



AGENDA

Board Meeting

Wednesday, September 27, 2023

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.

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 27, 2023

1. Call to Order
2. Motion to Convene in Closed Session – 6 p.m.
3. National Anthem and Acknowledgement of Traditional Lands – 7 p.m.
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Celebrating Board Activities
 - 6.1 Board Activities
 - (a) Child Abuse Prevention Month - October
 - (b) Cyber Security Awareness Month - October
 - (c) International Walk to School Month - October
 - (d) Islamic Heritage Month - October
 - (e) LatinX Heritage Month - October
 - (f) Learning Disabilities Month - October
 - (g) Women's History Month - October
7. Staff Recognition
 - 7.1. Retirements
8. Board Chair's Announcements
9. Director's Report
10. Report from Student Trustees
11. Reports from Trustees Appointed to External Organizations
12. Consent Agenda
13. Approval of Minutes from Previous Board and Special Board Meetings
 - 13.1. Minutes – Board Meeting, August 23, 2023

AGENDA

14. Committee Minutes for Receipt and Motions for Consideration

- 14.1. Minutes – Physical Planning, Finance and Building Committee, September 7, 2023
- 14.2. (a) Minutes – Governance and Policy Committee, September 13, 2023
(b) Motions – Governance and Policy Committee, September 13, 2023

15. Staff Reports/Reports

- 15.1. Two Spirit & LGBTQIA+ Action Plan - *presented by Camile Logan*

16. Communications

17. Trustee Motions/Motions for Consideration

18. Trustee Notices/Motions of Motion

19. Adoption of the Closed Session Report

20. School/Student/Staff Successes

21. Adjournment

Celebrating Board Activities



6.1 Board Activities

- (a) Child Abuse Prevention Month - October
- (b) Cyber Security Awareness Month - October
- (c) International Walk to School Month - October
- (d) Islamic Heritage Month - October
- (e) LatinX Heritage Month - October
- (f) Learning Disabilities Month - October
- (g) Women's History Month - October

7.1

Board Meeting, September 27, 2023

Retirements

Strategic Alignment:

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

Report Type:

For Information

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

Jaspal Gill, Associate Director, Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

RETIREMENTS

BOTROS, Siham
Classroom Teacher
Effective: August 31, 2023

ELVIDGE, Barbara
Classroom Teacher
Effective: August 31, 2023

EVANS, Helen
Educational Assistant
Effective: September 29, 2023

GILL, Suzanne
Classroom Teacher
Effective: September 30, 2023

HEAD, Tammie
Classroom Teacher
Effective: March 30, 2022

HELMER, Dorothea
Classroom Teacher
Effective: October 31, 2023

JOHNSTONE, Paul
Computer Technology Support Specialist
Effective: October 31, 2023

JONKERS-BORDONALI, Julie
Classroom Teacher
Effective: October 31, 2023

KAPASI-KHANDWALA, Kubra
Classroom Teacher
Effective: August 31, 2023

RETIREMENTS

MAR, Julianne
Classroom Teacher
Effective: August 29, 2023

MARCUZ, Mary
Classroom Teacher
Effective: November 30, 2023

MCGIRR, Bob
School Attendant
Effective: September 30, 2023

MRKONJIC, Dragica
Adult Language Instructor
Effective: December 31, 2023

NADERI, Fariba
Office Assistant
Effective: October 06, 2023

PIPARO, Kelly
Classroom Teacher
Effective: August 31, 2023

SIMPSON, Tom
Supervisor, Media Technology Support
Effective: November 30, 2023

SLOAN, Jennifer
Classroom Teacher
Effective: August 31, 2023

VALE, Jose
Custodian
Effective: September 29, 2023

RETIREMENTS

WEGIERAK, Elyzabeth
Educational Assistant
Effective: September 22, 2023

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, August 23, 2023 at 18:30 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

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

Member absent:

Kathy McDonald

Student Trustees:

Srishti Sekri, Student Trustee North
Ammar Alian, Student Trustee South

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, 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
Alvin Au, Superintendent of Education
Dahlia Battick, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent of Education, Math Lead
Yonnette Dey, Superintendent of Education
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Tiffany Gooch, Executive Lead, Public Engagement and Communications

Administration:

Atheia Grant, Acting Superintendent of Education
Leslie Grant, Superintendent of Education
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and
Community Relations
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent of Leadership, Capacity Building and School Partnerships
Kathryn Lockyer, General Counsel and Governance Officer
Michael Logue, Superintendent of Education
Luke Mahoney, Superintendent of Education
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent of Special Education, Social Emotional Learning and
Well-Being
Pradeep Shethur-Rajah, Superintendent of Education, Math Lead
Bernadette Smith, Superintendent of Innovation and Research
Michelle Stubbings, Superintendent of Safe and Caring Schools
Thomas Tsung, Controller, Facilities and Environmental Support Services
Sabrina Valteau, Governance Coordinator
Kervin White, Superintendent of Education
Randy Wright, Controller, Planning and Accommodation Support Services
Mary Zammit, Superintendent of Education

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair David Green welcomed everyone to the first meeting of the new school year and called the meeting to order at 18:30 hours.

2. Closed Session

Resolution No. 23-151 moved by Karla Bailey
seconded by Jeffrey Clark

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

..... carried

The meeting recessed at 18:35 hours and recovered at 19:00 hours.

3. National Anthem and Acknowledgement of Traditional Lands

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

4. Approval of Agenda

Item 11, Report from Trustee Bailey on Ottawa Canadian Congress of Black Parliamentarians, was added to the agenda.

Resolution No. 23-152 moved by Jill Promoli
seconded by Satpaul Singh Johal

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

..... carried
2/3rds' majority

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Celebrating Board Activities

Chair Green stated that the Board will recognize the following activities in September and he encouraged everyone to join in the celebrations.

1. International Fetal Alcohol Spectrum Disorder Awareness Day – September 9
2. World Suicide Prevention Day – September 10
3. Terry Fox National School Run Day – September 22
4. Rowan's Law Day – September 27
5. Orange Shirt Day – September 30

7. Staff Recognition: Retirements

Chair Green expressed appreciation to retiring staff for their years of service, dedication, and commitment to Peel DSB, and wished them well in their retirement.

Resolution No. 23-153 moved by Susan Benjamin
seconded by Jill Promoli

Resolved, that the following retirements be received:

Dawn Addison	Donna Hall	Richard Podleszanski
Beverly Beltrano	Ross Hanna	John Purcell
Anthony Bermonte	Bianca Heins	Margo Reid
Hardip Bhangu	Rupinder Kahlon	Maria Rodrigues Gonsalves
Rachna Bhatnagar	Joanna Karas	Marlene Roy
Denise Blake	Leslie-Anne Kavuk	Rosanna Rummyee
Angela Blue	Sandra Lee	Kathy Sauer
Jeannine Bush	Susan MacLellan	Nancy Saunders
Catherine Campbell	Suzanne Nasturzio	Carol Scaini
Susan Corbett	Lynn O'Halloran	Monique Smith
Helena Creppy	Gabriel Otoide	Rudy Sookhoo
Roberto Di Prospero	Liz Ozolins	Nina Sosnowsky
Brenda D'Orazio	Gladys Parsons	Terry Stober
Jane Dove	Kamla Patel	Allan Wadley
Leslie Fleming-Scott	Ida Petgrave	Martha Wood
Kathy Gallant	Pamela Phelan	Jing Xu
Nora Green	Victor Phyllis	Joyce Zwiep
Kathryn Hague	Asha Pippo	

..... carried

8. Board Chair's Announcements

Chair Green reported that the Ontario Public Schools Board Association (OPSBA) has begun the planning session for the school year and will be meeting over the next two days. He will be attending as Executive Council Member, representing Peel DSB, and will bring back a report to the Board.

Resolution No. 23-154 moved by Will Davies
seconded by Jeffrey Clark

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

..... carried

9. Director’s Report

Director of Education, Rashmi Swarup, welcomed everyone to the new school year. Regarding the Ministry Directives, she stated that almost all directives have been submitted to the Ministry, with nine fully approved, and five requiring additional information to be shared with the Ministry. The 27 directives resulting in over 54 actions were intended to address racism and systemic inequities. As part of PDSB’s commitment to creating inclusive, and anti-racist environments, the Affirming Muslim Identities and dismantling Islamophobia Strategy and 2SLGBTQIA+ action plans will be launched this year.

Director Swarup emphasized the need to continue to work together, engage with community groups, strengthen connections, and promote transparency. Rashmi Swarup presented information on enrolment in PDSB summer learning programs, and the Ministry’s expectations and PDSB’s action plans for Math Achievement, Ontario Language Curriculum, Safe Schools, and Mental Health and Well-Being, for the upcoming school year. She described the various programs, designed to help students succeed and establish positive, high-achieving work and teaching climates for educators.

Resolution No. 23-155 moved by Brad MacDonald
seconded by Stan Cameron

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

..... carried

10. Introduction to New Student Trustees

At the commencement of the meeting, Chair Green introduced the new Student Trustees, Srishti Sekri, Student Trustee representing schools north of Highway 401, and Ammar Alian, Student Trustee for schools South of Highway 401. He also recognized the student trustee mentors, Trustee Brad MacDonald and Trustee Susan Benjamin.

11. Reports from Trustees Appointed to External Organizations

1. Ottawa Canadian Congress of Black Parliamentarians

Trustee Bailey reported that earlier this month she attended the Ottawa Canadian Congress of Black Parliamentarians, where Black elected officials from all across Canada met to discuss addressing and eradicating systemic racism and poverty, promote economic development, and offer entrepreneurial programs and various other supports among and within Black communities. The next meeting is scheduled for December 2023.

Resolution No. 23-156 moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the oral report re Ottawa Canadian Congress of Black Parliamentarians, be received.

..... carried

12. Minutes of Board Meetings

Resolution No. 23-157 moved by Lucas Alves
seconded by Stan Cameron

Resolved:

1. That, the Minutes of the Board Meeting, held June 14, 2023, be approved.
2. That, the Minutes of the Board Meeting, held July 5, 2023, be approved.

..... carried

13. Committee Minutes

Resolution No. 23-158 moved by Brad MacDonald
seconded by Jill Promoli

Resolved:

1. That, the Minutes of the Special Education Advisory Committee Meeting, held May 16, 2023, be received;
2. That, the Minutes of the Governance and Policy Committee Meeting, held June 7, 2023, be received;
3. That, the Minutes of the Audit Committee Meeting, held June 8, 2023, be received.

..... carried

14. Motions for Consideration: Governance and Policy Committee Meeting, June 7, 2023

Resolution No. 23-159 moved by Susan Benjamin
seconded by Brad MacDonald

Resolved, that the following recommendations of the Governance and Policy Committee, held June 7, 2023, be approved:

1. Occupational Health and Safety Policy 2023

That, the Occupational Health and Safety Policy 2023, be approved. (Appendix I as attached to the Minutes)

2. Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3

- (i) That, the Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 Policy, be approved.
- (ii) That, interim Policy 89: Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3, be repealed.
(Appendix II as attached to the Minutes)

16. Directive 17 – Performance Appraisal Schedule – Update (Continued)

Camille Logan provided background information on progress of the Ministry Directive deliverables and remaining reports which included Directive 14: Comprehensive Four Year Equity Strategy and Action Plan. She added that the Principal performance appraisal process and schedule is in alignment with the Education Act, which sets out the required timelines, processes and steps, and are captured in Board policies and procedures that cover these appraisals.

Resolution No. 23-161

moved by Karla Bailey
seconded by Will Davies

Resolved, that the update report re Directive 17 – Performance Appraisal Schedule, be received.

