

# Governance and Policy Committee

## AGENDA

September 14, 2022

5:30 p.m.

MS Teams

---

### Committee Members:

John Marchant (Chair)

Kathy McDonald (Vice-Chair)

Carrie Andrews

Robert Crocker

David Green

Brad MacDonald

1. Call to Order
  2. Land Acknowledgement
  3. Approval of Agenda
  4. Declaration of Conflict of Interest
  5. Minutes
    - 5.1 Governance and Policy Committee Meeting, June 15, 2022
  6. Staff Reports
    - 6.1 Policy Development and Review Framework *Kathryn Lockyer*
    - 6.2 Trustee Family Leave Policy *Kathryn Lockyer*
    - 6.3 Naming and Renaming of Schools, Special Function Areas and Facilities Policy *Kathryn Lockyer*
    - 6.4 Trustee Code of Conduct *Kathryn Lockyer*  
Appendix A (*to be distributed*)
  7. Trustee Motions for Consideration (Introduced at a Previous Meeting)
  8. Trustee Notices of Motion (Discussions for Next Meeting)
  9. Adjournment
-

## PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, June 15, 2022, at 17:30 hours. The meeting was held by electronic means, under Ontario Regulation 463/97, as amended.

Members present:

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

Also present:

Will Davies  
Sue Lawton

Member absent: (apologies received)

Brad MacDonald

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)  
Rashmi Swarup, Director of Education

Nicole Fernandes, Board Reporter

**1. Call to Order**

Chair Marchant called the meeting to order.

**2. Acknowledgement of Traditional Lands**

The Land Acknowledgement was recited.

**3. Approval of Agenda**

GC-05, moved by Carrie Andrews, 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, May 18, 2022**

GC-06, moved by Kathy McDonald, that the Minutes of the Governance and Policy Committee Meeting, held May 18, 2022, be approved.

..... carried

**6. PDSB By-laws 2021 – Proposed Procedural Amendments**

General Counsel and Governance Officer, Kathryn Lockyer, stated that by-laws provide a foundation for effective meeting management and a structure for the decision-making processes for trustees. She noted that, pursuant to Directive 5, significant revisions to the PDSB By-laws were approved at the June 16, 2021 Board Meeting. After applying the current By-laws for the past year and, upon closer review and an environmental scan of other procedural by-laws and best practices, there is a demonstrated need to recommend a few amendments, clarifications, and additions regarding the scope and application of the By-laws. Kathryn Lockyer highlighted some of the proposed revisions, including: extending the By-law to various committees, subject to legislative or regulatory priorities; selecting Standing Committee membership every two-years; updating Governance Directives; refining terminology and adding processes to deal with petitions, and referral motions. Proposed amendments will provide for regular review at least once in a trustees' term, to ensure that the rules meet the needs of trustees, and the public for accountable and transparent decision-making. Kathryn Lockyer noted that next steps will be to bring a notice of By-law amendment to the June 2022 Board Meeting, with the intention of approving them at the September Board Meeting. She suggested input can be sought from committees about changing the term Governance Directive to Terms of Reference.

Responses to members' questions of clarification related to: environmental scan of school board by-laws will be undertaken regarding term limits on chair position and best practice in terms of eligibility of chair to continue on expiry of term limit; Governance Directive on Delegations outlines the parameters for delegation, and consultation between Chair of the Board and Director of Education is to determine where to direct a delegation; changes to rules of procedures, which are the By-laws, require a 2/3 majority vote; the will of the Board of Trustees determines and sets policy and direction, unless the validity of a motion is successfully challenged in court; proposed amendments indicate that membership of Standing Committees be approved every two years, but election of Committee chair and vice-chair can be held annually at the will of the Committee.

GC-07, moved by Carrie Andrews, that the Governance and Policy Committee recommends to the Board:

That, the proposed amendments to the PDSB By-laws, as outlined in Appendix I, be approved with an effective date of November 15, 2022, to correspond with the new term of trustees. (APPENDIX I, as attached to the agenda)\*

..... carried

\* This motion will be taken to the September Board Meeting for consideration.

