



AGENDA

Board Meeting

Wednesday, September 28, 2022

7 p.m. – Open Session

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

Public meetings of the Peel board will be held virtually until further notice. 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, September 28, 2022

1. **Call to Order – 6:30 p.m.**
2. **Motion to Convene into Committee of the Whole (Closed Session)**
3. **Rise and Report from Committee of the Whole (Closed Session)**
4. **National Anthem and Acknowledgement of Traditional Lands – 7 p.m.**
5. **Approval of Agenda**
6. **Declaration of Conflict of Interest**
7. **Celebrating Board Activities**
 - 7.1 National Day for Truth and Reconciliation – September 30, 2022
 - 7.2 Islamic Heritage Month – October
 - 7.3 Latinx Heritage Month – October
 - 7.4 World Teachers' Day/Peel Teachers' Day – October 3,
 - 7.5 Principals and Vice-Principals' Day – October 7, 2022
 - 7.6 Bus Driver Appreciation Day – October 19, 2022
 - 7.7 Peel Teaching Assistant & Early Childhood Educators' Appreciation Day – October 21, 2022
8. **Staff Recognition**
 - 8.1 Retirements
9. **Board Chair's Announcements**
10. **Report from Student Trustees**
11. **Reports from Trustees Appointed to External Organizations**
 - 11.1 Trustee Cameron – Natural Science and Education Committee - Update
12. **Director's Leadership Report (*oral*)**

AGENDA

13. Consent Agenda (Matters to be Decided Without Discussion)

- 13.1 Policy 56 – Occupational Health and Safety
- 13.2 Board and Committee Meeting Schedules 2022-2023 – Updated

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

- 14.1 Minutes – Board Meeting – August 24, 2022

15. Committee Minutes for Receipt and Motions for Consideration

- 15.1 Minutes – Parent Involvement Committee, May 26, 2022
- 15.2 Minutes – Special Education Advisory Committee, June 14, 2022
- 15.3 (a) Minutes– Physical Planning, Finance and Building Committee, September 7, 2022
 - (b) Motions for Consideration – Physical Planning, Finance and Building Committee, September 7, 2022
- 15.4 (a) Minutes – Governance and Policy Committee, September 14, 2022
 - (b) Motions for Consideration – Governance and Policy Committee, September 14, 2022

16. Staff Reports

- 16.1 Policy 72 – Trustee Honoraria – *presented by Kathryn Lockyer*
- 16.2 Proposed Amendments to Peel DSB Procedure By-Law – *presented by Kathryn Lockyer*
- 16.3 Trustee Annual Learning Plan: 2022-2023 – *presented by Kathryn Lockyer*
- 16.4 Centre for Indigenous Excellence and Land Based Learning – *presented by Nicole Reynolds*
- 16.5 Educational Assistants – Absence and Backfill Challenges (oral) – *presented by Masuma Khangura*

17. Trustee Motions for Consideration (Introduced at a Previous Meeting)

AGENDA

18. Trustee Notices of Motion

18.1 Notice of Motion regarding Term Limits for School Board Trustees

19. Adjournment

Board Meeting, September 28, 2022

Retirements

Strategic Alignment:

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

Decision(s) Required:

Receipt

Prepared by: Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity

Submitted by: Rashmi Swarup, Director of Education

Content

Purpose:

Recognition of retiring PDSB staff.

Context:

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

RETIREMENTS

ANAND, Archana
Designated Early Childhood Educator
Effective: October 01, 2022

BALKWILL, Valerie
Educational Assistant
Effective: August 31, 2022

BECKMAN, Robyn
Office Assistant
Effective: August 28, 2022

BELARDI, Maria
Office Manager
Effective: December 31, 2022

BOONSTRA, Jane
Classroom Teacher
Effective: September 23, 2022

BOYLAN, Dorothy
Office Manager
Effective: September 30, 2022

DELSNYDER, Paul
Classroom Teacher
Effective: August 31, 2022

DESOUSA, Rita
Custodian
Effective: September 30, 2022

DUKHAN, Wendy
Office Assistant - Social Work
Effective: September 30, 2022

RETIREMENTS

DULYMAMODE, Bibi
Educational Assistant
Effective: August 31, 2022

FEDOROWICH, Scott
Classroom Teacher
Effective: September 30, 2022

GARBACZ, Regina
School attendant
Effective: September 07, 2022

GO, Fidelito
Preventative Maintenance Mechanic Leadhand
Effective: October 31, 2022

GRIGOROPOULOS TSAKONAS, Effie
Classroom Teacher
Effective: September 30, 2022

HANCOCK, Janice
Office Assistant
Effective: September 30, 2022

LACHHMAN, Take
Classroom Teacher
Effective: September 30, 2022

LONG, Tonya
Classroom Teacher
Effective: August 31, 2022

MILJAK, Lexi
Educational Assistant
Effective: September 22, 2022

RETIREMENTS

MILLER, Joanne
Classroom Teacher
Effective: June 30, 2022

MOORTHY, Nalayini
Multicultural, Settlement & Partnership - Program Facilitator
Effective: December 30, 2022

PAPP, Michelle
Classroom Teacher
Effective: August 31, 2022

ROSATI, Rosa
School Attendant
Effective: October 01, 2022

SANDHU, Jan
Office Assistant
Effective: September 30, 2022

SNYDER MOORE, Shirley
Office Assistant-Budget
Effective: August 31, 2022

STOYKA, Vaughan
Classroom Teacher
Effective: August 31, 2022

TOLLES, Karen
Office Assistant
Effective: September 30, 2022

WILSON-REITKNECHT, Megan
Classroom Teacher
Effective: August 31, 2022

RETIREMENTS

ZARITSKY, Donna
Classroom Teacher
Effective: August 31, 2022

Board Meeting, September 28, 2022

Peel District School Board Policy 56 – Occupational Health and Safety

Strategic Alignment:

This policy is aligned with the board's strategic plan goal of building, safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Report Type:

Recommendation

<i>Prepared by:</i>	Corey Boyle, Manager, Health and Safety Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity Jaspal Gill, Associate Director, Operations & Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Content

Recommendation:

That Policy 56 – Occupational Health and Safety, be approved.

Context:

Since 1990 the board has annually reviewed and approved its Occupational Health and Safety Policy made under section 25(2)(j) of the Occupational Health and Safety Act. In 2020 the policy was reviewed through an equity, anti-racism, anti-oppression, and human rights lens. **There are no proposed changes to the policy since it was last reviewed internally on December 8, 2020.**

This policy is a requirement for all employers in Ontario. It must be reviewed annually as per the Occupational Health and Safety Act.

A copy of this policy must be posted in a conspicuous place in the workplace where it will draw the attention of all workers. At PDSB it is posted on the Health and Safety Bulletin board located within staff rooms.

Impact Analysis

Equity & Human Rights Review

The Occupational Health and Safety policy is based on the Board's commitment to the principles of anti-racism and anti-oppression. In order to support the successful implementation of health and safety programs, processes and training that are fair, transparent, and accountable, anti-racist and anti-oppression approaches (i.e., bias awareness, systemic barriers) will be utilized.

Supervisors investigating workplace incidents and reported incidents of workplace violence, harassment and discrimination (i.e., manifestations of anti-racism including anti-Black racism, Islamophobia) will do so from an equity, anti-racism and anti-oppression lens keeping in mind the board commitment to these principles.

Board and Ministry Policy Alignment

The Board is committed to the fulfillment of the mandate set out within The Ministry of Education's Report released March 13, 2020 and will take every reasonable precaution to prevent workplace violence and harassment of any kind.

Health and safety programs that support legal compliance and the board's commitment to a healthy and safe workplace will be reviewed and updated as required based on legislative changes, Multi-Workplace Joint Health and Safety Committee Recommendations and the goal of continuous improvement to promote a safe and healthy workplace. Updates will be made in accordance with the board commitments to eliminating racism and oppression in all forms.

Resource Implications

Not approving this policy could lead to compliance orders from the Ontario Ministry of Labour.

An approved Occupational Health and Safety policy clearly demonstrates our commitment to employee health and safety which is paramount. To ensure this policy and supporting programs are implemented, monitored, and continuously improved, the board has dedicated a department within Human Resources, Partnerships and Equity to ensure full implementation of the policy and organizational compliance.

Legal implications

Not approving this policy will place the board in a position of non-compliance with the Occupational Health and Safety Act.

Risk Assessment

An Occupational Health and Safety policy along with supporting programs mitigates WSIB claims for employee workplace injuries and potential civil litigation claims for non-worker injuries. A reduction in these types of incidents keep people healthy and safe and promotes overall student achievement.

Community Impact

This policy sets the standard for our workplaces in terms of Health and Safety. It clearly spells out the workplace party responsibilities; thus, it has a direct impact on all community stakeholders and members who visit our buildings on a daily basis.

Next Steps

Action Required

Once approved, this policy will be posted on the Board's intranet page and site bulletin boards.

Communications:

Upon approval of Policy 56, a communication plan will be developed for internal stakeholders. This will include posting on Peel News and distribution to all site leaders via email.

Success Measures:

Compliance will be achieved through system programs, workplace inspections and reinforcement of the internal responsibility system at all locations to ensure workplace hazards are addressed and corrected as required.

References:

Occupational Health and Safety Act, R.S.O. 1990, c. O.1

Appendices

Appendix A: Policy 56: Occupational Health and Safety

Appendix A

Peel District School Board

POLICIES AND REGULATIONS

Policy 56

OCCUPATIONAL HEALTH AND SAFETY

Statement of Policy

The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. To improve student success and achievement, we must ensure that students and staff continue to feel safe, nurtured, welcomed, respected and included.

This policy is aligned with and supports the principles and expectations of the Board's Human Rights policy (Policy 51), the Equity and Inclusive Education policy (Policy 54) and the Safe Schools policy (Policy 48) to provide an environment free of violence, harassment and discrimination. At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*. This policy recognizes that the Human Rights Code has protected grounds that must be considered.

The Board is committed to the fulfillment of the mandate set out within The Ministry of Education's Report released March 13, 2020 and will take every reasonable precaution to prevent workplace violence and harassment of any kind. This shall be accomplished both by proactive staff training including anti-racist and anti-oppression approaches (i.e., bias awareness, systemic barriers) utilized in the workplace and by investigating reported incidents of workplace violence, harassment and discrimination (i.e., manifestations of anti-racism including anti-Black racism, Islamophobia), in an objective and timely manner, taking necessary action and providing appropriate support for all affected individuals.

The Board will also take every reasonable precaution to protect the health and safety of workers, students, volunteers, visitors and those performing contracted work on the Board's behalf. This shall be accomplished by ensuring that equipment, materials and protective equipment are maintained in good condition and by providing information, instruction and supervision to protect health and safety.

The Occupational Health and Safety Policy and related policies and procedures reflect the Board's philosophies and framework, as outlined in the *Plan for Student Success*.

Guiding Principles

- Commitment to the maintenance of an Occupational Health and Safety Program that complies with the Ontario *Occupational Health and Safety Act* (OH&SA) and applicable regulations.
- Compliance with the applicable environmental, health and safety legislation that governs the operations of the Board and the development and continuous improvement of plans, practices and procedures relating to occupational health and safety.

Responsibilities:

The Board recognizes and endorses the Internal Responsibility System philosophy whereby all workplace parties participate in managing environmental, health and safety issues. The OH&SA defines responsibilities for the employer, being the Board and its agents; the supervisor, being those directing workers; workers, being those conducting the business of the workplace and the Multi-Workplace Joint Health and Safety Committee.

Employer Responsibilities

- (1) The Director of Education will assign responsibility for Occupational Health and Safety and will ensure that the Board's program is implemented, maintained and supported by proactive and ongoing staff training on manifestations of systemic racism in the workplace including anti-Black racism, harassment, and violence.
- (2) Human Resources Support Services will be responsible for the inclusion of occupational health and safety in the performance evaluation at all levels of supervision.
- (3) Development of criteria and procedures for occupational health and safety matters as well as the administration of the procedures will be the responsibility of the Manager of Health and Safety. The Administration Health and Safety Committee will provide input to this process. Procedures and criteria will be guided by the requirements of all relevant Federal, Provincial and Municipal Statutes governing Occupational Health and Safety and will include anti-racist and anti-oppressive approaches (i.e., bias awareness, identifying and removing systemic barriers) utilized in the workplace.
- (4) Annual review of the Occupational Health and Safety Policy to ensure that the program is maintained and implemented.

Supervisor Responsibilities

Compliance with health and safety policies and procedures at the site level is the responsibility of the supervisor. Supervisors are responsible for receiving health and safety concerns, investigating the concerns, responding to findings and implementing appropriate corrective actions in ways that uphold our commitment to anti-racism and anti-oppression.

Worker Responsibilities

Every worker has the responsibility for protecting their personal health and safety in the workplace and to contribute to the health and safety of their fellow employees. This shall be accomplished by each person approaching their work in accordance with the legislation and in keeping with the safe work practices, which have been established by the Board. Every employee shall be responsible to bring to the attention of the Board, through their Supervisor, the existence of any unsafe work practices and conditions. All employees are required to complete mandatory training required by Ontario Regulation 297/13 under the Occupational Health and Safety Act and its regulations; and Board training that addresses the Board's commitments to ensuring anti-racist and anti-oppressive workplace environments.

Joint Health and Safety Committee Responsibilities

The Peel District School Board recognizes that the establishment and maintenance of a Joint Health and Safety Committee (JH&SC) plays an integral role in the realization of the goal to eliminate occupational illness and injuries. The Peel District School Board maintains a Multi-Workplace Joint Health and Safety Committee (MJHSC) under a multi-site agreement with the Ontario Ministry of Labour. The MJHSC has responsibilities under the OH & S Act which are detailed in its Terms of Reference.

Approved September 11, 1990

Revised April 27, 1993

Revised July 25, 1995

Revised January 1, 1998 *(to reflect change in Board name)*

Revised April 11, 2000

Revised February 25, 2003

Reviewed December 2005

Approved June 8, 2010 *(replaces former Policy #56 – Environmental Health & Safety)*

Revised August 31, 2016

Reviewed June 19, 2017

Revised September 24, 2018

Reviewed August 27, 2019

Reviewed December 8, 2020

Board Meeting, September 28, 2022

Board and Committee Meeting Schedules 2022- 2023 - Updated

Strategic Alignment:

Ontario Education Act

PDSB By-laws

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel and Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the updated Board and Committee meeting schedules 2022-2023, attached as Appendix 1, be approved.

Purpose:

The 2022-2023 schedules of Peel District School Board (“PDSB” or the “Board”) Board and Committee meetings were approved in accordance with the Education Act and PDSB By-laws, at the Board Meeting on June 22, 2022. Following approval, the calendar has been updated taking into consideration further days of significance identified, and Parent Involvement Committee schedule of meetings.

Impact Analysis

Equity & Human Rights Review:

- Updates to the schedule of 2022-2023 meetings honours our commitment to the diversity of the PDSB community
- The 2022-23 Days of Significance Calendar was referenced in all meeting scheduling
- The revised dates have been reviewed by the Equity, Indigenous Education, Anti-Racism, Anti-Oppression and School Engagement department to ensure alignment

Board or Ministry Policy Alignment:

- The meeting schedules align with PDSB By-laws
- Education Act, Ontario Regulation s.208 (2)

Community Impact:

- Timely notice of meeting schedules

Next Steps

Action Required:

The updated schedule of meetings calendar will be posted to the PDSB website.

Communications:

All Open Session meeting agendas will be posted to the PDSB website within the notice period of PDSB By-laws.

Appendices

Appendix 1 – Meeting Schedule Lists

Appendix 2 – Meeting Schedule - Calendar View

Audit Committee Meeting Schedule 2022-2023

All Audit Committee Meetings (Open Session) will begin at 3 p.m.

September 2022

September 30, 2022 (Friday)

November 2022

November 14, 2022 (Monday)

March 2023

March 9, 2023 (Thursday)

June 2023

June 8, 2023 (Thursday)

Board Meeting Schedule 2022-2023

All Regular Board Meetings will begin at 7 p.m.

August 2022

August 24, 2022 (Wednesday)

September 2022

September 28, 2022
(Wednesday)

October 2022

October 19, 2022 (Wednesday)

November 2022

November 16, 2022 (Wednesday)
– *Inaugural Meeting of the Board*
November 30, 2022 (Wednesday)
– *including Organizational
Meeting of the Board*

December 2022

December 14, 2022 (Wednesday)

January 2023

January 25, 2023 (Wednesday)

February 2023

February 22, 2023 (Wednesday)

March 2023

March 29, 2023 (Wednesday)

April 2023

April 26, 2023 (Wednesday)

May 2023

May 24, 2023 (Wednesday)

June 2023

June 14, 2023 (Wednesday)

Discipline Committee Meeting Schedule 2022-2023

Discipline Committee Meetings will be scheduled for every Monday unless otherwise noted.

Discipline Committee meetings will normally start at 3 p.m.

August 2022

August 29, 2022

September 2022

September 6, 2022 (Tuesday)

September 12, 2022

September 19, 2022

September 29, 2022 (Thursday)

October 2022

October 3, 2022

October 12, 2022 (Wednesday)

October 20, 2022 (Thursday)

November 2022

November 3, 2022 (Thursday)

November 7, 2022

November 14, 2022

December 2022

December 5, 2022

December 12, 2022

January 2023

January 9, 2023

January 16, 2023

January 23, 2023

January 30, 2023

February 2023

February 6, 2023

February 13, 2023

February 21, 2023 (Tuesday)

February 27, 2023

March 2023

March 6, 2023

March 20, 2023

March 27, 2023

April 2023

April 4, 2023 (Tuesday)

April 11, 2023 (Tuesday)

April 18, 2023 (Tuesday)

April 24, 2023

May 2023

May 1, 2023

May 8, 2023

May 15, 2023

May 23, 2023 (Tuesday)

May 29, 2023

June 2023

June 5, 2023

June 12, 2023

June 19, 2023

June 26, 2023

Governance and Policy Committee Meeting Schedule 2022-2023

All Governance and Policy Committee Meetings will begin at 5:30 p.m.

September 2022

September 14, 2022 (Wednesday)

January 2023

January 18, 2023 (Wednesday)

April 2023

April 12, 2023 (Wednesday)

June 2023

June 7, 2023 (Wednesday)

Physical Planning, Finance and Building Committee **Meeting Schedule 2022-2023**

All PPF&B Meetings (Open Session) will begin at 5:30 p.m.

September 2022

September 7, 2022 (Wednesday)

October 2022

October 6, 2022 (Thursday)

November 2022

November 2, 2022 (Wednesday)

December 2022

December 7, 2022 (Wednesday)

January 2023

January 11, 2023 (Wednesday)

February 2023

February 1, 2023 (Wednesday)

March 2023

March 1, 2023 (Wednesday)

April 2023

April 4, 2023 (Tuesday)

May 2023

May 3, 2023 (Wednesday)

June 2023

June 1, 2023 (Thursday)

Special Education Advisory Committee Meeting Schedule 2022-2023

All SEAC Meetings will begin at 7 p.m.

September 2022

September 20, 2022 (Tuesday)

October 2022

October 20, 2022 (Thursday)

November 2022

November 9, 2022 (Wednesday)

December 2022

December 13, 2022 (Tuesday)

January 2023

January 17, 2023 (Tuesday)

February 2023

February 21, 2023 (Tuesday)

March 2023

March 28, 2023 (Tuesday)

April 2023

April 25, 2023 (Tuesday)

May 2023

May 16, 2023 (Tuesday)

June 2023

June 13, 2023 (Tuesday)

Student Learning, Well-Being and Equity Committee **Meeting Schedule 2022-2023**

All SLWB&E Meetings will begin at 5:30 p.m.

October 2022

October 13, 2022 (Thursday)

December 2022

December 8, 2022 (Thursday)

March 2023

March 8, 2023 (Wednesday)

May 2023

May 10, 2023 (Wednesday)

Parent Involvement Committee **Meeting Schedule 2022-2023**

All Parent Involvement Committee Meetings will begin at 5:30 p.m.

September 2022

September 15, 2022 (Thursday)

October 2022

October 18, 2022 (Tuesday)

November 2022

November 17, 2022 (Thursday)

December 2022

December 15, 2022 (Thursday)

January 2023

January 19, 2022 (Thursday)

February 2023

February 16, 2022 (Thursday)

March 2023

March 9, 2023 (Thursday)

April 2023

April 19, 2023 (Wednesday)

May 2023

May 18, 2023 (Thursday)

June 2023

June 6, 2023 (Tuesday)

August 2022

August 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Civic Holiday (Canadian Holiday)	2	3	4	5	6
7	8 Ashura (Islam) (August 7 or 8)	9	10	11	12	13
14	15 Navroze (New Year) Eve (SC) (Zoroastrianism)	16 Navroze (New Year) (SC) (Zoroastrianism)	17	18 Sri Krishna Janmaashtami (Hinduism)	19	20
21	22	23	24 7 p.m. BOARD MEETING	25	26	27
28	29 3 p.m. DISCIPLINE COMMITTEE	30 Ganesh/Vinayak Chauth (Hinduism)	31 Samvatsar/Paryushan Parva ends/Daslakshan Parva begins (Jainism)			

September 2022

September 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Labour Day (Canadian Holiday)	6 3 p.m. DISCIPLINE COMMITTEE	7 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	8	9 Kshamavani/Daslakshan Parva ends (Jainism)	10
11	12 3 p.m. DISCIPLINE COMMITTEE	13	14 5:30 p.m. GOVERNANCE & POLICY COMMITTEE	15 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	16	17
18	19 3 p.m. DISCIPLINE COMMITTEE	20 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	21 Harvestide/Fall Equinox Eve (Wicca)	22 Harvestide/Fall Equinox (Wicca)	23	24
25	26 Rosh Hashanah (Judaism)	27 Rosh Hashanah (Judaism)	28 7 p.m. BOARD MEETING	29 3 p.m. DISCIPLINE COMMITTEE	30 3 p.m. AUDIT COMMITTEE	

October 2022

October 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 3 p.m. DISCIPLINE COMMITTEE	4 Vijaya Dashmi/Dassehra (Hinduism)	5 Yom Kippur (Judaism)	6 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	7	8
9	10 Thanksgiving (Canadian Holiday)	11	12 3 p.m. DISCIPLINE COMMITTEE	13 5:30 p.m. STUDENT LEARNING, WELL-BEING AND EQUITY COMMITTEE	14	15
16	17 Simchat Torah (Judaism)	18 Simchat Torah (Judaism) 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	19 7 p.m. BOARD MEETING	20 3 p.m. DISCIPLINE COMMITTEE 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	21	22
23	24 Diwali (Hinduism) MUNICIPAL ELECTION DAY	25 Bandi Chhor Divas (Sikhism) Diwali/Lord Mahavir (Jainism) New Year (Hinduism)	26 New Year/Enlightenment Day of Gautamswami (Jainism)	27 Birth of Bahá'u'lláh (Bahá'í)	28	29
30	31 Halloween Samhain Eve (Wicca)					

November 2022

November 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Samhain (Wicca)	2 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	3 3 p.m. DISCIPLINE COMMITTEE	4	5
6	7 3 p.m. DISCIPLINE COMMITTEE	8 Birth of Guru Nanak (R) (Sikhism)	9 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	10	11 Remembrance Day	12
13	14 3 p.m. DISCIPLINE COMMITTEE 3 p.m. AUDIT COMMITTEE	15 TERM OF OFFICE FOR NEW BOARD OF TRUSTEES BEGINS	16 7 p.m. INAUGURAL MEETING OF THE BOARD	17 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	18	19
20	21	22	23 7 p.m. TRUSTEE ORIENTATION SESSION	24	25	26
27	28	29	30 7 p.m. BOARD MEETING (ORGANIZATIONAL MEETING - COMMITTEE SELECTION)			

December 2022

December 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 3 p.m. DISCIPLINE COMMITTEE	6	7 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	8 5:30 p.m. STUDENT LEARNING, WELL- BEING AND EQUITY COMMITTEE	9	10
11	12 3 p.m. DISCIPLINE COMMITTEE	13 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	14 7 p.m. BOARD MEETING	15 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	16	17
18	19 7 p.m. TRUSTEE LEARNING - ROLES & RESPONSIBILITIES	20 Yule/Winter Solstice Eve (Wicca)	21 Yule/Winter Solstice (Wicca)	22	23	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

January 2023

January 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Winter Break	3 Winter Break	4 Winter Break	5 Winter Break	6 Winter Break	7
8	9 3 p.m. DISCIPLINE COMMITTEE	10	11 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	12	13	14
15	16 3 p.m. DISCIPLINE COMMITTEE	17 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	18 5:30 p.m. GOVERNANCE & POLICY COMMITTEE	19 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	20	21
22	23 3 p.m. DISCIPLINE COMMITTEE	24	25 7 p.m. BOARD MEETING	26 OPSBA Public Education Symposium - TBC	27 OPSBA Public Education Symposium - TBC	28
29	30 3 p.m. DISCIPLINE COMMITTEE 7 p.m. TRUSTEE LEARNING- PDSB CONSENT CULTURE	31				

February 2023

February 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	2	3	4
5	6 3 p.m. DISCIPLINE COMMITTEE	7	8 7 p.m. TRUSTEE LEARNING - CODE OF CONDUCT	9	10	11
12	13 3 p.m. DISCIPLINE COMMITTEE	14	15 Sakyamuni Buddha's Nirvana Day	16 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	17	18
19	20 Family Day (Canadian Holiday)	21 3 p.m. DISCIPLINE COMMITTEE 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	22 7 p.m. BOARD MEETING	23	24	25
26	27 3 p.m. DISCIPLINE COMMITTEE	28				

March 2023

March 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	2	3	4
5	6 3 p.m. DISCIPLINE COMMITTEE	7	8 5:30 p.m. STUDENT LEARNING, WELL- BEING AND EQUITY COMMITTEE	9 3 p.m. AUDIT COMMITTEE 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	10	11
12	13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break	17 Spring Break	18
19	20 Navroze (New Year) Eve (Zoroastrianism) and Naw Ruz Eve (New Year) (Bahá'í) 3 p.m. DISCIPLINE COMMITTEE	21 Navroze (New Year) (Zoroastrianism) Naw Ruz (New Year) (Bahá'í)	22 New Year (Hinduism)	23	24	25
26	27 3 p.m. DISCIPLINE COMMITTEE	28 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	29 7 p.m. BOARD MEETING	30 Shri Ramnavami (Hinduism)	31	

April 2023

April 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Mahavir Janmakalyanak (Birthday) (Jainism)	4 3 p.m. DISCIPLINE COMMITTEE 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	5 Pesach Eve (Passover) (Judaism)	6 Pesach (Passover) (Judaism) Theravada New Year (Buddhism)	7 Good Friday (Christianity) Pesach (Passover) (Judaism)	8
9	10 Easter Monday (Christianity)	11 3 p.m. DISCIPLINE COMMITTEE	12 5:30 p.m. GOVERNANCE & POLICY COMMITTEE	13 Pesach (Passover) (Judaism)	14 Birth of Guru Nanak (O) (Sikhism) Good Friday (J) (Christianity) Vaisakhi (Sikhism)	15
16	17 Easter Monday (J) (Christianity)	18 3 p.m. DISCIPLINE COMMITTEE	19 5:30 p.m. PARENT INVOLVEMENT COMMITTEE 7 p.m. TRUSTEE LEARNING – BUDGET	20 First Day of Ridvan Eve (Bahá'í)	21 Eid-ul-Fitr (Islam) First Day of Ridvan (Bahá'í)	22
23	24 3 p.m. DISCIPLINE COMMITTEE	25 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	26 7 p.m. BOARD MEETING	27 OPSBA Education Labour Relations and HR Conference - TBC	28 Ninth Day of Ridvan Eve (Bahá'í)	29
30						

May 2023

May 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Twelfth Day of Ridvan Eve (Bahá'í) 3 p.m. DISCIPLINE COMMITTEE	2 Twelfth Day of Ridvan (Bahá'í)	3 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	4	5 Wesak/Buddha Day	6
7	8 3 p.m. DISCIPLINE COMMITTEE	9	10 5:30 p.m. STUDENT LEARNING, WELL-BEING AND EQUITY COMMITTEE	11	12	13
14	15 3 p.m. DISCIPLINE COMMITTEE 7 p.m. TRUSTEE LEARNING - EXPULSION HEARING/SUSPENSION APPEALS	16 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	17	18 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	19	20
21	22 Victoria Day (Canadian Holiday)	23 3 p.m. DISCIPLINE COMMITTEE	24 7 p.m. BOARD MEETING	25 Shavuot Eve (Judaism)	26 Shavuot (Judaism)	27
28	29 3 p.m. DISCIPLINE COMMITTEE	30	31			

June 2023

June 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 5:30 p.m. PHYSICAL PLANNING, FINANCE & BUILDING COMMITTEE	2	3
4	5 3 p.m. DISCIPLINE COMMITTEE	6 5:30 p.m. PARENT INVOLVEMENT COMMITTEE	7 5:30 p.m. GOVERNANCE & POLICY COMMITTEE	8 OPSBA AGM - TBC 3 p.m. AUDIT COMMITTEE	9 OPSBA AGM - TBC	10
11	12 3 p.m. DISCIPLINE COMMITTEE	13 7 p.m. SPECIAL EDUCATION ADVISORY COMMITTEE	14 7 p.m. BOARD MEETING	15	16	17
18	19 3 p.m. DISCIPLINE COMMITTEE	20 Litha/Summer Solstice Eve (Wicca)	21 Litha/Summer Solstice (Wicca) National Indigenous Peoples Day (Indigenous Worldview)	22	23	24
25	26 3 p.m. DISCIPLINE COMMITTEE	27	28 Eid-ul-Adha (Islam) (or the 29 th)	29 Eid-ul-Adha (Islam) (or the 28 th)	30	

PEEL DISTRICT SCHOOL BOARD

Minutes of the Board Meeting, held on Wednesday, August 24, 2022, at 18:30 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Present:

Bruce Rodrigues, Supervisor, Chair

Also Present (Trustees):

Carrie Andrews
Stan Cameron
Robert Crocker
Will Davies

David Green
Sue Lawton
Brad MacDonald
John Marchant

Evelyn Lee, Student Trustee South

Absent:

Susan Benjamin
Nokha Dakroub
Kathy McDonald
Balbir Sohi

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Superintendent of Education (Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools)
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Jaspal Gill, Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Tania Alatishe-Charles, Controller, Finance Support Services
Dahlia Battick, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent of Education
Yonnette Dey, Superintendent of Equity, Community Leadership, Partnership and Engagement
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Tiffany Gooch, Executive Lead, Public Engagement and Communications
Leslie Grant, Superintendent of Education
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Acting Superintendent of Equity, Indigenous Education, Anti-Racism, Anti-Opression, and School Engagement

Administration: (Continued)

Rasulan Hoppie, Superintendent, Curriculum, Instruction and Assessment
Jessica Jesudasan, Executive Lead, Human Rights
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership, Capacity Building and School Partnerships
Michael Logue, Superintendent of Education
Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Jennifer Newby, Superintendent, Special Education and Social Emotional Learning and Well-being
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent of Education
Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Caring and Safe Schools
Thomas Tsung, Controller, Corporate Support Services
Kervin White, Superintendent of Education
Mary Zammit, Acting Superintendent of Education

Nicole Fernandes, Board Reporter

1. Call to Order

Supervisor, Bruce Rodrigues, called the meeting to order at 18:30 hours.