..... carried

17. Directive 26 – Fairness and Equity in Employment Strategy

Executive Officer, Human Resources, Partnerships and Equity, Masuma Khangura, introduced Aryanne de Silva, Manager of Workplace Equity and Inclusion, and provided background information on her qualifications and experience. Aryanne de Silva presented an overview of the Fairness and Equity in employment Strategy plan which meets the requirements of Directive 26, outlines the Board’s commitment to equity for all PDSB staff, encourage establishment of working environments free from barriers, and seeks to correct conditions of disadvantage in employment. She stated that the initial focus will be on hiring through a competency and evidence-based hiring program and other areas will involve leadership development and training, promotion and retention, flexibility and accommodation. Next steps will include feedback from all stakeholders and developing an implementation plan during the 2023-2024 school year.

Resolution No. 23-162

moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the report re Directive 26 – Fairness and Equity in Employment Strategy, be received.

..... carried

18. Safe and Caring Schools Plan

Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, and Safe Schools, stated that the report describes the Board’s ongoing strategic work to create safe and caring schools, with a multifaceted approach connected to school improvement and equity planning processes, and will include a system-wide rollout of resources as well as development of a comprehensive safe schools strategy over the coming year.

18. Safe and Caring Schools Plan (Continued)

Michelle Stubbings, Superintendent of Safe and Caring Schools, highlighted Policy 48, Safe and Accepting Schools, to ensure that all students, staff, and stakeholders feel welcome, valued and safe. She outlined two priorities for September. The first is a toolkit of Kindergarten to Grade 12 resources and age appropriate lessons, which contains resources on understanding of values and agreements for learning and working, code of conduct, online behaviour, anti-bullying, consent culture, anti-human sex trafficking, anti-vaping strategy, identity affirming learning environments, special education, and restorative justice. The second priority is the development of a comprehensive strategy aimed at reducing incidence of concerning behavior in schools. Michelle Stubbings advised that a consultation with a variety of stakeholders will commence in September 2023, the work aligns with Policy and Program Memorandum 145, Progressive Discipline, and an update report will be brought to the trustees in January 2024.

Responses to trustees' questions of clarification included: communication on the consultation plan will be sent home and all components of the toolkit can be shared with parents; lessons on affirming identity as they are based in human rights; Safe and Caring Schools department will work with superintendents of education to assist principals and vice-principals with the contents of the kit; the calendar attached to the toolkit is specific to the month of September and principals are expected to continue the work throughout the year and upload evidence of the ongoing work; appropriate washroom behaviour is part of the code of conduct and includes no vaping, for which communication to educate students and parents has been developed; the toolkit has a consistent system-wide message; measuring success of the toolkit will be done through collection of data at school level to determine whether there is a decrease in the number of suspensions and expulsions. A trustee's suggestion for further discussions and feedback on the use of washroom strategy to ensure student safety was taken under advisement. In response to the query on expected walkouts on September 20, 2023, a 2SLGBTQIA+ action plan is being developed, which will include a letter to parents, and a template letter to be sent home with students. Staff will consider the trustee's request for student attendance data on that day. The question on sharing the toolkit materials through the website and social media channels was taken under advisement. A trustee requested a report on the number of incidents related to suspensions and expulsions, which need medical attention due to violent incidents, for the past five years. Chair Green offered to discuss the request with Director Swarup regarding feasibility of this task.

Resolution No. 23-163

moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the report re Safe and Caring Schools Plan, be received.

..... carried

19. Third Quarter Financial Reports as at May 31, 2023

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, 2023. He noted that the overall expenditures are slightly above those of the previous years at approximately 72%, and below the benchmark of 75%. He advised that although overall expenditures are trending below budget, variability in spending can be seen in various areas due to slow starts in certain programs and timing of expenditures. The report includes Other School Board Grants and Expenses report as at May 31, 2023, Ministry Grant allocations outside of the GSNs (Grants for Student Needs), and funding for federal and other third party programs.

Resolution No. 23-164 moved by Karla Bailey
seconded by Brad MacDonald

Resolved, that the Third Quarter Financial Reports as at May 31, 2023, be received.

..... carried

20. Trustee Annual Learning Plan: 2023-2024

Kathryn Lockyer, General Counsel and Governance Officer, stated that the Trustee Annual Learning Plan was first required through the Ministry directives and since then it has been added to the Procedure Bylaw. The plan demonstrates trustees' commitment to ongoing learning and development, and input has been requested from trustees on suggestions for future learning. Kathryn Lockyer advised that some learning sessions are mandatory and are recorded so that they can be accessed at a later date and attendance is tracked. The report provides the attendance record for the previous year and the proposed schedule of learning sessions for the upcoming year.

Resolution No. 23-165 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the Trustee Annual Learning Plan for 2023-2024, be approved. (APPENDIX II, Item 15.4 of the Agenda).

..... carried

21. Adoption of the Closed Session Report

Resolution No. 23-166 moved by Jill Promoli
seconded by Susan Benjamin

Resolved, that the report of the Closed Sessions re: Minutes of the Board Meeting (Closed Session), June 14, 2023; Minutes of the Board Meeting (Closed Session), July 5, 2023; Minutes of the Audit Committee Meeting (Closed Session), June 8, 2023, and Principal/Vice-Principals Assignments, be received.

..... carried

RESOLUTIONS APPROVED IN CLOSED SESSION, AUGUST 23, 2023

Members present:

David Green, Board Chair
LeeAnn Cole, Board Vice-Chair (electronic)
Lucas Alves (electronic)
Karla Bailey
Susan Benjamin
Stan Cameron

Jeffrey Clark
Will Davies
Satpaul Singh Johal
Brad MacDonald
Jill Promoli

Member absent:

Kathy McDonald

1. Approval of Agenda

That, the agenda be approved.

2. Principal and Vice-Principal Assignments

That, the following elementary and secondary principal assignments, be received:

The following elementary principal assignment is a transfer, effective September 1, 2023:

Michael Poole, Principal, McKinnon Public School to Principal, Erin Centre Middle School.

The following secondary principal assignment is a transfer, effective September 1, 2023:

Kristy Zammit, Principal, Lorne Park Secondary School to Principal, Clarkson Secondary School.

The following co-ordinating principal assignments are transfers, effective September 1, 2023:

Andrea Dewar-Salmon, Principal, Fallingdale Public School to Coordinating Principal, Special Education, Social Emotional Learning and Well-Being.

Jeffrey Bertrand, Principal at Clarkson Secondary School to Coordinating Principal, Special Education, Social Emotional Learning and Well-Being.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Thursday, September 7, 2023, at 17:00 hours.

Members present:

Stan Cameron, Chair
Satpaul Singh Johal, Vice-Chair
Karla Bailey
Will Davies
David Green (Ex-Officio)
Brad MacDonald
Jill Promoli

Also present:

Susan Benjamin
Srishti Sekhri, Student Trustee

Administration:

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

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:00 hours.

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

PB-54 moved by Will Davies
seconded by Jill Promoli

Resolved, that the Committee move into the Closed Session (17:00 hours).

The meeting recessed at 17:50 hours and reconvened into Open Session at 17:54 hours.

3. Rise and Report from Closed Session

PB-55 moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the report of the Closed Session re: Britannia Farm; Artificial Surface Track and Field at Corsair Public School and Camilla Road Senior Public School, Mississauga; and Procurement Activity Report for May 1, 2023 – July 31, 2023, be received and that the recommendations contained therein, be approved.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

PB-56 moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the agenda be approved.

..... carried

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Budget Development Committee Meeting, May 23, 2023

PB-57 moved by Brad MacDonald
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held May 23, 2023, be approved.

..... carried

8. Minutes of the Budget Development Committee Meeting, May 30, 2023

PB-58 moved by Will Davis
seconded by Karla Bailey

Resolved, that the Minutes of the Budget Development Committee Meeting, held May 30, 2023, be approved.

..... carried

9. Minutes of the Physical Planning, Finance and Building Committee Meeting, June 1, 2023

PB-59 moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held June 1, 2023, be approved.

..... carried

10. Application Status Update

Zach Tessaro, Planning Officer, Development, presented the report, noting that it includes a list of development applications reviewed by staff for May to July 2023, along with a location map and a letter sent to the Municipality. He stated that the anticipated number of students that will be generated, have either been included in previous projections and sufficient school accommodation is in place, or will be provided by new schools approved in the Board's Annual Planning Document (APD). Zach Tessaro outlined the process for generating yield factors and recommended utilizing housing typology data to estimate the expected number of students from upcoming developments.

Trustees' questions of clarification were responded to regarding: excess students can be accommodated by using portables on sites; a future secondary school is proposed for Ward 8 area in Brampton, and staff review plans annually depending on development changes; the APD will contain recommendations for school additions, new schools, and boundary changes; air-conditioning is considered when building school additions and new schools, and cooling centres are set up to provide relief during extreme heat. Zach Tessaro will respond to the trustee on accommodation of excess students at Castlebrooke and Chinguacousy Secondary Schools.

PB-60 moved by Jill Promoli
seconded by Satpaul Singh Johal

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

..... carried

11. Procurement Activity Report – May 1, 2023 – July 31, 2023

The report was presented by Wendy Dobson, Controller of Corporate Support Services, The report highlights awarded contracts during the period May 1 to July 31, 2023.

PB-61 moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the Procurement Activity Report for May 1, 2023 – July 31, 2023, be received.

..... carried

12. Vandalism Activity Report – April – May 2023

Controller of Corporate Support Services, Wendy Dobson, presented the report and noted that activity in April 2023 was considerably lower than May 2023. She clarified that where costs are not indicated in the report, the cost is significantly low.

PB-62 moved by Karla Bailey
seconded by Will Davies

Resolved, that the Procurement Activity Report for April – May 2023, be received.

..... carried

13. Adjournment

PB-63 moved by Jill Promoli
seconded by Brad MacDonald

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

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, September 13, 2023, at 17:32 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

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

Trustees also present:

Stan Cameron
Will Davies
Jill Promoli
Srishti Sekhri, Student Trustee

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Wendy Dobson, Controller, Corporate Support Services
Tiffany Gooch, Executive Lead, Public Engagement and Communications

Lorelei Fernandes, Board Reporter

1. Call to Order

Chair MacDonald called the meeting to order.

2. Acknowledgement of Traditional Lands

The Land Acknowledgement was read.

3. Approval of Agenda

Item 7.2, Trustee Staff Relations Policy, was withdrawn from the agenda.

GC-51 moved by Karla Bailey
seconded by Susan Benjamin

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

..... carried
2/3rds' majority

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Governance and Policy Committee Meeting, June 7, 2023

GC-52 moved by Jeffrey Clark
seconded by Lucas Alves

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held June 7, 2023, be approved.

..... carried

6. Delegation by Salma Mustafa re Development of an Explicit Grade Acceleration Policy for Peel DSB

The delegation did not attend the meeting.

7. Referred Motion – Secondary Final Evaluations

GC-53 moved by Karla Bailey
seconded by Kathy McDonald

Resolved, that the report re Secondary Final Evaluations, be received.

.....

Coordinating Principal, Curriculum, Instruction and Assessment, Sumble Kaukab, recalled that the report on Secondary Final Evaluations was presented at the Curriculum, Equity and Student Well-Being Committee on March 8, 2023, based on the communication disclosed for 2022-2023 school year. She stated that Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment, addressed some concerns raised by the Committee and Final Evaluations were being brought back for the 2023-2024 school year.