**7. Policy Management Program**

Kathryn Lockyer noted that Directive 5 requires the Board to establish policies and processes for effective and transparent governance. She stated that a policy is a statement of intent and is typically implemented by procedures. Assisting with decision making by providing frameworks and regulations, policies guide actions and can be tested and measured through compliance. Kathryn Lockyer advised that a Policy Management Program is a deliberate set of guidelines, rules and decisions to achieve desired outcomes. Referring to Peel DSB's policy development practice in the past, she stated that a systematic program for policy management will provide for a coordinated approach to develop consistent, comprehensive, and compliant policies. Noting that the draft of the policy development and review frameworks is attached to the report, she invited trustees to provide their input.

GC-08, moved by Robert Crocker, that report re Policy Management Program, be received.

..... carried

**8. Student Trustees - Policy 66**

LaShawn Murray, Policy Analyst, reported that, following the student trustee election, Policy 66 was reviewed to ensure compliance with the Education Act and Ontario Regulation 707. She highlighted some of the changes proposed: students must be in the senior division of secondary school; written parent/guardian consent; eliminating the ambiguity regarding a determination on academic standing, and leadership and communication skills. LaShawn Murray advised that the election date will be in February with reporting to the Ministry within 30 days. Upon approval of the Policy, next steps include collaborating with the Caring and Safe Schools department to make changes to the Student Trustees Election Guide.

Responding to Chair Marchant's question of clarification, Kathryn Lockyer provided the rationale for including parental consent in the policy. Confirming that the Committee can recommend an amendment to the proposed revised Policy 66, she indicated that the proposed revisions will include written consent from the parent or guardian for anyone under the age of 18 years, or any student 16 years or older who is emancipated.

GC-09, moved by Carrie Andrews, that the Governance and Policy Committee recommends to the Board:

That, the Student Trustees - Policy 66 (attached as Appendix II), as amended, be approved and replace the current Student Trustees - Policy 66. (APPENDIX II)

..... carried

**9. Adjournment**

GC-10, moved by Robert Crocker, that the meeting adjourn (18:06 hours).

..... carried

..... Chair

## 6.1

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**

### **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:**

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

Governance and Policy Committee, September 14, 2022

# Review of Policy 27: Naming of Schools– Update #2

**Strategic Alignment:**

Ministry Directive 18

Policy 51: Human Rights

**Decision(s) Required:**

Approval.

*Prepared by: Donna Ford, Superintendent of Education*

*Harjit Aujla, Associate Director, School Improvement & Equity (Acting)*

*Submitted by: Rashmi Swarup, Director of Education*

---

## **Content**

### **Recommendation:**

That the revised Naming of Schools Policy 27 as attached, be approved.

### **Context:**

The August 2021 Board report documents that the Board approved that the Naming of Schools Working group (the Working Group) be struck to conduct an equity review of Policy 27 and make recommendations to the Board regarding amendments to Policy 27 to align with Directive 18. This purpose of the review would be consistent with principles and values of anti-racism, anti-oppression, and the Board's Human Rights Policy 51.

Directive 18 states:

The Board shall, through its Equity Office, established pursuant to Direction 10, undertake a comprehensive diversity audit of schools – including naming, mascots, libraries, and classrooms. This should include evaluating books, media, and other resources currently being used in schools for teaching and learning English, History and Social Sciences to ensure that they are inclusive and culturally responsive, relevant, and reflective of the student bodies and voices, and broader school communities.

The application of Directive 18 through the formation of the working group and the steps taken to amend Policy 27 in its equity review are outlined below.

### Policy 27

The changes to Policy 27 – Naming and renaming of schools provides a framework for the renaming and naming of Peel District School Board facilities. The policy provides description for what is being named (i.e., a facility/school, special program area or a program) and it provides naming criteria. The naming criteria guides those involved in the renaming and/or naming process to ensure that names are based on anti-racist, anti-oppressive, anti-colonial and Human Rights principles; and that the names are relevant to the program and/or site to which the name is being applied. Should the name be of a person, that name must represent values and/or ideals that carry historical significance as well as present currency, shared meaning and be a name of an individual whose contributions have had positive effect locally, nationally and/or internationally.

### Procedure 27

The accompanying procedure outlines the steps to be taken to ensure that accountability, consultation, and transparency are integral to the process.