2. Committee of the Whole (Closed)

Resolution No. 22-118, approved by Bruce Rodrigues,

Resolved, that the Board move into a Committee of the Whole (Closed) meeting (18:38 hours).

The meeting recessed at 18:42 hours, and reconvened at 19:00 hours.

3. Rise and Report from Committee of the Whole (Closed)

Resolution No. 22-119, approved by Bruce Rodrigues,

Resolved, that the report of the Committee of the Whole (Closed) re: Minutes of the Audit Committee (Closed), held June 9, 2022; Minutes of the Committee of the Whole (Closed) meeting, held June 22, 2022; Principal and Vice-Principal Appointments and Assignments, and Senior Team Organization, be received.

4. National Anthem and Acknowledgement of Traditional Lands

The Chair led the singing of O Canada, and acknowledgement of traditional lands was recited.

5. Approval of Agenda

Resolution No. 22-120, approved by Bruce Rodrigues,

Resolved, that the agenda be approved.

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Staff Recognition

Supervisor Rodrigues acknowledged the many years of dedicated service by the following retiring staff and wished them success in their future endeavours:

Resolution No. 22-121,

Resolved, that the report on Retirements be received:

Lynn Aziz	Edel Gallivan	Joe Romano
Warren Beacham	Terry Giannakopoulos	Tonina Rossi
Flaviana Bonanno	Scott Guthrie	Ingrid Slavec-Kerrigan
Donalda Boyd	Jan Heramchuk	Beverley Snook
Sharon Bridgewater	Barbara Kacprzak	Igor Spariaguine
Marcia Burgher	Augusta Kester	Vicki Spence
Jayamane Busawon	Lynne King	David Starratt
Nazare Catarino	Richard Knill	Susan Sweeney
Karen Cotton	Darlene Kolb	Michael Theodore
Betty Coulson	Vinaya Kumar	Jayne Tidy-Russell
Carol Cummins	Jennifer Legault	Sharon Totafurno
Angie Davidson	Joyce Lehman	Lisa Town
Heather Davidson	Kimberley Mabon	Phuong Tran
Patty Dilollo	Penny Maltman	Rudy Tulloch
Rita Dixon	Jane McKeeman	Brigid Van Der Borgh
Kiersten Drynan	Anka Mocan	Marlene Vandenhelm
Bianca Edmonds	Vasantha Naidoo	Gillian Winton-Boar
Junior Edwards	Jim Pickering	Connie Zieren
Muriel Edwards	Brunella Reda	

8. Introduction of New Student Trustees

Director of Education, Rashmi Swarup, introduced the student trustees for the 2022-2023 term. Avneet Kaur Athwal from Harold M. Brathwaite Secondary School will represent students north of Highway 401, and Evelyn Lee from Erindale Secondary School will represent students south of Highway 401. Supervisor Rodrigues congratulated the student trustees on their appointment, and remarked that the Board looks forward to their input and participation during the upcoming year.

9. Director's Leadership Report

Director Swarup thanked staff who were involved with ensuring facilities are ready for the start of the school year, running summer programs, and registering and welcoming new students and their families. Looking back on the previous school year, she commended PDSB students who were named to Ontario's Top Scholar list, and those who graduated with 100 per cent averages and received scholarships to post-secondary education. She highlighted: launch of Touchpoint, the PDSB online publication that provides updates on the Board's anti-oppression work; significant increase in Indigenous and racialized representation among school administrators and teachers; Anti-Racism Policy, approved in June 2022; approval of the revised Human Rights Policy and the Safe and Caring Schools Policy; introduction of the Black Student Success Strategy; continuing efforts to increase community voice and agency, with the establishment of the community roundtable comprised of diverse leaders, a Punjabi Sikh community table, and a community engagement framework. Information regarding camps held over the summer was provided, including about the Mawnjiding Wingushkeng Culture Camp for students in Grades 6 to 12 with First Nation, Inuit and Métis ancestry, and Agents for Social Change summer camp which provided an authentic understanding of the history of people from the African diaspora.

Director Swarup announced that, on September 6, 2022, PDSB's newest school, Elm Drive Public School, will open with more than 450 students and serve the rapidly growing City Centre community of Mississauga. She stated that PDSB continues to follow the mandates and recommendations of Peel Public Health, and strongly recommends that staff and students wear masks indoors and follow robust hand hygiene measures.

10. Minutes of Board Meetings

Resolution No. 22-122, approved by Bruce Rodrigues,

Resolved, that the Minutes of the Board Meeting, held June 22, 2022, be approved.

11. Committee Minutes

Resolution No. 22-123,

Resolved:

1. That, the Minutes of the Student Learning, Well-Being and Equity Committee meeting, held June 8, 2022, be received;

11. Committee Minutes (Continued)

2. That, the Minutes of the Audit Committee meeting, held June 9, 2022, be received;
3. That, the Minutes of the Governance and Policy Committee meeting, held June 15, 2022, be received.

12. Motions for Consideration - Student Learning, Well-Being and Equity Committee Meeting, June 8, 2022

Resolution No. 22-124, approved by Bruce Rodrigues,

Resolved, that the following recommendation arising from the Student Learning, Well-Being and Equity Committee meeting, held June 8, 2022, be approved:

1. Committee Renaming

That, the Committee be renamed as the Curriculum, Equity and Student Well-Being Committee.

13. Motions for Consideration, Governance and Policy Committee, June 15, 2022

Resolution No. 22-125, approved by Bruce Rodrigues,

Resolved, that the following recommendation arising from the Governance and Policy Committee meeting, held June 15, 2022, be approved:

1. Student Trustees - Policy 66

That the Student Trustees - Policy 66 (attached as Appendix I) be approved, and replace the current Student Trustees - Policy 66. (Appendix I, as attached to the Minutes)

14. Third Quarter Financial Reports as at May 31, 2022

Associate Director, Operations and Equity of Access, Jaspal Gill, reported that the financial statements outline the Peel DSB's actual expenditures as at May 31, 2022. He noted that the expenditures are in line with those of the previous years at approximately 68%, and below the benchmark of 75%. He advised that there are no concerns or risks regarding normal operating expenditures being within budget for the year. With regard to COVID-specific funding, he stated that this will be fully utilized by year-end, with any additional funding needs supplemented from the Board's reserves or other in-year savings, in accordance with Ministry directives.

Associate Director Gill responded to questions of clarification, including: while the benchmark for third quarter expenditures is 75%, 68% is in line with previous years' third quarter expenditures; staff have been monitoring the use of funds provided for specific projects, and it is hoped that the funding will be fully spent; hiring of Educational Assistants continues for the upcoming school year.

14. Third Quarter Financial Reports as at May 31, 2022 (Continued)

Associate Director Gill confirmed that school renewal expenditure normally occurs during the months of July and August and is in line with previous years' expenditure. Concerns, if any, regarding new school openings are communicated to the school administrator and trustees, and he advised that efforts are being made to build the international student program back to pre-COVID levels. With regard to significantly low expenditure on staff development, Associate Director Gill advised that if this amount has not been spent over the summer, administration will review needs for the next year, and amounts will be rolled over as required. In respect to the line item, Association, Memberships and Other Costs, under Innovation and Research, Bernadette Smith, Superintendent of Innovation and Research, explained that the amounts are earmarked for memberships that will be procured as well as to support initiatives created by the Empowering Modern Learners and the Library Services teams in association with education, business and industry partners.

Resolution No. 22-126,

Resolved, that the Third Quarter Financial Reports as at May 31, 2022, be received.

15. Adjournment

Resolution No. 22-127,

Resolved, that the meeting adjourn (19:33 hours)

..... Chair Secretary

RESOLUTIONS APPROVED IN COMMITTEE OF THE WHOLE (CLOSED), AUGUST 24, 2022

Present:

Bruce Rodrigues, Supervisor, Chair

Also present (Trustees):

Carrie Andrews
Stan Cameron
Robert Crocker

Will Davies
Sue Lawton
Brad MacDonald

Absent:

Susan Benjamin
Nokha Dakroub
David Green
John Marchant
Kathy McDonald
Balbir Sohi

1. Approval of Agenda

That, the agenda be approved.

2. Minutes of Committee Meetings (Closed Session)

The Minutes of the Audit Committee (Closed Session) meeting, held June 9, 2022, were received.

3. Minutes of the Committee of the Whole (Closed) Meeting

That, the Minutes of the Committee of the Whole (Closed) meeting, held June 22, 2022, be approved.

4. Principal and Vice-Principal Appointments and Assignments

The following Secondary Principal appointment is a Promotion, effective September 1, 2022:

Steven Alderton, Vice-Principal at Fletcher's Meadow Secondary School, be appointed as Principal at Jean Augustine Secondary School.

4. Principal and Vice-Principal Appointments and Assignments (Continued)

The following Secondary Principal assignment is a Transfer, effective September 1, 2022:

Antionietta Peluso, Principal At Large, be transferred as Principal at North Park Secondary School.

The following Elementary Principal appointment is a Transfer, effective August 30, 2022:

Tony Moscone, Principal at Parkway Public School, be transferred as Manager, Workforce Planning and Partnerships, Human Resources, Partnerships and Equity.

5. Senior Team Organization

The report re Senior Team Organization was received.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Parent Involvement Committee of the Peel District School Board, held on Thursday, May 26, 2022, at 17:45 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

Romana Siddiqui, Parent Member, Mississauga, Co-Chair
Shazia Hassan, Parent Member, Brampton, Ex-Officio
Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools (Director's Designate)
Nicole Anderson, Parent Member, Brampton
Alexa Barkley, Parent Member, Mississauga
Barbara Cyr, Community Member, Special Education Advisory Committee
Hala Idlbi, Parent Member, Mississauga
Kashmira Laher, Parent Member, Mississauga
Sue Lawton, Trustee
Diane Sardi, Parent Member, Caledon
Tina Walia, Parent Member, Mississauga

Members absent:

Katie Brewda, Parent Member, Mississauga
Komal-Dhand Thom, Parent Member, Brampton
Michelle Gaka, Student Member, Peel Student Presidents' Council
Salha Jeizan, Community Member, Multicultural Inter-Agency Group of Peel
Talika Walsh, Parent Member, Brampton, Co-Chair

Administration:

Kathryn Lockyer, General Counsel and Governance Officer
Marina Amin, Board Reporter

1. **Welcome and Land Acknowledgement**

Co-Chair Romana Siddiqui welcomed everyone and reminded attendees that public questions may be submitted by email. The Land Acknowledgement was read.

Romana Siddiqui announced that Education Week was held May 9-13, 2022, and Asian, Jewish and South-Asian Heritage Months were recognized in May. She noted June as National Indigenous History and Pride Month, and highlighted National Indigenous Peoples' Day on June 21, 2022.

2. Conflict of Interest

There were no declarations of conflict of interest.

3. Approval of Agenda

PIC-10 moved by Diane Sardi
seconded by Hala Idlbi

Resolved, that the agenda, be approved.

..... carried

4. Minutes of the Parent Involvement Committee (PIC) Meeting, April 7, 2022

PIC-11 moved by Kashmira Laher
seconded by Tina Walia

Resolved, that the Minutes of the Parent Involvement Committee (PIC) Meeting, held April 7, 2022, be approved.

..... carried

5. Director's Office Update

Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools, conveyed regrets from the Director of Education, Rashmi Swarup, and Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement, for their inability to attend the meeting. He expressed appreciation for the opportunity to be involved, and expressed interest in supporting the Parent Involvement Committee, as required.

6. Trustee Updates

Trustee Sue Lawton reported that trustees are looking forward to attending graduation and commencement ceremonies scheduled at their schools.

7. Chair Updates

Co-Chair Siddiqui reported on collaboration with the Anti-Human Sex Trafficking (AHST) Working Group. She advised that the Parent Involvement Committee (PIC) will be hosting a Parent and Caregiver event in June, to share information on AHST in advance of the upcoming school year. Regarding anti-Islamophobia strategy, Romana Siddiqui noted that a meeting is currently taking place, and information, when available, will be shared with members. She stated that PIC has been involved in Consent Culture Committee and Student Voice meetings. Romana Siddiqui noted the provincial and municipal elections coming up on June 2 and October 24, 2022, respectively, and indicated that nominations for the municipal elections close on August 19, 2022. She encouraged members to participate, noting that detailed information can be found on the Board's website. Co-Chair Siddiqui welcomed Paula Hylton, designated member representative of the Black Community Alliance.

8. Community Rep Update - The Black Community Alliance

Paula Hylton reported on the newly formed Black Community Alliance which includes representation from Advocacy Peel, We Rise Together and students. She noted that the memorandum of understanding is being finalized, and an update report will be provided at a future date. Paula Hylton expressed appreciation for the opportunity to represent the Black community on the Parent Involvement Committee.

9. Parent Reaching Out Grants

Romana Siddiqui reported that the Parent Reaching Out (PRO) grant applications received from 96 school councils have been reviewed and approved. Out of a total of \$162,800 funding received, \$94,809 has been distributed. She noted that there are a couple of applications pending, which will be reviewed and approved shortly. She stated that unutilized funds will be used for the upcoming It's a Family Affair (IAFA) Conference. Romana Siddiqui reminded members that the Final Reports are due from school councils before the end of this school year.

10. PIC Applications for 2022-2023

Co-Chair Siddiqui recalled discussions about reviewing the recruitment process and enhancing PIC's membership to better support the Board and Peel's community. She reported on the designation of one PIC member who will be the first line of contact representing each superintendency and family of schools. Additionally, a Parent Ambassador Training Program is being developed to assist newcomers, and parents unfamiliar with the education system, to better support and advocate for their children.

11. It's a Family Affair Conference-Equity Training Conference

Noting that training workshops were held virtually last year, due to COVID-19 pandemic restrictions, Romana Siddiqui advised that the IAFA Equity Training Conference will be held in person on June 11, 2022. Details of the conference are being finalized and information will be disseminated to school councils members. She noted that Great Start, the School Council Orientation event will take place in October. Romana Siddiqui provided an outline of the agenda for the IAFA conference, and members discussed and provided suggestions, including: planning and advertising the event; outreach; registration software; presentation items; process for handling vendor invoice payments; budget for the event resides in the Communications department. Ashley Bigda, Community Relations Officer, will follow up and advise regarding process for invoice payments, vendor for promotional items, list of Board approved vendors, swag for registrants.

12. Special Presentation: Destreaming – Curriculum, Instruction and Assessments

The agenda item was deferred until later in the meeting, but, due to the unavailability of the presenter, the report was not presented.

13. PDSB Summer Learning Recovery Action Plan

Acting Associate Director Aujla reported on pilot tutoring projects undertaken in neighbourhoods with a high social vulnerability index, and noted the considerable progress made in supporting children. He provided further details about the launch of a virtual Call Centre on June 1, 2022, for elementary and secondary students to access homework help from a tutor. Additionally, community-based programs will soon be available to all students in Peel, and students will be able to access the list of Board approved community service providers for tutoring services at no cost. A member commented that further information on Summer Learning Recovery Programs is expected at the Special Education Advisory Committee meeting in June.

14. Procedure for Approval to Pay PIC Invoices/Access to PIC Budget and Funds

Harjit Aujla acknowledged the two outstanding invoices. He will follow up and provide clarity on the process.

15. Event Recordings

Romana Siddiqui stated that parents have been enquiring about posting the recordings of events that they were unable to attend. Ashley Bigda indicated that the recordings have been forwarded for review and approval to post. She will follow up and advise status.

16. PIC By-Laws and Summer Event for Parents

Co-Chair Siddiqui reported that, in addition to working on the Committee’s recruitment and application process, there is need to update the PIC By-laws. She indicated that PIC has been following up for a response from Ministry staff regarding organizing a parent engagement event during the summer.

17. Scheduling Additional Meeting

Romana Siddiqui noted that this is the last scheduled meeting of the year and polled members’ interest in scheduling another meeting before the start of the new school year. Suggestions included: a meeting can be scheduled if the need arises; an informal meeting can be held, and no decisions made that require the Committee’s approval; date can be held for a meeting in August. Romana Siddiqui will consider holding a potential calendar date for the last week of August.

18. Public Question Period

There were no public questions.

19. Adjournment

PIC-12 moved by Alexa Barkley
seconded by Nicole Anderson

Resolved, that the meeting adjourn (18:45 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, June 14, 2022, at 19:05 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

Shelley Foster, VOICE for Deaf and Hard of Hearing Children, Chair
Mary Wright, Down Syndrome Association of Peel, Vice-Chair
Nicole Buckett, Fragile X Research Foundation of Canada
Barbara Cyr, Association for Bright Children, Peel Chapter
Sue Lawton, Trustee
John Marchant, Trustee (19:10 hours)
Kathy McDonald, Trustee (19:45 hours)
Carol Ogilvie, Learning Disabilities Association of Peel Region
Sinthusha Panchalingam, Canadian Mental Health Association, Peel
Dorothy Peddie, FASworld Canada, Peel Chapter (19:13 hours)
Fauzia Reza, Autism Ontario, Peel Chapter
Ann Smith, Brampton-Caledon Community Living

Members absent:

Jennifer Knight, Easter Seals Ontario
Wes McDonald, VIEWS for the Visually Impaired

Administration:

Paul Da Silva, Associate Director, School Improvement and Equity, Special Education,
Social Emotional Learning and Well Being (Executive Member)
Kathryn Lockyer, General Counsel and Governance Officer

Lorelei Fernandes, Board Reporter

1. **Approval of Agenda**

SE-49, moved by Ann Smith, that the agenda be approved.

..... carried

2. **Land Acknowledgement**

The Land Acknowledgement was recited.

Chair Shelley Foster recognized June as Indigenous History Month and Pride Month.

3. Conflict of Interest

There were no declarations of conflict of interest.

4. Minutes of the Special Education Advisory Committee Meeting, May 17, 2022

SE-50, moved by Mary Wright, that the Minutes of the Special Education Advisory Committee Meeting, held May 17, 2022, be approved.

..... carried

5. Written Questions, Notices of Motion, and Petitions

There were no written questions, notices of motion, or petitions.

6. Mental Health Supports for Students

Coordinating Principal, Social Emotional Learning and Well-Being, Janet Jackowski, stated that the mental health supportive work involves ensuring that student-centered identify-affirming environments are the goal in schools and classrooms. Describing reasons for referral and self-referral, Janet Jakowski listed school-based supports which include special education staff, the Student Review Committee, Professional Student Services Personnel, community partnerships, counselling sessions on the Be Well Support Line, and assistance from the Hospital for Sick Children and William Osler Health System. A video demonstrating strategies and recommendations to assist students was shown. Next steps involve developing resources, training for mental health professionals serving disabled persons, building cohesive identity specific supports, and integration of mental health and wellness into the school improvement and equity plan.

Responses to questions of clarification from members included: referrals for mental health supports can be provided through Telepsychiatry; for special education students 18 and older, the school-based social worker or psychologist can connect the family with community resources; all children needing assistance with mental health will be supported, and some culturally responsive work is done to meet the needs of specific marginalized groups as required by the Ministry directives; information on accessing the Be Well Support Line has been disseminated by email, posters, and is published on the Board's website.

SE-51, moved by Barbara Cyr, that the report re Mental Health Supports for Students, be received.

..... carried

7. Summer Learning Programs

Providing information on the Summer Learning Programs, Craig Cooper, Coordinating Principal, highlighted that summer monitoring teachers will assist students who take credit-based courses in high school both virtually and in-person, and students with IEPs. Coordinating Principal, Erla Jackett, explained the After School Skills Development Program for students with autism, offered during end-July to mid-August 2022. She reviewed the list of programs which include Minecraft Buildability and art programs. Coordinating Principal, Janet Jackowski, advised that Camp Possible is a 5-week program, run virtually during July and early August, and is offered to students from Grade 1 to age 21, who have accessed any special education supports during the school year. In addition, the Be Well Support Line and grief intervention counselling sessions will also be available. Coordinating Principal, Saira Salman described the Google products and web tools which can be accessed with SEA devices for Camp Goal. A camp for exploring Blind/Low Vision will enable students to gain independence and improve skills with assistive technology. A Success Camp will be held in the last week of August, to meet a variety of secondary school needs and a Transition Camp for Grade 8 students moving to Grade 9, will explore how to use technology and improve writing skills. The information has been disseminated through special education staff in schools and Assistive Technology Resource Teachers. In response to a member's query, it was noted that information on summer programs that are open to all students is communicated through the Communications department, posted internally on the Peel News site, and published on social media.

SE-52, moved by Ann Smith, that the report re Summer Learning Programs, be received.

..... carried

8. Annual Amendment to the Special Education Plan

Coordinating Principal, Craig Cooper reviewed the Special Education Plan, which included information on staffing allocations, qualifications, transportation, professional learning, and SEAC. He noted that some of the business cases put forward for staffing are pending and a response is awaited. Questions of clarification from members were responded to regarding: administering the gifted program contained versus non-contained classes; there is no plan to close a primary enhanced learning program for gifted students; changes to gifted programs are a result of enrolment numbers.

Chair Foster thanked Craig Cooper for his work with SEAC and wished him well in his new position.

SE-53, moved by Barbara Cyr, that the report re Annual Amendment to the Special Education Plan, be received.

..... carried

9. Minecraft Presentation

Erica Glover, After School Skills Development Program (ASSDP) Teacher Facilitator, presented background information on the collaboration between Peel DSB and on Minecraft Education Edition to help students understand, identify, and work to eliminate accessibility barriers in the school and community. She spoke about Minecraft as a gaming platform, its benefits and features, and advised that the game revolves around five accessibility barriers identified in the Accessibility for Ontarians with Disabilities Act (AODA). Erica Glover stated that two programs will be facilitated this summer. Members speaking expressed appreciation for the program.

SE-54, moved by Sue Lawton, that the report re Minecraft Presentation, be received.

..... carried

10. Questions Asked by Committee Members

Carol Ogilvie inquired about the updates to the SEAC Member List. Members were requested to email Craig Cooper with the changes.

Later in the meeting, Carol Ogilvie asked about the Accessibility Committee with SEAC representation. Chair Foster advised that Superintendent of Special Education, Jennifer Newby, will bring back an update in September 2022.

11. Motion / Action Log

SE-55, moved by Dorothy Peddie, that the report re Motion/Action Log, be received.

..... carried

12. Staff Led Consultation

1. Special Education Plan – Part 1 Continued (oral)

Saira Salman, Coordinating Principal, Special Education, recalled the presentation on the Special Education Plan made at the previous SEAC meeting. Feedback was requested from SEAC members on questions related to a proposed template for Learning Disabilities and criteria to update the Special Education Plan, including additional comments if any. Following a brief discussion, it was generally agreed that the presentation be brought back to the September 2022 SEAC meeting, and a Q and A be conducted immediately following the presentation at the same meeting. Associate Director Paul Da Silva suggested adding an Appendix to the item in the agenda. Saira Salman will follow up to add the item to the next agenda.

13. Adjournment

Chair Foster noted that this is the last SEAC meeting for this school year. She thanked everyone for their participation and involvement in SEAC.

SE-56, moved by Carol Ogilvie, that the meeting adjourn (20:35 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board, held on September 7, 2022, at 17:01 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

Robert Crocker, Chair
David Green, Vice-Chair (17:37)
Stan Cameron
Will Davies
Sue Lawton
Balbir Sohi (17:32)

Also present:

Brad MacDonald (17:48)

Administration:

Randy Wright, Controller, Planning and Accommodation Support Services (Executive Member)
Tania Alatishe-Charles, Controller, Finance Support Services
Jaspal Gill, Associate Director, Operations and Equity of Access
Kathryn Lockyer, General Counsel and Governance Officer
Thomas Tsung, Controller, Corporate Support Services

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Robert Crocker called the meeting to order at 17:01 hours.

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

PB-34 moved by Will Davies
seconded by Sue Lawton

Resolved that, the Committee move into Closed Session (17:01 hours).

..... carried

The meeting recessed at 17:16 hours and reconvened at 17:30 hours.

3. Rise and Report from Committee of the Whole (Closed)

PB-35 moved by Stan Cameron
seconded by Sue Lawton

Resolved that, the report of the In Committee Session re Report on Tender re: Malala Yousafzai Public School; Turner Fenton Secondary School Cricket Pitch Partnership – Peel District School Board and City of Brampton; Tender Activity Report for the period May 1, 2022 to July 31, 2022, be received, and the recommendation contained therein, be approved.

..... carried

4. Acknowledgement of Traditional Lands

Chair Crocker read the Land Acknowledgement.

5. Approval of Agenda

PB-36 moved by Will Davies
seconded by Sue Lawton

Resolved that, the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Student Transportation of Peel Region (STOPR) Governance Committee Meeting, April 22, 2022

Chair Crocker acknowledged the changes made to bell times in a number of schools, and thanked STOPR for their work in this regard. He recalled that trustees had been advocating for the changes for quite some time.

PB-37 moved by Sue Lawton
seconded by Balbir Sohi

Resolved that, the Minutes of the Student Transportation of Peel Region Governance Committee Meeting, held April 22, 2022, be received.

..... carried

8. Minutes of the Physical Planning, Finance and Building Committee Meeting, June 1, 2022

PB-38 moved Balbir Sohi
seconded by Stan Cameron

Resolved that, the Minutes of the Physical Planning, Finance and Building Committee Meeting, held June 1, 2022, be approved.

..... carried

9. Delegation by Sid Knowles re Name Changes of Schools

Sid Knowles was unable to attend the meeting, and his presentation was read by Controller of Planning and Accommodation, Randy Wright. Controller Wright clarified that the presentation represent the personal views and opinion of the delegate only and does not in any way reflect the opinion of the PDSB. Furthermore, the reading of the submission does not purport to be an endorsement by the PDSB, and the submission is being read solely due to the fact the delegate required this accommodation as he was unable to attend the meeting.

Sid Knowles' delegation related to his views and opinions as to why Stephen Lewis Secondary School should be renamed. References were made to the Convention on the Elimination of All Forms of Racial Discrimination and a report written by Stephen Lewis.

10. Report on Tenders: Malala Yousafzai Public School

PB-39 moved by Will Davies
seconded by David Green

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

That, the contract for the construction of Malala Yousafzai Public School be awarded to Quad-Pro Construction Inc. in the amount of \$ 29,719,000. (including HST). (APPENDIX I refers to Item 9.1 of the September 7, 2022, Physical Planning, Finance and Building Committee Agenda)

..... carried

11. Application Status Update

Nicole Hanson, Planner, Development, provided a detailed report on the low, medium and high-density residential development applications received and reviewed by the Planning department during the months of May to July 2022. The report includes a review of zoning by-law and plan amendments received during this time.

11. Application Status Update (Continued)

PB-40 moved by Balbir Sohi
seconded by Sue Lawton

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

..... carried

12. Tender Activity Report

PB-41 moved by Stan Cameron
seconded by Will Davies

Resolved that, the Tender Activity Report for the period May 1, 2022, to July 31, 2022, be received.

..... carried

13. Vandalism Activity Report

Referring to the vandalism at Erindale Secondary School and the cost of \$6990 to replace broken windows, Thomas Tsung, Controller, Corporate Support Services, advised that the extent of damage indicates the use of an instrument, usually a pellet gun. He confirmed that details of the incident will be brought back.

PB-42 moved by Brad MacDonald
seconded by Stan Cameron

Resolved that, the Vandalism Activity Report for April 2022, be received.

..... carried

14. Adjournment

Chair Crocker expressed appreciation and thanks to staff present and all those who have worked over the summer months to ensure schools are ready for the new school year.

PB-43 moved by Stan Cameron
Seconded by Balbir Sohi

Resolved that, the meeting adjourn (17:56 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

At a meeting of the Physical Planning, Finance and Building Committee, held September 7, 2022, the following recommendation is brought for Board approval:

1. Report on Tenders: Malala Yousafzai Public School

That, the contract for the construction of Malala Yousafzai Public School be awarded to Quad-Pro Construction Inc. in the amount of \$ 29,719,000. (including HST). (APPENDIX I)

Submitted by:

Randy Wright
Controller, Planning and Accommodation Support Services

Report on Tenders: Malala Yousafzai Public School

Strategic Alignment:

This report is aligned with the board's strategic plan goal of building safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Decision(s) Required:

It is recommended that the report be approved.

Prepared by: Eugene Radley, Manager, Design & Construction
Michael Arruda, Project Manager, Design & Construction
Randy Wright, Controller, Planning & Accommodation

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

Overview

Recommendation:

It is recommended that the board approve the award of the contract for the construction of Malala Yousafzai Public School to Quad-Pro Construction Inc. in the amount of \$ 29,719,000. (including HST).

Content

On Wednesday, May 15th, 2022 tenders for the construction of Malala Yousafzai Public School were received from the following prequalified General Contractors:

1. Quad-Pro Construction Inc.
2. Pre-Eng General Contracting Inc.
3. Remo General Contracting Ltd.
4. J.R Certus Construction Co.Ltd.

Quad-Pro Construction Inc., has successfully completed the construction of T.L. Kennedy S.S., major renovation, Hickory Wood P.S. Child Care for the Peel District School Board. They also constructed the new Mayfield West Catholic Elementary School, Caledon for Dufferin Peel Catholic District School Board and the new Harmony Public School, Corbyville, Hastings & Prince Edward School Board.

On July 8, 2022, the Ministry of Education issued a Revised Approval-to-Proceed that includes the total capital funding to proceed with the project.

Hossack & Associates Architects and PDSB Purchasing Services, having examined the bids and supplementary tender information, recommend that Quad-Pro Construction Inc., be awarded the contract to construct the Malala Yousafzai Public School.

