio
- Mindomo
- Book Creator
- Reading Progress
- Copilot AI K-6 & 7-12
- New Features of Google Read & Write
- OrbitNote
- and more!

Registration:

ONE ISSP Teacher/Spec. Ed. Head from each school may attend.

Due to space limitations, only one staff member from a school may attend.

No release code provided. If attending, please speak to your administrator regarding internal coverage.

Lunch will not be provided, you are kindly requested to bring your own lunch.

SKILLED TRADES EVENT FOR BLACK STUDENTS



**IF YOU ARE CONSIDERING A CAREER
IN THE SKILLED TRADES...
THIS IS AN EVENT FOR YOU**

**EXPLORING THE
SKILLED TRADES EVENT**

**STUDENTS IN GRADE 7 & 8 COME AND TRY-A-TRADE FROM
EXPERIENCED BLACK SKILLED TRADE PROFESSIONALS**

THURSDAY FEBRUARY 20, 2025

Judith Nyman Secondary School, 1305 Williams Parkway, Brampton

Agenda:

8:30-9:00 Welcome
9:00-10:00 Session 1
10:00-11:00 Session 2
11:00-12:00 Session 3
12:00-12:30 Lunch
12:30-1:30 Session 4

Further Information:

*Contact the Guidance Department @
905-791-6770*

SPACE IS LIMITED!!

SIGN UP HERE BY FEBRUARY 1ST

**Transportation is
not provided.**

**BARBERING
COSMETOLOGY**

**WOOD
WORKING**

HVAC

HOSPITALITY



**SKILLS COUNCIL
OF CANADA**



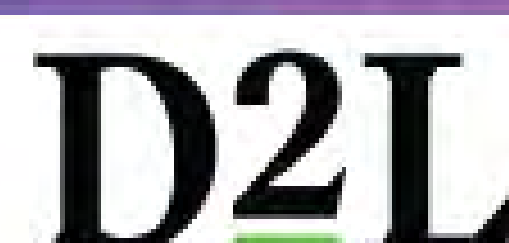
TECHNOLOGY ENABLED LEARNING SYMPOSIUM

Engage in hands-on workshops and interactive stations as we launch the updated Empowering Modern Learning (EML) Vision, shaping the future of innovation and learning.



26 FEBRUARY 2025 | FROM 9 AM - 3 PM

Location: HJA Brown Educator's Centre
5650 Hurontario St, Mississauga





STUDENT EXPERIENCE



Upcoming Events

JANUARY-MAY

JAN 14 - POP UP INNOVATION HUB (AI)

JAN 15 - **ACCESS CONFERENCE**

JAN 21 - EML STUDENT ADVISORY MEETING

JAN 27-31 - DATA PRIVACY WEEK

FEB 15 - EML LEAD ADMIN MEETING

FEB 18 - POP UP INNOVATION HUB

(BYOD & READING PROGRESS)

FEB 24 - EML STUDENT ADVISORY MEETING

FEB 26 - **TECHNOLOGY ENABLED LEARNING
SYMPOSIUM**

MAR 18 - POP UP INNOVATION HUB

(UDL & LEARNER VARIABILITY)

APR. 15 - POP UP INNOVATION HUB

(APP DESIGN)

MAY 13 - POP UP INNOVATION HUB

(CREATIVE DESIGN & CONSTRUCTION)



Upcoming!

EDTECH INNOVATION

JANUARY

EXCLUSIVE EXCLUSIVE EXCLUSIVE
2024-
2025
EXCLUSIVE EXCLUSIVE EXCLUSIVE

EML