While the Board of Trustees hold final approval of the renaming or naming, initiating a request for a change can be accessed by any member of the PDSB community via the Name Change Request Form (see Appendix 1). The procedure identifies factors that might contribute to the activation of a name change, for instance

- 
- New construction.
  - The consolidation of schools.
  - A significant change in the focus of a school or part of a school housing alternative or specialized programs to reflect the following scenarios:
    - An addition to the existing school structure or a facility upgrade of a school, for example, the renaming of a wing.
    - The rebranding or reimagining of a school.
    - Replacement (i.e., replacing an elementary school with a secondary school).
  - An equity audit of existing names that identifies a school, a special function area of a school or a facility whose names does not align with PDSB's commitment to anti-colonialism, anti-racism, anti-oppression, human rights, equity, diversity and inclusion.
  - A renaming request has been submitted by students, staff or a Board member.

A naming committee comprised of Peel District School Board staff (principal, superintendent, trustee, Superintendent of Equity, Indigenous Ed Anti-racism, Anti-oppression School Engagements) and community members (namely the school council chair and representatives from the Indigenous and Black advisory committees) and student representative from the Student Equity Committee oversee the process. The role of the committee is to ensure that the diversity of voices and perspectives contribute to the names that are generated, voted on and selected for said program, special function area or school site. The naming committee ensures that the naming criteria and the process are respected.

Community consultation is requisite to any renaming or naming of schools, special program areas and/or programs. Representatives from the Indigenous and Black advisory committees and students are Naming committee members. Further, the Naming committee is required to ensure that the process adheres to the PDSB commitments to community consultation and engagement, and with any available PDSB community engagement policy or procedure which means that community members most affected by the motivation for the name change are included in the collaborative process.

Finally, a report to the PDSB Director's Council and Board of Trustees is prepared by the Superintendent of Indigenous Education, Anti-racism, Anti-oppression and School Engagements will detail (i) the rationale for the recommended names (ii) the community engagement plan (iii) a summary of the participants, and (iv) a thematic summary and description of the findings.

---

## **Impact Analysis**

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

The work of the School Naming Working group (the Working group) has sought to infuse into the review of Policy and Procedure 27 - School Naming:

- a policy that clarifies the purpose and outcomes for the naming and renaming process
- a procedure that focuses on steps to be taken to ensure the transparency described in the policy, accountability, and community consultation

The revised Policy and Procedure 27 - School Naming contribute to the organizational actions to assess and reassess instances of exclusion and/or the manifestations of systemic discrimination that can arise through a significant process such as naming. Naming is a meaningful and symbolic act that must demonstrate the anti-racist, anti-oppressive, anti-colonial principles and Human Rights commitments of the Peel District School Board.

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

Ministry Directive 18, 5

Policy 51: Human Rights

Policy 27 – Naming of school (former)

This revised policy and procedure fulfill legislated requirements that support good governance for the Peel District School Board. This policy and procedure are part of the policy development and review as provided for in Directive 5 of the Ministry of Education's Directions to the Peel District School Board.

### **Community Impact**

It is anticipated that this review of Policy and Procedure 27 - School Naming will reinforce stakeholder engagement with the system transformation of the Peel District School Board, heighten understanding of the various applications of anti-racist, anti-oppressive, anti-colonial principles and Human Rights commitments through ongoing assessment processes.

---

## **Next Steps**

### **Action Required:**

Policy and procedure 27 – Naming and renaming schools will be published to the Peel District School Board website and intranet for ease of access by PDSB students, staff and community stakeholders.

### **Communications:**

Policy and procedure 27 – Naming and renaming schools will be shared with all PDSB employees and posted on the internal website and the external website for stakeholder access.

### **Success Measures:**

Reference to Policy 27 – Renaming and naming of schools and the implementation of the procedure through Directive 18 – Equity audit will demonstrate increased awareness and understanding of the application of anti-racist, anti-oppressive and anti-colonial practices by PDSB staff with community stakeholders.

---

## Appendices

Appendix 1.

# Name Change Request Form

2. How might you be contacted (email and/or phone number) \*

---

3. School board location (board employee or student) \*

---

4. Request type\*

- school site
- special program area
- program
- other

5. What is the current name of the site or program? \*

---

---

6. Reason for the request (provide rationale as per Policy 27, section 3.3).\*

---

---

---

---



# PEEL DISTRICT SCHOOL BOARD

## POLICY 27

### Naming and Renaming of Schools, Special Function Areas and Facilities

**Policy Title:** Naming and Renaming of Schools, Special Function Areas and Facilities Policy

**Policy Number:**

**Approval Date:**

**Effective Date:**

**Responsible Office:** Superintendent Indigenous Education, Anti-racism, Anti-oppression and Community Partnerships

**Approver:** Board of Trustees

**Approval Dates:**

**Review Date:** [5 years]

#### 1. PREAMBLE

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

The review of the Naming of Schools Policy and its Procedures is one of the responses to the Ministry directive that all PDSB policies, practices, and structures are “audited”. That is, examined and/or developed and implemented using anti-racist, anti-oppressive and anti-colonial principles to secure the achievement and wellbeing of Black, Indigenous and racialized students in the Peel District School Board.