Appendices

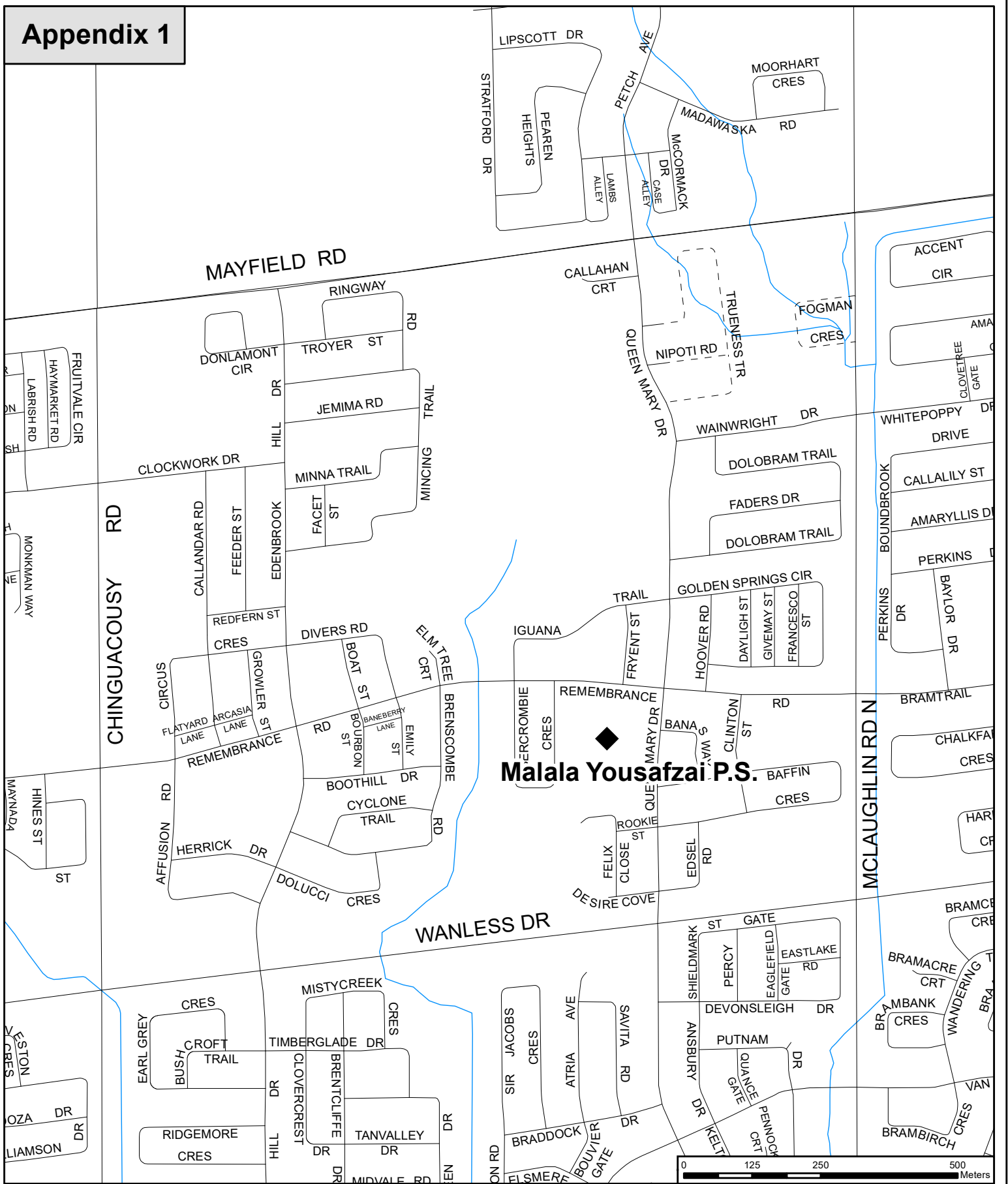
Appendix 1 - Map

Appendix 2 – Site Plan

Appendix 3 – Floor Plans

Appendix 4 – Elevation

Appendix 1



Malala Yousafzai P.S. School Location

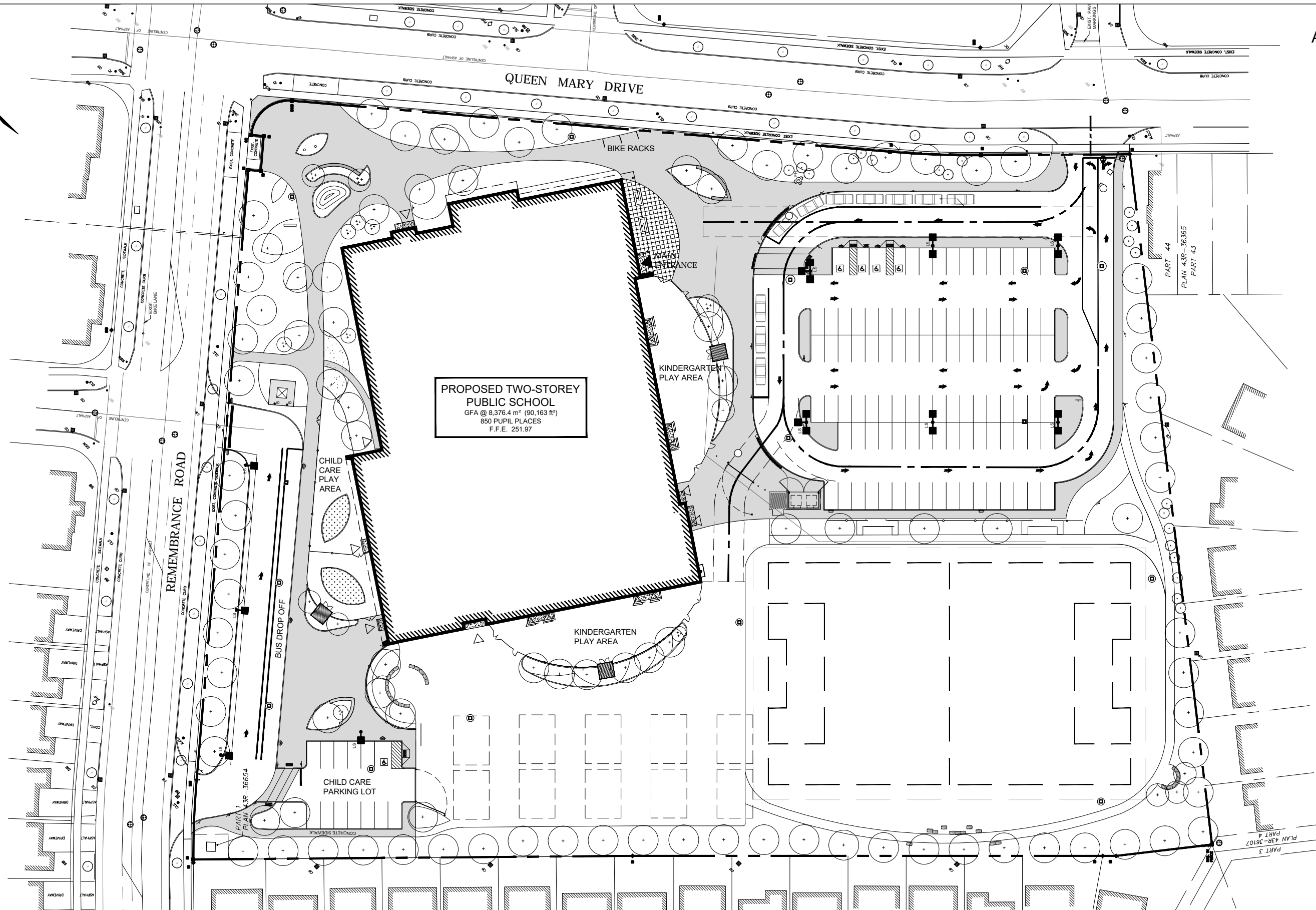
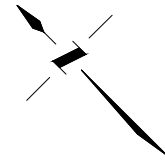


Prepared by: Peel District School Board Planning & Accommodation

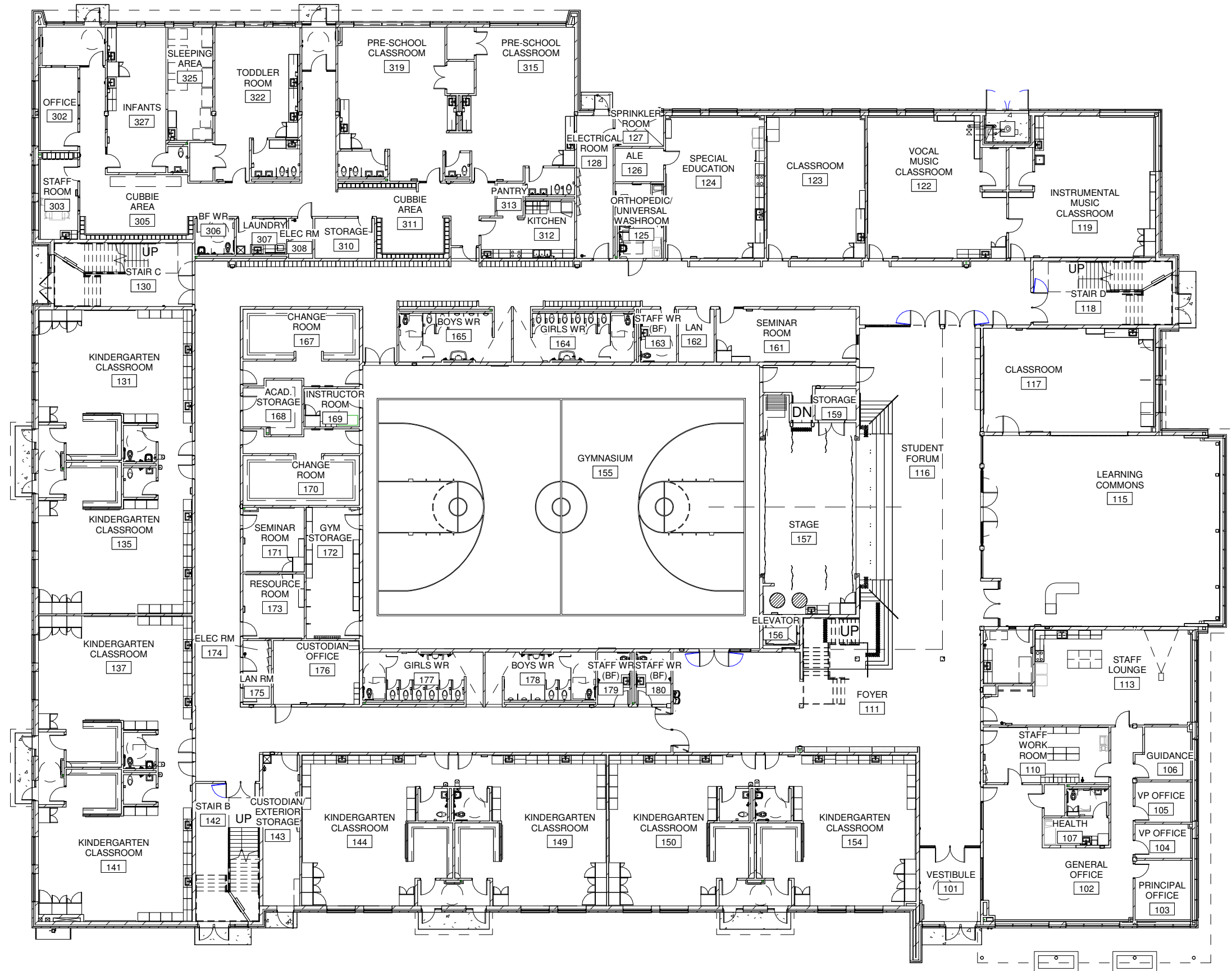
Map data courtesy of the Region of Peel Planning Department, the Peel District School Board Planning Department, the City of Brampton, City of Mississauga and the Town of Caledon.

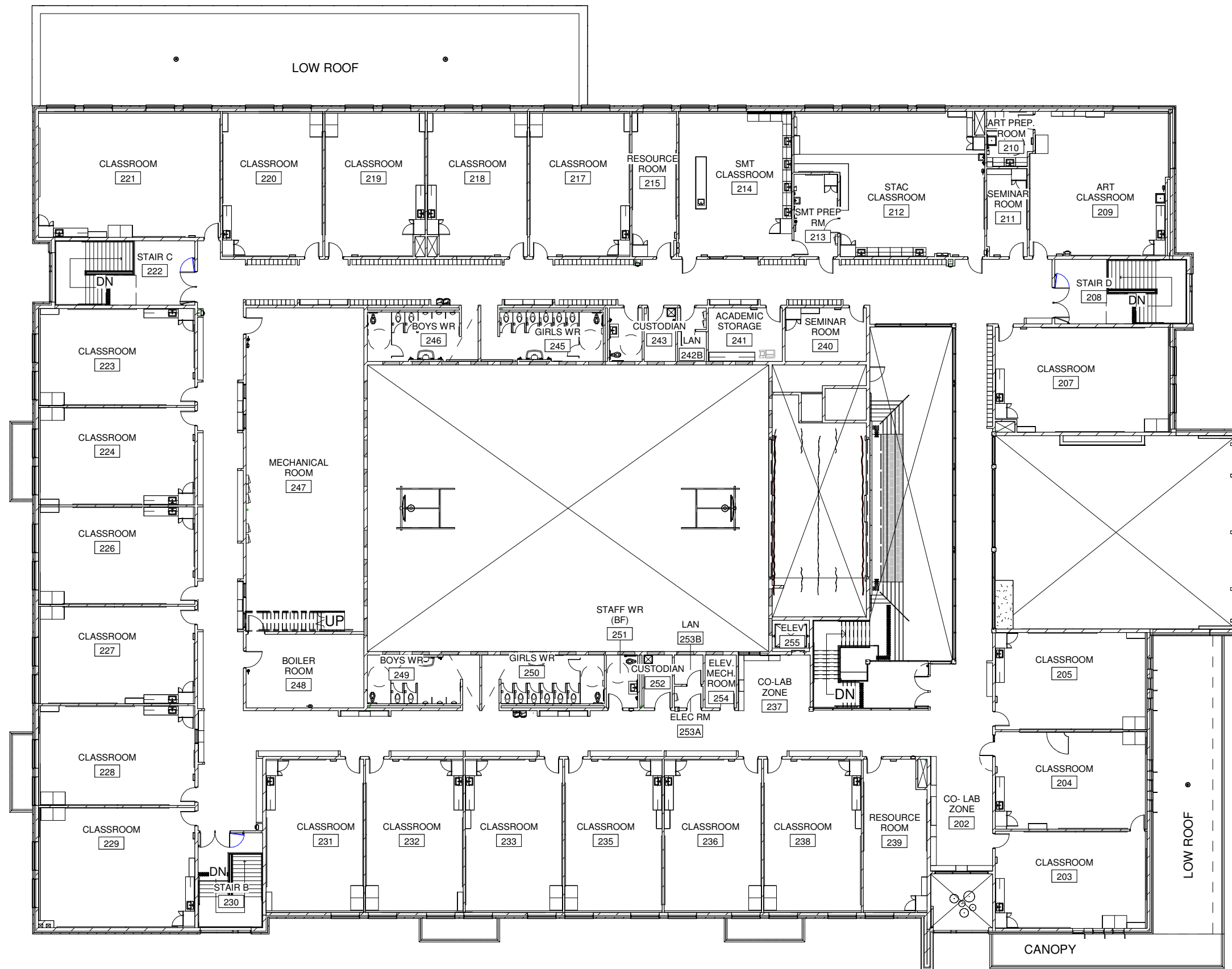
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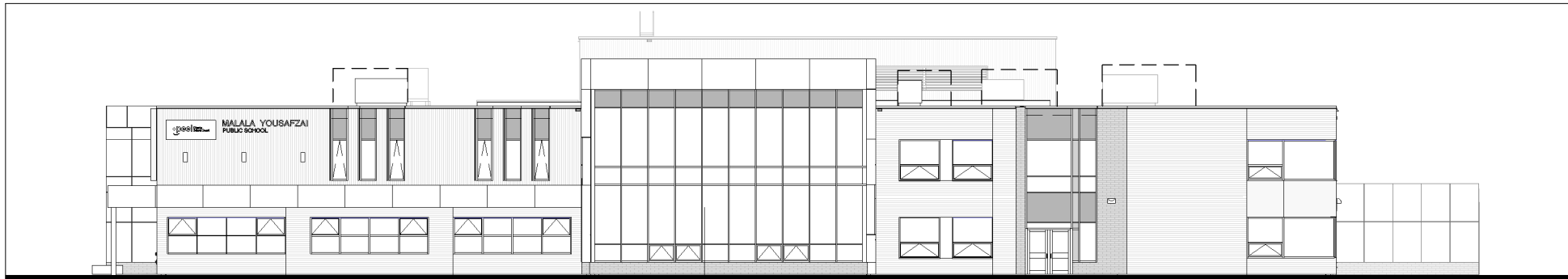




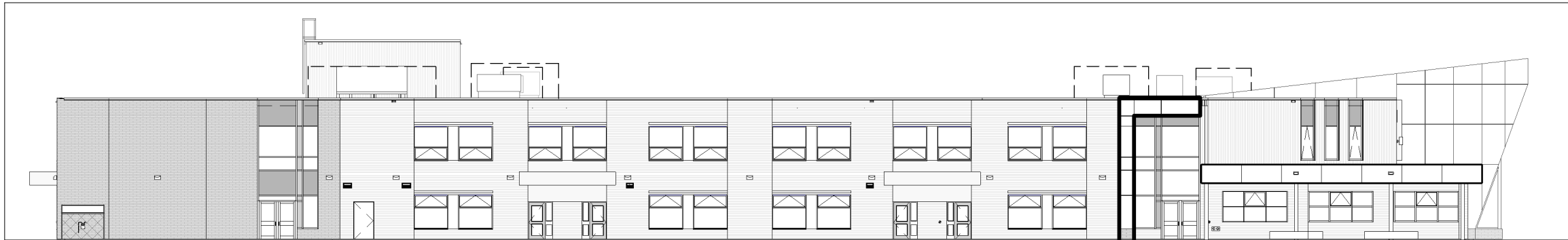
MALALA YOUSAFZAI PUBLIC SCHOOL
SITE PLAN



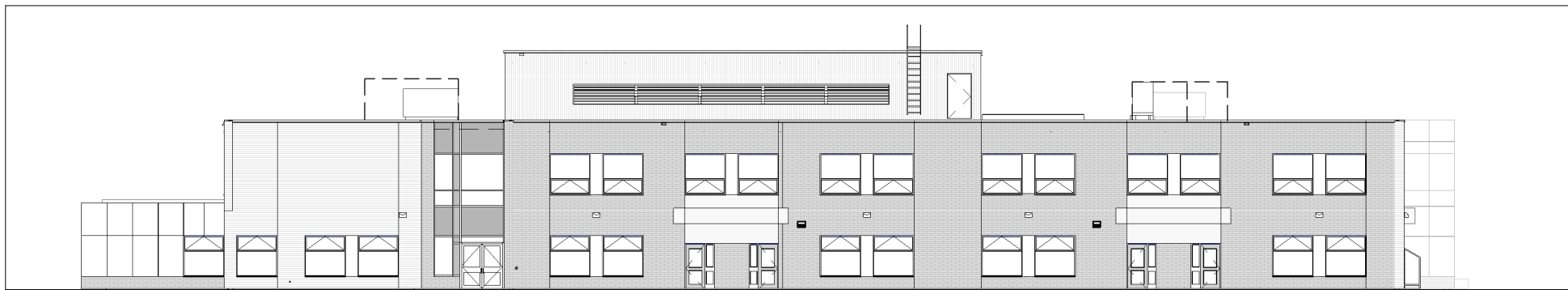




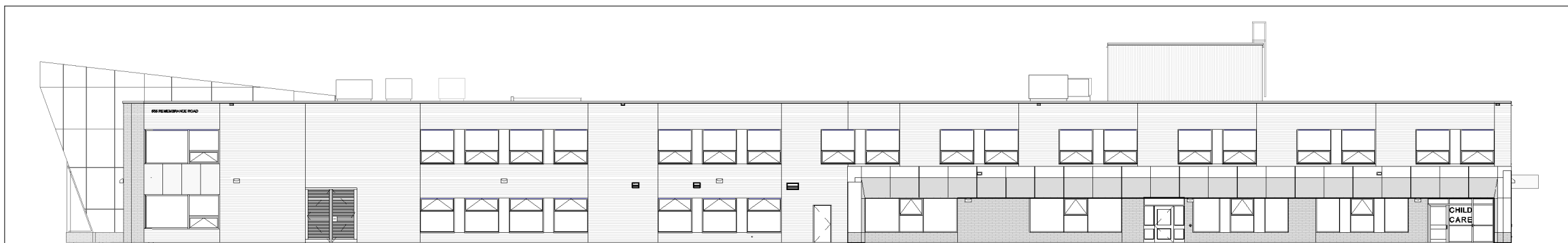
EAST ELEVATION



SOUTH ELEVATION



WEST ELEVATION



NORTH ELEVATION

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, September 14, 2022, at 17:38 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

Kathy McDonald, Vice-Chair
Carrie Andrews
Robert Crocker
David Green

Also present:

Will Davies
Sue Lawton

Members absent: (apologies received marked *)

Brad MacDonald*
John Marchant, Chair

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
Donna Ford, Superintendent of Education
Mary Zammit, Acting Superintendent of Education

Nicole Fernandes, Board Reporter

1. Call to Order

In the absence of the Chair, Vice-Chair McDonald presided, and called the meeting to order.

2. Acknowledgement of Traditional Lands

The Land Acknowledgement was read.

3. Approval of Agenda

GC-11 Moved by Carrie Andrews
 Seconded by Robert Crocker

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, June 15, 2022

GC-12 Moved by Robert Crocker
 Seconded by Carrie Andrews

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held June 15, 2022, be approved.

..... carried

6. Policy Development and Review Framework

General Counsel and Governance Officer, Kathryn Lockyer, recalled discussion at the June 2022 Committee meeting regarding the Policy Management Program, which will provide a coordinated approach to develop consistent, comprehensive and compliant policies. LaShawn Murray, Policy Analyst, noted that the overall goal of the Program is to implement a framework for a systemic approach to the development, review, approval, and repeal of policies. She indicated that the Policy Development and Review Framework document, attached to the Board Report, is a foundational element to the Program. The Framework will set naming and numbering conventions, identify and address gaps, and ensure that procedures are updated and ladder up to a parent policy. In addition, it will help to ensure policies are: compliant with relevant legislation and align with the Board's vision, goals and priorities; accessible with respect to language and availability; viewed through anti oppression, human rights, equity, and anti racist lens; include community engagement, when applicable. LaShawn Murray highlighted next steps in regard to finalizing the design template and naming and numbering conventions, developing a periodic review schedule, and establishing the process for approval of procedures within the Board.

GC-13 Moved by Carrie Andrews
 Seconded by Robert Crocker

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

That, the report be received and the Policy Development and Review Framework (appended to the report), be approved. (APPENDIX I, Item 6.1 of the agenda)

..... carried

7. Trustee Family Leave Policy

Kathryn Lockyer advised that the Education Act mandates that school boards adopt and maintain policies regarding pregnancy leave and parental leave for members of the board of trustees. Historically, PDSB does not have such a policy specifically for trustees. Providing contextual information, she stated that the Act specifies instances when trustees vacate their seat, which includes an absence of more than three consecutive board meetings without authorization by the board. She advised that Section 228 of the Education Act outlines an exception whereby a vacancy does not occur if the trustee's absence is a result of pregnancy, the birth of the trustee's child, or the adoption of a child by the trustee. Trustees are entitled to take a leave of absence from their duties for up to twenty consecutive weeks under this exception, and such family leave does not require approval or authorization by the Board. In response to questions, Kathryn Lockyer clarified that the policy or the exemption under the Act does not cover leave for child's sickness or for the birth or adoption of a grandchild. As trustees are not employees, legislation related to employment, such as the Employment Standards Act, do not apply. However, the Board may authorize a trustee's absence from more than three meetings, by passing a resolution to that effect.

GC-14 Moved by Robert Crocker
 Seconded by Carrie Andrews

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

That, the Trustee Family Leave Policy, (attached as Appendix I), be approved, effective November 15, 2022. (APPENDIX II, Item 6.2 of the agenda)

..... carried

8. Policy 27 - Naming and Renaming of Schools, Special Function Areas and Facilities

Superintendent of Education, Donna Ford, referred to Ministry Directive 18 which requires the Board to undertake a comprehensive diversity audit, including the naming of schools as well as names attached to mascots, libraries and classrooms. She reported that a review of the current Policy 27, Naming of Schools, was undertaken by the Directive 18 Working Group. The proposed revised policy provides a framework for naming and renaming of schools, special function areas and facilities. The framework includes the process for naming and ensures that consultation is undertaken by a committee of diverse members so that their perspectives and lived experiences are included in the decision-making.

Some members expressed their opinion that schools should not be named after people. A member suggested reviewing the police and fire departments' protocols, and naming schools after streets on which they are located, wherever possible. Further suggestions included that the process of naming and renaming should be public with the public providing input into the process, trustees should be involved in consultations, and there is a need for community and trustee consultations for naming of schools as well as for naming facilities and special function areas. Advising that the Working Group had discussed these comments and concerns, Superintendent Ford clarified that the proposed revised Policy outlines the intent, and the operating procedure which is yet to be written will include structures for community and public engagement.

8. Policy 27 - Naming and Renaming of Schools, Special Function Areas and Facilities
(Continued)

GC-15 Moved by Carrie Andrews
Seconded by Robert Crocker

Resolved, that the report re Policy 27 - Naming and Renaming of Schools, Special Function Areas and Facilities, be received, and that proposed revised Policy 27 be brought back to the Governance and Policy Committee, for review and recommendation.

..... carried

9. Trustee Code of Conduct

Apologizing for the lengthy delay in bringing forward the draft Trustee Code of Conduct, Kathryn Lockyer reported that the delay was initially because of the expectation that the province would draft a school board code of conduct template. She confirmed that if the Ministry does provide some guidance, the Trustee Code of Conduct will be brought back to the Board for consideration. The consultant, Sheila McKinnon of Shibley Righton LLP, has also apologized for the delay. It was noted that the proposed Trustee Code of Conduct will be brought to the October Board Meeting, to allow more time for trustees to review it in detail and provide further comments. Reviewing the report, Kathryn Lockyer highlighted Ontario Regulation 246/18 which requires school boards to have a code of conduct for trustees in place before May 2023, and review it at least every four years. The draft code was prepared by the consultant along with Lori Barnes, who was the provincially appointed Parliamentarian. Kathryn Lockyer advised that she and the Integrity Commissioner were also consulted. Reporting that the Ontario Public School Boards' Association's code of conduct template guided the development of PDSB's code, Kathryn Lockyer outlined the draft code, which addresses standards for acceptable and respectful behaviour, provides a framework for professional conduct and responsibilities, and demonstrates how trustees have determined to regulate themselves. The Code consists of three parts: principles and directions; complaint protocol; method of retaining the Integrity Commissioner (IC). The Code is for use by trustees only, and the Integrity Commissioner will report annually to the Board on their activities in respect of the Code.

Kathryn Lockyer responded to members' questions of clarification regarding: the rationale for trustees not being permitted to use emails and contact information acquired during the course of discharging their duties as trustee; need for explicit language in the social media section that all complaints are to be processed through the Integrity Commissioner; final reports of an IC investigation are to be provided within 90 days; the complaint protocol will be followed by the IC even if a trustee refuses to be involved in an investigation; need to explicitly state circumstances for termination of the IC; application of the Code to the Audit Committee because of its decision-making authority; circumstances when use of Board resources or staff violates the Code of Conduct; investigation of trustees for behaviour in previous terms; anonymous complaints will not be investigated by the IC and the identity of witnesses will be protected; developing a procedure to ensure the independence and transparency in hiring the IC.

9. Trustee Code of Conduct (Continued)

GC-16 Moved by David Green
 Seconded by Carrie Andrews

Resolved, that the Governance and Policy Committee recommends that the Trustee Code of Conduct be brought to the October 2022 Board Meeting for approval.

..... carried

10. Adjournment

GC-17 Moved by Carrie Andrews
 Seconded by Robert Crocker

Resolved, that the meeting adjourn (18:55 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

At a meeting of the Governance and Policy Committee, held September 14, 2022, the following motions are brought for Board consideration:

1. Policy Development and Review Framework

That, the report be received and the Policy Development and Review Framework (appended to the report), be approved. (APPENDIX I)

2. Trustee Family Leave Policy

That, the Trustee Family Leave Policy be approved, effective November 15, 2022. (APPENDIX II)

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance and Policy Committee, September 14, 2022

Policy Development and Review Framework

Strategic Alignment:
Ministry Directive 5

Report Type:
Information

<p><i>Prepared by:</i> Kathryn Lockyer, General Counsel and Governance Officer</p> <p><i>Submitted by:</i> Rashmi Swarup, Director of Education</p>

Overview

Recommendation or Objective:

This report is to provide an update on the Policy Development and Review Framework, that is being recommended for approval at the September Board meeting.

Highlights:

- As a component of Ministry Directive 5, the Peel District School Board (PDSB) was tasked with the development of policies and procedures that would reflect effective, respectful, and transparent governance.
- At the September Board Meeting, the Peel District School Board is recommending the approval of the Policy Development and Review Framework which sets out a transparent and consistent approach to developing, reviewing, amending, approving, and repealing PDSB policies.
- The Policy Development and Review Framework will ensure that all PDSB policies are developed and reviewed within a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and anti-oppression framework and align with the PDSB's vision, strategic goals, and priorities.

Background:

At the June 2022 Governance and Policy Committee meeting, the Legal and Governance Services Department provided an update on the upcoming policy management program and the draft policy development and review framework ("the Policy"). Since then, minor housekeeping amendments were made to the policy notably outlining the responsibilities of the Director's Council due to the dissolution of Executive Council. The attached Policy and Board Report, reflects the final Policy Development and Review Framework that will be recommended for approval at the September Board meeting.

The purpose of this policy is to create a transparent and consistent framework for developing, reviewing, amending, approving, and repealing PDSB policies. Further, this policy will ensure that all PDSB policies are developed and reviewed within a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and anti-oppression framework and align with the PDSB's vision, strategic goals, and priorities.

Evidence

Findings/Key Considerations:

An external consultant was retained to support the drafting of the policy development and review framework. This framework was informed by an environmental scan of similar policies as well as consultation with internal stakeholders, senior leadership and the Governance and Policy Committee.

Impact Analysis

Equity & Human Rights Review:

The Policy Development and Review Framework will ensure that all PDSB policies are developed and reviewed within a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and anti-oppression framework and align with the PDSB's vision, strategic goals, and priorities.

Board or Ministry Policy Alignment:

The Policy Development and Review Framework supports the work of Ministry Directive 5 towards the establishment of policies, procedures and practices that reflect effective, respectful, and transparent governance.

Resource/Financial Implications:

The Legal and Governance Services Department will continue working on the development of the associated procedures and a policy management program. This work will continue to be supported by an external consultant.

Legal implications:

The consistency and transparency afforded by the Policy Development and Review Framework will help to ensure legislative compliance.

Risk Assessment:

The absence of a Policy Development and Review Framework can result in noncompliance with the Ministry Directives. Continuing the current ad hoc and inconsistent policy development and review process can increase the risk of noncompliance by policy stakeholders and affects accountability measures.

Community Impact:

The Policy Development and Review Framework sets the conditions for community engagement, where applicable in the policy development and review process. By ensuring that all PDSB policies are developed upon consistent principles and within equity, anti-racism and human rights frameworks, this policy will help build and maintain trust with the PDSB community.

Next Steps

Action Required:

- Recommendation for approval at the September Board meeting
- Completion of the Policy Template
- Development of related procedures
- Development of a Periodic Review Schedule

Communications:

Upon approval at the September Board meeting, the policy will be uploaded to both the intranet and the Peel external website. Knowledge of and capacity building in relation to the framework will occur through existing mechanisms.

Success Measures:

All policies developed and reviewed in accordance with the Policy Development and Review Framework.

Appendices

POLICY DEVELOPMENT AND REVIEW FRAMEWORK

POLICY TITLE: Policy Development and Review Framework

POLICY NUMBER: 0

RESPONSIBLE OFFICE: Legal and Governance Support Services

APPROVAL DATE:

EFFECTIVE DATE:

APPROVAL: Board of Trustees

REVIEW SCHEDULE: Every 5 Years

REVIEWED: N/A

REVISED: N/A

PREAMBLE

In March 2020, the Ministry of Education issued 27 Directives for the Peel District School Board (PDSB). The Directives followed a Review of the PDSB which raised concerns of systemic discrimination, specifically anti-Black racism; human rights practices; board leadership; and governance issues.