Responses to trustees' questions of clarification included: weighting for Grades 9 and 10 secondary courses can include a final exam up to 10% of the final course grade and Grades 11 and 12 can include up to 20%; in Ontario, final examinations, including any culminating activity can be weighted up to 30% of the final grade for Grades 9 – 12. In reply to a concern, Sumble Kaukab explained that the evaluations comprise a combination of skills and knowledge, and preparation still requires students to have all pre-requisites independent of the weight of the exam. The trustee asked for consideration to ensure that students leaving PDSB and pursuing future pathways will be sufficiently prepared for examinations which have a higher threshold than 20%, to support student success in post-secondary education. The comment was taken under advisement.

7. Referred Motion – Secondary Final Evaluations (Continued)

Further questions of clarification from trustees were responded to regarding: students will continue to engage in examinations, however the weighting has been adjusted in order to use other evaluation methods for students to demonstrate their knowledge; research shows that when using multiple ways of demonstrating student learning, positive outcomes emerge. Comments and suggestions from trustees included communication on the secondary evaluation process through Parent Information Nights, lowering the weightage of secondary school examinations appears to be lowering the bar for students, there may be opportunity for students to use artificial intelligence for homework that is part of the evaluation, and there is no evidence to show that lowering or raising the percentage of exams affects the performance in post-secondary studies. Some trustees conveyed concerns from their constituents regarding lowering the weightage of exams at secondary level and indicated that it may impact student performance in post-secondary institutions. Camille Logan offered to take the concerns under advisement and to better inform parents at the school level.

Responding to the query on lack of trustees' involvement on this matter, General Counsel and Governance Officer, Kathryn Lockyer explained that, historically and currently, the decision is guided by the Ministry document 'Growing Success' which sets out criteria for the curriculum and how evaluations will be conducted in terms of percentage of assignments and examinations as part of the final mark. According to the guidelines set by the Province, school board administration is allowed to use their discretion to use different methods of evaluation for the various courses. Kathryn Lockyer provided background information on why this report was brought for review to the Governance and Policy Committee, and noted that it is not within the purview of trustees to be involved in operational matters. Further discussion ensued and some trustees spoke in favour of using multiple ways of evaluating students, depending on the courses, while other trustees conveyed parents' concerns and strong opposition to the shift in evaluation methods. A trustee suggested a public consultation on the topic to invite feedback from the parents.

.....

GC-53

..... carried

8. Social Media Policy

Executive Lead, Public Engagement and Communications, Tiffany Gooch, recalled that the initial report was developed in June 2022. She stated that in view of the changing nature of social media, an annual review of the policy is recommended. Reviewing the report, Tiffany Gooch advised that an environmental scan was conducted with other school boards and government organizations to review information. Findings indicated a significant number of hate posts, and approaches to deal with posts on various platforms are being considered. Tiffany Gooch highlighted the General Principles in the Social Media Policy which guide staff to be mindful of all equity and inclusivity-related board policies and the Ontario Human Rights Code when posting content on social media.

8. Social Media Policy (Continued)

GC-54 moved by Jeffrey Clark
seconded by Kathy McDonald

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

That, the revised Social Media Policy, be approved and replace the existing Social Media Policy. (APPENDIX I, Item 7.3 of the Governance and Policy Committee Agenda)

..... carried

9. Excursions Policy

Coordinating Principal, Curriculum, Instruction and Assessment, Sumble Kaukab, presented the revised Excursions Policy which applies to all Peel DSB approved curricular and extra-curricular activities involving students that take place off school property. She advised that the policy covers all staff and stakeholders, including third party providers and volunteers. Sumble Kaukab reviewed the report, highlighting that the policy ensures equity of access and opportunity, provides advance notice to parents, and prioritizes safety of students. A trustee expressed support for removing the financial barrier to access programs.

Responses to trustees' questions of clarification and comments included: possibility of covering the criminal reference check fee for volunteer parents can be addressed in the Operating Procedure (OP); inclement weather procedures are addressed in the student transportation policies and procedures; staff work with families in need to discreetly address financial constraints, which will also be addressed in the OP; excursion destinations are chosen in relation to curriculum.

GC-55 moved by Lucas Alves
seconded by Susan Benjamin

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

That, the Excursions Policy, be approved and replace the existing Policy 17. (APPENDIX II, Item 7.4 of the Governance and Policy Committee Agenda)

..... carried

10. Trustee Honoraria Policy

Kathryn Lockyer, General Counsel and Governance Officer, stated that Ontario Regulation 357/06 requires an annual revision to the Trustee Honoraria Policy to reflect updated enrolment amount. Policy 72 has been revised, indicating the honoraria for the period November 15, 2023 to November 14, 2024. She added that the amount is based on the base amount of \$1.75 per Average Daily Enrolment (ADE) and amounts to a total of \$27,852.44.

10. Trustee Honoraria Policy (Continued)

The amounts for the Chair and Vice-Chair are recognized for extra work and are paid an additional amount, while the student trustees have a fixed amount of \$2500 per year.

GC-56 moved by Kathy McDonald
seconded by Karla Bailey

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

That, the revised Trustee Honoraria Policy pertaining to the year November 15, 2023 – November 14, 2024, be approved effective November 15, 2023, and that Policy 72 – Trustee Honoraria pertaining to the period December 1, 2022 to November 14, 2023, be repealed. (APPENDIX III, Item 7.5 of the Governance and Policy Committee Agenda)

..... carried

11. Policy #71 Video Surveillance (Security Cameras in Schools/Sites)

Controller of Corporate Support Services, Wendy Dobson, stated the program will provide for student and staff safety and deter vandalism and other destructive acts. She advised that Policy 71 has been revised to include additional language from the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) with respect to notice, access, use, disclosure, retention, and disposal of records containing personal information. In addition, definitions have updated in relation to retention periods and video surveillance systems, and roles and responsibilities have been adjusted to align with privacy considerations.

A trustee inquired about the release of surveillance video footage to the Discipline Committee. General Counsel and Governance Officer, Kathryn Lockyer, explained that there are two aspects related to video footage, one from security cameras installed and the other from students' devices, which will be addressed in the Operating Procedure in future.

GC-57 moved by Karla Bailey
seconded by Susan Benjamin

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

That, the Video Surveillance Policy (formerly Security Cameras in Schools), be approved. (APPENDIX IV, Item 7.6 of the Governance and Policy Committee Agenda)

..... carried

12. Policy Management Program: Annual Report 2023

Policy Analyst, LaShawn Murray, advised that the report outlines the activities and accomplishments for the Policy Management Program during the 2022-2023 school year. She stated that the goal of the program is to develop and implement a framework for policy and procedure development in compliance with legislation, to align with Peel DSB’s vision, goals, and priorities, include input from the community, and reflect the Board’s commitment to equity and inclusion. Providing statistics on the work done under the program, LaShawn Murray reported that next steps will include: finalizing a periodic review schedule; implementing new naming and numbering conventions for policies and procedures; redesigning the intranet and Peel DSB web pages for posting policies and procedures; building capacity of responsible offices on policy and procedure development and review.

GC-58 moved by Jeffrey Clark
seconded by Lucas Alves

Resolved, that the report re Policy Management Program: Annual Report 2023, be received.

..... carried

13. Communications

1. Memo re Days of Significance and Scheduling of External Examinations

Kathryn Lockyer stated that the memo is in response to a question raised at the previous Governance and Policy Committee meeting regarding examinations being scheduled by third parties on Days of Significance. She advised that the Peel DSB Days of Significance Calendar does not apply to externally scheduled examinations as Peel DSB does not schedule the external organization exams.

GC-59 moved by Lucas Alves
seconded by Kathy McDonald

Resolved, that the Memo re Days of Significance, be received.

..... carried

14. Motion by Trustee Bailey re Student Transportation

GC-60 moved by Karla Bailey
seconded by Lucas Alves

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

Whereas, the Peel District School Board has a policy regarding transportation (Policy 39);

And whereas, Transportation Policy 39 specifically provides that transportation shall not be provided to Regional Learning Choices programs;

14. Motion by Trustee Bailey re Student Transportation (Continued)

And whereas, Peel families have made requests to the Peel DSB to provide student transportation to Regional Learning Choices programs;

Therefore be it resolved, that staff report with a review of Transportation Policy 39 and the Regional Learning Choices Program Policy 64 in relation to student transportation and possible solutions starting in the 2024-2025 school year;

And further, that the Peel DSB work with STOPR to propose updates to the eligibility requirements for student transportation to be included in the report;

And further, that the report include estimated budget impacts of the inclusion of student transportation options for Regional Learning Choices programs;

And further, that the report come back to a future meeting of the Governance and Policy Committee.

..... carried

15. Adjournment

GC-61 Moved by Susan Benjamin
 Seconded by Karla Bailey

Resolved, that the meeting adjourn (19:18 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

At a meeting of the Governance and Policy Committee, held September 13, 2023, the following recommendations resulted:

1. Social Media Policy

That, the revised Social Media Policy, be approved and replace the existing Social Media Policy. (APPENDIX I)

2. Excursions Policy

That, the Excursions Policy, be approved and replace the existing Policy 17, Excursions. (APPENDIX II)

3. Trustee Honoraria Policy

That, the revised Trustee Honoraria Policy pertaining to the year November 15, 2023 – November 14, 2024, be approved effective November 15, 2023, and that Policy 72 – Trustee Honoraria pertaining to the period December 1, 2022 to November 14, 2023, be repealed (APPENDIX III).

4. Policy #71 Video Surveillance (Security Cameras in Schools/Sites)

That, the Video Surveillance Policy (formerly Security Cameras in Schools), be approved. (APPENDIX IV)

5. Motion by Trustee Bailey re Student Transportation

Whereas, the Peel District School Board has a policy regarding transportation (Policy 39);

And whereas, Transportation Policy 39 specifically provides that transportation shall not be provided to Regional Learning Choices programs;

And whereas, Peel families have made requests to the Peel DSB to provide student transportation to Regional Learning Choices programs;

Therefore be it resolved, that staff report with a review of Transportation Policy 39 and the Regional Learning Choices Program Policy 64 in relation to student transportation and possible solutions starting in the 2024-2025 school year;

And further, that the Peel DSB work with STOPR to propose updates to the eligibility requirements for student transportation to be included in the report;

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

And further, that the report include estimated budget impacts of the inclusion of student transportation options for Regional Learning Choices programs;

And further, that the report come back to a future meeting of the Governance and Policy Committee.

Submitted by:

Kathryn Lockyer
General Counsel and Governance Officer

Governance and Policy Committee, September 13, 2023

Social Media Policy

Strategic Alignment:

This replaces the Social Media Policy, May 25, 2022.

Report Type:

Recommendation

Prepared by: Tiffany Gooch

Executive Lead – Public Engagement and Communications

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the updated Social Media Policy Review, attached as Appendix A, be approved and replace the existing Social Media Policy.

Highlights:

PDSB established its Social Media Policy in May 2022. With the everchanging landscape of social media, the updates being put forward are to ensure alignment of promising practices from other school boards.

As this policy has been reviewed a year after its initial approval, the Executive Lead Public Engagement and Communications will action professional learning and associated resources to support compliance with this policy.

The updated Social Media Policy includes the parameters of Authorized PDSB social media accounts reserving the right to refuse, block or remove content.

Background:

Implementing a Social Media Policy that empowers staff to continue to use social media as a tool for system transformation and advocacy is of the utmost importance. PDSB is committed to providing a discrimination and harassment free environment when engaging both in person and online. The use of social media by PDSB staff and students must be done safely, responsibly, and professionally. Social media conduct must therefore maintain the cultivation of a healthy, safe, and inclusive environment, regardless of any aspect of one's identity, including one's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. Staff should never engage in bullying, slander or discrimination of another staff member or individual via social media, directly or indirectly (such as subtweets).