The Board has a duty under the *Education Act*, R.S.O. 1990 to promote a positive school climate that is inclusive and accepting of all students.

#### 2. PURPOSE

**2.1** To provide a framework for the naming or renaming of PDSB schools, facilities and special function areas of schools.

**2.2** To provide transparency in the naming and renaming PDSB schools, facilities and special function areas of schools.

#### 3. APPLICATION AND SCOPE

**3.1** This policy applies to the naming and renaming of PDSB schools and facilities and special function areas of schools.

#### **4. DEFINITIONS**

**4.1 Facility:** A building that is PDSB property but is not a school.

**4.2 Special function area:** A designated area dedicated to operating an alternative or specialized program of learning that is part of the school.

**4.3 Local school community:** The students, families, school staff that attend and/or work at the school; alumni and school trustees.

#### **5. POLICY: PRINCIPLES AND VALUES**

**5.1** The Director of Education has the authority to start the process to rename a school, or name or rename a facility or special function area. The PDSB Trustees approve the proposed name or rename of a school by a majority vote. The Family of Schools Superintendent, in consultation with their Associate Director, approves the naming or renaming of a Facility or Special function area.

**5.2** The Board is committed to, and directs, meaningful community engagement with the local school community, including students, when naming or renaming a PDSB school, a Special function area or a Facility. Community engagement must be consistent with any available PDSB community engagement policy or procedure and must actively strive to include and engage the voices and perspectives of current and historically disadvantaged persons and groups within the local school community.

**5.3** Proposed names shall:

5.3.a Align with PDSB's commitment to anti-colonialism, anti-racism, anti-oppression and human rights, and consider equity, diversity and inclusion.

5.3.b Consider the diversity of PDSB Community Members, including diversity of race, gender, creed and abilities and strive to name and rename to reflect that diversity.

5.3.c Be distinct from other PDSB names.

5.3.d Be secular in nature.

**5.4** Proposed names may:

5.4.a Be the traditional territory or Indigenous name of the area.

- 5.4.b Be the current name of the local community.
  - 5.4.c Be the name of the street on which the school, special area of the school or the facility faces.
  - 5.4.d Honour a historically significant person who is generally recognized as having made a significant and positive contribution to the local community, Peel, Canada or internationally.
  - 5.4.e Describe the program at the school, the special area of the school or the facility.
  - 5.4.f Recognize a significant donor to the school, Special function area or the Facility.
- 5.5** Proposed schools, Special function areas and Facilities names shall not include:
- 5.5.a Names of current PDSB employees or Board members.
  - 5.5.b Names of corporations.
  - 5.5.c Persons who are known to have championed or orchestrated the mechanisms (legislation, policies and practices of assimilation) of colonialism in Canada.
  - 5.5.d Persons who are known to have engaged in the trans-Atlantic slave trade or known to have enslaved Africans, or to have championed or orchestrated the segregation of schools in Ontario based on perceived race.

## **6. ROLES AND RESPONSIBILITIES**

### **6.1 Board of Trustees:**

- 6.1.a Approve the proposed name or rename of a school by a majority vote.

### **6.2 Director of Education:**

- 6.2a Authorize the initiative to rename a school, or name or rename a facility or special function area.
- 6.2b Bring forward final recommendations approved by the Director's Council to the Board of Trustees of the final name selections for the name or renaming of a school.