Having identified a gap in effective board governance, Directive 5 required that the Board retain an external parliamentarian/governance expert to establish procedures and practices for effective, respectful, and transparent governance.

On June 1, 2020, the external parliamentarian/ governance expert issued their recommendations, which included that the PDSB develop a Policy Development and Review Framework.

The *Education Act*, subsections 169.1(1)(d) and (e) require the PDSB to develop and maintain policies and organizational structures that promote its education goals and to monitor and evaluate the effectiveness of policies developed by the PDSB.

PURPOSE

The purpose of this Policy Development and Review framework is to:

- € Build and maintain trust with the PDSB Community by creating a transparent framework for developing, reviewing, amending, approving and repealing PDSB Policies.
- € Ensure consistency in the developing, reviewing, amending, approving and repealing PDSB Policies.
- € Ensure all Policies are developed and reviewed with a human rights, equity, diversity, inclusion, anti-colonial, anti-racist, and an anti-oppression framework, to help create identity-affirming, inclusive, accepting, diverse, caring, and positive school and work environments.
- € Ensure that all Policies align with the PDSB's vision, strategic goals and priorities.
- € Establish Procedure(s) to develop, review, amend, approve and repeal Policies.
- € Establish a process for Procedures attached to PDSB Policies.
- € Establish a Periodic Review Schedule.
- € Establish a Policy Template.

APPLICATION AND SCOPE

This Policy applies to the development, review, amendment, approval and repeal of all PDSB Policies.

DEFINITIONS

PDSB Board or Board: The Peel District School Board, or the “PDSB”.

PDSB Community Member: May include students, school councils, parents/guardians, trustees, employees (full-time, part-time, temporary, probationary, casual and contract), volunteers, community agencies, bargaining agents, federations, unions and associations, and all other persons, groups or organizations invited to work with the Board or on Board property.

Policies or Policy: The written statements that create the framework that governs the administration and operation of the PDSB. A Policy is a high-level statement, principle or rule of what is to be achieved. Policies are subject to a formal review and approval process.

A key responsibility of the Peel Board of Trustees is to develop and adopt policies that stem from the Board's vision, strategic goals and priorities and that provide a framework for the implementation. It is through policy that the Board informs the public, the administration and staff of its priorities and intent.

Procedure: The written statement that explains the details of how Policies are to be implemented. A Procedure provides the steps, instructions or methods on how to implement a policy. Procedures are the responsibility of directors and staff, not trustees. Every Procedure is attached to a Policy.

Periodic Review: The predetermined schedule to review all Policies.

Policy Development: The process to create a new Policy.

Policy Review: The formal process to evaluate an existing Policy to determine whether it meets the purpose, values and principles for which it was created, is up to date, relevant, accurate, and consistent with legislative and government requirements. It is a process to determine whether and how a Policy can be improved.

Responsible Office: The office designated as responsible and accountable for a Policy. The Responsible Office is responsible for ensuring this Framework and related Procedures are followed during a Policy development or review. The Responsible Office is at the level of Director, Associate Director, Superintendent, Controller, Executive Lead or Manager.

Policy Review and Development Committee: Ad hoc Committee of internal stakeholders composed of a diverse group of system leaders who are familiar with a Policy being reviewed. External stakeholders may also be included for a specific purpose.

Housekeeping Amendment:

- a. Correction of spelling, punctuation or grammar and typographical errors;
- b. Correction of format or layout of information to improve accessibility of electronic/print presentation;

- c. Correction of cross-reference errors or discrepancy in the numbering of provisions; and
- d. Update to position or organizational titles.

Substantive Amendment: Any change to a Policy greater than a Housekeeping Amendment.

Strategy: A plan of action designed to achieve a Policy purpose, sometimes known as a “plan”. Every PDSB Strategy or Plan is attached to a PDSB Policy.

Policy Review: The process undertaken to evaluate whether the stipulated purpose, values and principles of a Policy are still relevant and whether there are any gaps in a Policy.

POLICY

Guiding Values and Principles:

- The Board shall establish specific Policies to guide the actions of the Trustees, the Director of Education, staff and students, and shall periodically measure the effectiveness of the policies and their implementation. Policies will guide governance and decision-making and ensure accountability to the PDSB Community.
- All Policies will contain a focused statement of the Policy’s purpose, guiding values and principles, definitions and roles and responsibilities in relation to the policy.
- All Policies will strive to advance PDSB's vision, strategic goals and priorities.
- All Policies are to be developed and reviewed with a human rights, equity, diversity, identity-affirming, inclusive, acceptance, anti-racist, anti-colonial and anti-oppressive stance.
- As appropriate, policy review and development will invite community engagement, consistent with any available PDSB community engagement policy or procedure.
- All Policies will be written in plain language to ensure accessibility.
- All Policies will have flexibility to enable the Board to address diverse situations while ensuring that decisions are made based on consistent principles.
- Policies will be current and up to date.

Governance

- Policies must be adopted, revised or revoked by a Board of Trustees resolution. Housekeeping amendments to policies may be authorized by the Governance Officer.
- Trustees will be notified by the Director of Education when and why a policy needs development or review.
- The Director of Education will assign the Responsible Office to lead the policy development or review process.
- The Responsible Office will work in consultation with the Board of Trustees Governance and Policy Committee.

Compliance

- All Policies will guide governance and decision-making and ensure accountability to the PDSB Community.
- All Policies will comply with all relevant Ministry of Education Directives and policies, legislative and regulatory requirements, including, but not limited to, the Education Act, the *Accessibility for Ontarians with Disabilities Act*, *Freedom of Information and Protection of Privacy Act*, and the *Ontario Human Rights Code*.
- All Policies will be developed, reviewed, amended, approved, or repealed following the process outlined in associated procedures to ensure a transparent, accessible, and accountable process.
- When there is a conflict with a PDSB Policy and a provision in a collective agreement between PDSB and a union, the collective agreement provision will apply to members of the affected bargaining unit. When there is a conflict with a PDSB policy and the *Ontario Human Rights Code*, the *Code* applies.

Accountability

- All Policies will be readily available and accessible to Board students, staff and the public on the Board's website.
- The Responsible Office is accountable for ensuring that a Policy development or review meets the requirements of this Policy.
- PDSB Policies bind all PBSB Community Members, and it is the responsibility of the PDSB community to adhere to them.
- Breaches of a policy may result in discipline, formal complaints or other consequences.

Approval

- PDSB Policies are effective upon formal approval by resolution from the PDSB Trustees.

Reviews

- All PDSB Policies will be periodically reviewed according to a predetermined schedule (PDSB Periodic Schedule) established by PDSB Trustees and publicly available on the PDSB website. At a minimum, a Policy will be reviewed every five years. A Policy may be reviewed outside the predetermined schedule at the initiation of the Responsible Office in consultation with the Governance Officer, where a gap has been identified. A review will aim to be completed within one year of the review date.
- Post-implementation reviews will address any issues that arose during the implementation of a Policy or during its first year of operation. Post-implementation reviews will be completed within eighteen months of the Policy effective date.
- A review process may result in no changes, Housekeeping Amendments, substantive amendments or the Policy's repeal. The Procedures associated with a Policy may be reviewed at any time but will be reviewed when the related policy is under review.
- PDSB Policies take effect on the date of PDSB Trustees resolution, or at a later date specified by the Trustees. Existing Policies remain in effect until it is repealed on the effective date of the revised Policy.
- All PDSB Policies will contain consistent definitions.

Distribution

- To ensure transparency, all PDSB Policies will be posted on the PDSB website. The version posted on the PDSB website is the most up to date version.

Policy Template

- All newly developed and reviewed Policies that result in Substantive Amendments, will be presented using PDSB's Policy Template. The template includes the required components of a Policy.

ROLES AND RESPONSIBILITIES

PDSB Trustees/ Governance and Policy Committee

- Provide members of the PDSB Community an opportunity to provide meaningful input and feedback.
- Approve new Policies, approve Substantive Amendments to Policies, and approve the repeal of Policies.
- Understand and communicate with PDSB Community members the content of Board Policies, as required.
- Entrust the implementation of PDSB Policies to the Director of Education.

Director of Education

- Implement Board Policies.
- Once approved by the Director's Council, bring forward draft policy forward to the Board of Trustees for approval.
- In consultation with the Governance Officer determine appropriate level of approval for all Operating Procedures.

Director's Council

- Review and approve a draft Policy as recommended by the Responsible Office.
- Approve Operating Procedures as appropriate.

Responsible Office (Lead Superintendents, Directors, Controllers, Senior Managers, with Subject Matter Experts)

- Development and review of Policies.
- Accountable for ensuring that the Policy review and development meet the requirements of this Framework.
- Ensure the content of Policies and Procedures are relevant to the purpose of the Policy.
- Interpret Policies and Procedures.
- Support understanding and implementation of PDSB policies and procedures.
- Review Policies regularly to determine whether any gaps exist.

- Responsible for proposing new Policies, substantive amendments to existing Policies or the repeal of Policies to the PDSB Trustees following the Procedure to develop, review, amend, approve and repeal PDSB policies.
- Responsible for proposing Housekeeping Amendments to existing Policies to the Governance Officer.
- Create implementation strategy for new Policies.
- Responsible for the post-implementation review of approved Policies.
- Develop, review and facilitate approval of Procedures as appropriate.

Policy Development and Review Committee

- Ad hoc committee of key internal stakeholders who provide feedback, advice and recommendations for a Policy development or review, the communication plan and the community engagement plan.
- Ensure Policies are drafted with a human rights, equity, diversity, identity-affirming, inclusive, accepting, anti-racist, anti-colonial and anti-oppression stance and align with the PDSB's vision, strategic goals and priorities.
- Ensure consistent definitions in PDSB policies.

General Counsel

- Resource for Responsible Office for Policy content, compliance and interpretation.
- Reviews each Policy under review or development for compliance with legislative requirements.

Superintendent Indigenous Education, Anti-racism, Anti-oppression and Community Partnerships, Associate Directors, Executive Lead Human Rights

- Resource for Responsible Office to ensure a human rights and equity stance is applied to the development and review of policies.

Governance Officer

- Maintain records of all Policies including revised and repealed policies.
- Resource for the Responsible Office, Policy Development and Review Committee, Director's Council and Director of Education on all governance issues.
- Approve Housekeeping Amendments proposed by Responsible Office.
- Ensure the most up to date policy is posted on the PDSB website.

- Ensure communication about the policies, revisions/changes/peals and any procedures related to the respective policies is on the PDSB website.

PDSB Superintendents, Directors, Managers, Administrators and Staff

- Read, understand and adhere with all PDSB Policies and Procedures applicable to their work.

PDSB Community including, PDSB Advisory Committees, School Councils, Unions, Federations, Associations, community members, PDSB Superintendents, Directors, Managers and Staff

- Be familiar with, and adhere to PDSB Policies.
- Provide input feedback on the PDSB Policies.
- Identify Policies, Procedures and supporting documents which may require reviews.
- Communicate Policy concerns with the Governance Officer.
- If a Policy need is identified, participate in community engagement.

CROSS-REFERENCE:

- Directive 5, *Education Act*, R.S.O. 1990, Chapter E.2

Governance and Policy Committee: September 14, 2022

Trustee Family Leave Policy

Strategic Alignment:

Alignment to the *Education Act* regarding the adoption of policies with respect to pregnancy leave and parental leave of members of the Board of Trustees.

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel and Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation or Objective:

That the Trustee Family Leave Policy, attached as Appendix A, be approved with an effective date of November 15, 2022.

Highlights:

- The PDSB is recommending the adoption of a new policy that ensures the rights of Trustees, including Student Trustees, to pregnancy leave and parental leave.
- Trustees are entitled to a leave of absence from their duties for up to twenty consecutive weeks if the leave is a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee. This leave does not require approval or authorization by the Board.
- During pregnancy leave or parental leave of twenty consecutive weeks or less, the office of the Trustee is not vacated, and no replacement should be sought.

Background:

The *Education Act* mandates that boards adopt and maintain policies regarding pregnancy leave and parental leave for members of the Board of Trustees. The *Education Act* also specifies the conditions whereby a member of the Board of Trustees vacates their seat, which includes an absence of more than three consecutive board meetings without authorization by resolution. Section 228 (2.1) of the *Education Act* outlines an exception whereby a vacancy does not occur if the Trustee's absence is a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee.

Peel District School Board Trustees are entitled to take a leave of absence from their duties for up to twenty consecutive weeks if the leave is a result of the Trustees' pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee. This leave does not require approval or authorization by the Board.

The attached Trustee Family Leave Policy applies to Trustees and Student Trustees of the Peel District School Board. This policy will ensure the rights of Trustees to pregnancy leave and parental leave in accordance with the *Education Act* and Board by-laws and policies.

Evidence

Findings/Key Considerations:

The draft Trustee Family Leave Policy is a new policy within the Peel District School Board. To support in its development, an environmental scan of school board policies regarding pregnancy leave and parental leave for Trustees was conducted. This policy was drafted to ensure compliance with the *Education Act* regarding pregnancy leave and parental leave as well as vacancies. The draft Trustee Family Leave Policy aligns with related Board by-laws and policies including the Trustee Expenses Policy and the Trustee Honoraria Policy.

Impact Analysis

Equity & Human Rights Review:

This policy ensures the rights of Trustees and Student Trustees to pregnancy leave and parental leave during their term of office. It also ensures that during such family leave, a Trustee's seat is not deemed vacant.

Resource/Financial Implications:

Honoraria and attendance payments will continue to be paid for the duration of the pregnancy or parental leave. Additionally, Trustee expenses will continue to be reimbursed in accordance with Board policies. As per the policy, Trustees may continue to access Board resources and equipment while on pregnancy leave or parental leave, if desired.

Legal implications:

This policy complies with the *Education Act* and related Board by-laws and policies.

Risk Assessment:

Failure to adopt such policy may result in noncompliance with government legislation.

Community Impact:

This policy will ensure continuity of Trustees' commitments to relevant stakeholders and Committees during pregnancy or parental leave. Further, this policy outlines communication protocol for notification of the Trustee's leave of absence to the board community.

Next Steps

Action Required:

- Upload the approved Trustee Family Leave Policy to the intranet and external Peel District School Board website
- Develop procedures for implementation of the policy
- Ensure the conditions of the policy are incorporated into relevant training for Board Trustees

Appendices

POLICY TITLE: Trustee Family Leave

RESPONSIBILITY: Legal and Governance Services

APPROVAL DATE:

EFFECTIVE DATE: November 16, 2022

APPROVAL: Board of Trustees

REVIEW SCHEDULE: Minimum of every Trustee Term of Office

PREAMBLE

The *Education Act*, section 170 (1) 17.3 mandates that boards adopt and maintain policies with respect to pregnancy leave and parental leave of members of the Board of Trustees. The Education Act, section 228 (1) outlines circumstances under which a member of the Board of Trustee vacates their seat, including a Trustee cannot be absent from three consecutive board meetings without authorization by resolution. However, section 228 (2.1) provides an exception that a vacancy does not occur if the Trustee is absent for 20 consecutive weeks or less if the absence is a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee.

PURPOSE

This policy will ensure the rights of Trustees to pregnancy and parental leave in accordance with the *Education Act* and Board by-laws and policies.

APPLICATION AND SCOPE

This policy applies to Trustees of the Peel District School Board, including Student Trustees.

DEFINITIONS

Committee: Peel District School Board Committees established pursuant to the Procedural By-laws.

Pregnancy or parental leave: a leave of absence that is for twenty consecutive weeks or less and is a result of the Trustees' pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee.

POLICY

1. PREGNANCY OR PARENTAL LEAVE ENTITLEMENT

- 1.1. Peel District School Board Trustees are entitled to take a leave of absence from their duties for twenty consecutive weeks or less if the leave is a result of the Trustees' pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee. This leave does not require approval or authorization by the Board.
- 1.2. The office of the Trustee is not vacated while on pregnancy or parental leave as per section 1.1 above. As the seat is not vacated, no replacement for the seat will be sought.

2. PREGNANCY OR PARENTAL LEAVE MAY START UP TO TWENTY WEEKS BEFORE A TRUSTEE'S EXPECTED DATE OF DELIVERY OR BEFORE THE DATE WHEN A CHILD IS ADOPTED. NOTIFICATION OF LEAVE OF ABSENCE

- 2.1. Trustees must provide written notice to the Chair of the Board (or the Vice-Chair in the Chair's absence) and the Director of Education of their intent to take a pregnancy or parental leave as soon as reasonably possible. This notice of intent should include:
 - a. Purpose for their leave: pregnancy, birth of the Trustee's child or adoption of a child by the Trustee
 - b. Relevant documentation as applicable
 - c. Start date of the leave and expected return date, provided the leave does not exceed twenty consecutive weeks and begins no later than the date of a third consecutively missed regular board meeting.

3. CONTINUITY DURING PREGNANCY OR PARENTAL LEAVE OF ABSENCE

- 3.1. When such notice is provided, the following plans shall be discussed with the Chair of the Board and a summary provided to the Board for information:
 - a. Information about the extent to which the Trustee intends to participate in all, some or no Board or Committee meetings during their leave and the means of participation (in-person or online)
 - b. Information about which duties, if any, the Trustee will continue to perform during their leave
 - c. Plan of how the Trustee will notify their community about their leave
 - d. Plan of how the community will be supported during their leave and how parent and constituent communication will be handled during the Trustee leave

- 3.2. Where the Trustee taking pregnancy or parental leave is the Chair of the Board and does not intend to fulfill those responsibilities while on leave, the Vice Chair will temporarily assume their duties.
- 3.3. Where the Trustee taking pregnancy or parental leave is the Vice Chair of the Board and does not intend to fulfill those responsibilities while on leave, another trustee will temporarily assume their position, following the regular electoral process for the Vice Chair position.
- 3.4. Where the Trustee taking pregnancy or parental leave is on one or more Committees and does not intend to fulfill those responsibilities while on leave, their alternate will be assigned to those duties. Where no committee alternate is named, the Chair of the Board (or Vice-Chair in absence of the Chair), in consultation with the Director of Education, may decide to assign one or more other Trustees to cover the duties of the Trustee taking pregnancy or parental leave on the Committee.

4. COMMUNICATION

- 4.1. The board will alert the system and the community about the Trustee's leave of absence through existing communication mechanisms. Details of the purpose of the leave will not be shared beyond the Board of Trustees and the Board's Director's Office.
- 4.2. The Trustee on pregnancy or parental leave will ensure that their automated communication (out of office replies, voicemail, etc.) includes a contact name together with their information and an expected date of return.

5. ACCESS TO INFORMATION AND PEEL DISTRICT SCHOOL BOARD RESOURCES

- 5.1. While on pregnancy or parental leave, the Trustee will continue to receive all board and committee meeting reports, notices, and minutes, and have access to board-related information.
- 5.2. The Trustee may continue to use and access the board's technology, equipment, and email address while on pregnancy or parental leave, if desired.

6. HONORARIA AND EXPENSES

- 6.1. Honoraria and attendance payments will be paid for the duration of the pregnancy or parental leave.
- 6.2. Trustee expenses will continue to be reimbursed in accordance with Board policies.

7. TERMINATION OF PREGNANCY OR PARENTAL LEAVE EXEMPTION

- 7.1. Once a Trustee has exhausted twenty weeks of pregnancy or parental leave, they will be subject to the regular provisions of Section 228 of the *Education Act*.

ROLES AND RESPONSIBILITIES

Trustees

- Notify the Chair of the Board (or the Vice-Chair in the Chair's absence) and the Director of Education with their intent to take pregnancy or parental leave
- Collaborate with the Chair of the Board on a plan for continuity of duties during pregnancy or parental leave

Chair or Vice Chair

- Ensure continuity of duties while a Trustee is on pregnancy or parental leave including representation and commitments on Board Committees and support for parents and constituents.

Director of Education

- Issue procedures as may be necessary to implement this policy.

CROSS-REFERENCE:

Education Act

Trustee Honoraria Policy

Trustee Expenses Policy

Procedural By-Laws

Board Meeting, September 28, 2022

Peel District School Board Policy 72 – Trustee Honoraria

Strategic Alignment:

Ontario Regulation 357/06 – Honoraria for Board Members.

Report Type:

Recommendation

Prepared by: Sabrina Valleau, Governance Coordinator

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the revised Policy 72 pertaining to the trustee honoraria for the period of December 1, 2022 to November 14, 2023, attached as Appendix 2, to the report titled “Peel District School Board Policy 72 – Trustee Honoraria” listed on the September 28, 2022 meeting agenda, be approved.

Background:

Ontario Regulation 357/06 Honoraria for Board Members, attached as Appendix 1, sets out the method for calculating the limits on honoraria paid under Section 191 of the Education Act. The trustee honoraria will be funded by the Province of Ontario. The regulation states under section 6(1.1) that “the enrolment amount shall be calculated anew in each year of a Member’s term of office”.

The revised policy is attached as Appendix 2.

A copy of the policy for the December 1, 2021 to November 14, 2022 time period is attached for comparison as Appendix 3.

Next Steps

Once approved, Policy 72 will be posted on the Peel District School Board’s intranet site and external websites.

Appendices

Appendix 1 – Ontario Regulation 357/06 – Honoraria for Board Members

Appendix 2 – Proposed Revised Policy 72

Appendix 3 – Policy 72, December 1, 2021 to November 14, 2022

Education Act

ONTARIO REGULATION 357/06 HONORARIA FOR BOARD MEMBERS

Consolidation Period: From December 1, 2018 to the [e-Laws currency date](#).

Last amendment: 436/18.

Legislative History: 163/07, 190/10, 164/11, 57/12, 81/14, 190/14, 292/18 (as am. by 436/18), 436/18.

This is the English version of a bilingual regulation.

Purpose

1. This Regulation sets out the method for calculating the limits on honoraria paid under section 191 of the Act. O. Reg. 357/06, s. 1; O. Reg. 57/12, s. 1.

Components of honorarium

2. (1) For a term of office beginning in 2006 or later, the honorarium for a member of a district school board, in respect of any year of his or her term of office, shall consist of such of the following components as the board determines, subject to section 4;

1. The base amount for the year.
2. The enrolment amount for the year.
3. The attendance amounts payable to the member for the year.
4. The distance amounts payable to the member for the year. O. Reg. 357/06, s. 2 (1).

(2) In 2018, 2019 and 2020, the year of a member's term of office begins on December 1 and ends on the following November 30. O. Reg. 292/18, s. 2.

(3) In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14. O. Reg. 292/18, s. 2.

(4) Beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14. O. Reg. 292/18, s. 2.

3. REVOKED: O. Reg. 190/10, s. 1.

Policy re honorarium components

4. (1) For a term of office beginning in 2006 or later, the board shall establish a policy, on or before October 15 of the calendar year in which the term of office begins, with respect to,

- (a) which components listed in paragraphs 1 to 4 of subsection 2 (1) it will pay during the term of office;
- (b) for the base amount, the attendance amount and the distance amount, if the component will be paid, the amount of the component to be paid to a member for each year of the term of office, determined in accordance with sections 5, 7 and 8; and
- (c) for the enrolment amount, if it will be paid, the percentage to be applied in calculating the enrolment amount limit for a member for each year of the term of office. O. Reg. 357/06, s. 4 (1); O. Reg. 163/07, s. 2 (1); O. Reg. 190/10, s. 2 (1).

(2) The board may, at any time, change its policy under subsection (1) such that a component is not paid for a year, the amount of a component to be paid is lowered for a year, or the percentage to be applied in calculating the enrolment amount limit is lowered for a year. O. Reg. 163/07, s. 2 (2).

(3) If the board changes its policy for a year under subsection (2), it may restore the original policy made under subsection (1) at any time before the end of the period to which the policy applies. O. Reg. 163/07, s. 2 (2).

(4) REVOKED: O. Reg. 190/10, s. 2 (2).

Base amount

5. (1) The base amount for a member for a year of a term of office is an amount that does not exceed the base amount limit determined under subsection (2), (3) or (4), as the case may be. O. Reg. 357/06, s. 5 (1).

(2) For a member other than the chair or vice-chair, the base amount limit for the year is \$5,900. O. Reg. 436/18, s. 1.

(3) For the chair, the base amount limit for the year is determined by adding \$5,000 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (3).

(4) For the vice-chair, the base amount limit for the year is determined by adding \$2,500 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (4).

Enrolment amount

6. (1) The enrolment amount for a member for each year of a term of office is an amount determined for that year that does not exceed the enrolment amount limit. O. Reg. 163/07, s. 4 (1).

(1.1) The enrolment amount shall be calculated anew in each year of a member's term of office. O. Reg. 163/07, s. 4 (1).

(1.2) The enrolment amount limit is determined by multiplying the percentage determined by the board for the year under clause 4 (1) (c) or subsection 4 (2) or (3), as the case may be, by the amount determined for the member under subsection (2), (3) or (4), as the case may be. O. Reg. 163/07, s. 4 (1).

(2) For a member other than the chair or vice-chair, determine an amount as follows:

1. Multiply the enrolment of the board for the year as determined under section 9, by \$1.75.
2. Divide the number determined under paragraph 1 by the number of members determined for the board under subclause 58.1 (2) (k) (i) or subsection 58.1 (10.1) of the Act, as the case may be. O. Reg. 357/06, s. 6 (2); O. Reg. 163/07, s. 4 (2).

(3) For the chair, add the amount determined under subsection (2) to the amount determined as follows:

1. Multiply the enrolment of the board for the year as determined under section 9 by 5 cents.
2. Determine the greater of,
 - i. the amount determined under paragraph 1, and
 - ii. \$500.
3. Determine the lesser of,
 - i. the amount determined under paragraph 2, and
 - ii. \$5,000. O. Reg. 357/06, s. 6 (3); O. Reg. 163/07, s. 4 (3).

(4) For the vice-chair, add the amount determined under subsection (2) to the amount determined as follows:

1. Multiply the enrolment of the board for the year as determined under section 9 by 2.5 cents.
2. Determine the greater of,
 - i. the amount determined under paragraph 1, and
 - ii. \$250.
3. Determine the lesser of,
 - i. the amount determined under paragraph 2, and
 - ii. \$2,500. O. Reg. 357/06, s. 6 (4); O. Reg. 163/07, s. 4 (4).

Attendance amount

7. (1) The attendance amount is an amount that does not exceed the attendance amount limit of \$50. O. Reg. 357/06, s. 7 (1).

(2) The attendance amount may be paid to a member for attending any meeting of a committee of the board that is required to be established by an Act or a regulation made under an Act. O. Reg. 357/06, s. 7 (2).

Distance amount

8. (1) The distance amount is an amount that does not exceed the distance amount limit of \$50. O. Reg. 357/06, s. 8 (1).

(2) For a board member described as follows, the distance amount may be paid to the member for attending in person at any meeting of the board or of a committee of the board that is required to be established by an Act or a regulation made under an Act:

1. The board member is a member of a board that has,
 - i. a board area greater than 9,000 square kilometres, as set out in Table 1 of Ontario Regulation 412/00 (Elections to and Representation on District School Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4, or

- ii. a dispersal factor of greater than 25, as set out in Table 5 of Ontario Regulation 412/00 (Elections to and Representation on District School Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4.
- 2. On the day of the meeting, the distance between the member's residence and the place where the meeting is held is more than 200 kilometres. O. Reg. 357/06, s. 8 (2); O. Reg. 163/07, s. 5; O. Reg. 292/18, s. 4.
- (3) A board member may receive the distance amount only once in respect of any day. O. Reg. 357/06, s. 8 (3).

Enrolment

9. For the purposes of section 6, the enrolment of the board for a year of a term of office is the estimate of the board's day school average daily enrolment that was,

- (a) determined for the purposes of the regulation made under section 234 of the Act in respect of calculating average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins; and
- (b) submitted to the Ministry together with the estimates required by clause 232 (6) (c) of the Act. O. Reg. 163/07, s. 6; O. Reg. 164/11, s. 1.

Service for a partial year

10. (1) The honorarium for a board member who serves for a partial year is determined in accordance with this section. O. Reg. 357/06, s. 10 (1); O. Reg. 190/10, s. 3.

(2) The base amount is an amount that does not exceed the base amount limit for the partial year, which is determined by prorating, according to the time served, the base amount for a board member who serves for a full year. O. Reg. 163/07, s. 7.

(2.1) The enrolment amount is an amount that does not exceed the enrolment amount limit for the partial year, which is determined by prorating, according to the time served, the enrolment amount for a board member who serves for a full year. O. Reg. 163/07, s. 7.

(3) The attendance amount and the distance amount are determined in accordance with sections 7 and 8, with necessary modifications. O. Reg. 357/06, s. 10 (3).

11. REVOKED: O. Reg. 190/10, s. 4.

Honorarium for members of school authorities

12. (1) A school authority may pay to its members an honorarium at the same rate and on the same conditions as the allowance being paid to its members on December 1, 1996. O. Reg. 357/06, s. 12 (1).

(2) If a school authority was paying an amount as an additional allowance to its chair or vice-chair on December 1, 1996, the school authority may pay that amount as an additional honorarium to its chair or vice-chair, at the same rate and on the same conditions as applied on December 1, 1996. O. Reg. 357/06, s. 12 (2).

PART II (s. 13) REVOKED: O. Reg. 292/18, s. 6.

TABLE 1 REVOKED: O. Reg. 190/10, s. 5.

Trustee Honoraria

Statement of Policy

Ontario Regulation 357/06 – Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the Education Act. The trustee honoraria will be funded by the Province of Ontario. The Regulation directs school boards to establish a policy on trustee honoraria on or before October 15 of the calendar year in which the next term of office for board members begins.

Trustee Honoraria for the Four-Year Term December 1, 2022, to November 14, 2026

In accordance with Ontario Regulation 357/06, as amended in September 2014, the Peel District School Board has set the trustee honoraria for members of the board elected for the four-year term of office from December 1, 2022 to November 14, 2026 based on the criteria and direction stated in the legislation.

Based on criteria stipulated in the Regulation, trustee honoraria for the year December 1, 2022, to November 14, 2023, will be \$28,365.63 per year, as calculated below:

Trustee Honoraria base amount:	\$5,900.00
$1.75 \times 154,050$ (projected ADE June 2021) = 269,587.50 divided by 12 =	22,465.63
Basic Trustee Honoraria, effective December 1, 2022	\$28,365.63

The Regulation recognizes the additional duties of the Chair and Vice-Chair by increasing the basic trustee honoraria by \$5,000 for the Chair and \$2,500 for the Vice-Chair and allowing an additional amount based on enrolment to a maximum of \$5,000 for the Chair and \$2,500 for the Vice-Chair. Peel District School Board's Chair and Vice-Chair will be eligible to receive the maximum amount, as follows:

<u>Chair</u>		<u>Vice-Chair</u>	
Basic Trustee Honoraria	\$28,365.63	Basic Trustee Honoraria	\$28,365.63
Chair Allowance	\$5,000.00	V-C Allowance	\$2,500.00
Enrolment Amount	<u>\$5,000.00</u>	Enrolment Amount	<u>\$2,500.00</u>
	<u>\$38,365.63</u>		<u>\$33,365.63</u>

This policy will be revised each year to reflect the updated enrolment amount and reviewed in its entirety in the Fall, prior to the next municipal election.