The Executive Lead, Public Engagement and Communications as the lead of this policy will be required to provide guidance on the application of this policy and related guidelines on board operated social media accounts.

Evidence

Findings/Key Considerations:

The Social Media Policy provides guidance on appropriate social media conduct through Peel District School Board (PDSB) social media accounts (Central Board Office, Departments and Schools) and school and classroom/instructional social media accounts.

Key highlights of the updated Social Media Policy will include:

- PDSB recognizes that the landscape of social media is everchanging. Different social media websites and applications, can change the way they operate with little notice when responding to legislation, change of management and user experience. Social media remains a tool to echo and amplify official communication to parents, students and staff on issues related to the board and schools.
- Authorized PDSB social media accounts reserve the right to refuse, block or remove any of the following content:
 - Violation of PDSB policies and procedures.
 - Comments that are deemed to be discriminatory, violate the Ontario Human Rights Code and/or the Canadian Charter of Rights and Freedoms.
 - Advertisements, solicitations and spam messages.
 - Disclosure of personal information about the Board, school, students and staff.
 - Hateful, abusive, harassing, defamatory, threatening or obscene language.
- Depending on the severity of the circumstance, PDSB reserves the right to block an account.
- PDSB recognizes the important role social media plays for people to connect and engage in conversation online. PDSB continues to value and encourage respectful use of social media.
- PDSB staff are solely responsible for what they post online on their personal accounts.

In the creation of this policy, an environmental scan of social media policies of school boards and government organizations, professional advisories regarding social media conduct was conducted. In the development of this updated draft policy, Peel unions, associations, executives and federations were reengaged in a consultation. Current PDSB policies, procedures, and guidelines were reviewed and analyzed to ensure alignment. Consultation methods included written feedback and focus group sessions. The following internal departments, teams and stakeholders have been consulted:

- Public Engagement and Communications
- Legal & Governance
- Human Rights Office
- Human Resources, Partnerships and Equity
- Learning Technology and Support Services
- Leadership, Capacity Building and School Partnerships
- Innovation and Research
- Empowering Modern Learners Team
- Field Superintendents
- Peel unions, association executives and federations

Impact Analysis

Equity & Human Rights Review:

All PDSB employees must recognize that there are ethical and professional requirements of engaging on social media. Discriminatory language and content is always prohibited. Should staff engage in bullying, slander, or discrimination of another staff member or individual via social media, directly or indirectly (such as subtweets), human resources practices will be upheld.

Board or Ministry Policy Alignment:

- Freedom of Information and Privacy (Policy 88)
- Digital Citizenship (Policy 78)
- Conflict of Interest (Policy 8)
- Accessibility (Policy 76)
- Accommodation of Staff with Disabilities (Policy 59)
- PDSB Acceptable Use Procedure – Employee
- Employee Code of Conduct (Policy 65)
- Human Rights Code
- Copyright Act
- Municipal Freedom of Information and Protection of Privacy Act
- Accessibility for Ontarians with Disabilities Act

Resource/Financial Implications:

Misconduct and discriminatory use that does not follow the Code of Conduct or Human Rights Code could be determined as inappropriate and the misuse of social media. This policy expects PDSB staff to be compliant. Staff who do not comply with this Policy will be subject to appropriate consequences consistent with their terms of employment. Obstruction of these policies could also potentially result in libel or defamation lawsuits from third parties. This policy aligns to various other policies and legislation that are both internal and external to the board and employees should make themselves aware and familiar with those policies.

Risk Assessment:

The update to the policy is in response to the ever-changing nature of social media. Should the policy not be kept up to date, it does not maintain its relevance in its use. Failure to outline the expectations on appropriate use of social media can also cause hurt, and harm to affected stakeholders whether students, other staff, senior leadership, families, and the community.

Community Impact:

As staff of PDSB, it is important that staff contribute to safe and healthy community spaces. This policy will continue to uphold the principles of community trust and voice. Staff are expected to adhere to the Employee Code of Conduct and the protection of personal and confidential information.

PDSB recognizes the importance of two way communication in social media, this update will ensure community members voices are heard. To honour this commitment, this policy does not block all commenting or restrict response to our posts. PDSB is thoughtful that the mechanism to block comments is used to uphold human rights and maintain community safety.

Next Steps

Action Required:

- Upload updated Social Media Policy to the PDSB websites.
- Continue to deliver professional learning and resources for the updated Social Media Policy.

Communications:

This policy will be posted on the website and will be sent to staff via an all-staff message. Senior leadership team, administrators, managers, and supervisors will also communicate the expectations of this updated policy to staff.

Success Measures:

The Social Media Policy is intended to help all staff and those representing accounts affiliated with PDSB use social media responsibly, safely and successfully. In the adoption of the updated Social Media Policy, the intention is to increase understanding of the implementation amongst staff groups across the Board. This policy will continue to evolve to respond to both established and emerging social media platforms as changes occur in use of these platforms.

References:

This includes citations to research and references in the report.

Appendices

Appendix A – Updated Social Media Policy

SOCIAL MEDIA POLICY

POLICY MANAGEMENT

POLICY TITLE: Social Media Policy

RESPONSIBILITY: Executive Lead – Public Engagement and Communications

APPROVAL DATE:

EFFECTIVE DATE: September 13, 2023

APPROVAL: Board of Trustees

REVIEW SCHEDULE: Every three years

1. PREAMBLE

There have been major changes in the way we communicate as a society, with each other, within the organization and with communities, whether it's through speech, writing, American Sign Language (ASL) or media. Staff are using technology, including social media, to integrate and enhance learning in the classroom. Social media could be a tool used for advocacy and system transformation that advances equity and social justice. Social media also plays a key role in how we communicate with one another. Every communication online is shaping public opinion about staff, students, the Peel District School Board (PDSB) and public education. The use of social media by PDSB staff and students must be done safely, responsibly, and professionally.

For the purposes of this policy, social media refers to online technology tools that enable people and organizations to communicate and share information and resources over the internet. An individual or organization that engages on social media may use it to share information or interact and engage with other users. Social media includes, but is not limited to, social networking sites (X, Instagram, Facebook, LinkedIn, Pinterest, Flickr, YouTube, TikTok, Snapchat, video games, Reddit, Threads etc.), blogs, message boards, chat rooms, electronic newsletters, online forums and other tools and services that facilitate interactions over the internet.

PDSB recognizes that the landscape of social media is everchanging. Different social media websites and applications, can change the way they operate with little notice when responding to legislation, change of management and user experience. Social media remains a tool to echo and amplify official communication to parents, students and staff on issues related to the board and schools.

Staff could have both personal social media accounts and professional PDSB social media accounts. The distinction between personal and PDSB social media accounts are sometimes blurred and challenging to delineate for consumers and users of social media communications. As employees in the public service, staff are expected to always exercise good judgment and professionalism while using social media. The same professional standards that apply to the terms of employment extend to the use of social media.

The use of social media platforms in education have given students, teachers, families and staff an opportunity to gather information and access various learning communities. They have also served as powerful methods that accentuate learning and engagement. Social media conduct

must maintain the cultivation of a healthy, safe, inclusive and discrimination free environment, regardless of any aspect of one's identity, including one's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

This policy is aligned with and supports the principles and expectations of the Board's Human Rights Policy (Policy 51), and the Equity and Inclusive Education policy (Policy 54). At all times, this policy is to be interpreted to be consistent with the Ontario Human Rights Code, the Accessibilities for Ontarians with Disabilities Act (AODA) and relevant Board policies and procedures.

2. PURPOSE

This policy is intended to provide direction and guidance as to the appropriate use of social media.

3. APPLICATION AND SCOPE

This Policy applies to all social media use by PDSB staff.

4. DEFINITIONS

PDSB: Peel District School Board

Social media: forms of electronic communication through which users create online communications to share information, resources, ideas, messages, videos, and other content.

School and Classroom/Instructional social media accounts: accounts which are led by educators for classroom or instructional purposes. These accounts require approval from the school Principal.

Authorized PDSB social media accounts: accounts which are authorized by the Executive Lead – Public Engagement and Communications. These are accounts that represent the Central Board Office, PDSB schools and/or Departments.

Internet troll: an individual that uses online platforms to antagonize (others) by deliberately posting inflammatory, irrelevant, or offensive comments or other disruptive content.

Non-identifiable: posts that do not disclose personal information of a student, staff or another individual. Non-identifiable posts could include photographing "hands and work" without explicit identifiers as a way to celebrate learner accomplishments safely, without the need to broadcast their personal information.

Personal social media accounts: accounts which are led by PDSB employees used exclusively for personal purposes unrelated to their employment within PDSB. PDSB authorization is not required to open a personal social media account.

Staff: represents anyone employed by the Board in a full-time, part-time, temporary, probationary, casual, or contract position.

Subtweet: usually a mocking, critical or otherwise negative tweet that alludes to a person or another Twitter user without including a link to the user's account and often without directly mentioning the user's name.

5. POLICY

5.1 Authorization

5.1.1 AUTHORIZATION – PDSB SOCIAL MEDIA ACCOUNTS AND PERSONAL SOCIAL MEDIA ACCOUNTS

Staff are not required to obtain PDSB authorization to open a personal social media account. Teaching staff must notify their Principal if they use social media for professional and instructional purposes.

Department leads must notify the Executive Lead – Public Engagement and Communications when creating Authorized PDSB social media accounts.

5.1.2 AUTHORIZATION – SCHOOL AND CLASSROOM SOCIAL MEDIA ACCOUNTS

School and classroom social media accounts are permitted with the written consent of the Principal. Principals are responsible for keeping track of the accounts. School and classroom social media accounts are considered an extension of the school and the use of social media must reflect the vision, mission and values of PDSB while upholding the standards of relevant professional colleges and associations such as the Ontario College of Teachers and adhering to PDSB policies. Educators are responsible for responding to incidents that have a negative impact to school climate. If there are concerns raised about a school and classroom social media account by students, parents and staff, the Principal will address the issue. The Principal is required to report the issue and its resolution to their field superintendent. If the issue is not resolved, the Principal shall report this to their field superintendent who will report this to the Executive Lead – Public Engagement and Communications for next steps.

A Principal, field superintendent or the Executive Lead – Public Engagement and Communications is authorized to restrict the use of social media in the classroom or to close a school and classroom social media account that is deemed inappropriate. Liking or following an account can be seen as an endorsement such that liking or following an inappropriate account is prohibited.

5.2 Conduct

5.2.1 GENERAL PRINCIPLES

Staff must be mindful of all equity and inclusivity-related board policies and the Ontario Human Rights Code when posting content. Statements such as “tweets are my own and do not represent the views of my employer” do not absolve educators and staff of PDSB from compliance with this policy and it does not protect staff from further consequences. In addition to original content and comments - retweets, likes and reposts - can be perceived as endorsements and alignment of the original content. Disclosing personal or confidential

information about PDSB, a school, students or colleagues may breach workplace privacy policies and provisions in the *Education Act and Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. Obstruction of these policies could also potentially result in libel or defamation lawsuits from third parties or consequences from relevant professional colleges and associations.

Social media posts should be consistent with PDSB policies and procedures. On board, school, classroom, department, and professional accounts, staff shall not post images or content that:

- promote alcohol, drug or tobacco use;
- perpetuate stereotypes;
- promote any form of discrimination;
- disclose student personal information where consent has not been obtained;
- contain explicit content; or
- may be offensive, hurtful and unprofessional.