### **6.3 Superintendent Indigenous Education, Anti-racism, Anti-oppression and Community Partnerships**

- 6.3.a Accountable for the implementation of this Policy across the Board and PDSB schools.
- 6.3.b Ensure that the Naming Committee engage in community engagement consistent with any available PDSB community engagement policy or procedure when naming or renaming a school.
- 6.3.c Responsible for proposing housekeeping amendments to this Policy to the Governance Officer.
- 6.3.d Responsible for the post-implementation review of this Policy.
- 6.3.e Responsible for ensuing related Procedures are developed.
- 6.3.f Provide interpretation of this Policy and related Procedures.
- 6.3.g Support understanding and implementation of this Policy and related procedures across the Board and PDSB schools.
- 6.3.h Strike a Naming Committee once the Director of Education has approved the renaming a PDSB school, special function area or a facility.
- 6.3.i Bring forward final recommendations for the naming or renaming of a school from the Naming Committee to Director's Council for approval.
- 6.3.j Maintain a list of names that have previously been reviewed by a Naming Committee for future reference.

### **6.4 Family of Schools Superintendent**

- 6.4.a Ensure the implementation of the Policy and Procedures are supported by all relevant officers, including Facility Services, Learning Technology Support Services and Communications.
- 6.4.b In consultation with the Associate Director, approve the naming or renaming of a Facility or Special Function Area.
- 6.4.c Ensure that the Naming Committee engage in community engagement consistent with any available PDSB community engagement policy or procedure when naming or renaming facility or special function area of a school.

### **6.5 Naming Committee**

- 6.5.a Ad hoc committee that provides feedback, advice, and recommendations for the communication plans and community engagement plans as part of the naming and renaming process, to be consistent with any available PDSB community engagement policy or procedure.
- 6.5.b Prepare a timeline for the naming or renaming process.
- 6.5.c Makes recommendations to the PDSB Director's Council for the naming or renaming of a PDSB school, and makes recommendations to the Family of Schools Superintendent to name or rename a facility or special function area of a school.

**6.6 Governance Officer**

- 6.6.a Ensure the most recent version of this Policy and related Procedures are found on the PDSB's website.

**REVIEWED AND REVISED:**

Approved June 9, 1971

Revised February 1973

Revised April 9, 1991

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

Reviewed January 2000

Revised February 25, 2003

Revised December 13, 2005

Reviewed February 25, 2014

Revised November 13, 2018 (replaces former Policy 27)

**PROCEDURES**

Naming and Renaming of Schools Procedures

**CROSS-REFERENCE:**

Anti-Racism Policy

**APPENDICES:**

Governance and Policy Committee Meeting: September 14, 2022

# Trustee Code of Conduct

**Strategic Alignment:**

Ministry Directive 5

Ontario Regulation 246/18

**Report Type:**

Recommendation

*Prepared by:* Kathryn Lockyer, General Counsel & Governance Officer

*Submitted by:* Rashmi Swarup, Director of Education

---

## Overview

### Recommendation:

That the Trustee Code of Conduct as attached as Appendix A described herein be recommended for approval.

### Highlights:

- Ministry Directive 5 provides that the Board retain a temporary parliamentarian/governance expert to establish procedures and practices for effective, respectful, and transparent governance.
- The temporary parliamentarian/governance expert recommended a series of requirements for completion to ensure procedures and practices for effective, respectful and transparent governance is in place.
- One of the requirements is an updated Trustee Code of Conduct.
- Ontario Regulation 246/18 requires every school board in Ontario to have a code of conduct for trustees.

### Background:

In April 2018, the Minister of Education made Ontario Regulation 246/18: Members of School Boards – Code of Conduct under the *Education Act*. Every school board is now required to:

- o have a code of conduct for trustees
- o make it available to the public
- o review it by May 15, 2023 and by May 15 every fourth year thereafter
- o after each review, pass a resolution to adopt the code, either as it exists or as amended

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 a draft of an updated Trustee Code of Conduct as per Directive #5 and to comply with Ontario Regulation 246/18: Members of School Boards – Code of Conduct.

## Evidence

A Trustee Code of Conduct supports both legislated requirements and Board established by-laws, governance directives, policies and procedures that set out the governance and accountability framework for the Board of Trustees. A Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community. A Trustee Code of Conduct establishes governing principles and standards for acceptable and respectful behaviours. A Trustee Code of Conduct promotes high standards and provides a



---

framework for professional conduct and responsibilities. A Trustee Code of Conduct demonstrates how Trustees have determined to regulate themselves as it is approved by the Trustees and applies to the Trustees.

Student trustees are not required by law to have a code of conduct. However, it is expected that in their capacity as recognized leaders contributing to the effective governance of a board, student trustees abide by their board's code of conduct.