Approved: September 12, 2006
Revised: October 14, 2014
Revised: November 9, 2015
Revised: January 24, 2017
Revised: November 14, 2017

Revised: October 9, 2018
Revised: October 10, 2019
Revised: October 13, 2020
Revised: October 27, 2021
Revised: September 28, 2022

Trustee Honoraria

Statement of Policy

Ontario Regulation 357/06 – Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under section 191 of the Education Act. The trustee honoraria will be funded by the Province of Ontario. The Regulation directs school boards to establish a policy on trustee honoraria on or before October 15 of the calendar year in which the next term of office for board members begins.

Trustee Honoraria for the Four-Year Term December 1, 2018, to November 14, 2022

In accordance with Ontario Regulation 357/06, as amended in September 2014, the Peel District School Board has set the trustee honoraria for members of the board elected for the four-year term of office from December 1, 2018 to November 14, 2022 based on the criteria and direction stated in the legislation.

Based on criteria stipulated in the Regulation, trustee honoraria for the year December 1, 2021, to November 14, 2022, will be \$28717.52 per year, as calculated below:

Trustee Honoraria base amount:	\$5,900.00
\$1.75 X 156,463 (projected ADE June 2020) = 273,810.25 divided by 12 =	22,817.52
Basic Trustee Honoraria, effective December 1, 2021	\$28,717.52

The Regulation recognizes the additional duties of the Chair and Vice-Chair by increasing the basic trustee honoraria by \$5,000 for the Chair and \$2,500 for the Vice-Chair and allowing an additional amount based on enrolment to a maximum of \$5,000 for the Chair and \$2,500 for the Vice-Chair. Peel District School Board's Chair and Vice-Chair will be eligible to receive the maximum amount, as follows:

	<u>Chair</u>		<u>Vice-Chair</u>
Basic Trustee Honoraria	\$28,717.52	Basic Trustee Honoraria	\$28,717.52
Chair Allowance	\$5,000.00	V-C Allowance	\$2,500.00
Enrolment Amount	<u>\$5,000.00</u>	Enrolment Amount	<u>\$2,500.00</u>
	<u>\$38,717.52</u>		<u>\$33,717.52</u>

This policy will be revised each year to reflect the updated enrolment amount and reviewed in its entirety in the Fall, prior to the next municipal election.

Approved: September 12, 2006

Revised: October 14, 2014

Revised: November 9, 2015

Revised: January 24, 2017

Revised: November 14, 2017

Revised: October 9, 2018

Revised: October 10, 2019

Revised: October 13, 2020

Revised: October 27, 2021

Board Meeting, September 28, 2022

PDSB By-laws 2021- Proposed Procedural Amendments

Strategic Alignment:

To align procedural processes for all Board and Committee meetings of the Peel District School Board

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel and Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That, the Procedure By-law, as appended, be approved with an effective date of November 15, 2022 to correspond with the new term of office for the Trustees.

Background:

The current Board By-laws and related Governance Directives were approved at the June 16, 2021 Board Meeting. After applying the current By-laws and upon closer review, there is some demonstrated need for a few amendments, clarifications, and additions in regard to the application and scope of the By-laws. In particular, there is the opportunity to redefine terminology, update Closed Session recommendations, add a process for dealing with petitions and include provisions for referral motions, etc. The proposed amendments were presented to the Governance and Policy Committee at the June 15, 2022 meeting. Notice to the public regarding the proposed amendments was provided at the June 29, 2022 Board of Trustees meeting. Appendix 1 is the proposed version of the Procedure By-law. The Procedure By-law should be reviewed regularly to ensure that it is meeting the needs of the Board and Committees as well as providing the necessary guidance for effective and efficient meeting management.

Impact Analysis

Legal Implications:

Regular review and update of the By-laws provides the Board and Committees the resources required to carry out their legislated duties.

Risk Assessment:

Regular review and update of the By-laws aligns with good governance practices.

Community Impact:

Clarity around rules of meeting governance provides certainty for trustees, staff, delegates and the community and develops trust in the Board of Trustees.

Next Steps

Action Required:

Update Peel District School Board website with the amended By-law.

Update the Governance Directives to align with the Procedure By-law.

Provide training and orientation to Trustees, Student Trustees, Committee members and staff who engage in Board or Committee meetings to align with the start of the new term of trustees.

References:

Roberts Rules of Order Newly Revised

Appendices

APPENDIX 1– Procedure By-law



PROCEDURE BY-LAW

JUNE 16, 2021

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SECTION 1: GENERAL

SECTION 1: GENERAL

1.1 Purpose of the Procedure By-Law

- 1.1.1 This By-Law is enacted to govern the calling, place and proceedings of Board meetings of the Trustees of the Peel District School Board together with any committees of the Board including Standing Committees, Statutory Committees, Committee of the Whole, Ad Hoc Committees or Sub-Committees. This By-law shall be administered by the Board of Trustees and Committee Members with support from the Director of Education and designated staff.
- 1.1.2 The By-Laws are the fundamental rules that support a policy model of governance. This By-law prescribes the actions of Members and Student Trustees and Committee Members in Board and Committee Meetings and advances democratic decision-making through fair and respectful dialogue and debate.
- 1.1.3 The By-Law is based on the following principles of effective governance:
- (a) The majority of Members have the right to decide on a matter;
 - (b) The minority of Members have a right to be heard; and
 - (c) All Members and Student Trustees have the right to:
 - (i) appropriate information to assist in decision-making, unless prohibited by law;
 - (ii) efficient, effective and professional meetings;
 - (iii) be treated with respect and courtesy, and
 - (iv) equal rights, privileges and obligations.

1.2 Application and Scope

- 1.2.1 The Board will make every effort to ensure that this By-Law is consistent and up to date with the most current legislative requirements. In circumstances where the By-Law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.
- This By-Law applies to all Members, Student Trustees (as applicable by law) and Committee Members and to all Board meetings and Committee meetings including, the Standing Committees, Statutory Committees, Committee of the Whole, Ad Hoc Committees or Sub-Committees, as defined in Section 1.7.
- 1.2.2 Statutory Committees, which include trustees and community members, are governed by this By-law and applicable legislation. In circumstances where the By-Law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail. Advisory Committees, which include trustee and community members, will, in addition to this By-law, follow Governance Directives approved by the Board, in accordance with Section 1.6.

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- 1.2.3 Informal meetings of the Board or a committee may be called so long as there is not a quorum of Board or committee members present; the meeting does not materially advance the business or decision making of the Board or committee; and, during any such informal meeting, no motion may be presented and no resolution may be passed. A notice of motion may be added to the agenda to consider submission of the notice at a subsequent formal meeting of the Board or Committee, as the case may be.

1.3 Rules of Order

- 1.3.1 Where any matter related to the conduct of meetings is not expressly or by necessary implication provided for in this By-law or in legislation, the rules of procedure as contained in the current edition of Robert's Rules of Order shall be followed for governing the proceedings of the Trustees and its committees.

1.4 Suspension of Rules

- 1.4.1 The rules of procedure may be suspended with respect to the consideration of one or more matters or questions during the course of a single meeting by at least a two-thirds vote. Such a motion shall identify the basis of the request for the suspension of rules.

1.5 Amendments to By-Laws

1.5.1 Review Cycle

This By-Law will be updated as required and reviewed at a minimum every four (4) years, in the fourth year of the Trustees' Term.

1.5.2 Advance Notice

Advance notice must be given at the previous Board Meeting for consideration to amend, repeal or replace the By-Law at a subsequent Board Meeting.

1.5.3 Two-Thirds Majority Requirement

At least a two-thirds (2/3) majority vote of all Board Members is required to make changes to this By-Law.

1.5.4 Housekeeping Changes

The Director or Designate may make any of the following non-substantive changes to this By-Law:

- (a) Correction of spelling, punctuation or grammar and typographical errors;
- (b) Correction of format or layout of information to improve accessibility or electronic/print presentation;

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- (c) Correction of cross-reference errors or discrepancy in the numbering of provisions; and
- (d) Updates to position or organizational titles.

1.5.5 Technical Errors and Omissions

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.

1.6 Governance Directives for PDSB Procedure By-Law

- 1.6.1 The Board may adopt Governance Directives to support good governance practices in alignment with the PDSB Procedure By-Law.
- 1.6.2 The Governance Directives and Committee Terms of Reference will be updated as required and reviewed at a minimum every four (4) years, in the fourth year of the Trustees' Term.
- 1.6.3 Members, Student Trustees and Committee Members will abide by the provisions in the PDSB Governance Directives.
- 1.6.4 The Board's Governance and Policy Committee is authorized to consider and make recommendations to the Board regarding the amendment, repeal, replacement or addition of Governance Directives related to the PDSB Procedure By-Law.
- 1.6.5 The provisions outlined in Section 1.6.4 require at least a Two-Thirds Majority Vote at a Public Session of the Board prior to adoption.

1.7 Definitions

For the purpose of this By-Law, the following definitions will apply:

Abstain Due to a Conflict of Interest means the act of not voting at a Board or Committee Meeting as a result of having declared a pecuniary conflict of interest in accordance with the *Municipal Conflict of Interest Act*. Members who declare a conflict of interest on a matter cannot vote on that matter. The number of Members required to pass a motion is subsequently reduced by the number of Members who declared a conflict of interest;

"Act" means the *Education Act*; the regulations thereunder, and any related Ministry of Education policies, directives, memoranda, etc.;

"Ad Hoc Trustee Committee" means a Committee of Trustees established by the Board to fulfil a specific task or objective, which is dissolved after the completion of its task. An Ad Hoc Trustee Committee typically reports to a Standing Committee or directly to the Board;

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“Adjourn” means to end a meeting;

“Advisory Committee” means an Advisory Committee approved by the Board which may include staff or members of the community, in addition to Trustees, for the purpose of providing advice and input on specified areas of the Board’s responsibilities;

“Agenda” means a list of items that form the Order of Business to be discussed at the Board or Committee Meeting;

“Amend” means a proposal to alter or modify a motion presented to the Board or Committee. An amendment cannot be contrary to, or change the intent of, the main motion;

“Annual Schedule of Meetings” means the official schedule of Board, Standing Committees and Statutory Committee Meetings approved by the Board, posted on the PDSB website, and that may be amended from time-to-time as determined by the Chair of the Board or the Governance Officer. Public notice of all meetings not shown on the Annual Schedule of Meetings shall be given by posting on the PDSB website a notice of the meeting in a form sufficient to indicate the date, time and location of the meeting and the nature of the matters to be considered, at least 5 days before the meeting is to be held;

“Appeal Ruling of Presiding Officer” means to move a motion to appeal a ruling of the Presiding Officer regarding parliamentary procedure, including on a point of order, or applicability of this By-Law, PDSB Governance Directives, PDSB policies or law. The Member appealing the ruling shall state the nature of the appeal and the appeal shall be immediately decided by the Board or Committee by a majority vote. If there is an appeal, the Chair shall call a vote without debate on the following question: “Shall the decision of the Presiding Officer be sustained/upheld?” and the decision on that vote shall be final. An appeal takes precedence over any question pending at the time;

“Board” or **“Board of Trustees”** means the collective governing body of the PDSB, constituted as a Board pursuant to the *Act*, including section 208(1) of the *Act*;

“Board Meeting” means a meeting of the Board of Trustees;

“Board Sub-Committee” means a Committee, established by the Board, with specific terms of reference that fall outside the purview of the Board’s Standing Committees. Current Board Sub-Committees include; the Negotiations Advisory Committee, the Student Transportation of Peel Region Committee and the Budget Development Committee;

“Call the (Previous) Question” (also referred to as **End Debate**) means to end debate and vote on the motion that is before the Board ; a motion to Call the (Previous) Question is not debatable, cannot be amended and cannot be moved on a main motion when there is an amendment to that motion under consideration, and cannot be moved by the last Member to debate the motion, and requires at least a Two-Thirds Majority Vote. When resolved in the affirmative, the main motion is to be put forward without further debate or amendment. A motion to Call the Question is not allowable at Committee meetings

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“Chair” means the Chairperson of the Board;

“Closed Session”, which may be referred to as **“Private Session”**, means a Meeting or a portion of a Meeting of the Board or Committee, which is closed to the public in accordance with the Act and in accordance with Section 5.4 of this By-Law;

“Code of Conduct” means the Board Member Code of Conduct for the Peel District School Board;

“Committee” means any Committees comprised of only Members or Members and Community Members, established pursuant to statute, resolution of the Board or this By-Law, including Committee of the Whole, Standing Committee(s), Ad Hoc Trustee Committee(s), Board Sub-Committee(s) and Statutory Committees;

“Committee Chair” means the Chairperson of a Committee;

“Committee of the Whole” means a Committee with a membership composition that includes all Board Members with full participation and voting privileges, as outlined in the Act. A Committee of the Whole meeting may be held in Open (Public) or Closed (Private) Session;

“Committee Vice-Chair” means the Vice-Chairperson of a Committee;

“Complaint Protocol” means the Complaint Protocol for the Board Member Code of Conduct;

“Conflict of Interest Registry” means the registry of Trustees’ conflict of interest declarations, established in accordance with the *Municipal Conflict of Interest Act*;

“Consent Agenda” means the portion of the Board Meeting with routine agenda items presented together and adopted at once without further debate. The Consent Agenda typically consists of matters that were discussed and voted on previously at a Committee;

“Delegation” means the action of speaking or submitting a written statement by a delegate to a Standing Committee, or Committee of the Whole Meeting, as defined in the Board’s Governance Directive, Delegations;

“Designate” means the person authorized to carry out certain and specific tasks on behalf of the **“Director”**, as appropriate;

“Director” means the Director of Education, Secretary of the Board, Chief Education Officer, and Chief Executive Officer of the PDSB;

“Emergency Business” means a situation, or the threat of a situation, adversely affecting health, safety and/or well-being of a person(s), or resulting in significant legal risk or financial consequences to the Board, which by its nature and seriousness requires an immediate response;

“Ex-Officio Member” means a member of a Committee by virtue of holding the office of the Chair or Vice-Chair of the Board. An Ex-Officio member is not a regular member of a Committee and does not through their attendance at a Committee Meeting increase the size of the Committee

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for the purposes of calculating a simple majority for Quorum purposes (i.e. the minimum number of regular members of a Committee necessary to conduct a Committee Meeting). An Ex-Officio Member's attendance does count towards reaching the minimum number of members necessary for a Quorum. Ex-Officio Members have the same voting rights and privileges as a regular member of a Committee. The Chair or Vice-Chair of the Board are not Ex-Officio members of any Statutory Committee;

"External Organization" means organizations external to the PDSB with Trustee representation by invitation;

"Governance Directive" means a set of rules for specific aspects of Board governance matters, including, but not limited to, the terms of reference for Committees, Delegations, the Board Member Code of Conduct and the Board Member Code of Conduct Complaint Protocol;

"Inaugural Meeting" means the first Board Meeting following a regular election and at which the Board's Chair and Vice-Chair are elected and the terms of reference for Committees, including Advisory Committees, where applicable, are approved;

"Integrity Commissioner" means the Integrity Commissioner appointed by the Board of Trustees in accordance with the PDSB's Procedure By-Law;

"Lay a Motion on the Table" means to put aside the current business and consider it later in the meeting to deal with another matter. See also **"Take from the Table"**;

"Main Motion" means a proposal put forward by a Member, or as suggested by a Student Trustee, for the consideration of the Board or Committee;

"Majority Vote" means a voting threshold that requires the majority of the Members Present and voting to pass a motion, unless otherwise prescribed in this By-Law or Robert's Rules of Order;

"Meeting" means any meeting of the Board or its Committees (defined in Section 1.7);

"Member" means an elected, acclaimed or appointed Member of the Board of Trustees that may be referred to as a "Trustee" pursuant to the Act. A Student Trustee, although not an elected Member of the Board, has certain privileges and duties which are outlined in the Act;

"Minutes" means the minutes of a Board Meeting, once approved by the Board, or the minutes of a Committee, Standing, Statutory, Sub-Committee, or Advisory Committee, approved by that Committee or the Board, as applicable, which form a portion of the Board's Official Record. All Board motions are in effect upon adoption, unless the motion provides for some other adoption date. Committee motions are not effective and do not bind the Board to any action until approved by the Board, unless otherwise permitted by law;

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“Notice of Motion” means an advance notification, in writing, of a motion to be brought forward by a Member for consideration to a future Board or Standing Committee meeting, with the intent to inform other Trustees, staff and the community about an upcoming matter;

“Official Record” means the complete and official record of agendas, minutes, reports and delegation submissions (where applicable), that is required for all PDSB Public and Private Board, Committee, Statutory and Advisory Committee Meetings, maintained by the Director or Designate;

“Official Recording Secretary” means the staff member(s) assigned responsibility for producing the Official Record that is required for all Board, Committee, Statutory and Advisory Committee Meetings;

“Open Session”, which may be referred to as **“Public Session”**, means a Meeting or a portion of a Meeting of the Board or a Committee of the Board open to the public in accordance with the Act. Board and Committee Meetings will always begin and end in Open Session but may be closed in limited circumstances, as outlined in the Act;

“Order of Business” means the order that the items of business will be taken up on a Board or Committee Agenda;

“Organizational Meeting” means the first Board Meeting following the Inaugural Meeting at which Members are appointed to Committees, Board Standing Committee Chair and Vice-Chair elections are held, Trustees are appointed to External Organizations and Statutory and Advisory Committee memberships are approved. An organizational meeting will be held annually in November, thereafter for the balance of the term of office of the Members to elect the Chair and Vice-Chair of the Board. Members of Committees are appointed and the Committee Chair and Vice-Chair are elected, as required, every two years, or as required by the Committee terms of reference;

“Parliamentary Inquiry” is used when a Member wishes to ask the Presiding Officer a question about Parliamentary Procedure or the Rules of Order to understand the rationale for application in the current Meeting/context. The Presiding Officer’s response in this situation is an opinion, not a ruling, and therefore cannot be appealed. See also, *Point of Order and Appeal Ruling of Presiding Officer*;

“PDSB” means the Peel District School Board;

“Point of Order” is used by a Member in a Board or Committee Meeting to address a perceived breach of law, parliamentary procedure, rules of order, or PDSB Procedure By-Law, policies or Governance Directives. When a Member desires to address a point of order, the member shall ask permission of the Presiding Officer to raise a point of order; after permission is granted, the Member shall state the point of order to the Presiding Officer and the point of order shall be immediately decided by the Presiding Officer. Thereafter, a Member shall only address the Presiding Officer for the purpose of appealing the Presiding Officer decision. If no Member appeals, the decision of the Presiding Officer shall be final;

SECTION 1: GENERAL

“Postpone Indefinitely” means to postpone a motion under consideration, which, when postponed indefinitely, cannot be discussed or reintroduced at the same Meeting. The matter can only be brought up again at a later date in accordance with Section 5.34.4, *Failed Motion or Motion Previously Not Dealt With*;

“Present”, for the purpose of this By-Law, means in attendance at a Board or Committee Meeting, either physically or by electronic means, in accordance with the Act;

“Presiding Officer” means the person who presides over a Board or Committee Meeting;

“Private Session” means **“Closed Session”**, as defined above;

“Public Session” means **“Open Session”**, as defined above;

“Question of Privilege” means a request to the Presiding Officer to immediately consider and take action (despite any other pending business before the Board or Committee) to remedy a situation in which a Member believes the rights or privileges of the Board, any individual Member, or a Student Trustee, are being affected (such as concerns re excessive noise or temperature or a correction that is required to the Official Record). When a Member desires to address a point of privilege, the Member shall ask permission of the Presiding Officer to raise a point of privilege; after permission is granted, the Member shall state the point of privilege to the Presiding Officer and the point of privilege shall be immediately decided by the Presiding Officer. Thereafter a member shall only address the Presiding Officer for the purpose of appealing the Presiding Officer’s decision. If no member appeals, the decision of the Presiding Officer shall be final;

“Quorum” means the minimum number of Members necessary to conduct a Meeting, which represents a simple majority of Members. Ex Officio Members may count towards Quorum.

“Receive” means to receive information and to include it in the Official Record of a Board or Committee Meeting;

“Recess” refers to a short intermission, at the call of the Presiding Officer, or by a Member (through a motion), which does not end the Meeting, and after which business will be resumed at exactly the point where it was stopped;

“Recorded Vote” means a written record of the name and vote of Members and Student Trustees relating to a motion at a Board, Special Board or Committee of the Whole Meeting. Student Trustee votes are non-binding. Recorded votes are not taken at other Committee Meetings;

“Refer” means a motion to send or direct a matter for consideration to another body or official under the jurisdiction of the PDSB (e.g., the Board, a Committee, Statutory or Advisory Committee(s), the Director of Education, or the Integrity Commissioner) to report back to the Board or Committee. A motion to refer shall only be made in respect of a main motion or a report or matter listed on an agenda; shall include the name of the other body or official to whom the matter is to be referred; shall not include clauses for the purpose of amending the main motion;

SECTION 1: GENERAL

is debatable, subject to debate being confined to the merits of the referral only and not the main motion; and, is amendable;

“Rise and Report” means to move a motion in a Public Board or Special Meeting of the Board to adopt a recommendation from a Private Session;

“Robert’s Rules of Order” means the current version of Robert’s Rules of Order, which is the internationally recognized manual on parliamentary procedure used as the guide for conducting efficient, effective and fair meetings;

“Secunder” means a Member who is interested in discussing a motion, proposed by another Member at a Board or Committee Meeting. Seconding a motion does not necessarily indicate that the seconder favors the motion. **“To Second”** means to support introduction of a motion for discussion and debate;

“Signing Officers” means those individuals with signing authority for the PDSB and includes the Director of Education, Associate Directors, and the Chair and Vice-Chair of the Board;

“Special Meeting” means a Meeting that is called to deal with time-sensitive or Emergency Business, in accordance with Section 5.7 of this By-Law;

“Standing Committee” means a committee, generally of a permanent nature, established by the Board in accordance with its responsibilities, as outlined in the Act. The current Standing Committees are: (1) Physical Planning, Finance and Building Committee, (2) Governance and Policy Committee, and (3) Student Learning, Well-Being and Equity Committee;

“Statutory Committee” means any committee that the PDSB is required to establish by law. The current Statutory Committees are: (1) Audit Committee, (2) Parent Involvement Committee, (3) Special Education Advisory Committee, (4) Supervised Alternative Learning Committee, and (5) Board Discipline Committee;

“Student Trustees” means those students elected by their peers to represent their interests, in accordance with the Act;

“Take from the Table” is to resume consideration of a Motion that has been tabled or put aside earlier at the same Meeting. See also **“Lay a Motion on the Table”**;

“Term of Office” means the period of time during which Trustees have been elected or appointed to serve, pursuant to the *Municipal Elections Act* and the Act;

“Trustee” means **“Member”**, as defined above;

“Trustee Diversity Self-Identification Form” means a form to collect Trustee personal information including Indigenous identity, ethnicity, racial background and religion/faith and is used to ensure racial diversity in the composition of Board Committees. The information collected by the Trustee Diversity Self-Identification Form is collected under the legal authority

SECTION 1: GENERAL

of Bill 114, Anti-Racism Act, 2017, to be used to eliminate systemic racism and advance racial equity. The information collected is used for the purposes stated above only pursuant to the Municipal Freedom of Information and Protection of Privacy Act. The information is stored in a secure, confidential database accessible only by the Director of Education and Legal and Governance Department staff.

“Two-Thirds Majority Vote” means a voting threshold that requires at least two-thirds (2/3) of the Members of the Board or Committee Present and voting; See also *“Two-Thirds Majority Requirement of all Members to Amend the By-Law”*, Section 1.5;

“Vice-Chair” means the Vice-Chair of the Board or Committee, who may be authorized to act on behalf of the Board Chair or Committee Chair, including presiding over a meeting or portion of a meeting, in the absence of the Board Chair or Committee Chair, in accordance with the Act. The Vice-Chair of the Board shall be the Chair of the Committee of the Whole;

“Year” means September 1st to August 31st, unless otherwise indicated.

SECTION 2: ROLES AND RESPONSIBILITIES

SECTION 2: ROLES AND RESPONSIBILITIES

2.1 Board of Trustees

- 2.1.1 The Board of Trustees is the collective governing body of the PDSB. Its decision-making authority rests with the entire Board of Trustees and not with individual Trustees.

As outlined in the Act, the Board of Trustees is expected to govern in a manner that is responsive to the needs of all students in the Peel District School Board. Individual Trustees must balance their role as representatives of the constituents who elected them with their responsibilities as Members of the Board of Trustees as a whole.

- 2.1.2 In broad terms, the Board of Trustees is required to:

- (a) Promote student achievement and well-being;
- (b) Promote a positive school climate that is inclusive and accepting of all pupils;
- (c) Promote the prevention of bullying;
- (d) Ensure the effective stewardship of the PDSB's resources;
- (e) Deliver effective and appropriate education programs to its pupils;
- (f) Develop and maintain policies and organizational structures that promote the goals in (a) to (e) above and encourage pupils to pursue their educational goals;
- (g) Monitor and evaluate the effectiveness of policies developed by the PDSB under (f) above in achieving its goals and the efficiency of the implementation of those policies;
- (h) Develop a multi-year strategic plan aimed at achieving the goals referred to in (a) to (e) above;
- (i) Annually review the multi-year strategic plan with the Director; and
- (j) Monitor and evaluate the performance of the Director.

- 2.1.3 The Peel District School Board is committed to building learning and working environments that are free from any form of bias, racism and/or discrimination and to creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person feels a part of the PDSB community. The Board will provide all students with optimal and inclusive learning opportunities, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability and any other grounds protected under the *Ontario Human Rights Code* and related Board Policies and Operating Procedures.

SECTION 2: ROLES AND RESPONSIBILITIES

2.2 Trustees

2.2.1 Individual Trustees are required to do the following;

- (a) Make and file with the Secretary of the Board the Declaration of Office;
- (b) Attend and participate in Meetings of the Board and Committees, of which they are a member;
- (c) Attend and participate at learning/training sessions pursuant to the Trustee Annual Learning Plan;
- (d) Bring the concerns of parents, students and the PDSB's supporters to the attention of the Board (using Board-approved methods);
- (e) Uphold the implementation of any Board resolution after it is passed by the Board;
- (f) Entrust the day-to-day management of the PDSB to its staff through the Director;
- (g) Maintain a focus on student achievement and well-being;
- (h) Consult with parents, students and the PDSB's stakeholders on the Board's Multi-Year Strategic Plan;
- (i) Comply with the Code of Conduct;
- (j) Declare any pecuniary interest, whether direct, indirect, or deemed, in accordance with the *Municipal Conflict of Interest Act* at Board and Committee Meetings, including Statutory and Advisory committee meetings;
- (k) Not be Present at a Closed Session for matters where they have declared a conflict of interest; and
- (l) Maintain confidentiality by not disclosing to anyone confidential information acquired by virtue of their office or during Closed Sessions.

2.3 Board Chair and Vice-Chair

2.3.1 The Board, in electing one of their peers to be Chair, confer on the Chair a leadership role. The Chair, as an individual Member, has no greater voting rights than any other Member of the Board. The Vice-Chair may be authorized to act on behalf of the Board Chair, in their absence.

The Board Chair;

- (a) Presides over Meetings of the Board;
- (b) Must be physically Present in the meeting room for Board and Committee of the Whole Meetings, unless all schools of the PDSB are closed, as described in s. 7 of Regulation 463/97;
- (c) Notwithstanding Section 2.3.1(b), is permitted to participate by electronic means in accordance with Section 5.12, "*Electronic Participation*", or if his/her designate is the Presiding Officer of the Board or Committee of the Whole Meeting;

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- (d) Establishes Agendas for Board Meetings, in consultation with the Board's Director or Designate;
- (e) Conducts Meetings in accordance with this Board By-Law;
- (f) Ensures that Members and Student Trustees have the information needed for informed discussion of the Agenda items;
- (g) Is the Vice-Chair of the Committee of the Whole;
- (h) Acts as spokesperson to the public on behalf of the Board of Trustees, unless otherwise decided by the Board;
- (i) Conveys the decisions of the Board to the Director;
- (j) Provides leadership to the Board in maintaining the Board's focus on the PDSB's mission and vision;
- (k) Provides leadership to the Board in maintaining the Board's focus on the Multi-Year Strategic Plan established under the Act, and
- (l) Assumes such other responsibilities as may be specified by the Board.

2.4 Committee Chair or Vice-Chair

2.4.1 The Committee Chair or Vice-Chair (in the Chair's absence):

- (a) Presides over Meetings of the Committee;
- (b) Establishes Agendas for Committee Meetings, in accordance with Section 5.16;
- (c) Conducts Committee Meetings in accordance with this Board By-Law;
- (d) Ensures that members of the Committee have the information needed for informed discussion of the Agenda items; and
- (e) With the assistance of assigned staff, puts forward minutes and recommendations to the Board on behalf of the Committee.

2.5 Student Trustees

2.5.1 Student Trustees are not municipally elected members of the Board but play an important role in representing the interests of students through their participation in Board and Committee Meetings. As outlined in the Act and Ministry of Education Directives, Student Trustees:

- (a) Have the same opportunities to participate at Meetings of the Board and Committees, including Advisory and Statutory Committees, as Members of the Board, except as restricted by the Act;
- (b) May request that a matter before the Board be put to a Recorded Vote;
- (c) Must disclose any conflict of interest in the same manner as a Member on a matter before the Board or one of its committees on which the Student Trustee sits;
- (d) May not move or second a motion but are entitled to cast a non-binding vote on a matter before the Board or one of its committees on which the Student Trustee sits, (subject to clause 2.5.1(c));

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- (e) May suggest a motion on a matter before the Board or one of its committees on which the Student Trustee sits which, if not moved by a Member, will be shown in the Minutes;
- (f) May attend Closed Session, except when declaring a conflict of interest or when matters under consideration include the disclosure of intimate, personal or financial information with respect to a Member, a member of a Statutory or Advisory Committee, an employee or prospective employee of the PDSB, and/or a pupil or their parent or guardian;
- (g) Must not disclose to anyone, confidential or personal information acquired during their term as Student Trustee or during Closed Session(s);
- (h) Must comply with the Code of Conduct for Board Members;
- (i) Have the same access to PDSB resources and opportunities for training as a Member; and
- (j) Are entitled to receive an honorarium from PDSB, and to be reimbursed for out-of-pocket expenses as if they were Members, in accordance with the Act and any policies of the Board.