Authorized PDSB social media account holders reserve the right to refuse, block or remove any of the following content:

- Violation of PDSB policies and procedures.
- Comments that are deemed to be discriminatory, violate the Ontario Human Rights Code and/or the Canadian Charter of Rights and Freedoms.
- Advertisements, solicitations, and spam messages.
- Disclosure of personal or confidential information about the Board, school, students and staff.
- Hateful, abusive, harassing, defamatory, threatening or obscene content.

Depending on the severity of the circumstance, PDSB reserves the right to block an account or on a case-by-case basis disallow comments on a post.

PDSB recognizes the important role social media plays for people to connect and engage in conversation online. PDSB continues to value and encourage respectful use of social media that protects community safety.

5.2.2 PERSONAL VS. PROFESSIONAL

Employment with PDSB is a public profession and staffs' off-duty conduct, even when not directly related to students, is relevant. Although staff are individuals with private lives their off-duty conduct is covered by this policy and may impact the staff's relationship with PDSB such that sound judgment and due care must be exercised in interactions online. Staff must always maintain a sense of professionalism in both their personal and professional lives.

All efforts should be made to maintain a clear distinction between personal and PDSB social media accounts.

5.2.3 PROFESSIONAL BOUNDARIES

Only information that would be shared in a classroom or professional work setting can be shared using social media on professional social media accounts. Communication with students is to always be for educational purposes only and through professional social media

and not personal social media. Should a student communicate to a staff's personal social media, the student is to be referred to the professional or school and classroom social media account.

Texting or sending a student private messages on a social media platform from a personal social media account is always inappropriate. Staff must never accept from nor initiate a follow or friend request to a student using their personal social media account. Educators and staff cannot be "off-duty" even on personal accounts regardless of whether they disclose their position within the board or are involved in instructional activities.

Authorized PDSB social media accounts are maintained during professional working hours (for example, 8:30 a.m. to 4:30 p.m., Monday to Friday). Professional working hours for school and classroom/instructional social media accounts are to be maintained. Staff are encouraged to use scheduled posts when possible.

5.2.4 COPYRIGHT AND ATTRIBUTION

PDSB staff must comply with copyright legislation on social media which includes:

- Ensuring that all works published are original or cleared for copyright with the originator and ownership of the copyright is clearly indicated.
- If posting the work of others, making sure to attribute the work, as per copyright legislation.

5.2.5 COMMUNICATION WITH OTHERS

Communication must always remain professional when engaging online. Should staff engage in bullying, slander or discrimination of another staff member or individual via social media, directly or indirectly (such as subtweets), human resources practices will be upheld. This extends to the use of impersonation, fake and internet troll accounts. Using technology to harass a student, colleague or others, may be contrary to the *Criminal Code*.

Board staff shall:

- I. Act in the best interests of the board in carrying out their assigned duties.
- II. Comply with all board policies and practices and appropriate Acts and Regulations including Policy 65 – Code of Conduct.
- III. Not compromise themselves or the board in the discharge of their duties by using their positions, knowledge, or the resources of the board to incite fear, intimidation, threats, and gossip on social media both directly and indirectly.
- IV. Not engage in disparaging, slandering or making false statements regarding PDSB employees.

5.2.6 PRIVACY AND CONFIDENTIALITY

Any staff that uses social media to disclose confidential information in relation to their work, students, staff and colleagues at PDSB are subject to the privacy and confidentiality terms in their employment agreements. This extends to PDSB professional accounts

(school and classroom/instructional and authorized PDSB social media accounts) as well as personal, private, and anonymous social media accounts. Particular care must be taken with students and staff for whom there have been identified legal/safety concerns.

PDSB is subject to the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. All staff are required to comply with the rules regarding the collection, use, retention, and disclosure of personal information at all times, including interactions and engagement through social media.

5.2.7 INFORMED CONSENT

Images, video footage, and/or work of PDSB students require consent before being posted on social media. For students, informed consent is required from their parents and/or guardian unless the student is over the age of 18. Staff must ensure that parents/guardians and students are aware of the social media platforms being utilized.

Verbal consent must be obtained from any adult (teacher, volunteer, other board staff member) whose photo, video footage and/or work is posted on social media. Exceptions include images of Principals, Vice-Principals, and PDSB senior leadership team that are taken during the course of their employment or photos taken at public events where there is no expectation of privacy. Any imagery or words in the background of an image, video footage or work that is posted on social media must be appropriate and in line with PDSB guidelines and policies.

Staff must never post live pictures or updates that disclose the location of students when offsite from PDSB school spaces. Should staff post content that has acquired consent, the posts must remain non-identifying and cannot include personal information, identifiers, or locations, except as outlined within the consent form. This extends beyond pictures and includes dates, times, locations, geolocators and pin locations for future events and field trips. The only time the specific date and time of an event or location can be disclosed on social media is if it is open to the public.

5.2.8 CONFLICT OF INTEREST

Staff must comply with PDSB Conflict of Interest Policy in any situation on social media.

Sponsored content in relation to PDSB is prohibited for all types of PDSB social media accounts. Content that relates to PDSB cannot be monetized. Endorsements of products or people that results in a personal gain, that has a monetary value or could result in a monetary value is also strictly prohibited. PDSB social media accounts must not include any advertisements, logos (other than PDSB authorized logos), testimonials or endorsements of any product or company, except for official partnerships.

6. REPORTING

6.1 In the event of a social media issue or concern PDSB staff can report inappropriate/concerning online behaviour:

- to a direct supervisor or manager;
- directly on the social media platform; and/or
- through the Cyber Safety and Security Breach Protocol Form and/or Discriminatory Slurs Procedure when applicable.

To support an investigation, PDSB staff may collect evidence (screenshot or capture the image) while maintaining compliance with related Board policies and procedures.

Managers/supervisors are responsible for responding to social media issues or concerns brought forward by PDSB staff, students, and community. If an issue is raised regarding a manager, supervisor, administrator or member of senior leadership team, it must be raised to the next level of reporting supervisor.

7. NON-COMPLIANCE

7.1 Staff who do not comply with this Policy will be subject to appropriate consequences consistent with the Employee Code of Conduct. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- appropriate disciplinary measures, up to and including dismissal or termination
- legal action and prosecution by the relevant authorities

8. ROLES AND RESPONSIBILITIES

8.1 Trustees:

8.1.a Entrust the implementation of this Policy to the Director of Education.

8.2 Director of Education

8.2.a Provide system leadership to ensure implementation of this Policy and related Procedures.

8.2.b Allocate staff and resources to support the Social Media Policy, including any procedures aligned to the Policy.

8.3 Executive Lead – Public Engagement and Communications

8.3.1 Provide guidance on the application of this policy and related guidelines on board operated social media channels.

8.3.2 Restrict any use of a PDSB social media account or school and classroom account that has been deemed inappropriate.

8.3.3. Embed these guidelines in all procedures that relate to public engagement including guest speakers and special guests when they interact with the board.

8.3.4 Support with the design of professional learning to support compliance with this policy, related legislation and any updates that may be adopted.

8.4 Superintendents and Controllers

- Support principals, managers and supervisors with investigating social media issues and devise an action plan for addressing any hurt, harm or reputational damage that has been done to students, community, staff or the board.
- Review any concerns investigated by the Principal, manager or supervisor to ensure social media issues are handled appropriately.
- Collaborate with the Executive Lead – Public Engagement and Communications

- Support principals, managers and/or supervisors when collaborating with the Human Resources Department on matters pertaining to staff professional misconduct, and/or consult with Legal and Governance Department on matters that may involve legal action or prosecution by relevant authorities.
- Facilitate professional learning with principals, managers and/or supervisors to ensure compliance with PDSB policies and professional roles and responsibilities, including establishing a collective understanding of social media guidelines and practices for departments and/or schools.

8.5 Principals

- Principals will request that staff provide notification regarding PDSB social media accounts that exist. Principals are asked to track these social media accounts annually and keep them on file for school records.
- Report any concerns raised by community, families, students or staff regarding social media posts to their field Superintendent and collaborate with the Executive Lead – Public Engagement and Communications.
- Collect evidence of any concerns or inappropriate social media issues.
- Restrict any use of social media in the classroom or close a school and classroom social media account that is deemed inappropriate.
- Communicate and collaborate with the Human Resources Department on any issues pertaining to professional misconduct with staff implicated.
- Facilitate professional learning with all school staff to ensure compliance with PDSB policies and professional duties and responsibilities, including being proactive and establishing social media guidelines and practices for schools.
- Exercise their right to monitor harmful social media content.

8.6 Managers and Supervisors

- Request that staff provide notification regarding PDSB social media accounts (authorized and school and classroom social media accounts) that exist. Managers and supervisors are asked to track these social media accounts annually and keep them on file for department records.
- Report any concerns raised by community, families, students or staff regarding social media posts to their Superintendent/Controller or next level of reporting supervisor and collaborate with the Executive Lead – Public Engagement and Communications.
- Collect evidence of any concerns or inappropriate social media issues.
- Restrict any use of social media in the department or close a department social media account that is deemed inappropriate.
- Communicate and collaborate with the Human Resources Department on any issues pertaining to professional misconduct with staff implicated.
- Facilitate professional learning with all department staff to ensure compliance with PDSB policies and professional duties and responsibilities, including being proactive and establishing social media guidelines and practices for their departments.
- Exercise their right to monitor harmful social media content.

REVIEWED:

REVISED:

CROSS-REFERENCE:

Use of Information Technology Resources (Policy 82)

Employee Code of Conduct (Policy 65)

Ontario College of Teachers professional advisory “Maintaining Professionalism – Use of Electronic Communication and Social Media” which support the College’s Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession

Freedom of Information and Privacy (Policy 88)

Digital Citizenship (Policy 78)

Conflict of Interest (Policy 8)

Accessibility (Policy 76)

Accommodation of Staff with Disabilities (Policy 59)

Copyright Act

Municipal Freedom of Information and Protection of Privacy Act

Human Rights Code

PDSB Acceptable Use Procedure – Employee

Accessibility for Ontarians with Disabilities Act

Personal Information and Protection of Electronic Documents Act, Canada (PIPEDA)

APPENDICES:

[7.4]

Governance and Policy Committee, Wednesday, September 13, 2023

Excursions Policy

Strategic Alignment:*Education Act**Accessibilities for Ontarians with Disabilities Act (AODA)*

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

Occupational Health and Safety Act

Ophea's (Ontario Physical and Health Education Association) Physical Activity Safety Standards in Education.

Report Type:

Recommendation

<i>Prepared by:</i>	Sumble Kaukab, Coordinating Principal, Curriculum, Instruction, & Assessment Rasulan Q. Hoppie, Superintendent, Curriculum, Instruction, & Assessment Dr. Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, and Student and Community Engagement
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Excursions Policy, attached as Appendix A, be recommended for approval by the Board of Trustees and replace the existing Policy 17 – Excursions.

Highlights:

- Curriculum, Instruction, & Assessment led the review and revision of the Excursions Policy in collaboration with Equity, Legal and Governance Services, and Security & Risk Management departments and in consultation with members of the PDSB community.
- The revised Excursions Policy establishes the PDSB's commitment to providing equitable and inclusive opportunities for all students to participate and experience excursions, removing barriers to access and ensuring student safety.
- The Excursions Policy applies to all PDSB approved curricular and extracurricular activities involving students that take place off school property.
- The Excursions Policy Development and Review Committee is currently developing the Excursions procedure.