The Ministry of Education commenced a widespread consultation on Trustee Codes of Conduct by sending out a survey to all school boards. Unfortunately, the Ministry has not provided information on any outcomes from the survey or provided any further information or guidance at this time. If in the future, the Ministry does provide further guidance or input on the requirement for Trustee Codes of Conduct, that information will be brought forward for consideration by the Trustees in future reviews of the Trustee Code of Conduct.

The Ontario Public School Boards' Association has created a Trustee Code of Conduct and Enforcement template which provides guidance in drafting an effective Trustee Code of Conduct. The attached draft used that template as a guide.

The draft Trustee Code of Conduct consists of three parts. The Code itself, the Complaint Protocol and the directive on retaining the Integrity Commissioner. They are all to be read together as the Board's mandate on the standard of behaviour.

The draft Trustee Code of Conduct addresses principles of integrity and dignity of the office; respect for confidentiality; upholding decisions; supply chain ethics; gifts, benefit and hospitality; use of Board property, services and other resources; improper use of influence; conduct regarding current and prospective employment; discreditable conduct; reprisals and obstruction; and, acting on the advice of the integrity commissioner;

The draft Complaint Protocol of the Trustee Code of Conduct provides for the use of an informal procedure first and foremost when investigating a breach of the Trustee Code of Conduct and contemplates remediation that may positively correct inappropriate behaviour. The formal complaint procedure is to be used for those more egregious and repetitive behaviours that disrupt the ability of a board of trustees to conduct its business.

The enforcement provisions in the draft Complaint Protocol of the Trustee Code of Conduct are consistent with the *Education Act* (particularly section 218). A trustee who has reasonable grounds to believe that another trustee, who is a member of their board, has breached the board's code of conduct may bring the alleged breach to the attention of the Board of Trustees by filing a complaint with the Integrity Commissioner.

If an alleged breach of the Trustee Code of Conduct is brought to the attention of the Board, then the Integrity Commissioner shall make inquiries into the matter. The Integrity Commissioner shall report to the Board with a recommendation on the matter and then the Board will determine whether a member has breached the Board's Trustee Code of Conduct.

If the Board of Trustees determines that a Trustee has breached the Trustee Code of Conduct, the Board may impose one or more of the following sanctions: censure; bar the Trustee from attending all or part of a meeting of the Board, or a meeting of a committee of the Board; or, bar the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board

---

The Integrity Commissioner will report to the Board annually on their activities around the Trustee Code of Conduct.

## **Impact Analysis**

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

The draft Trustee Code of Conduct makes specific reference to Trustees serving the public interest by upholding the letter and the spirit of the law including the Board's Human Rights policies and Anti-Racism policy. It also provides that standard that Trustees do not engage in conduct that would discredit or compromise the integrity of the Board or be inconsistent with the Board's values and policies of anti-racism and anti-oppression. Trustees shall act in a way that upholds the legal and mandated commitment to equity, anti-racism and anti-oppression.

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

The draft Trustee Code of Conduct aligns with Ministry Directive 6 and Ontario Regulation 246/18.

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

Training will be provided to Trustees on the Trustee Code of Conduct as per the Annual Learning Plan. There may be some cost when using guest speakers/lecturers/trainers. Also, the Integrity Commissioner fees will require budget allotment. The amount spent annually will be reported during the budget process.

### **Legal implications:**

The completion of this work aligns with compliance with the Ministry Directives. It is also in keeping with legislated obligations and responsibilities of Ontario Regulation 246/18 and the *Education Act*.

### **Risk Assessment:**

There is a risk of legal non-compliance and reputational risk if the Trustee Code of Conduct is not reviewed and approved by resolution as per Ontario Regulation 246/18.

### **Community Impact:**

Adopting a Trustee Code of Conduct increases public trust and confidence in the Peel District School Board and provides guidance and standards for Trustee behaviour.

## **Next Steps**

### **Action Required:**

The Trustee Code of Conduct, once approved by resolution, will be posted on the website.

The Legal and Governance Service Department will advise the Integrity Commissioner of the approved Trustee Code of Conduct.

The Legal and Governance Service Department will make necessary arrangements for the training/learning to be delivered to the Trustees on the Trustee Code of Conduct.

---

## **Appendix A**

**Trustee Code of Conduct comprised of Code of Conduct, Complaint Protocol and Directive on Integrity Commissioner**