2.6 Director of Education

- 2.6.1 The Director of Education is appointed by the Board. The Director of Education is responsible for the day-to-day management and administration of all schools and departments and, within policies established by the Board, the development and maintenance of an effective organization and the programs required to implement such policies. The Director is authorized to recruit and to employ persons permanently within the limits of the Board's approved budget and is authorized to promote, demote, suspend, discipline and terminate the employment of employees. The Director may appoint employees to the Senior Leadership Team on acting or permanent basis. The Director may create positions of employment provided that the funding necessary for such positions is available in the budget. The Director is authorized to implement such changes to the organizational structure as in their opinion will improve its effectiveness or efficiency. The Director will keep the Board informed of the organizational structure and the membership of the Senior Leadership Team.
- 2.6.2 The Director serves as the Chief Education Officer, Chief Executive Officer and Secretary to the Board.
- 2.6.3 For the purposes of discharging their statutory responsibilities or exercising authority delegated to them, the Director is authorized to make a determination of the will of the Board and of the nature and extent of decisions and directions of the Board, which shall be deemed to be conclusive subject only to such clarification, revision or corrections as the Board shall itself express by means of direction or resolution.
- 2.6.4 The Director presides at the Inaugural Meeting until the Chair is elected.

SECTION 2: ROLES AND RESPONSIBILITIES

- 2.6.5 As Secretary to the Board, the Director or Designate will:
- (a) Determine the times and location for the Meetings of the Board and Committees in conjunction with the Board of Trustees;
 - (b) Keep a full and correct set of Minutes of every Board Meeting (including Special Meetings of the Board), and ensure that the Minutes are approved by the Board and signed by the Chair or Presiding Officer for the PDSB's Official Record;
 - (c) Maintain the Board's complete Official Record, which includes minutes, agendas, reports and delegation submissions (where applicable) for all PDSB Public and Private Board, Special Board, Committee, Statutory and Advisory Committee meetings;
 - (d) Provide copies of any reports requested by the Ministry of Education;
 - (e) Give notice of all Meetings of the Board and Committees, including Statutory (where applicable) and Advisory Committees, to each of the Members and Student Trustees; and
 - (f) Call a Special Board Meeting on the request, in writing, of a majority of the Members.
- 2.6.6 The Director may delegate any power or duty that they are responsible to discharge to a Designate; however, the Director remains responsible to the Board regarding the exercise of the power or discharge of the duty, despite any delegation.
- 2.6.7 In addition to the duties assigned under the Act and this By-Law the Director or Designate, for the sole purpose of Section 7 of this By-Law, must:
- (a) Provide information to the Integrity Commissioner deemed necessary in order to conduct an inquiry of a complaint made in accordance with the Complaint Protocol for the Code of Conduct; and
 - (b) Provide the Integrity Commissioner with unrestricted access to all books, accounts, financial records and communications, files, papers, things or property belonging to or used by the PDSB that the Integrity Commissioner believes to be necessary for an inquiry of a complaint made in accordance with the Complaint Protocol for the Code of Conduct.

SECTION 3: INAUGURAL AND ORGANIZATIONAL MEETINGS

SECTION 3: INAUGURAL AND ORGANIZATIONAL MEETINGS

3.1 Scheduling of Inaugural Meeting

- 3.1.1 In the year of a regular election of the whole Board, the Inaugural Meeting will be held no later than seven days after the day on which the Term of Office of the Board commences.

3.2 Purpose of Inaugural Meeting

- 3.2.1 The purpose of the Inaugural Meeting will be:
- (a) To make and subscribe the Declaration for Members, as outlined in Section 209(1) of the Act;
 - (b) To provide members with an option to take and subscribe the Oath or Affirmation of Allegiance;
 - (c) To collect from each Member, a completed Trustee Diversity Self-Identification Form;
 - (d) To receive nominations and conduct the election for the Chair and Vice-Chair of the Board;
 - (e) To provide the newly elected Chair with an opportunity to deliver an Inaugural Address.

3.3 The Director as Presiding Officer

- 3.3.1 The Director will call the Inaugural Meeting to order and preside until the Chair of the Board is elected. In the absence of the Director, the Board shall designate the Presiding Officer, in accordance with the Act.

3.4 Election Process

- 3.4.1 The election process will be used to select a Member for each of the following positions of responsibility during the Inaugural and Organizational Meetings of the PDSB:
- (a) Chair and Vice-Chair of the Board;
 - (b) Chair and Vice-Chair of Board Standing Committees.
- 3.4.2 The election process for the PDSB will be as follows:
- (a) The Board's Internal Auditors will serve as scrutineers for all elections;
 - (b) The scrutineers will be responsible for distributing, collecting, counting and confirming voting results to the Presiding Officer, without disclosing the count, nor the order of the results;
 - (c) The Presiding Officer will call for nominations from Members for positions of responsibility described in Section 3.4.1;
 - (d) All nominations require a mover and a seconder;

SECTION 3: INAUGURAL AND ORGANIZATIONAL MEETINGS

- (e) Candidates may nominate themselves;
 - (f) Following a final call for nominations, the Presiding Officer will call for a motion to close nominations. The motion to close nominations requires a mover, a seconder and a Majority Vote;
 - (g) Where only one nomination is received for a position described in Section 3.4.1, the Presiding Officer will declare that Member acclaimed to the position;
 - (h) Where more than one nomination for any position is received and accepted, the election process will be conducted by secret ballot;
 - (i) Following the motion to close nominations, the Presiding Officer will invite nominees to speak, in the order of nomination, for up to five minutes regarding their candidacy;
 - (j) Nominees who have not already declared otherwise, may also decline a nomination at this time;
 - (k) The scrutineers will distribute ballots to the Members, and collect the ballots when completed by the Members;
 - (l) The scrutineers will withdraw from the meeting room to count the ballots or verify the votes if cast electronically, and will share the results with the Presiding Officer, who shall announce them to the Members;
 - (m) To be declared elected to any position, the winning candidate must receive a simple majority of ballots cast by Members;
 - (n) An incomplete ballot will be considered a spoiled ballot. The total number of votes required to determine a simple majority will be reduced by one for each spoiled ballot;
 - (o) Where a simple majority cannot be determined, the candidate with the least number of votes will be dropped from the ballot and voting will continue with the remaining candidates until a simple majority can be determined;
 - (p) In the case of multiple candidates and a two-way tie vote for last place, a drawing of lots will take place among the candidates who are tied. The name drawn is an affirmative vote in favour of the candidate and the candidate whose name is drawn will result in the candidate remaining on the ballot for the next vote;
 - (q) In the case of a three or four way tie, each name drawn will result in the candidate remaining on the ballot for the next vote;
 - (r) In the case of a tie vote with only two candidates remaining on the final ballot, one additional vote will be conducted before the drawing of lots, as outlined in the Act; and
 - (s) The Presiding Officer will announce the name of the newly elected position of responsibility following the final ballot or drawing of lots.
- 3.4.3 Following the election result for Board Chair, the newly elected Chair will preside at the Inaugural Meeting.
- 3.4.4 The Board Chair will conduct the elections for the Chair and Vice-Chair of Committees, except Statutory Committees, and Advisory Committees during the Board's Organizational Meeting, in accordance with the PDSB election process.

SECTION 3: INAUGURAL AND ORGANIZATIONAL MEETINGS

3.4.5 At the conclusion of the Inaugural and Organizational Meeting(s) the scrutineers will destroy all ballots.

3.4.6 The term of office of a Committee Chair and Vice-Chair will commence upon the date of their election and expire when their successor is elected, or upon completion of the Committee's mandate.

3.5 Board Room Seating

3.5.1 Seating at Board meetings shall be in alphabetical order of the members' surname, with the first Member seated to the left side of the Chair of the Board.

3.6 Scheduling of Organizational Meeting

3.6.1 The Organizational Meeting will be held annually in November.

3.7 Purpose of Organizational Meeting

3.7.1 The purpose of the Organizational Meeting will be:

- (a) To elect the Chair and Vice-Chair of the Board.
- (b) Every two years, to consider and approve the appointment of Members to the Board's Standing Committees being Governance and Policy; Student Learning, Well-Being and Equity; and Physical Planning, Finance and Building Committees, as recommended by the Chair and Vice-Chair of the Board. The motion to approve the appointment of Members to said Committees requires a two-thirds majority to pass.
- (c) Every two years, to receive nominations and elect Members to the position(s) of Chair and Vice-Chair of the Board's Standing Committees, as listed in paragraph 3.6.1(a) above. The election of the Chair and Vice-Chair of other Committees (defined in Section 1.7) will take place at the first meeting of the Committee following the Organizational Meeting, as applicable.
- (d) In preparing the recommendations to the Board for Committee membership, the Chair and Vice-Chair of the Board, in consultation with the Director of Education and the General Counsel & Governance Officer, shall apply the information contained in each Member's Trustee Diversity Self-Identification Form to ensure diversity in trustee composition of each Board Committee.
- (e) To consider and approve Statutory and Advisory Committee memberships (where applicable); and
- (f) To consider and approve the appointment of Members to represent the Board on external organizations.

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

4.1 Establishment of Committees

- 4.1.1 The Board will consider and approve the Board's Committee Meeting structure and composition every two years, in accordance with Section 3.7.1, or at any other time, as required, subject to applicable legislation.
- 4.1.2 The Board may establish by resolution any committee it deems appropriate, including but not limited to Standing, Statutory, Board Sub-Committees, Ad Hoc Trustee Committees, or Advisory Committees, subject to applicable legislation.
- 4.1.3 The Board must approve terms of reference for all Committees (defined in section 1.7), as well as Advisory Committees, which clearly outline the membership composition, including diversity of membership, where possible, reporting mechanisms and timelines, as well as renewal and dissolution provisions (where applicable). Where this By-law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.
- 4.1.4 The Board's Standing Committees, Board Sub-Committees and the Committee of the Whole may recommend the forming of an Ad Hoc Trustee Committee or Advisory Committee to the Board for approval, subject to the provisions in Section 4.4.4.

4.2 Dissolution of Committees

- 4.2.1 The Board may dissolve any Committee (defined in Section 1.7), or Advisory Committee at the Inaugural or Organizational Meeting, or by resolution at any other time as required, subject to Section 4.1.3, and applicable legislation.

4.3 Role of Committees

- 4.3.1 Committees, including Advisory Committees (defined in Section 1.7), are not decision-making bodies and may only make recommendations to the Board for consideration and final approval.
- 4.3.2 All Committees, including Advisory Committees, where required by their Terms of Reference, are required to produce Minutes, which will be included in the Board's Official Record.
- 4.3.3 Minutes or records of Statutory Committees will be kept in accordance with this By-law and legislation applicable to each committee, and will be included in the Board's Official Record. Where this By-law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

4.4 Membership of Committees

- 4.4.1 Members may be elected or appointed to Committees, as well as Statutory and Advisory Committees, at Organizational Meeting(s), or as may be appointed by the Board (or Committee) from time-to-time as vacancies arise, or in accordance with legislation or regulation.
- 4.4.2 A Member whose term on a Committee, or Advisory Committee, as provided for by the Governance Directives, has expired may be re-appointed to a subsequent term by the Board at the Inaugural or Organizational Meeting(s). Where this By-law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.
- 4.4.3 Student Trustees may attend and participate in Committee Meetings, subject to provisions contained in the Act.
- 4.4.4 The membership of an Advisory Committee or Ad Hoc Trustee Committee will be a) determined by the Board, or b) approved by the Board upon recommendation from a Standing Committee, Committee of the Whole, or Board Sub-Committee.
- 4.4.5 The Board may appoint Trustees to serve on other agencies, boards and commissions, including those external to the PDSB, at the Organizational Meeting, or as it deems necessary or when requested, if supported by the Board and consistent with legislation.
- 4.4.6 Trustee who is not a Member or an Ex-Officio Member of a Standing Committee cannot move a motion, vote or be counted towards Quorum, but may attend the Meeting and speak to a motion under consideration by the Committee.

4.5 Committee Meeting Attendance and Vacancies

- 4.5.1 At a Committee, with the exception of Committee of the Whole, a Trustee loses their Committee membership if they are absent, without authorization of the Committee, from three (3) consecutive regular Committee Meetings unless schools are closed as described in Section 5.11.2. Where this By-law is found to be inconsistent with or contradict any legislation or regulation, the legislation or regulation will prevail.
- 4.5.2 A Committee vacancy will be reported to the Board in the next Committee report (minutes).
- 4.5.3 The Board will appoint a Member, where possible, and in accordance with legislation or regulation, to fill a Committee vacancy that occurs for any reason.

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

4.6 Committee of the Whole

- 4.6.1 Committee of the Whole will be composed of all Members with full participation and voting privileges, as outlined in the Act. Student Trustees may also attend and participate, in accordance with legislation and regulation.
- 4.6.2 Quorum for Committee of the Whole will be seven (7) Members.
- 4.6.3 The Board may convene a Committee of the Whole Meeting (Public or Private Session) to consider matters which require more informal and detailed discussion by all Members and Student Trustees, as applicable:
 - (a) at any time, in accordance with the notice provisions in Section 5.16;
 - (b) at any time during a regularly scheduled Board Meeting, upon a Majority Vote by the Members; and
 - (c) in accordance with the Governance Directive, Delegations.
- 4.6.4 The Presiding Officer for Committee of the Whole Meetings (Public and Private Sessions) will be the Board Vice-Chair. The Vice-Chair of the Committee of the Whole Meetings (Public and Private Sessions) will be the Board Chair.

4.7 Standing Committees

- 4.7.1 In accordance with Sections 4.1 - 4.4 inclusive, the Board may establish Standing Committees to consider matters related to education, finance, policy, and property as cited in the Act.
- 4.7.2 The Board's Standing Committees are as follows:
 - (a) Physical Planning, Finance and Building Committee;
 - (b) Governance and Policy Committee; and
 - (c) Student Learning, Well Being and Equity Committee.
- 4.7.3 Each Member will be appointed to at least one (1) Standing Committee, subject to the provisions in Section 4.7.4.
- 4.7.4 The Chair of the Board (or in the absence of the Chair, the Vice-Chair) will be Ex-Officio Member of each Standing Committee of which they are not a permanent member (as described in Section 4.7.3).
- 4.7.5 The terms of reference for the Board's Standing Committees are outlined in the Board's Governance Directives.

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

4.8 Statutory Committees

- 4.8.1 Statutory Committees are governed by applicable legislation. General information about the Board's Statutory Committees can be found in the Board's Governance Directives.
- 4.8.2 The Board will establish the following Statutory Committees, as prescribed by the Act:
- (a) Audit Committee (Ontario Regulation 361/10);
 - (b) Parent Involvement Committee (Ontario Regulation 612/00);
 - (c) Special Education Advisory Committee (Ontario Regulation 464/97);
 - (d) Supervised Alternative Learning Committee (Ontario Regulation 374/10); and
 - (e) Board Discipline Committee (*Education Act*, s.309 (12), and s.311.3 (9)).

4.9 Ad Hoc Trustee Committees

- 4.9.1 In accordance with Sections 4.1 - 4.4 inclusive, the Board may establish an Ad Hoc Trustee Committee to undertake a specific task regarding any matter within the Board's jurisdiction under the Act that requires in-depth study on a specific issue.
- 4.9.2 The Board, when establishing an Ad Hoc Trustee Committee, will approve the terms of reference, membership composition, reporting mechanisms and timelines, as well as renewal and dissolution provisions (where applicable).
- 4.9.3 The Ad Hoc Trustee Committee will make recommendations regarding its responsibilities to the Board, or through a Standing Committee to the Board, for approval as outlined in the Ad Hoc Trustee Committee's terms of reference.
- 4.9.4 The term of an Ad Hoc Trustee Committee will expire upon completion of its mandate, via Board motion or when a new committee is constituted at an Organizational Meeting, unless otherwise decided by the Board.

4.10 Board Sub-Committees

- 4.10.1 In accordance with Sections 4.1 - 4.4 inclusive, the Board may establish a Sub-Committee to make recommendations to the Board or a Standing Committee on any matter within the Board's jurisdiction under the Act. The current Board Sub-Committees include: the Budget Development Committee, and the Negotiations Advisory Committee.
- 4.10.2 The terms of reference, membership, composition, reporting mechanisms, as well as renewal and dissolution provisions (where applicable), for Board Sub-Committees are outlined in the Board's Governance Directives.

SECTION 4: COMMITTEE MEETING STRUCTURE AND COMPOSITION

The term of a Board Sub-Committee will expire when a new committee is constituted at an Organizational Meeting, unless otherwise decided by a Board motion.

4.11 Advisory Committees

- 4.11.1 The Board may establish Advisory Committees to provide community advice on specified areas of PDSB policy, as well as on educational issues of community interest or as required by legislation or regulation.
- 4.11.2 In accordance with Sections 4.1 - 4.4 inclusive, the establishment of an Advisory Committee will be approved by the Board and will prescribe the terms of reference, membership, composition, reporting mechanisms, as well as renewal and dissolution provisions (where applicable).
- 4.11.3 The Board may appoint Trustees, Student Trustees and community members to an Advisory Committee, subject to the particular committee's terms of reference and any governing legislation.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

Board and Committee Meeting Rules

5.1 Scheduling a Meeting

- 5.1.1 A Meeting of a Quorum of Members whether held electronically or in person to materially advance the business of the PDSB is prohibited, unless proper notice and an Agenda are given and published in accordance with this By-Law. Meetings can never be held by email, text or other written medium.
- 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 Day of Significance will be held at another time.
- 5.1.3 Board Meetings (Open Session) will generally be held on the fourth or last Wednesday of the month, beginning at 7:00 p.m., unless otherwise indicated in the Board's Annual Schedule of Meetings, or ordered by special motion of the Board, or as determined by the Chair of the Board in consultation with the Director of Education. Board Meetings (Closed Session) will generally be held on the fourth or last Wednesday of the month, beginning at 6:30 p.m., unless otherwise indicated in the Board's Annual Schedule of Meetings, or ordered by special motion of the Board, or as determined by the Chair of the Board (or the Vice-Chair in the absence of the Chair) in consultation with the Director or designate. If there are no items for the Closed Session agenda, the meeting will be cancelled by the Chair of the Board (or Vice-chair in the absence of the Chair) in consultation with the Director or designate. Public notice of all meetings not shown on the schedule of regular meetings shall be given by posting on the PDSB website a notice of the meeting in a form sufficient to indicate the date, time and location of the meeting and the nature of the matters to be considered, at least five (5) days before the meeting is to be held.
- 5.1.4 Subject to Section 5.1.3, Standing Committee Meetings will usually be held on Wednesdays at 5:30 p.m. when Board Meetings are not being held, unless otherwise ordered by special motion of the Board or called by the Chair of the Committee (or Vice-Chair in the absence of the Chair) in consultation with the Chair of the Board (or Vice-Chair in the absence of the Chair) and the Director or designate. Public notice of all meetings not shown on the schedule of regular meetings shall be given by posting on the PDSB website a notice of the meeting in a form sufficient to indicate the date, time and location of the meeting and the nature of the matters to be considered, at least five (5) days before the meeting is to be held.
- 5.1.5 Special Meetings of the Board and its Committees may be scheduled from time-to-time, in accordance with Section 5.7 of this By-Law.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

- 5.1.6 Ad Hoc Trustee Committees and Advisory Committees will meet when required and at the call of the respective Committee Chair, in consultation with the Chair of the Board (or Vice-Chair in the absence of the Chair), the Director or designate and/or the Supervisory Officer assigned to support the Committee.

5.2 Cancelling a Meeting

- 5.2.1 The Chair (or Vice-Chair in the Chair's absence) may cancel or reschedule a Board Meeting in consultation with the Director or designate. Reasons to cancel or reschedule a Board meeting may include:

- (a) insufficient business to be conducted;
- (b) lack of Quorum;
- (c) an unforeseen event; or
- (d) if all the schools of the PDSB are closed in accordance with s. 7 (1) of Regulation 463/97.

- 5.2.2 The Chair (or Vice-Chair in the Chair's absence) may cancel or reschedule a Committee Meeting in consultation with the Director or designate and/or the Supervisory Officer assigned to support the Committee.

5.3 Open (Public) Sessions

- 5.3.1 Members of the public are welcome to physically or virtually attend, as observers, any public session of Board or Committee Meetings, as well as Advisory and Statutory Committee meetings, as permitted in law and so long as the meetings are not declared to be a fully virtual meeting with no physical attendance permitted. Members of the public are not permitted to speak or ask questions during any Meeting except if permitted by the terms of reference of a Committee or if the member of the public has submitted a request to delegate in accordance with the Governance Directive – Public Participation and Delegation.

- 5.3.2 The Board or Committee will pass a motion in order to convene into Closed (Private) Session (section 5.4).

- 5.3.3 No person will be excluded from a Meeting that is open to the public except for: a) improper conduct in accordance with section 207(3) of the Act; b) as required pursuant to a sanction under the Trustee Code of Conduct; or c) as otherwise required by law.

- 5.3.4 No person will engage in improper conduct which includes conduct that is negative, critical, or derogatory towards any other person, use offensive words or unparliamentary language; speak on any subject other than the subject in debate; disobey these rules or a decision of the Presiding Officer on questions of order or practice or upon the interpretation of these rules; or engage in any behaviour that is disruptive to the Meeting. Where a member of the public, a Trustee or a Student

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

Trustee engages in such improper conduct, the Chair may advise the person to cease such behaviour, warn the person, request an apology or withdrawal of a remark made, call the person to order, by which the person shall not speak further until recognized by the Presiding Officer, or the person may be required to leave the Meeting.

5.4 Closed (Private) Sessions

- 5.4.1 The Board will ensure the security and confidentiality of proceedings held during Closed (Private) Sessions, including when using electronic participation, in accordance with the Act.
- 5.4.2 At the appropriate time during a Board or Committee Meeting, a Member may move a motion to convene a portion of the meeting in Closed (Private) Session. The matter under consideration must be consistent with sections 207(2), 207(2.1), or 218.3(10) of the Act which permits Closed (Private) Sessions when the subject-matter involves:
- (a) The security or property of the PDSB;
 - (b) The disclosure of intimate, personal or financial information in respect of a member of the Board of Trustees, or a member of a Statutory or Advisory Committee, a current or prospective employee, a student, parent or guardian of the student;
 - (c) Acquisition or disposal of a school site;
 - (d) Decisions in respect of negotiations with employees of the PDSB;
 - (e) Litigation affecting the PDSB; or
 - (f) An ongoing investigation under the Ombudsman respecting the PDSB.
- 5.4.3 Any recommendations considered by the Members in a Closed (Private) Session, will be reported to the Board in an Open (Public) Session. A motion to Rise and Report will include the recommendations or, in some cases, a brief description of the nature of the recommendation(s) to be reported in Public Session. Discussion, opinions, and reports which are not specified in the Motion to Rise and Report will remain confidential.
- 5.4.4 The motion to Rise and Report will usually take place at a Public Board Meeting held on the same date as a Closed (Private) Session. In exceptional circumstances, the motion to Rise and Report may occur at a Board Meeting held on a later date, pending the conclusion of a matter of business or other legal considerations.
- 5.4.5 Recommendations made in any Board or Committee Meeting in Closed (Private) Session will not come into effect until approved at a Board Meeting (Open Session).
- 5.4.6 The Director or designate will maintain a complete set of Minutes during Closed (Private) Session(s), including recorded votes and declarations for the Board's Conflict of Interest Registry, where applicable.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

- 5.4.7 Minutes and reports from all Closed (Private) Sessions will be included in the Board's Official Record and remain confidential.

5.5 Attendees at a Closed (Private) Session

- 5.5.1 Members of the public will be required to leave the meeting room, physically or virtually, before a Closed (Private) Session commences.
- 5.5.2 A Trustee or Student Trustee who declares a conflict of interest must withdraw from the Closed (Private) Session and leave the meeting room or otherwise disconnect from electronic participation for the entire discussion of the matter about which they have declared a conflict.
- 5.5.3 Sessions closed to the public may have individuals in attendance other than Trustees (e.g., PDSB senior staff as determined by the Director or Designate, or delegates who have permission from the Presiding Officer and the Director or Designate to speak on a matter as described under Section 5.4 of this By-Law) in accordance with the Act.
- 5.5.4 Student Trustees may attend Closed (Private) Sessions, except when discussion of a matter gives rise to conflict of interest (declared by the Student Trustee) or when matters under consideration include the disclosure of intimate, personal or financial information with respect to a Member, a committee member, an employee or prospective employee of the Board, a student or their parent or guardian.
- 5.5.5 The Director or Designate will be present in all Closed (Private) Sessions, except when the topic is the recruitment, hiring, termination or performance review of the Director. In the absence of the Director or Designate or the Official Recording Secretary during a Closed (Private) Session, the Presiding Officer shall appoint any Member or other staff person to act as Secretary for that Meeting, in accordance with the Act.

5.6 Confidential Information

- 5.6.1 Matters discussed in Private Session must not be communicated to any person not Present at the Private Session, except to a PDSB Trustee or Student Trustee, if said PDSB Trustee or Student Trustee would have been permitted in the Closed Session, unless required by law or as necessary to seek legal advice. Deliberations may never be disclosed, even when the motion is made public.
- 5.6.2 Trustees and Student Trustees are required to maintain strict confidentiality around any issue that is dealt with in Closed (Private) Sessions even after they no longer hold the office, and are bound by the confidentiality and protection of privacy provisions under the Act and the *Municipal Freedom of Information and Protection of Privacy Act* and the Trustee Code of Conduct

5.7 Special Board and Committee Meetings

- 5.7.1 The Board may hold Special Meetings of the Board from time-to-time to consider time-sensitive or Emergency Business matters, if called by the Board Chair (or Vice-Chair in the Chair's absence), in consultation with the Director or Designate.
- 5.7.2 Committee of the Whole and Standing Committees may hold a Special Meeting from time to time to consider time-sensitive or Emergency Business matters, if called by the Committee Chair (or Committee Vice-Chair in their absence), in consultation with the Board Chair and the Director or Designate.

5.8 Notice of Special Meeting and Agenda

- 5.8.1 The Director or Designate will notify all Members and Student Trustees, as applicable, in writing (or via e-mail communication) of a Special Meeting at least twenty-four (24) hours in advance of the Meeting and will include the Agenda for the Meeting with the notice.
- 5.8.2 Notice of a Special Meeting and the Agenda will be published on the PDSB's public website at least twenty-four (24) hours in advance of the Meeting.
- 5.8.3 The Agenda for a Special Meeting will include only the time-sensitive or Emergency Business item(s) for which it was called, including a brief statement of the item(s) to be considered at the Meeting, including related materials when available, and indicating whether any part of the Meeting should be held in Public or in Private Session.
- 5.8.4 A matter that is not included on the Special Meeting Agenda cannot be considered, unless it also qualifies as Emergency Business and a Two-Thirds Majority of the Members Present and voting at the Meeting wish to consider the matter.
- 5.8.5 The lack of receipt of a notice of, or an agenda for, a Meeting to deal with Emergency Business by any Member shall not affect the validity of the Meeting or any action taken at such Meeting.

5.9 Board and Committee Meeting Minutes

- 5.9.1 The Director or Designate will maintain a complete set of Minutes (Open and Closed Session) for all Board Meetings, including Special Meetings of the Board, which includes the following information:
 - (a) Trustee attendance, including specific notations when a Member joins a Meeting while in progress or permanently withdraws from a Meeting prior to adjournment;
 - (b) Amendments to the Agenda (if any), in accordance with Section 5.19.1;

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- (c) A brief summary of the discussion/rationale regarding Agenda Items (including oral and written reports);
- (d) Motions and related amendments;
- (e) Recorded Votes; where applicable; and
- (f) Declarations for inclusion in the Conflict of Interest Registry, (where applicable).

5.9.2 The Director or Designate will maintain a complete set of Minutes (Open and Closed Session) for all Committees, including Advisory Committees. Minutes or records of Statutory Committee meetings will be kept in accordance with this By-law and legislation applicable to each committee.

- (a) Trustee Attendance;
- (b) Attendance of other members of Statutory, Sub-Committees and Advisory Committees, where applicable;
- (c) Amendments to the Agenda (if any);
- (d) A brief summary of the discussion/rationale regarding Agenda Items;
- (e) Motions and related Amendments, where applicable, for the Board's consideration; and
- (f) Declarations for inclusion in the Conflict of Interest Registry, (where applicable).

5.9.3 At each Board Meeting the Director or Designate will present:

- (a) Minutes of the previous Board Meetings (including Special Meetings of the Board), for the Board's approval;
- (b) Committee, Statutory (as applicable) or Advisory Committee Minutes for information; and
- (c) Where applicable, Committee, Statutory or Advisory Committee recommendations for the Board's consideration.

5.10 Recording of Meetings

5.10.1 Open Session Meetings of the Board and Committees shall be recorded where possible and practical to do so.

5.10.2 Recordings shall be posted on the Peel District School Board website.

5.11 Board Meeting Attendance and Vacancies

5.11.1 In accordance with subsection 228 (1) of the Act, a Trustee vacates their seat if:

- (a) Subject to Section 5.11.1(b) below, the Trustee is not physically Present in the meeting room of the PDSB for at least three (3) regular Board Meetings during each 12-month period beginning November 15, 2022.
- (b) The Trustee was elected or appointed to fill a vacancy on the Board and the Trustee was not physically Present in the meeting room of the PDSB for at least one regular Board Meeting for each period of four full calendar months that occurs during the following periods:
 - (i) If the Trustee was elected or appointed earlier than November 30, 2021, the period beginning on the day the Trustee is elected or appointed and ending the following November 30;
 - (ii) If the Trustee was elected or appointed on or after November 30, 2021, the period beginning on the day the Trustee is elected or appointed and ending the following November 14;
- (c) The Trustee absents himself or herself without being authorized by resolution of the Board entered in the Minutes, from three (3) consecutive regular Board Meetings. This requirement does not apply to a Trustee of the PDSB who is absent for twenty (20) consecutive weeks or less if the absence is a result of the Trustee's pregnancy, the birth of the Trustee's child or the adoption of a child by the Trustee.

5.11.2 Sections 5.11.1(a) and 5.11.1(b) do not apply for a period described therein if all schools of the PDSB are closed for a total of two or more months during those periods pursuant to an order made as described in Ontario Regulation 463/97 under the Act.

5.11.3 When a seat becomes vacant under the terms of section 228(1) of the Act, the provisions of the Act will apply with respect to filling such vacancy.

5.12 Electronic Participation

5.12.1 Except as provided below, PDSB will provide an opportunity to Members and Student Trustees when requested by any one of them to participate electronically in any Board and Committee Meetings in accordance with the provisions of the Act and, in particular, Ontario Regulation 463/97 – Electronic Meetings. The electronic means shall be provided in such a way that the rules governing conflict of interest of Members and Student Trustees are complied with as well as closed session confidentiality and security can be maintained.