Background:

The Peel District School Board (PDSB) is committed to providing equitable and inclusive opportunities for students to participate in excursions that enhance and extend the curriculum and increase engagement, knowledge, growth, and success, regardless of their educational pathway. The attached Excursions policy recognizes that there is an educational advantage in properly organized and well-planned educational excursions. Further, it establishes the PDSB's commitment to providing equitable and inclusive opportunities for all students to participate and experience excursions, removing barriers to access and ensuring student safety.

The revised Excursions Policy applies to all PDSB approved curricular and extracurricular activities involving students that take place off school property. This Policy applies to all employees and Trustees of PDSB, including Superintendents, Principals, Vice-Principals, teachers, occasional teachers, support staff and Board employed or affiliated registered medical/health professionals. This policy also applies to students, parents and guardians, community members, third party providers and volunteers.

Evidence

Findings/Key Considerations:

Curriculum, Instruction, & Assessment led the review of the Excursions Policy in collaboration with Equity, Legal and Governance Services, and Security & Risk Management departments and in consultation with members of the PDSB community (i.e., PDSB administrators, teachers, and guidance counsellors). The revised policy is informed by an environmental scan of similar school board policies.

The Excursions Policy:

- Ensures that the values of equity (of access and of opportunity), and inclusion are incorporated in the planning and execution of educational excursions.
- Provides for advance notice to parent(s)/guardian(s) with respect to curricular or extracurricular relevance of the activity, the nature and details of the excursion, supervision, and any potential risks and facilitates informed consent.
- Prioritizes the safety of students in the planning and execution of curricular and extracurricular excursions.

This policy will be operationalized through procedures.

Impact Analysis

Equity & Human Rights Review:

The revised Excursions Policy ensures equity of access and equity of opportunity. Excursions are to be accessible so that students with varying physical abilities and exceptionalities are able to fully participate. Further, the Policy directs that Principals are to remove financial barriers for curricular excursions for students who require financial assistance. In addition, the Policy directs that staff are to make reasonable effort to accommodate the days of significance of students, staff, and community when planning excursions and other significant events. This Policy ensures excursions are aligned with the principles and expectations of Human Rights Policy (Policy 51), Anti-Racism Policy, Gender Identity and Gender Expression Guidelines, and the Religious Accommodation Procedure.

Board or Ministry Policy Alignment:

- *Education Act*
- *Accessibilities for Ontarians with Disabilities Act (AODA)*
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
- Occupational Health and Safety Act
- Ophea's (Ontario Physical and Health Education Association) Physical Activity Safety Standards in Education
- Human Rights Policy (Policy 51)
- Anti-Racism Policy
- Safe and Caring Schools (Policy 48)
- Code of Conduct (LDSS 4A)

Resource/Financial Implications:

The Policy clearly states that all students should have equity of access and equity of opportunity and that Principals are to remove financial barriers for curricular excursions for students who

require financial assistance. By ensuring this level of accountability through the Policy, Principals are required to minimize costs to students and ensure that any costs associated with a particular excursion are on a cost recovery basis only.

Legal implications:

The Excursions Policy underscores the PDSB’s commitment to student safety, including during approved curricular and extracurricular activities that take place off school property. The Policy designates responsibilities for educators, staff, volunteers, and supervisors to ensure the safety and wellbeing of students. This Policy complies with the *Education Act*, and related board policies and procedures.

Risk Assessment:

The Policy ensures appropriate supervision of students during all approved curricular and extracurricular activities and ensures parent(s)/guardian(s) are informed about the nature and details of the excursion including transportation, supervision, and risks. Through this policy and related procedures, the PDSB provides clear and consistent expectations for Superintendents of Education, Principals, Vice Principals, Lead Teachers, Educators, Volunteers, PDSB employees, Trustees, Board employed or affiliated registered medical/health professionals, students, parents and guardians, community members, and third-party providers. Setting clear expectations in the planning and execution of an excursion minimizes exposures to risk for students and staff.

Community Impact:

The educational advantages for students in properly organized and well-planned educational excursions extend beyond the school and into the community. Through excursions, students have the opportunity to develop a broader view of the world and an appreciation of their community and their role in it. Students are also able to develop insight into their own skills and interests and learn how to connect to their community and all of the diversity that exists therein. Excursions provide an opportunity for students to participate regardless of identity factors such as (citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex, family status, sexual orientation, gender identity, or gender expression). Excursions provide opportunities for students to see members of their community and everyone who encompasses the intersectionality of these identity factors, living, working, and contributing together, fostering a positive worldview of all members of the community. Through excursions, students have the opportunity to dispel misconceptions or preconceived notions of others within the community. Additionally, excursions provide opportunities for transparency between parent(s)/guardian(s) and students and PDSB and the community. Each excursion provides an opportunity for parent(s)/guardian(s) and students to share, learn and engage beyond the classroom and the school.

[Next Steps](#)

Action Required:

The Policy Development and Review Committee is developing the Excursions operating procedure. Once finalized, this procedure will proceed to Director's Council for approval. This procedure outlines PDSB's commitment to providing equitable and inclusive opportunities for all students to participate and experience excursions, removing barriers to access and ensuring student safety as it relates to:

- adult supervision to student ratios
- transportation
- approval processes
- risk assessment and management
- approval for high-risk activities/ aquatic activities
- roles and responsibilities
- overnight accommodations
- international excursions
- communication protocols and expectations
- emergency/medical provisions
- billeting

Communications:

Once approved, the Excursions Policy will be posted on internal and external PDSB websites. Appropriate forms and templates will be designed to support the implementation of the policy and operating procedure.

Educators, administrators, and superintendents will be communicated to, and made aware of the Policy and Operating Procedure through existing mechanisms.

[Appendices](#)

Appendix 1 – Excursions Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Excursions

POLICY ID: Policy 17

FUNCTIONAL CATEGORY: Enter Text

RESPONSIBILITY: Superintendent, Curriculum, Instruction and Assessment

APPROVAL: Board of Trustees

APPROVAL DATE: TBD

EFFECTIVE DATE: TBD

PROJECTED REVIEW DATE: 2027-2028 academic year

REVIEW SCHEDULE: 5 years

1. Purpose

The Peel District School Board (PDSB) recognizes that there is an educational advantage in properly organized and well-planned educational excursions.

This policy establishes the PDSB's commitment to providing equitable and inclusive opportunities for all students to participate and experience excursions, removing barriers to access and ensuring student safety.

This policy is aligned with and supports the principles and expectations of the Board's Safe and Caring Schools Policy (Policy 48), Human Rights Policy (Policy 51), the Anti-Racism Policy, and the Equity and Inclusive Education policy (Policy 54). At all times, this policy should be interpreted to be consistent with the Board's policies, the *Human Rights Code* and the *Accessibilities for Ontarians with Disabilities Act (AODA)*.

2. Application and Scope:

This policy applies to all employees and Trustees of PDSB, including Superintendents, Principals, Vice-Principals, teachers, occasional teachers, support staff and Board employed or affiliated registered medical/health professionals. This policy also applies to students, parents and guardians, community members, third party providers and volunteers.

This policy applies to all PDSB approved curricular and extracurricular activities involving students that take place off school property.

3. Definitions

- 3.1 **PDSB** refers to the Peel District School Board.
- 3.2 **Inclusive and Safe Learning Climate** are in alignment with Policy 54 and embraces diversity and promotes full acceptance of all persons and extends the school culture to excursions to ensure they are anti-racist and anti-oppressive.
- 3.3 **Excursion** refers to any PDSB approved activity with students that takes place off school property. The terms “field trip” or “trip” is synonymous with “excursion” for the purposes of this policy.
- 3.4 **Superintendent Approved Activities** refer to excursions that take place outside the Region of Peel, overnight, in/on the water and/or involve other high-risk activities that require qualifications or certifications for supervision required by the Ontario Physical and Health Education Association (OPHEA) Safety Standards and guidelines.
- 3.5 **Supervision of Students** refers to the supervising of all student participants, and responsibility for leading, providing direction and ensuring safety and security.
- 3.6 **Administrator** refers to an employee of the PDSB who is a Principal, or Vice-Principal or Superintendent.
- 3.7 **Supervisor** refers to Educators, Lead Teachers and Volunteers who are accompanying students on an excursion.
- 3.8 **Educators** include certified teachers, educational assistants and other PDSB employees.
- 3.9 **Lead Teacher:** one or more teachers may be designated as the Lead Teacher. It is required that at least one certified teacher, employed by the PDSB, be assigned to supervise each educational excursion. Non-teacher volunteers must be under the supervision of the lead teacher(s). The Lead Teacher may also refer to the school principal, vice-principal or superintendent.
- 3.10 **Volunteer** refers to someone who is not a staff member that assists in the supervision of students during an excursion and is not the sole supervisor of any

activity. Volunteers may include retired teachers, co-op students, parents/guardians, teacher candidates, and community members.

- 3.11 **Curricular excursions** refer to excursions planned as an extension of the academic curricular program.
- 3.12 **Extracurricular excursions** refer to excursions planned outside of the curricular program.
- 3.13 **Student Holiday Travel** is defined as commercially organized and sponsored travel opportunities for students which are scheduled outside the normal school attendance days and may not be specifically connected to the curriculum.

4. Policy

- 4.1 The PDSB values and encourages excursions as experiential learning opportunities associated with various aspects of the curriculum that take students beyond the classroom to increase interest, engagement, knowledge, growth and success. Excursions should be an integral part of every student's learning regardless of their educational pathway.
- 4.2 The school and/or PDSB will provide support to students to be able to participate in all curricular excursions and activities if needed.
- 4.3 In the PDSB, all excursions will be equitable and inclusive:
 - a) Excursions will provide an inclusive and safe learning climate. PDSB recognizes its moral and legal responsibility to create, and sustain, learning and working environments that are anti-oppressive, safe, respectful, and positive, free from all forms of bullying and discrimination, harassment, and hate.
 - b) Excursions will be accessible. All students regardless of ability will be given support to participate in the excursion.
 - c) If financial assistance is required, the Principal will ensure that students have support to participate in the curricular excursion.

- 4.4 Excursions shall lie within the competency and/or understanding of the students and shall have relevance to the curricular or extracurricular program.
- 4.5 Excursions will only be taken when they enhance or extend the learning objectives of the curricular or extracurricular program, which will be clearly identified by staff for students and their parent(s)/guardian(s).
- 4.6 An excursion is considered an extension of the school. The policies and procedures of the PDSB that apply in a school shall apply to an excursion, where applicable. (e.g., Student Code of Conduct).
- 4.7 All staff are expected to communicate and support the Student Code of Conduct and Safe and Caring Schools Policy during an excursion in order to set expectations and promote appropriate student behaviour.
- 4.8 The PDSB and schools will make reasonable effort to accommodate the days of significance of students, staff, and community when planning excursions and other significant events.
- 4.9 Parent(s)/guardian(s) and students shall be informed about the nature and details of the excursion including transportation, supervision, risks and the hours of the activity.
- 4.10 The informed consent (permission) of parent(s)/guardian(s) must be obtained for all curricular and extracurricular excursions unless the student is 18 years of age or older or the student is 16 or 17 years of age and has withdrawn from parental control.
- 4.11 Depending on the nature of the excursion, a further media consent form may be required.
- 4.12 An Administrator shall ensure that supervision of students be provided on all excursions and that a sufficient number of supervisors, educators, and volunteers accompany students on all excursions, in accordance with the ratios of adults to students as outlined in the Operating Procedure.
- 4.13 Active supervision is encouraged at all reasonable times, with a particular focus on proactive prevention. Students must know that all staff will act promptly, when

necessary, and that problems will be dealt with in a fair and consistent manner by any staff member. Alternative activities in the school must be planned for all students who do not participate in the curricular excursion.