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- 5.12.2 The Board may refuse to provide a Member or Student Trustee with electronic means of participation in Meetings, where to do so is necessary to ensure;
- (a) the security and confidentiality of proceedings that are closed to the public and/or Student Trustees, or
 - (b) compliance with the rules governing conflict of interest of Members and Student Trustees.
- 5.12.3 Members and Student Trustees attending the Meeting electronically must advise the Presiding Officer when joining a Meeting to be deemed Present at a Meeting.
- 5.12.4 Members and Student Trustees who leave a Meeting, whether temporarily or permanently, before the Meeting is declared adjourned by the Presiding Officer will advise the Presiding Officer and the Official Recording Secretary.
- 5.12.5 Subject to Section 5.12.7, and in accordance with Regulation 463/97, at every Board Meeting (including Special Meetings of the Board) or Committee of the Whole Meeting, the following persons must be physically Present in the meeting room of the PDSB unless all schools of the PDSB are closed, as described in s. 7 of Regulation 463/97, or as otherwise provided by legislation or regulation:
- (a) The Chair or designate;
 - (b) At least one additional Member of the Board; and
 - (c) The Director of Education or Designate.
- 5.12.6 Subject to Section 5.12.7, and in accordance with Regulation 463/87, at every committee meeting, except Committee of the Whole Meetings, the following persons must be physically Present in the meeting room of the PDSB unless all schools of the PDSB are closed, as described in s. 7 of Regulation 463/97 or unless otherwise provided by legislation or regulation:
- (a) The committee chair or designate; unless the committee chair participates electronically pursuant to Section 5.12.7, then one additional member of the committee must be present; and
 - (b) The Director of Education or Designate.
- 5.12.7 Notwithstanding Sections 5.12.5, the Chair, Committee Chair or their designates may preside over a Meeting by electronic means when:
- (a) weather conditions do not allow the Presiding Officer to travel to the meeting location safely; or
 - (b) the Presiding Officer cannot be physically Present at the meeting for health reasons.
- 5.12.8 Notwithstanding Section 5.12.7, the Chair, or their designate must be physically Present at a meeting for at least half of the regular Board Meetings in a twelve (12)

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month period (beginning December 1 in each year until 2022 and beginning November 15th thereafter), unless all schools of the PDSB are closed, as described in s. 7 of Regulation 463/97 or unless otherwise provided by legislation or regulation.

- 5.12.9 All Members or Student Trustees participating via electronic means who are not speaking must turn off the microphone on their device. Members and Student Trustees attending in person or via electronic means will make every effort to avoid disrupting a meeting by turning personal and electronic devices to a non-audible function, reducing all background noise and refraining from private conversations.

Note: Sections 5.12.6, 5.12.7 and 5.12.9 are not applicable until November 15, 2022, regardless of whether schools are closed pursuant to s.7 of Ontario Regulation 463/97 (as amended, June 7, 2021).

5.13 Presiding Officer

- 5.13.1 The Chair (or Vice-Chair in their absence) or Committee Chair (or Committee Vice-Chair) will act as the Presiding Officer at a Meeting of the Board or Committee, as the case may be.
- 5.13.2 If the Presiding Officer is not present within ten minutes after the start time shown in the Meeting Agenda, the Board or Committee will appoint another Member to preside in the interim.
- 5.13.3 No Member of the Board or a Committee will preside at a Meeting during the consideration of a motion when that Member has declared a conflict of interest.

5.14 Quorum

- 5.14.1 There must be a Quorum throughout every Board and Committee Meeting in order for the Board to conduct business.
- 5.14.2 Where a Member is participating electronically, their attendance will be included for Quorum as long as they remain Present and electronically connected to the Meeting.
- 5.14.3 If a Quorum is Present, a Meeting will commence within fifteen (15) minutes of the Meeting start time as shown in the Agenda.
- 5.14.4 If a Quorum is not Present within fifteen (15) minutes after the start time shown in the Meeting Agenda, the names of the Members Present will be recorded and the Members will be discharged.
- 5.14.5 At a Board or Committee Meeting, if a Quorum is lost during the course of the Meeting, the Meeting will be deemed to stand in recess. If Quorum cannot be re-

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established within fifteen (15) minutes of the recess due to a loss of Quorum, the Meeting will stand adjourned. If a Board or Committee meeting stands adjourned for lack of quorum, the business on the agenda for that meeting which was not dealt with at that meeting shall be placed on the agenda for the next regular meeting of that body or on an agenda of a Special Meeting called for the purpose of completing the unfinished agenda.

5.14.6 Where no quorum is present, the Director or designate shall prepare a report to the Board or Committee which shall record the place, date and time of meeting; the name of the Presiding Officer; and, the record of attendance of the Members and senior staff present.

5.14.7 An Ex-Officio Member will be counted towards Quorum at a Committee Meeting.

5.15 Acknowledgement of Traditional Lands

5.15.1 All Board and Committee Meetings will include an acknowledgement of the Traditional Territories/Ancestral Lands of Indigenous peoples recited by the Presiding Officer or their delegate.

5.16 Board and Committee Meeting Agendas and Notice Requirements

5.16.1 The Agenda(s) for a Board Meeting, Special Meeting of the Board and a Committee of the Whole Meeting (Public or Private Session) will be determined by the Board Chair in consultation with the Director or Designate.

5.16.2 The Agenda for a Standing Committee Meeting (Public or Private Session) will be determined in accordance with Section 5.18.2, by the Standing Committee Chair, in consultation with the Board Chair and the Supervisory Officer assigned to support the Committee's work.

5.16.3 The Agenda for Board Sub-Committees and Ad Hoc Trustee Committee Meetings (defined in Section 1.7), including Public or Private Session, will be determined by the Committee Chair, in conjunction with the Supervisory Officer (or designate) assigned to support the Committee's work.

5.16.4 The Director or Designate will provide Members and Student Trustees with notice of all Board and Committee Meetings (excluding Special Meetings), including the Agenda, five calendar days (120 hours) prior to the Meeting. (Notice would be received on a Friday preceding a Meeting to be held the following Wednesday, for example). Statutory holidays will not affect this requirement. All notices, information and materials delivered to the electronic mail address of Members and Student Trustees shall be deemed to have been received once sent.

5.16.5 Materials related to items on the Agenda shall be delivered with the Agenda. If the materials are not available to be delivered with the Agenda, they are to be delivered

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not less than 48 hours prior to the time appointed for holding of a Meeting. Any materials received less than 48 hours prior to a Meeting will be added to the agenda for the next appropriate Meeting unless there is a motion to deal with the matter at the Meeting. Staff will be given an opportunity to explain the need to have the item dealt with at the particular meeting and the impacts if the matter is put to the next appropriate Meeting. This section does not apply to emergency business, materials for Special Meetings or administrative matters such as Human Resources matters, Principal/Vice-Principal appointments, etc.

- 5.16.6 The electronic mail address described in Section 5.16.4 is deemed to be the official PDSB electronic mail address provided to the Member or Student Trustee for the sole purpose of fulfilling their duties under the Act.
- 5.16.7 Any official Board materials/information delivered to a Member's home shall be deemed to have been received when delivered to the address provided to the Secretary to the Board by the Member upon being elected and updated by the Member in the event of there being a new home address. Student Trustees will provide the Secretary to the Board with an official home address upon their appointment to the position and will notify the Secretary to the Board, in writing, of any changes to their official home address.
- 5.16.8 Notice of Board and Committee Meetings and Agendas will be published on the PDSB's public website in accordance with the timelines prescribed in Section 5.16.4.

5.17 Regular Board Meeting – Order of Business

- 5.17.1 Matters will generally be considered in the order shown in the agenda. The final agenda will be approved at the meeting by a Majority Vote, subject to the provisions in Section 5.19.1. The order of the agenda can be changed at the Meeting at the direction of the Presiding Officer and no vote shall be necessary for the giving of such direction.
- 5.17.2 At a regular Board meeting, the following is the typical Order of Business:
 - (a) Call to Order
 - (b) Motion to Convene into Closed Session if applicable
 - (c) National Anthem and Acknowledgement of Traditional Lands
 - (d) Rise and Report from Closed Session if applicable
 - (e) Approval of the Agenda
 - (f) Declarations of Conflict of Interest
 - (g) Celebrating Board Activities
 - (h) Staff Recognition
 - (i) Board Chair's Announcements
 - (j) Report from Student Trustees
 - (k) Reports from Trustees Appointed to External Organizations

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- (l) Director's Leadership Report
- (m) Consent Agenda (Matters to be Decided Without Discussion)
- (n) Approval of Minutes from Previous Board and Special Board Meeting(s)
- (o) Receipt of Committee Minutes and Consideration of Motions
- (p) Receipt of Statutory Committee Minutes and Consideration of Motions
- (q) Receipt of Advisory Committee Minutes and Consideration of Motions
- (r) Communications/Correspondence/Petitions
- (s) Staff Reports
- (t) Trustee Motions for Consideration (Introduced at a Previous Meeting)
- (u) Trustee Notices of Motion (Discussion for Next Meeting)
- (v) Adjournment

5.18 Regular Standing Committee Meeting - Order of Business

5.18.1 Matters will generally be considered in the order shown in the agenda. The final agenda will be approved at the meeting by a Majority Vote, subject to the provisions in Section 5.19.1. The order of the agenda can be changed at the Meeting at the direction of the Presiding Officer and no vote shall be necessary for the giving of such direction.

5.18.2 At a regular Standing Committee Meeting, the following is the typical Order of Business:

- (a) Call to Order
- (b) Acknowledgement of Traditional Lands
- (c) Approval of the Agenda
- (d) Declarations of Possible Conflict of Interest
- (e) Approval of Minutes from Previous Meeting
- (f) Delegations
- (g) Staff Reports
- (h) Communications/Correspondence/Petitions
- (i) Trustee Motions for Consideration (Introduced at a Previous Meeting)
- (j) Trustee Notices of Motion (Discussion for Next Meeting)
- (k) Adjournment

5.19 Agenda Amendments at Board and Committee Meetings

5.19.1 Agendas for a Board or Committee Meeting may not be amended at the Meeting, or after the notice of the Meeting and Agenda has been circulated to Members, unless the item qualifies as time sensitive or Emergency Business (defined in section 1.7) and the amendment to the Agenda is confirmed by a Two-Thirds Majority Vote.

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5.20 Consent Agenda (Board Meeting Only)

- 5.20.1 The Consent Agenda consists of routine agenda items that were discussed and voted on previously at a Committee that may be presented together and adopted at once by the Members without further debate.
- 5.20.2 The Consent Agenda will be prepared for Board Meetings as part of Agenda development by the Board and Agenda Review Committee.
- 5.20.3 If a Member or Student Trustee requests a separate discussion on a motion in the Consent Agenda at the time of the Board Meeting, the matter will be removed from the Consent Agenda without requiring a vote.

Board and Committee Meeting Parliamentary Procedure

5.21 Debate

- 5.21.1 The Presiding Officer will maintain a list of Members and Student Trustees who wish to speak to a motion and will control who speaks and when, in accordance with this By-Law and Rules of Order.
- 5.21.2 The Presiding Officer will recognize a Member or Student Trustee to speak by referring to them as Trustee [last name] or Student Trustee [last name] and indicating that the Member or Student Trustee has the floor. A Member or Student Trustee may not speak to a motion until recognized by the Presiding Officer.
- 5.21.3 Members, Student Trustees and any other participants in a Meeting will address their comments through the Presiding Officer.
- 5.21.4 Members and Student Trustees will confine their comments to the merits of the motion being considered.
- 5.21.5 The Presiding Officer may rule a question out of order if a Member or Student Trustee has already asked substantially the same question in another form.
- 5.21.6 The Presiding Officer is entitled to move or second a motion, but only once they have relinquished or passed the role of Presiding Officer to another Member. Should the Presiding Officer move a motion, having relinquished their role as Presiding Officer, they may not preside over the Meeting again until the motion has been dealt with.
- 5.21.7 At any time before a motion is put to a vote, a Member or Student Trustee may request that the motion be read aloud.
- 5.21.8 Once the Presiding Officer calls for the vote on the motion, there shall be no further discussion.

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5.22 Speaking Time

- 5.22.1 At Board Meetings, a Member or Student Trustee may speak only once to each motion for up to five (5) minutes. The mover of the motion may speak a second time for up to three (3) additional minutes to conclude debate after all other Members and Student Trustees have had an opportunity to speak to the motion.
- 5.22.2 At Committee Meetings, Members or Student Trustees may speak an unlimited number of times to each motion for up to five (5) minutes each time they are recognized by the Presiding Officer. The Presiding Officer may refuse to recognize a Member or Student Member if, after speaking more than two times to the same motion, the Member or Student Member has no new or not previously mentioned information or position to share. A Member who moves a motion, may speak last and for up to three (3) additional minutes to conclude debate after all other Members and Student Trustees have had an opportunity to speak to the motion.

5.23 Ending Debate

- 5.23.1 At Board Meetings, a Member may request (or a Student Trustee may suggest) that debate be concluded by making a motion to Call the Previous Question.
- 5.23.2 A motion to Call the Previous Question is not debatable so no Member or Student Trustee may speak to a motion to Call the Previous Question, except reasons for moving the motion may be given.
- 5.23.3 A motion to Call the Previous Question cannot be amended.
- 5.23.4 A motion to Call the Previous Question cannot be moved on a main motion when there is an amendment to that motion under consideration.
- 5.23.5 A motion to Call the Previous Question shall preclude all further amendments of the main motion.
- 5.23.6 A motion to Call the Previous Question cannot be moved by the last Member to debate the motion.
- 5.23.7 A motion to Call the Previous Question will be decided by a Two-Thirds Majority Vote.
- 5.23.8 If a motion to Call the Previous Question is supported by a Two-Thirds Majority Vote, no further debate can take place and the Presiding Officer will immediately put the pending motion to a vote.
- 5.23.9 At Committee of the Whole and Standing Committee Meetings, a Member may request (or a Student Trustee may suggest) that debate be concluded by making a motion to Call the Previous Question, but only after all Members of the Committee

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and Student Trustees who are entitled to speak have had an opportunity to speak at least once.

5.24 Voting

- 5.24.1 A Member who is Present at a Meeting is entitled to vote once on each motion under consideration, unless disqualified from voting. A Member who is Present at a Meeting and does not vote shall be considered as voting in the negative. A Member who refuses to vote or abstains will be recorded as voting in the negative.
- 5.24.2 A Student Trustee who is Present at a Meeting is entitled to cast a non-binding vote once on each motion under consideration, unless disqualified from voting due to a conflict of interest.
- 5.24.3 Trustees who are not members of a Committee are not entitled to vote. Student Trustees who are not members of a Committee are not entitled to suggest a motion. Only Committee Members and Ex-Officio Members may vote at Committee Meetings.
- 5.24.4 If the motion contains distinct recommendations or propositions, a Member may move a motion to divide the motion, and if passed, a vote on each proposition is taken separately. The decision of the vote on whether the motion can be divided shall be final.
- 5.24.5 When a motion is put to a vote, no Member shall speak to the motion nor shall any motion be made until after the result is declared, and the decision of the Presiding Officer as to whether the vote has been called shall be final. The Presiding Officer will first call votes in favour, votes against and, finally, any abstentions.
- 5.24.6 After a vote is taken, the Presiding Officer will declare whether the motion was carried or defeated. If a Member doubts the result of a vote as announced by the Presiding Officer, the Member may call for the vote to be taken again and Members shall indicate the vote during the retaking of the vote and the vote shall not be a recorded except in a Meeting where the vote shall be a recorded vote. A member who was not in his or her seat at the time that a vote was taken may not vote in any retaking of the vote.
- 5.24.7 The result of a vote is not a ruling and therefore cannot be appealed.
- 5.24.8 A tie vote means the motion is defeated, except on a motion as to whether a ruling of the Presiding Officer is to be sustained.

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5.25 Recorded Votes

- 5.25.1 At a Board Meeting, any Member or Student Trustee may request a recorded vote prior to the vote on a motion taking place. The Official Recording Secretary will record the binding vote of each Member and the non-binding vote of each Student Trustee(s) in the Minutes for inclusion in the Official Record.

5.26 Motions

- 5.26.1 A matter to be considered by the Members at a Meeting will be in the form of a motion directly related to an item on the Agenda and will require a mover and seconder.
- 5.26.2 Any Member (including an Ex-Officio Member) Present at a Meeting, may move or second a motion related to an item on the Agenda or Emergency Business, unless disqualified from participating due to a Conflict of Interest.
- 5.26.3 A motion that has been moved and seconded may, without permission of the Members of the Board or Committee, be withdrawn, or a minor amendment made by the mover of the motion, until the Presiding Officer states the motion prior to opening the floor to debate.
- 5.26.4 A Member who moved a motion may also withdraw it from consideration after the motion is stated and before the vote is taken on the motion, provided that the seconder or no other Member Present objects to the motion being withdrawn.
- 5.26.5 If a Member objects to a request to withdraw a motion, the Members in attendance at the Meeting will immediately decide whether to permit the motion to be withdrawn by a Majority Vote.

5.27 Notice of Motion

- 5.27.1 A Member may request that a Notice of Motion be included in the Agenda for a Board or Standing Committee meeting as advance notification of a matter to be considered at a subsequent meeting.
- 5.27.2 A Notice of Motion must be submitted to the Director or designate at least 48 hours prior to the timelines for distribution of the Meeting agenda for inclusion in the Agenda.
- 5.27.3 A Notice of Motion must be in writing and have a seconder.
- 5.27.4 A Notice of Motion submitted in accordance with Section 5.26.1 will not be debated at the same meeting at which it is introduced.

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- 5.27.5 The Notice of Motion will be:
- (a) considered at a subsequent regular Meeting;
 - (b) may be referred by the Board to a more appropriate Committee; or
 - (c) may be referred to the Director of Education or Designate for consideration or follow-up or to report back to an appropriate Meeting.
- 5.27.6 Any action taken under Section 5.27.5(b) must be in accordance with the terms of reference for Board Standing Committees, as outlined in Section 4.7;
- 5.27.7 A Notice of Motion may be withdrawn by the Member at any time before debate begins on the motion. Prior to consideration of a motion for which notice has been given previously, a revised motion on the same subject, approved by both the mover and seconder, may be substituted for the original one contained in the Notice of Motion.

5.28 Motions - Order of Precedence

- 5.28.1 A Main Motion is the starting point for the Board or a Committee to make a decision. This is also known as the main question. It must be disposed of before another Main Motion is introduced.
- 5.28.2 Any secondary motion (identified as privileged and subsidiary motions in Section 5.28.3) may be introduced by a Member (or suggested by a Student Trustee) during a Meeting and will be considered and disposed of in the order of precedence listed below and in the Parliamentary Procedure Chart appended to this By-Law. As a result, there may be a few pending motions on the floor at one time but only one question can be disposed of at a time and in accordance with the order of precedence below.
- 5.28.3 The order of precedence of secondary motions is as follows:
- Privileged Motions:
- (a) Fix the time to Adjourn
 - (b) Adjourn
 - (c) Recess
 - (d) Question of Privilege
 - (e) Orders of the Day
- Subsidiary Motions:
- (f) Lay on the Table
 - (g) Previous question
 - (h) Limit or Extend Debate
 - (i) Postpone (defer) to a Certain Time

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- (j) Refer
- (k) Amend
- (l) Postpone (defer) Indefinitely

5.29 Ruling a Motion Out of Order

- 5.29.1 The Presiding Officer may rule a motion out of order if it is contrary to legislation, parliamentary procedure, or PDSB Procedure By-Law, policies, or Governance Directives. A motion which requires the exercise of a power or powers by the Board or a Committee which are not within the jurisdiction of the Board (ultra vires), shall not be in order.
- 5.29.2 If a Presiding Officer rules a motion out of order, the Presiding Officer will state the reason and, where applicable, the legislation, parliamentary procedure, or PDSB Procedure By-Law, policies, or Governance Directives.
- 5.29.3 The following motions are not in order at a Committee Meeting:
 - (a) Reconsider or rescind a previous decision of the Board; or
 - (b) Amend something previously adopted by the Board (unless the motion to reconsider, rescind or amend was explicitly referred to the Committee by the Board).

5.30 Amendments to a Motion

- 5.30.1 A Main Motion being considered by the Board or a Committee may be amended.
- 5.30.2 Motions commonly used that are not amendable include:
 - (a) Appeal the ruling of Chair or Presiding Officer;
 - (b) Question of Privilege;
 - (c) Postpone Consideration of a Motion Indefinitely (at Board); Lay a Motion on the Table;
 - (d) Point of Order;
 - (e) Previous Question;
 - (f) Reconsider;
 - (g) Rescind;
 - (h) Take a Motion from the Table; or
 - (i) Withdraw a Motion.
- 5.30.3 An amendment, to be in order, must:
 - (a) Directly relate to the motion it proposes to amend. No new business may be introduced by moving an amendment to a motion;
 - (b) Propose some change in the substance or form of the motion; and

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

- (c) Not be contrary to the main concept of the original motion it proposes to amend. An amendment which, in effect is nothing more than a rejection of the main Motion is contrary.

5.30.4 Only two amendments to a Main Motion may be proposed at any point in time.

5.30.5 The vote on the motion, the amendment and any amendment to the amendment will be taken in the reverse order of that in which they were moved.

5.30.6 On an amendment, members may only debate the merits of the amendment, not the merits of the motion the amendment proposes to amend.

5.31 Motion to Refer

5.31.1 A matter, action or a pending motion may be referred to the following for specific action or follow-up:

- (a) The Board;
- (b) A Committee (defined in Section 1.7);
- (c) The Chair;
- (d) The Director of Education or Designate;
- (e) A Statutory or Advisory Committee; or
- (f) A body or official named in the motion specified.

5.31.2 A motion to refer shall not include clauses for the purpose of amending the main motion.

5.32 Motion to Reconsider A Decision Made in the Same Meeting

5.32.1 A motion to reconsider a decision passed at a Board Meeting may only be reconsidered at that same Meeting and therefore, does not require prior notice to do so. The motion to reconsider is not the same as the motion that may be reconsidered. The motion to reconsider requires a separate Two-thirds Vote to pass prior to the reconsideration and voting on the original motion.

5.32.2 The debate on the motion to reconsider is a discussion about whether to reconsider and not about the subject of the motion that may be reconsidered. Debate on the original motion will take place following the motion to reconsider, if it passes.

5.32.3 The motion to reconsider can only be made by a Member who voted for the prevailing side of the original motion. A Member who did not vote on the original motion cannot move the motion to reconsider. A motion to reconsider cannot be amended or reconsidered.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

- 5.32.4 If the motion to reconsider passes, the original motion will be placed on the floor and dealt with like any other original or new motion and as if the original motion had not been voted on at all.
- 5.32.5 Notwithstanding this section, Robert's Rules of Order prescribes a higher voting threshold that must be followed for a motion to reconsider a By-Law Amendment, Section 1.5.3.

5.33 Motion to Reconsider a Decision at a Subsequent Meeting

- 5.33.1 A motion to reconsider a decision from a previous meeting either within the same term of the Board or previously, is amendable and debatable.
- 5.33.2 A motion to reconsider the decision on a previous motion requires a Two-Thirds Majority vote to carry.
- 5.33.3 No matter, after being decided by the Board, shall be reconsidered without first passing a motion to reconsider.
 - (a) No discussion of the main question shall be allowed until the motion for reconsideration is carried.
 - (b) A motion to reconsider may not be introduced without notice unless the Board, without debate, dispenses with notice which requires a Two-Thirds majority vote to carry.
 - (c) Once the matter is opened for reconsideration, it is reopened in its entirety unless the motion to reconsider specifies otherwise.
 - (d) if the motion is reopened, all previous decisions of the Board remain in force unless the Board decides otherwise.
 - (e) No motion to reconsider may, itself, be the subject of a motion to reconsider.
 - (f) An amendment cannot be the subject of reconsideration independently of the motion, by-law or other matter amended. If a motion to reconsider is decided in the affirmative, such reconsideration shall become the next order of business, and debate on the question to be reconsidered shall proceed as though it had never previously been considered.
- 5.33.4 A motion to reconsider the decision on a previous motion is not in order when something has been done pursuant to the decision on the previous motion that is impossible to undo (the unexecuted part of an order, however, can be rescinded or amended) or when the previous motion authorized entering into a contract when that contract has been entered into; or, when a resignation has been acted upon, or a person has been elected to or expelled from membership or office and the person was present or has been officially notified of the action.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

5.34 Motion to Rescind or Amend Something Previously Adopted

- 5.34.1 A previous decision of the Board cannot be rescinded or amended unless a motion passes by a Two-Thirds Majority Vote to do so and can only be considered if notice has been given.
- 5.34.2 A decision of the Board made at a previous Board Meeting cannot be rescinded or amended unless the proposed rescission or amendment is included in an Agenda.
- 5.34.3 The amendment, repeal and/or replacing of this By-Law will follow the process determined in Section 1.5 of this By-Law and Robert's Rules of Order.
- 5.34.4 A motion not previously dealt with because it was postponed indefinitely, (or similarly worded motion on the same topic) cannot be brought forward again for consideration at the same Meeting.

5.35 Point of Order

- 5.35.1 A Member may rise to a Point of Order when they believe any of the following have been breached or overlooked; the PDSB Procedure By-Law, Rules of Order, Governance Directives, Board policies or legislation related to a motion.
- 5.35.2 A Member may interrupt a speaker who has the floor to raise a Point of Order. The Point of Order does not require a seconder and is not debatable. It cannot be amended or reconsidered.
- 5.35.3 The Point of Order must be clearly stated by the Member with reasons and, where applicable, with specific reference to the particular By-Law provision, Rule of Order, Governance Directive, policy or legislation.
- 5.35.4 The Presiding Officer rules on the Point of Order. The Presiding Officer may declare a recess in order to review the Point of Order before making a ruling. No other business will be addressed until the Presiding Officer rules.
- 5.35.5 A Member shall only address the Presiding Officer for the purpose of appealing the decision to the Board or committee. If no Member appeals, the decision of the Presiding Officer shall be final.

5.36 Question of Privilege

- 5.36.1 If a Member is of the opinion that a pressing situation is affecting the rights or privileges of the Board, or of an individual Member or Student Trustee, a Member can Raise a Question of Privilege, which permits him/her to interrupt the Meeting to state an urgent request or motion. Otherwise, no member shall interrupt another member.
- 5.36.2 The Question of Privilege must be clearly stated by the Member with reasons.

SECTION 5: BOARD AND COMMITTEE MEETING RULES AND PARLIAMENTARY PROCEDURE

- 5.36.3 If the Presiding Officer is unable to address the question quickly and informally, the Chair may make a ruling on whether or not to permit the Question of Privilege.

5.37 Appeal the Ruling of the Presiding Officer

- 5.37.1 A Member may interrupt the Meeting to introduce a motion to appeal the ruling of the Presiding Officer. After notice has been given to the Presiding Officer, the Member shall state the nature of the appeal and the appeal shall be immediately decided by the Board or Committee by a Majority Vote. An appeal takes precedence over any question pending at the time.
- 5.37.2 If the appeal from the decision of the Presiding Officer results in a tie vote, the Presiding Officer's decision on the Point of Order will be upheld.
- 5.37.3 The Presiding Officer may speak to the motion to appeal and does not have to leave the chair to do so. There shall be no debate other than the mover of the motion stating the nature of the appeal and the Presiding Officer stating the rationale for the ruling. The Presiding Officer shall call a vote on the following question: "Shall the decision of the Presiding Officer be sustained?" and the decision on that vote shall be final.

5.38 Extending Meeting Time

- 5.38.1 No Board or Committee Meeting will continue beyond 11 p.m. unless approved by a Majority Vote. The Meeting may be extended for a defined period of time (30 minutes) to debate items currently on the floor or to deal with any other matter on the Agenda that is deemed to be urgent or time sensitive. Additional motion(s) to extend the Meeting time are also in order by a Majority Vote, following expiration of any 30-minute period previously approved.

**SECTION 6: WORKSHOPS/INFORMATION SESSIONS FOR TRUSTEES
AND/OR COMMITTEE MEMBERS**

6.1 Workshops/Information Sessions

- 6.1.1 Workshops/Information Sessions are meetings of the Board or a Committee that are intended for all Members of the Board for the purpose of: receiving a briefing; discussing emerging priorities and issues, including strategic planning; and/or, training purposes.
- 6.1.2 All workshops/information sessions will be open to the public, unless the purpose of the workshop/information session qualifies to be held in closed session pursuant to this By-law or legislation or if the workshop/information session is being held for the purpose of educating or training the Members, provided that no Member discuss or otherwise deals with any matter in a way that materially advances the business or decision-making of the Board.
- 6.1.3 All workshops/information sessions shall be coordinated through the Legal and Governance Department.
- 6.1.4 Notice of the workshop/information session to the public and the Members shall be provided in accordance with the notice provisions for regular meetings of the Board.
- 6.1.5 Quorum is not required for the workshop to proceed. There shall be no official minutes taken at a workshop/information session. The workshop/information session may be recorded at the discretion of the Chair of the Board in consultation with the Director or designate.
- 6.1.6 No decision shall be made at a workshop. Any matter requiring a decision shall be reported to the Board or Committee for consideration, debate and decision at a subsequent meeting of the Board or Committee.

SECTION 7: GOVERNANCE AND ACCOUNTABILITY FRAMEWORK

7.1 Public Participation in Board and Committee Meetings

- 7.1.1 The PDSB Annual Schedule of Meetings will be published on the PDSB's public website. When permitted by legislation, regulation or Board decision, Meetings may be held virtually.
- 7.1.2 Members of the public are welcome to physically (when possible) or virtually attend as observers any public Board or Committee Meetings, as well as Advisory and Statutory Committees, as permitted by law.
- 7.1.3 Members of the public may access a live audio-visual recording for Public Board, Standing Committee and Committee of the Whole Meetings on the PDSB public website. All Board, Standing Committee and Committee of the Whole Meeting recordings are also archived on the PDSB public website.
- 7.1.4 When all schools of PDSB are closed as described in s. 7 of Regulation 463.97, the public will be provided with electronic access to any public meetings outlined in Section 7.1.1.

7.2 Delegations

- 7.2.1 Members of the public are welcome to request delegate status to share their views with Trustees regarding subject matter that falls within the Board's governance responsibilities.
- 7.2.2 Individuals who wish to appear as a Delegation should consult the Board's Governance Directive, Public Participation and Delegations, appended to this By-Law. The Directive provides detailed information about submitting a *Delegation Request Form*, as well as specific responsibilities for trustees, staff and delegates throughout the process.
- 7.2.3 Delegations from members of the public may be scheduled at a Board Standing or Committee of the Whole Meeting, or as otherwise indicated in Section 7.2.5.
- 7.2.4 Delegation presentations will not be received:
 - (a) at Board Meetings (except by the Special Education Advisory Committee, as prescribed in Regulation 463/97);
 - (b) by individuals or commercial enterprises who wish to promote products or services to the Board;
 - (c) regarding personal issues related to the Delegation, a staff member or a student;
 - (d) regarding employment issues that are covered under PDSB collective agreements or other employment contracts;

SECTION 7: GOVERNANCE AND ACCOUNTABILITY FRAMEWORK

- (e) about matters which are the subject of litigation with the Board, or where all rights to a hearing, appeal or review under the Education Act or its regulations have not been commenced or concluded;
- (f) prior to the Delegation pursuing any other Board processes that currently exist (including those outlined in Board Policy or Procedure to address their concern(s));
- (g) about matters that are currently the subject of a complaint to the Ontario Human Rights Tribunal or the Ontario Ombudsman or are under investigation by either of those Offices;
- (h) regarding matters that are not within the jurisdiction of the PDSB;
- (i) matters that are the subject of any PDSB complaint process;
- (j) twice within a 12-month period, unless the subject matter has changed substantially; or
- (k) regarding subjects for which there are other opportunities for the Delegation to provide input to the Board, such as School Accommodation Review Meetings, the Board's Multi-Year Strategic Planning Process, etc.

7.2.5 The Chair of the Board in consultation with the Director or designate, will consider all delegation requests and is authorized to take any of the following actions:

- (a) schedule the delegation for any future Board Standing Committee Meeting that has responsibility for the subject matter described in the Delegation Request Form;
- (b) refer the delegation to staff, through the Director, for follow-up;
- (c) for appropriate subject matter that is not included in the Terms of Reference for any Board Standing Committee, or which may apply to all Board Standing Committees, schedule the delegation for a Committee of the Whole Meeting (such date to be determined by the Chair of the Board in consultation with the Director or designate and the delegation);
- (d) make the final determination regarding the scheduling of the delegation in Open or Closed Session, in accordance with the confidentiality provisions contained in Sections 207(2), 207(2.1) and 218.3 (10) of the Education Act; or
- (e) deny any delegation requests that do not meet the requirements prescribed in this by-law or the PDSB Governance Directive, Public Participation and Delegations.

7.3 Petitions

7.3.1 The petition must contain a written or printed request to take some action, or to refrain from taking some action, to provide redress or relief, or to remedy a grievance. A statement of opinion or grievance alone cannot be received as a petition.

7.3.2 A petition must contain a minimum of twenty-five signatories who are residents of the Region of Peel, or persons who have a direct affiliation with the Peel

SECTION 7: GOVERNANCE AND ACCOUNTABILITY FRAMEWORK

DSB. Names and original signatures of the petitioners, along with contact information, which may be the address or telephone number of signatories, should be provided. Petitions e-mailed or submitted online will not be accepted.

- 7.3.3 When a petition is presented, no debate shall be allowed. The petition will be received and acknowledged.

7.4 Conflict of Interest Registry

7.4.1 Members have a responsibility to disclose any pecuniary conflict of interest, whether direct, indirect or deemed in accordance with the Municipal Conflict of Interest Act at Board and committee Meetings by filing a written statement with Governance and Board Services Staff, acting as the Director's Designate. In Closed (Private) Session, Members must withdraw from and not be Present in the meeting room or participate via electronic means when a matter about which they have declared a conflict is being discussed.

7.4.2 The Director of Education or Designate will:

- (a) File the written statement by the member in the PDSB's Conflict of Interest Registry;
- (b) Record the conflict of interest in the Minutes of the public Board or committee Meeting;
- (c) Record the conflict of interest in the Minutes of a Closed or Private Session Meeting and also in the Minutes of the next Public Board Meeting; and
- (d) Make the PDSB's Conflict of Interest Registry available for public review.

7.5 Integrity Commissioner

7.5.1 The Board will appoint an Integrity Commissioner to provide accountability services and advice pursuant to the Board Member Code of Conduct, Board Member Complaint Protocol and the Education Act.

7.6 Board Member Code of Conduct and Complaint Protocol

7.6.1 The Board will adopt a Board Member Code of Conduct and Complaint Protocol for its Members and review it after each Municipal Election, in accordance with the Education Act and Ontario Regulation 246/18.

7.6.2 The PDSB's Board Member Code of Conduct and Complaint Protocol, which support the Board's commitment to meeting high standards of conduct by Trustees are provided in the Governance Directives appended to this By-Law.

SECTION 8: GOVERNANCE DIRECTIVES

8.1 Board Member Code of Conduct

8.2 Board Member Code of Conduct Complaint Protocol

8.3 Appointment, Selection, and Jurisdiction of the Integrity Commissioner

8.4 Committees

8.4.1 Advisory Committees

8.4.2 Ad Hoc Trustee Committees

8.4.3 Board Sub-Committees

8.4.4 Standing Committees

8.4.5 Statutory Committees

8.5 Public Participation and Delegations

SECTION 9: RESOURCE DOCUMENTATION

9.1 Legislation

- [Education Act](#)
- [Municipal Conflict of Interest Act](#)
- [Municipal Elections Act](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)

9.2 Other Documents

- Robert's Rules of Order

9.3 Parliamentary Procedure Chart

Board Meeting, September 28, 2022

Trustee Annual Learning Plan: 2022 – 2023

Strategic Alignment:

A Trustee Annual Learning Plan is required by the Procedure By-law.

Ministry Directive 6

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel & Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Trustee Annual Learning Plan for 2022-2023 attached as Appendix A described herein be approved.

Highlights:

- Ministry Directive 6 provided that the Board shall establish and implement a mandatory annual learning plan for members of the Board.
- The Procedure By-law provides that Members of the Board shall attend mandatory training sessions or review the recorded sessions. Attendance records will be maintained to track all training sessions, both mandatory and voluntary, attended by Trustees.

Background:

On November 27, 2019, the Minister of Education commenced a review of the Peel District School Board (PDSB) to address concerns about systemic discrimination, specifically, anti-Black racism, and serious issues related to governance, leadership, and human resources practices at PDSB. Based on the Reviewers' Report and Recommendations, the Minister of Education issued 27 binding Directives to the PDSB on March 13, 2020. Directives #1-8 and 13 are governance related directives.

The purpose of this report is to provide information on Directive #6:

The Board shall establish and implement a mandatory annual learning plan for members of the Board. All members of the Board, whether current or newly elected, shall complete the annual learning plan which shall include the following topics:

- obligations and responsibilities under the Education Act and all other relevant legislation, including the Municipal Freedom of Information and Protection of Privacy Act, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code;*
- the By-laws of the PDSB;*
- appropriate use of the PDSB Trustee Code of Conduct; and*
- PDSB governance and other key policies including but not limited to policies concerning Trustee conduct, conflict of interest, equity and inclusive education, and human rights.*

The first annual learning plan was completed and reported out at the May 25, 2022 Board of Trustee meeting.

With the beginning of the school year, a new annual learning plan is required for the 2022-2023 year.

Evidence

The municipal election is scheduled for October 24, 2022 and a new Board of Trustees will be sworn in on November 16, 2022. The recommended learning plan for the 2022-2023 year takes

into consideration that there will be new Trustees on the Board. It is important that foundational learning is provided to the Trustees for the new members and also as a refresher for returning members.

The recommended training focuses on the Trustees roles and responsibilities as well as awareness of important system work of the Board.

There are six learning opportunities for Trustees proposed in the recommended annual learning plan with three being mandatory. All of the sessions will be recorded and available for viewing by the Trustees to ensure all have the opportunity to participate. All presenters will be available for questions and comments during the live learning sessions and afterwards for those who watch the recording.

Attendance will be maintained for all sessions, both mandatory and voluntary.

If other learning opportunities are required or present themselves during the year, they can be added to the annual learning plan by the Chair of the Board in consultation with the Director of Education and General Counsel & Governance Officer.

Impact Analysis

Equity & Human Rights Review:

Learning opportunities will be presented in a way that upholds the legal and mandated commitment to equity, anti-racism and anti-oppression.

Board or Ministry Policy Alignment:

The proposed annual learning plan for 2022-2023 aligns with the Procedure By-law and Ministry Directive 6.

Resource/Financial Implications:

Training will be provided by guest speakers/lecturers/trainers or using in house expertise. The Legal and Governance Services Department is responsible for scheduling and arranging the speakers/lecturers/trainers. There may be some cost when using guest speakers/lecturers/trainers.

Legal implications:

The completion of this work aligns with compliance with the Ministry Directives. It is also in keeping with statutory obligations and responsibilities of Trustees.

Risk Assessment:

There is a risk of non-compliance and reputational risk if the annual learning plan is not implemented and completed each year.

Community Impact:

Requiring and completing Trustee training and learning opportunities will increase the public trust and confidence in the PDSB.

Next Steps

Action Required:

The Legal and Governance Service Department will add the dates outlined to the Annual Trustee Calendar.

The Legal and Governance Service Department will make necessary arrangements for the training/learning opportunities to be delivered to the Trustees.

The Legal and Governance Service Department will track and maintain an attendance log for the training/learning sessions.

Success Measures:

Completion of the annual learning plan will be a key performance indicator for the Board of Trustees.

Appendices

Appendix A: Trustee Annual Learning Plan 2022-2023

Appendix A

Trustee Annual Learning Plan 2022-2023:

Trustee Orientation Wednesday November 23, 2022

An overview of the organizational structure, who to contact, the Procedure By-law, Trustee Expenses, navigating the website including a Trustee Portal, review of the Trustee Manual, Directives Update.

Trustee Roles and Responsibilities Monday December 19, 2022 **MANDATORY**

An overview of statutory and legal obligations including the Education Act, Municipal Freedom of Information and Protection of Privacy Act, Conflict of Interest, Human Rights, Workplace Health and Safety and more.

PDSB Consent Culture Monday January 30, 2023 **MANDATORY**

PDSB is committed to fostering a culture rooted in consent, respect, and dignity. PDSB will stand against sexual violence in all its forms in PDSB schools and learning environments through the appropriate handling of allegations of sexual violence and the development and promotion of proactive prevention, education, training, and awareness. It is important that together, we commit to learning and unlearning about how patriarchy, misogyny, sexism and other forms of oppression exist in our thinking and decision-making applications as educational leaders. This training will support participants to reflect on our current practices and provide the resources and tools necessary to move these practices to systemic transformative change that has positive impacts on our youth.

Trustee Code of Conduct Wednesday February 8, 2023 **MANDATORY**

An opportunity to review the Trustee Code of Conduct in depth and answer questions on the practical application of the Code.

Budget Wednesday April 19, 2023

Discussion on the goals and challenges of budgeting and provide information on different revenue streams and sources as well as operating expenses. A discussion on how the budget is balanced as well as reserves.

Conducting Expulsion Hearings and Suspension Appeals Monday May 15, 2023

The roles and responsibilities of administration and Trustees in discipline and discipline hearings and appeals.

Board Meeting, September 28, 2022

Centre for Indigenous Excellence and Land Based Learning

Strategic Alignment:

1. Achievement
2. Human Rights and Equity
3. Mental Health, Well-being and Engagement
4. Pathways and Transitions

Ministry Directive 10, 14 and 18

Report Type:

Information

Prepared by:	Lisa Hart, Superintendent, Equity, Indigenous Education, Anti-Racism, Anti- Oppression & School Engagement Nicole Reynolds, Coordinator of Indigenous Education
Submitted by:	Rashmi Swarup, Director of Education

Overview

Objective:

The purpose of this report is to recommend the development of a Centre for Indigenous Excellence and Land Based Learning as an important part of our commitment to improved outcomes for Indigenous students and upholds the distinct and inherent rights of First, Nation, Metis and Inuit people. The Centre for Indigenous Excellence and Land Based Learning will be a place that provides opportunities in land-based learning and Indigenous Ways of Knowing for both Indigenous and non-Indigenous students.

Highlights:

- School boards, alongside Indigenous community partners, are responsible for ensuring that First Nation, Métis and Inuit students have access to an education in their own culture as outlined in Article 14 of The United Nations Declaration on the Rights of Indigenous People (Appendix B). The Peel District School board is on treaty lands and has a responsibility to ensure they are upholding the inherent rights of First Nation, Métis and Inuit students and families and creating meaningful partnerships with The Mississauga of the Credit First Nation and local Indigenous community organizations
- The Centre will nurture social-emotional learning, build relationships between Indigenous and non-Indigenous communities, and build capacity to uphold the Peel District School Board's commitment and obligations to the Truth and Reconciliation Commission of Canada: Calls to Action (Appendix A)

Background:

The Ministry Report outlined many troubling aspects of racism within the board. This included significant disparities in the achievement and well-being of First Nation, Métis and Inuit students. Indigenous students in the PDSB are being overlooked or their chance of success is being erased due to a lack of understanding of cultural stereotypes ("the student "passed" for White"), a focused racialized approach to discipline ("The ratio of suspensions for First Nations secondary students at the PDSB is 3.6—that is, 3.6 times their representation in the PDSB" a number of roadblocks to their success (Students in grades 9 and 10 are also overrepresented in applied and locally developed credit course pathways. The ratio of their overrepresentation is 2.1 and 2.5). The Peel District School Board must allow Indigenous students to be immersed in Indigenous education, either within the board or outside of it. A sovereign approach to Indigenous education through the Centre of Indigenous Excellence and Land-Based Learning is more apt.

The Ministry Review via Directive 14 required that the Peel District School Board address these systemic impediments through a comprehensive four-year strategy and action plan (the Comprehensive Strategy).

Directive 14 of the Ministry Review stated that:

- The Board shall establish a comprehensive four-year strategy and action plan to address and eliminate statistically significant disproportionalities in enrolment, achievement, and outcomes of Black students, other racialized students, and Indigenous students in applied, academic, locally developed, Special Education, and Regional Choice pathways and programs.
- The Board's plan shall:
 - i. include specific objectives tied to actions, measurable outcomes, and timelines for

-
- ii. meeting those objectives.
 - iii. include actions and measurable outcomes to reduce the effects of implicit bias on the
 - iv. disproportionate outcomes of PDSB's Indigenous students, to encourage Indigenous students to
 - v. establish goals and achieve academically.
 - vi. identify an employee or employees who would have responsibility for working to achieve
 - vii. the objectives laid out in the plan.
 - viii. include provisions for engaging with parents; and,
 - ix. include provisions for public reporting on progress towards achieving outcomes in the strategy.
- The Board shall require accountability for the action plan to address explicitly in the Board's Multi-Year Strategic Plan, the Board Improvement Plan for Student Achievement (BIPSA), the Equity Action Plan, and in the performance appraisals of principals, supervisory officers, Associate Directors, and the Director of Education. This strategy and action plan should be a key component of the Annual Equity Accountability Report Card.

Evidence

Findings/Key Considerations:

If we continue to assume that success is measured in a Eurocentric way, students, and more importantly Indigenous students, will continue to experience disproportionate outcomes in education. When space is made for Indigenous people to lead educational institutions, we find that those same students who felt invisible within the Eurocentric model of education begin to find themselves and their academic strengths paving the way for them to become successful members of their communities and society. Nowhere is this more evident than in the numerous Indigenous sovereign spaces supported by various school boards and institutions

Examples include:

- Urban Indigenous Education Centre and the Wandering Spirit (Toronto District School Board)
- Urban Indigenous Foundation of HOPE and PEACE for Wellness (Halton Catholic District School Board and Country Heritage Park)
- Offices for The Mississauga of the Credit First Nation (University of Toronto – Mississauga)

To show a commitment to upholding the Rights of Indigenous Peoples, our treaty partnership with the Mississaugas of the Credit and an act of Reconciliation, the building and land of the former Creditview Public School should be used as the Centre for Indigenous Excellence. This site currently sits vacant, has land on which Indigenous and non-Indigenous students can learn through Indigenous ways of knowing doing and being and has proximity to the Credit River. The Centre of Indigenous Excellence and Land-Based Learning will be:

- the worksite for The Indigenous Education Team

-
- an affinity space where Indigenous students can access cultural education from community partners
 - used as field centre for schools to access to receive experiential learning opportunities in Indigenous ways of knowing, doing and being led by community partners
 - a space for capacity building and professional development for staff in Education for Reconciliation
 - a place to build partnerships and network with community and treaty partners such as the Mississaugas of the Credit, the Credit River Metis Council and The Indigenous Network

Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples states, “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning” (United Nations...) which is different than merely giving Indigenous students the equitable or same education as every other student. The cultural survival of First Nation, Métis and Inuit communities and the academic success of their children will largely depend on the implementation of culturally relevant curriculum that is based on contributions made by these very communities. The Indigenous Education Centre will show Peel District School Board’s commitment to upholding Indigenous Rights to self-determine their Education Systems and value the Indigenous families and students they serve.

Impact Analysis

Equity & Human Rights Review:

The partnership with the board and Indigenous communities will support opportunities to:

- Uphold the rights of Indigenous Peoples as outlined in the United Nations Declaration on the Rights of Indigenous Peoples
- Create alternatives for First Nation, Métis and Inuit Students reach high levels of achievement
- Allow access for First Nation, Métis and Inuit students to connect with community, culture, traditions and languages
- Proactively action anti-colonial practices to disrupt appropriated and stereotyped content and harmful narratives
- ensure that the right (under the Ontario Human Rights Code) of First Nation, Métis and Inuit students to barrier-free access to education in safe and culturally meaningful and responsive learning environments

Board or Ministry Policy Alignment:

Ministry Review of Peel District School Board

Inclusive Education - Policy 54

Human Rights – Interim Policy 51

Board Action Plan for Indigenous Education

Resource/Financial Implications:

The recommended location for the centre is the former **Creditview Public School** (13990 Mississauga Rd, Cheltenham, ON L7C 1W4). This site will be re-purposed to serve as the Centre for Indigenous Excellence and Land Based Learning.

Budget development will include collaboration with the Indigenous Education Team, Facilities Services and Finance services. The determination of the budget for the centre will be based on recommendations by the Indigenous Education Team in partnership with The Indigenous Education Advisory Circle.

Legal Implications:

The Peel District School Board has a duty to uphold each student's human rights and create an education system free from discrimination and uphold United Nations Declaration on the Rights of Indigenous Peoples.

Article 8 1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture. 2. States shall provide effective mechanisms for prevention of, and redress for: (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities; (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources; (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights; (d) Any form of forced assimilation or integration; (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

Article 11 1. Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature. 12 2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 13 1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons. 2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. 3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including 14 those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. 2. States shall take effective measures, in consultation and cooperation with

the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society

The Peel District School Board has obligations to meet the 94 Calls to Action provided by the Truth and Reconciliation Commission of Canada. Particularly:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.

Risk Assessment:

As shared within the consultations, some students face ongoing discrimination based on their race and intersections of marginalized social identities. This impacts academic outcomes along with feelings of belonging, acceptance, and wellbeing. When school environments are inclusive, and the overall curriculum honours and affirms the various identities of students, student outcomes and experiences improve. Failure to act continues to perpetuate harm which impacts the communities that the board serves.

Community Impact:

In her research, Dr. Susan Dion spoke to the importance of place for Indigenous students. First Nation, Métis and Inuit in urban settings need access to places where they can connect with one another and their community. Through gathering places such as this, First Nation, Métis and Inuit are given access to the right to an Education in their own culture and ways of knowing. This is a minimum standard of survival as outlined in the United Nations Declaration on the Rights of Indigenous Peoples

The fulfillment of this report acknowledges the steadfast commitment of Indigenous community members to reclaim their inherent rights and disrupt and dismantle the ongoing impacts of colonialism that continue to deny First Nation, Métis and Inuit students their basic human rights, dignities and freedoms. This initiative paves the way for system transformation that centers around relationships and is built on trust and solidarity.

Next Steps

Action Required:

- Consult with the Indigenous Education Advisory Circle, treaty and community partners, students and families
- Co-Develop implementation plan for First Nation, Métis and Inuit students and other students to access the centre
- Continue to offer professional development opportunities for principals and vice-principals to enhance their understanding of Educational Sovereignty and the importance of creating place for Indigenous Students in an Urban Setting
- Collaborate with the Research Department to identify the means to collect voluntary self-identification data
- Collaborate with Facilities manager to develop a plan to re-open and access the site

Communications:

- **October** – Planning and Consultation with Indigenous Education Advisory Circle, treaty and community partners, students and families
- **November** – Program Launch – Soft Launch through the creation of the First Nation, Métis and Inuit Affinity Circle
- **December** – April – Program Execution
- **May – June** – Measuring the impact through Exit surveys, self-identification data, program analysis and planning

Success Measures:

Success Measures will be defined by beginning with a disruption to the Eurocentric notion of success and ground understanding in Indigenous ways of knowing. These measures will also align with the Board Action Plan for Indigenous Education to:

- Increase the number of Indigenous teaching and non-teaching staff in school boards
- Increase in opportunities for knowledge sharing, collaboration and issue resolution among Indigenous communities, organizations, schools, school boards and the Ministry of Education
- Increase in participation of Indigenous parents in education
- Increase in graduation rates of Indigenous students
- Improvement in Indigenous student well-being
- Increase in satisfaction among educators on Indigenous focused professional development resources
- Increase in education opportunities to improve the knowledge of students and educators on the histories, cultures, traditions, perspectives and contributions of First Nations, Metis and Inuit peoples
- Increase in the percentage of Indigenous students meeting provincial standards on province-wide assessments in reading, writing and mathematics
- Improve student achievement
- Increase self-identification data

References:

Chadha, Ena, et al. *Review of the Peel District School Board*. 2020. Ministry of Education, <http://www.edu.gov.on.ca/eng/new/review-peel-district-school-board-report-en.pdf>.

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United Nations Declaration on the Rights of Indigenous Peoples. 2007. United Nations, https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf.

Appendices

Appendix A

Education For Reconciliation, The Government of Canada

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- x. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- xi. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- xii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- xiii. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- xiv. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- xv. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- xvi. Building student capacity for intercultural understanding, empathy, and mutual respect.
- xvii. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Appendix B

The United Nations Declaration on the Rights of Indigenous Peoples, The United Nations

Article 8

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

Article 11

1. Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

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

3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language

Article 15

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

2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.



Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action





Truth and
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Truth and Reconciliation Commission of Canada: Calls to Action



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2015

Truth and Reconciliation Commission of Canada, 2012

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Calls to Action

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

Legacy

CHILD WELFARE

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.
3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

EDUCATION

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate

educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

LANGUAGE AND CULTURE

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
 - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
 - ii. Aboriginal language rights are reinforced by the Treaties.
 - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
 - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
 - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

HEALTH

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.
19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes

between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

JUSTICE

25. We call upon the federal government to establish a written policy that reaffirms the independence of the

Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.
40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

CANADIAN GOVERNMENTS AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

ROYAL PROCLAMATION AND COVENANT OF RECONCILIATION

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:

- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

SETTLEMENT AGREEMENT PARTIES AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.
49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

EQUITY FOR ABORIGINAL PEOPLE IN THE LEGAL SYSTEM

50. In keeping with the *United Nations Declaration on the Rights of Indigenous Peoples*, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and

understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
 - i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
 - ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

NATIONAL COUNCIL FOR RECONCILIATION

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
 - i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between Aboriginal peoples and the Crown is maintained in the coming years.
 - ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
 - iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.
54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

CHURCH APOLOGIES AND RECONCILIATION

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
- i. Community-controlled healing and reconciliation projects.

- ii. Community-controlled culture- and language-revitalization projects.
- iii. Community-controlled education and relationship-building projects.
- iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

EDUCATION FOR RECONCILIATION

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

YOUTH PROGRAMS

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

MUSEUMS AND ARCHIVES

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
- i. Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
 - ii. Ensure that its record holdings related to residential schools are accessible to the public.
 - iii. Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- i. Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- ii. Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

MISSING CHILDREN AND BURIAL INFORMATION

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

COMMEMORATION

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

- iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.
82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

MEDIA AND RECONCILIATION

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

including the history and legacy of residential schools and the reconciliation process.

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
- i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
 - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

SPORTS AND RECONCILIATION

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse

cultures and traditional sporting activities of Aboriginal peoples.

- ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
 - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
 - iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEWCOMERS TO CANADA

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including

information about the Treaties and the history of residential schools.

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

Truth and Reconciliation Commission of Canada

1500-360 Main Street

Winnipeg, Manitoba

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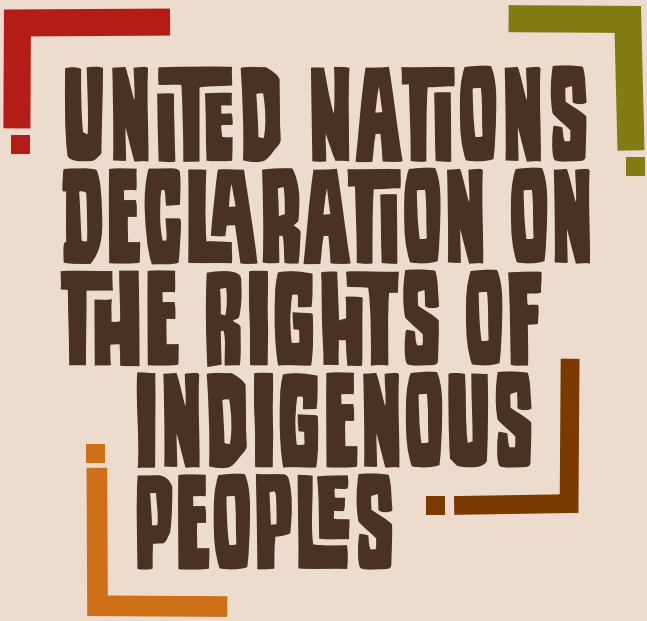

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**UNITED NATIONS
DECLARATION ON
THE RIGHTS OF
INDIGENOUS
PEOPLES**



United Nations



UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES



United Nations



Resolution adopted by the General Assembly on 13 September 2007

*[without reference to a Main Committee (A/61/L.67
and Add.1)]*


61/295. United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Taking note of the recommendation of the Human Rights Council contained in its resolution 1/2 of 29 June 2006¹, by which the Council adopted the text of the United Nations Declaration on the Rights of Indigenous Peoples,

Recalling its resolution 61/178 of 20 December 2006, by which it decided to defer consideration of and action on the Declaration to allow time for further consultations thereon, and also decided to conclude its consideration before the end of the sixty-first session of the General Assembly,

1 See Official Records of the General Assembly, Sixty-first Session, Supplement No. 53 (A/61/53), part one, chap. II, sect. A.



Adopts the United Nations Declaration on the Rights of Indigenous Peoples as contained in the annex to the present resolution.

*107th plenary meeting
13 September 2007*

Annex


United Nations Declaration on the Rights of Indigenous Peoples

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations, and good faith in the fulfilment of the obligations assumed by States in accordance with the Charter,

Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such,

Affirming also that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,



Affirming further that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect and promote the rights of indigenous peoples




affirmed in treaties, agreements and other constructive arrangements with States,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur,

Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Emphasizing the contribution of the demilitarization of the lands and territories of indigenous peoples to peace, economic and social progress and development, understanding and friendly relations among nations and peoples of the world,



Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,


Considering that the rights affirmed in treaties, agreements and other constructive arrangements between States and indigenous peoples are, in some situations, matters of international concern, interest, responsibility and character,

Considering also that treaties, agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership between indigenous peoples and States,

Acknowledging that the Charter of the United Nations, the International Covenant on Economic, Social and Cultural Rights² and the International Covenant on Civil and Political Rights,² as well as the Vienna Declaration and Programme of Action,³ affirm the fundamental importance of the right to self-determination of all peoples, by

2 See resolution 2200 A (XXI), annex.

3 A/CONF.157/24 (Part I), chap. III.




virtue of which they freely determine their political status and freely pursue their economic, social and cultural development,

Bearing in mind that nothing in this Declaration may be used to deny any peoples their right to self-determination, exercised in conformity with international law,

Convinced that the recognition of the rights of indigenous peoples in this Declaration will enhance harmonious and cooperative relations between the State and indigenous peoples, based on principles of justice, democracy, respect for human rights, non-discrimination and good faith,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,



Believing that this Declaration is a further important step forward for the recognition, promotion and protection of the rights and freedoms of indigenous peoples and in the development of relevant activities of the United Nations system in this field,


Recognizing and reaffirming that indigenous individuals are entitled without discrimination to all human rights recognized in international law, and that indigenous peoples possess collective rights which are indispensable for their existence, well-being and integral development as peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect:

Article 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all



human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights⁴ and international human rights law.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

4 Resolution 217 A (III).



Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 6

Every indigenous individual has the right to a nationality.

Article 7

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.



Article 8

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.



Article 9


Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

Article 10

Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.


- 
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 12

1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.
2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future genera-




tions their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including




those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.
2. States shall take effective measures to ensure that State-owned media duly reflect indigenous




cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

Article 17

1. Indigenous individuals and peoples have the right to enjoy fully all rights established under applicable international and domestic labour law.
2. States shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development, taking into account their special vulnerability and the importance of education for their empowerment.
3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect



their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.
2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.



Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.
2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.



Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.
2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.



Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.



Article 27

States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.

Article 28

1. Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent.
2. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take



the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.
2. States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.
3. States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.




Article 30

1. Military activities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest or otherwise freely agreed with or requested by the indigenous peoples concerned.
2. States shall undertake effective consultations with the indigenous peoples concerned, through appropriate procedures and in particular through their representative institutions, prior to using their lands or territories for military activities.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the




right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

Article 32

1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.
2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.
3. States shall provide effective mechanisms for just and fair redress for any such activities, and



appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 33

1. Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.
2. Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 34

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.



Article 35

Indigenous peoples have the right to determine the responsibilities of individuals to their communities.

Article 36

1. Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well as other peoples across borders.
2. States, in consultation and cooperation with indigenous peoples, shall take effective measures to facilitate the exercise and ensure the implementation of this right.

Article 37

1. Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors and to have States honour and re-



spect such treaties, agreements and other constructive arrangements.

2. Nothing in this Declaration may be interpreted as diminishing or eliminating the rights of indigenous peoples contained in treaties, agreements and other constructive arrangements.

Article 38


States in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.

Article 39

Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Article 40

Indigenous peoples have the right to access to and prompt decision through just and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective



remedies for all infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions, rules and legal systems of the indigenous peoples concerned and international human rights.

Article 41

The organs and specialized agencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of the provisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.

Article 42

The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of this Declaration and follow up the effectiveness of this Declaration.



Article 43

The rights recognized herein constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.

Article 44


All the rights and freedoms recognized herein are equally guaranteed to male and female indigenous individuals.

Article 45

Nothing in this Declaration may be construed as diminishing or extinguishing the rights indigenous peoples have now or may acquire in the future.

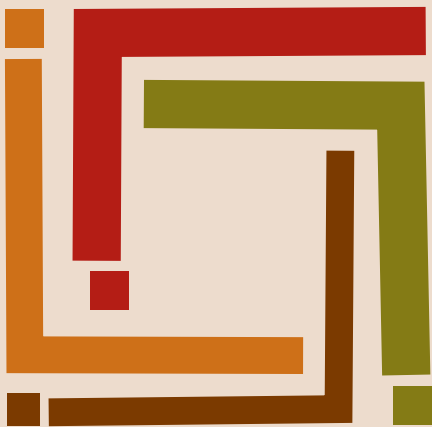
Article 46

1. Nothing in this Declaration may be interpreted as implying for any State, people, group or person any right to engage in any activity or to perform any act contrary to the Charter of the United Nations or construed as authorizing or encouraging any action which would dismem-



ber or impair, totally or in part, the territorial integrity or political unity of sovereign and independent States.

2. In the exercise of the rights enunciated in the present Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in this Declaration shall be subject only to such limitations as are determined by law and in accordance with international human rights obligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing due recognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of a democratic society.
3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice, democracy, respect for human rights, equality, non-discrimination, good governance and good faith.



Designed by the Graphic Design Unit, Department of Public Information, United Nations

Notice of Motion: Trustee Davies re Term Limits for School Board Trustees

Submitted by: Will Davies

Moved by:

Seconded by:

Motion:

“Whereas, the Board values enhanced community engagement;

And whereas, the Board is committed to diversity and inclusion;

And whereas, education is a constantly evolving field which benefits from regular infusions of new and fresh ideas;

And whereas, notwithstanding the arduous process to secure political office, trustees should not view themselves as lifetime politicians;

Therefore be it resolved, that a letter be written to the Premier of Ontario to request necessary changes in legislation to permit and implement term limits for the position of school board trustee such that, beginning with the 2022 Municipal election term, trustees of the Peel District School Board be limited to a maximum of 5 terms in office.”