- 4.14 As per Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, all students participating in an excursion will be allowed to complete any assessments missed due to the excursion within a reasonable time after the excursion and without penalty.
- 4.15 Principals will ensure that cancellation insurance has been purchased by the school and included in the cost for all overnight excursions. In cases where overnight excursions must be cancelled by the school, the Director of Education, and/or the PDSB for any reason, the Principal shall be responsible for ensuring that refunds will be available. In cases where overnight excursions are cancelled by the student, the terms and conditions of the cancellation policy of the excursion provider shall apply.
- 4.16 Every effort shall be made to provide appropriate advanced notice of cancellation of any excursion whenever possible. Note that some safety-related cancellations may require short notice.
- 4.17 For excursions outside the Province of Ontario but within Canada, the school will recommend independent medical insurance for travel purposes. For excursions outside of Canada, the school will require proof of student's independent medical insurance for travel purposes.
- 4.18 Any third-party provider used in planning an international excursion must be selected from the PDSB Approved Vendor List and in accordance with PDSB policies and procedures.
- 4.19 When transportation is required, only carriers from the PDSB Approved Vendor List will be used for the transportation of students. Excursions involving physical activities shall adhere to the safety guidelines managed by the Ontario Physical and Health Education Association (OPHEA). These guidelines represent the minimum standard for risk management practice for school boards in Ontario.

- 4.20 Extracurricular excursions, which may span a weekend or a holiday period, may occur and will adhere to PDSB policies and procedures.
- 4.21 Student Holiday Travel is not supported in any way by the Peel District School Board. Staff are not to endorse or advertise these independent trips.
- 4.22 Excursions involving overnight accommodations, including billeting, will be coordinated as outlined in the procedures and in accordance with Board policies and procedures including the Human Rights Policy, Anti-Racism Policy and the Gender Identity and Gender Expression Guidelines.

5. Roles and Responsibilities

- 5.1 The Board of Trustees holds responsibility for approval of Policy.
- 5.2 Director's Council holds responsibility for approval of related operating procedures.
- 5.3 The Director of Education holds primary responsibility for the implementation of this policy.
- 5.4 Superintendent of Curriculum, Instruction, & Assessment holds responsibility for providing oversight of this policy.
- 5.5 Superintendent of Education holds primary responsibility for ensuring adherence to this policy for excursions organized within their area of responsibility.
- 5.6 Principal shall be responsible for managing cancellations and ensuring refunds as outlined within the policy.
- 5.7 Superintendents of Education, Principals, Vice Principals, Lead Teachers, Educators, Volunteers, PDSB employees, Trustees, Board employed or affiliated registered medical/health professionals, students, parents and guardians, community members, and third-party providers shall each be responsible for adherence to the policy.

6. Reference Documents

- Ontario Physical Education Safety Guidelines
- Anti-Racism Policy
- Equitable and Inclusive Education Policy
- Human Rights Policy
- PDSB Media Consent Form
- Safe and Caring Schools Policy
- Accessibilities for Ontarians with Disabilities Act
- Social Media Policy
- Supporting Students with Prevalent Medical Conditions Policy
- Transportation Policy
- Excursions Procedure
- Student Code of Conduct

7. Revision History

Review Date	Approval Date	Description
Approved March 25, 1969	Approved March 25, 1969	
Revised February 22, 1973	Revised February 22, 1973	
Revised October 9, 1973	Revised October 9, 1973	
Revised December 1974	Revised December 1974	
Revised June 9, 1976	Revised June 9, 1976	
Revised May 24, 1977	Revised May 24, 1977	
Revised April 13, 1982	Revised April 13, 1982	
Revised February 26, 1985	Revised February 26, 1985	
Revised September 8, 1987	Revised September 8, 1987	
Revised April 9, 1991	Revised April 9, 1991	
Revised October 8, 1996	Revised October 8, 1996	
Revised August 26, 1997	Revised August 26, 1997	
Revised January 1, 1998	Revised January 1, 1998	To reflect change in Board name
Revised April 11, 2000	Revised April 11, 2000	Replaces former Policy 17

Revised February 25, 2003	Revised February 25, 2003	
Approved January 8, 2008	Approved January 8, 2008	Replaces former Policy 17
Approved January 12, 2010	Approved January 12, 2010	
Revised February 25, 2014	Revised February 25, 2014	
Revised August 31, 2016	Revised August 31, 2016	
Revised November 13, 2018	Revised November 13, 2018	
Revised		Replaces former Policy 17.

[7.5]

Governance and Policy Committee Meeting, September 13, 2023

Trustee Honoraria Policy 2023

Strategic Alignment:

Ontario Regulation 357/06 - Honoraria for Board Members

Ontario Regulation 7/07 - Student Trustees

Report Type:

Recommendation

Prepared by: Kathryn Lockyer, General Counsel and Governance Officer

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the revised Trustee Honoraria Policy pertaining to the year November 15, 2023, to November 14, 2024, attached as Appendix A, be approved, effective November 15, 2023. Further, that Policy 72 – Trustee Honoraria pertaining to the period of December 1, 2022, to November 14, 2023, be repealed.

Highlights:

- Ontario Regulation 357/06 directs for the annual revision of the Trustee Honoraria Policy to reflect the updated enrolment amount.
- Policy 72 – Trustee Honoraria has been revised and reflects the honoraria for members of the Board of Trustees for the period November 15, 2023, to November 14, 2024.

Background:

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 regulation directs that school boards 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 and that this policy is revised annually to reflect the updated enrolment amount.

Further, Ontario Regulation 7/07 – Student Trustees sets out the honorarium amount for student trustees which differs from the base amount for members of the Board of Trustees.

In accordance with relevant legislation, the Trustee Honoraria Policy has been revised and establishes the calculation of honoraria for members of the Board of Trustees for the period November 15, 2023, to November 14, 2024. The existing Trustee Honoraria Policy for the period December 1, 2022, to November 14, 2023, is attached as Appendix B for comparison.

Next Steps

Action Required:

Once approved, the Policy will be posted on PDSB internal and external websites.

Appendices

Appendix A – Trustee Honoraria Policy

Appendix B – Trustee Honoraria Policy (December 1, 2022 to November 14, 2023)

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Honoraria

POLICY ID: Policy 72

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Associate Director, Operations and Equity of Access

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2024-2025

REVIEW SCHEDULE: Annually

1. Purpose

To set out calculations of the limits for honoraria for members of the Board of Trustees in accordance with Ontario Regulation 357/06 Honoraria for Board Members paid under section 191 of the *Education Act*.

2. Application and Scope:

This policy applies to members of the Peel District School Board (PDSB) Board of Trustees, including student trustees.

3. Definitions

- 3.1 Trustee: member of the Board of Trustees, excluding student trustees.
- 3.2 Student Trustee: a PDSB student elected by fellow students to be a member of the Board of Trustees for a one-year term.
- 3.3 Year of a member's term of office begins on November 15 and ends on the following November 14.

4. Policy

General

- 4.1 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.

- 4.2 Further, Ontario Regulation 7/07 - Student Trustees, sets out the honorarium amount for student trustees which differs from the base amount for members of the Board of Trustees.
- 4.3 The honorarium for a member of the Board of Trustees, not including student trustees, shall consist of the following components:
 - a) Base amount for the year
 - b) Enrolment amount for the year
 - c) Attendance amounts payable to the trustee for the year.
- 4.4 In accordance with Ontario Regulation 357/06, the PDSB does not pay out a distance amount as the eligibility criteria are not met.
- 4.5 The honorarium for a trustee who serves for a partial year will be determined in accordance with Ontario Regulation 357/06.
- 4.6 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.
- 4.7 The board may, at any time, change this policy, subject to Ontario Regulation 357/06.

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

- 4.8 Base Amount
 - a) For each trustee, the base amount paid will be \$5,900.
 - b) Ontario Regulation 357/06 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.

- c) In accordance with section 9 of Ontario Regulation 7/07, student trustees will receive a base amount of \$2,500.

4.9 Enrolment Amount

- a) The enrolment amount is calculated in each year of a trustee’s term of office. Trustees will receive 100% of the allowable enrolment amount permitted by section 6(1) of Ontario Regulation 357/06.
- b) For each year of the term, trustees will receive \$1.75 per Average Daily Enrolment (ADE) divided by the number of trustees.
- c) Ontario Regulation 357/06 recognizes the additional duties of the Chair and Vice Chair, allowing an additional amount based on enrolment to a maximum of \$5,000 for the Chair and \$2,500 for the Vice-Chair.
- d) Student trustees are not entitled to an enrolment amount and will only receive the base amount as determined by Ontario Regulation 7/07.

4.10 The trustee honoraria for the year November 15, 2023, to November 14, 2024, is as follows:

	Member	Chair	Vice-Chair	Student Trustee
Base Amount	\$5,900.00	\$10,900.00	\$8,400.00	\$2,500.00
Enrolment Amount	\$21,952.44	\$26,952.44	\$24,452.44	-
Total Amount	\$27,852.44	\$37,852.44	\$32,852.44	\$2,500.00

Based on 2022-2023 Estimates ADE enrolment of 150,531.

Basic Trustee Enrolment Calculation: $\$1.75 \times 150,531 = \$263,429.25$ divided by 12 = \$21,952.44

Meeting Attendance

- 4.11 In addition to the honorarium, the meeting attendance amount will be paid to Trustees in accordance with the *Education Act*, its regulations, and the Trustee Expense Policy.
- 4.12 Student trustees are not eligible to receive any meeting attendance payments.

5. Roles and Responsibilities

Director of Education

5.1 Authorize the implementation of operating procedures.

6. Appendices

7. Reference Documents

Education Act

Ontario Regulation 357/06 – Honoraria for Board Members

Ontario Regulation 7/07 – Student Trustees

Student Trustees Policy

Trustee Expenses Policy

8. Revision History

Review Date	Approval Date	Description
	September 12, 2006	
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		Revised.

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

Governance and Policy Committee Meeting, September 13, 2023

Policy #71 Video Surveillance (Security Cameras in Schools/Sites)

Strategic Alignment:

MFIPPA

Safe and Caring Schools Policy

Electronic Monitoring

Information and Privacy Commissioner's Office of Ontario Requirements

Report Type:

Recommendation

<i>Prepared by:</i>	<i>Wendy Dobson, Controller of Corporate Support Services</i> <i>Jaspal Gill, Associate Director Operations & Equity of Access</i>
<i>Submitted by:</i>	<i>Rashmi Swarup, Director of Education</i>

Overview

Recommendation:

That the Video Surveillance Policy (formerly entitled Security Cameras in Schools), attached as Appendix 1, be recommended for approval by the Board of Trustees.

Highlights:

- The Peel District School Board (PDSB) video surveillance program is necessary for the purpose of providing for the safety of the students and staff and for the deterrents of destructive acts such as vandalism and any other uses permitted by law.
- The revised updated policy 71 is now divided into sections (The purpose, definitions, policy, roles, and responsibilities) which allows the stakeholder/reader to fully interpret this policy.

Background:

The Video Surveillance (Security Cameras in Schools/Sites) Policy 71 was originally created/approved in 2004 and has been revised multiple times. This policy is being revised to be more comprehensive, providing all stakeholders with more detailed information around the protection of personal information and the security of video images captured on board video surveillance systems.

Over the years, Peel District School Board has continued to enhance the video surveillance technology for the purpose of providing for the safety of students and staff, vandalism and any other uses permitted by law.

Evidence

Findings/Key Considerations:

The Peel District School Board (PDSB) recognizes that video surveillance can be intrusive. PDSB recognizes that any recorded data or visual, audio, or other images of and identifiable individual falls within the definition of “personal information” under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) with respect to notice, access, use, disclosure, retention, security, and disposal of records containing personal information.

Impact Analysis

Equity & Human Rights Review:

A clearly outlined policy creates transparency and accountability in the use of camera systems by school administrators and managers at PDSB. This policy aligns with student achievement and ministry directives to ensure anti-racism and anti-oppression in all schools/sites.

This policy aligns with Policy 48 Safe and Caring Schools which promotes safe, welcoming and inclusive learning environments. Compliance with Policy 71 ensures that managers, principals and superintendents work to meet the expectations of the PDSB and Ministry mandates.

Board or Ministry Policy Alignment:

This policy is required by the Information and Privacy Commissioner’s Office of Ontario for School Boards in Ontario who operate security cameras.

Resource/Financial Implications:

This policy has been in place for approximately 20 years at PDSB. School administrators and managers who use camera systems for school/site investigations are required to follow this policy and the associated operating procedures of cameras in schools/sites. The financial impact of the policy is minimal as the policy is a guideline on proper camera use for systems already in place.

Security and Risk Management will partner with Safe and Caring Schools to develop and administer a series of professional learning sessions for superintendents and principals to ensure compliance with the provisions of this policy.

Legal implications:

The legal responsibility for PDSB is to ensure that all existing cameras at all schools/sites are always fully operational and maintained. Ensuring this protects PDSB from any liability should an accident occur. Posting notices at each entrance that cameras are in place, informing the community, is a legal requirement. The main information sign at the front door of schools/sites promotes transparency and provides the community with information on PDSB’s video surveillance program.

Risk Assessment:

By adhering to this policy, schools will ensure transparency which can foster public trust and accountability. Improved public perception of transparency and accountability can lead to better relationships with our school community. Having this policy avoids the potential for releasing sensitive data accidentally, and potential legal repercussions if mishandling occurs.

Community Impact:

It is in the best interest of PDSB and the community that a clear and concise video surveillance (Security cameras in school/sites policy) is in place, as it brings accountability and transparency to the video surveillance program at PDSB. The community can access information, which promotes informed decision-making.

Next Steps

Action Required:

- Development and delivery of professional learning for superintendents and administrators, including newly appointed administrators.
- Review of related Operating Procedure CSS 8

Communications:

- Information to the system regarding the updated policy and implementation will be communicated (by date?)

Success Measures:

- Completion of training of all superintendents and administrators

Appendices

Appendix 1 - Policy 71

PEEL DISTRICT SCHOOL BOARD POLICY

Video Surveillance

POLICY ID: 71

FUNCTIONAL CATEGORY: Security, Privacy

RESPONSIBILITY: [Click or tap here to enter text.](#)

APPROVAL: Board of Trustees

APPROVAL DATE: 9/12/2023

EFFECTIVE DATE: 9/13/2023

PROJECTED REVIEW DATE: **Sept, 2026**

REVIEW SCHEDULE: Every 3 years

1. Purpose

The Peel District School Board's (PDSB) video surveillance program is necessary for the purposes of providing for the safety of students and staff and for the deterrence of destructive acts such as vandalism and any other uses permitted by law. The Board recognizes that video surveillance can be intrusive. The Board also recognizes that any recorded data or visual, audio or other images of and identifiable individual falls within the definition of "personal information" under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) with respect to notice, access, use, disclosure, retention, security and disposal of records containing personal information.

The collection of personal information shall be used only for the purposes of maintaining a safe environment, protecting school property and as permitted by law.

2. Application and Scope:

This policy applies to the operation of any video surveillance system installed on any PDSB site or PDSB provided transportation services for the purpose of surveillance.

3. Definitions

3.1 Personal Information is defined by MFIPPA as recorded information about an identifiable individual, which includes but is not limited to, information relating to an individual's race, colour, nationality or ethnic origin, sex and age. If a video

surveillance system displays these characteristics of an identifiable individual or the activities in which they are engaged, its contents will be considered “personal information” under the Act.

- 3.2 A record is defined by MFIPPA as any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise and includes but is not limited to a photograph, film, microfilm, videotape, digital recording, machine-readable record and any record that is capable of being produced from a machine-readable record.
- 3.3 Retention Period is the length of time a specific record or record series must be retained before records are disposed of.
- 3.4 Video Surveillance System is a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals (this usually includes analog video, digital or closed-circuit camera systems).

4. Policy

- 4.1 The promotion of a safe and secure environment is in the best interest of students, staff and the public.
- 4.2 The *Education Act* and the MFIPPA govern the collection, use and disposal of personal information including the images captured on a video surveillance system.
- 4.3 Use of a video surveillance system is a compliment to and not to replace other means of creating a safe and secure environment.
- 4.4 Use of a video surveillance system may be used as a compliment to and not a replacement of investigations of an incident.
- 4.5 Personal information will not be used or disclosed for purposes other than those for which it was collected or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the PDSB retention schedule and this policy.

- 4.6 In accordance with the notification requirements of MFIPPA, signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area or mode of transportation.
- 4.7 All recorded video images are the property of PDSB.
- 4.8 Cameras will not monitor areas where students and staff have an expectation of privacy, such as changing rooms and washrooms.
- 4.9 Video surveillance systems will be used to support the investigations of discipline matters or unlawful incidents taking place on PDSB property.
- 4.10 The retention period for information that has not been viewed or required in regards to a law enforcement matter, school or public safety purpose shall be 30 calendar days following which it is to be routinely overwritten, erased or deleted such that it cannot be reconstructed or retrieved.

5. Roles and Responsibilities

- 5.1 The Director of Education is responsible for the PDSB's video surveillance program that complies with the MFIPPA.
- 5.2 The Manager, Security and Risk Management is responsible for the life-cycle management of the video surveillance program, including the specifications, equipment, standards, locations, installation, maintenance, replacement, disposal and signage.
- 5.3 The Manager, Security and Risk Management, the Superintendent of Safe and Caring Schools or the Freedom of Information Coordinator shall be responsible for receiving and approving requests to access video surveillance footage that engage the images of students and staff.
- 5.4 The Associate Director, Operations and Equity of Access is responsible for ensuring that there is compliance with this policy.
- 5.5 Principals or designates, Managers and Superintendents are responsible for ensuring the secure handling of video footage and for submitting requests when

access to footage is required, including completing external requests on behalf of law enforcement.

- 5.6 The Privacy and Information Officer is responsible for implementing and managing all aspects of the PDSB Video Surveillance program, including policy development, training and awareness.

6. Reference Documents

Education Act

Municipal Freedom of Information and Privacy Act

Information, Access and Privacy Policy

Video Surveillance at PDSB Facilities and Transportation Procedure

Information and Privacy Commissioner of Office of Ontario's Guidelines for the Use of Video Surveillance

7. Revision History

Review Date	Approval Date	Description

15.1

Board Meeting, Wednesday, September 27, 2023

Two Spirit & LGBTQIA+ Action Plan

Strategic Alignment:

Ministry Directives

Human Rights - Policy 51

Equity and Inclusive Education

Report Type: Recommendation

Prepared by: Lisa Hart, Superintendent of Education, Equity, Indigenous Education,
School Engagement & Community Relations

Camille Logan, Associate Director, School Improvement & Equity

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the Two Spirit & LGBTQIA+ Action Plan, as attached as Appendix 1, be approved.

Highlights:

The vision behind the Two Spirit & LGBTQIA+ Action Plan is to dismantle homophobia, transphobia, biphobia, and other forms of oppression created by cis heteronormativity within the education system to ensure that Two Spirit & LGBTQIA+ students and staff can be their authentic selves in a safe and supportive environment.

There was a resolution by the Board of Trustees to develop a Two-Spirit and LGBTQIA+ action plan to affirm Two-Spirit and LGBTQIA+ identities and uphold human rights.

The Plan has been developed to create anti-oppressive and inclusive learning and working environments that are humanizing, liberating, and healing. The Two Spirit & LGBTQIA+ Action Plan is intended to improve the educational experiences and enhance the system's response to Two Spirit & LGBTQIA+ issues.

The Action Plan addresses areas of concern and improvement informed by the lived experiences of Two Spirit & LGBTQIA+ students, families, educators, and staff. Research shows that positive learning and working experiences and the overall school environment has a significant impact on the lives of Two Spirit & LGBTQIA+ students, families, educators, and staff. The Action Plan is a commitment to ensuring that collectively we work to create environments that will support Two Spirit & LGBTQIA+ students and staff in reaching their full potential. The Action Plan is the result of community consultation, literature reviews, assessments of current policy and legislation, and findings from research and data. All members of the PDSB community will implement the Action Plan according to their role and responsibilities. The Two Spirit & LGBTQIA+ Action Plan outlines the key actions in five categories:

- Education and Professional Learning
- Working and Learning Environments
- Mental Health and Sense of Belonging
- Community Engagement
- Responsive Hiring and Workplace Equity

Background:

The 2020 Ministry review of the Peel District School Board highlighted various forms of homophobia, transphobia and biphobia which have negatively impacted the working and learning environments and mental health of Two Spirit & LGBTQIA+ students and staff. In addition, the PDSB Human Rights Office Student Voice survey revealed that Two Spirit & LGBTQIA+ students are the second most targeted group for discrimination. Similar findings were documented in the Equity and Accountability Report Card (September 2021). Two Spirit & LGBTQIA+ students are upwards of four times more likely to feel they do not belong, are not happy at school and have the lowest emotional wellbeing scores than other students in the

PDSB. They are also disproportionately suspended at higher rates. For racialized and marginalized Two-Spirit and LGBTQIA+ students and staff, they face additional barriers and experience compounded discrimination within and across various social systems.

Two Spirit & LGBTQIA+ individuals experience a greater prevalence of mental health issues related to life stress and discrimination. This issue is further exacerbated for racialized and marginalized individuals within the Two Spirit & LGBTQIA+ community who face additional barriers based on their intersecting identities. The key actions around mental health and sense of belonging are crucial aspects of this Action Plan.

The Action Plan reinforces PDSB's commitment to equity, anti-racism, and anti-oppression. The Action Plan supplements the PDSB Equity Strategy and aligns with the other PDSB strategies (i.e., the Black Student Success Strategy and the Affirming Muslim Student Identities Strategy). Data has shown that Indigenous, Black, racialized, and special education students experience compounding elements of marginalization. The Action Plan will work in concert with other strategies to ensure that the plan is impactful for students and staff who experience the most marginalization by the education system. Implementation will begin during the 2023-24 school year.

Evidence

Findings/Key Considerations:

From the following Board Report: Directive 24: Employee Systems Review. (June 14, 2023)

Peel District School Board staff who identify as Two Spirit & LGBTQIA+ respond:

- 90% share that in the last 3 years they have heard subtle insensitive comments or seen insensitive behaviours at PDSB
- 49% share that on a daily basis they feel treated in a respectful manner by colleagues
- 36% share that they believe the person they report to would effectively handle an issue of workplace violence or harassment and only 17% feel that if they filed a complaint that it would be handled appropriately
- 36% feel that managers and school administrators at PDSB create a respectful and welcoming work environment for all employees
- 78% feel that those responsible for hiring have personal biases about people from certain groups that influence hiring decisions

The Report highlights the following key areas that need to be addressed:

- Unsafe conditions for Two Spirit & LGBTQIA+ staff members to be out in the workplace
- Students and families as the source of homophobia and transphobia
- Colleagues as the source of homophobia and transphobia
- Lack of attention and support from the Board
- Lack of gender-inclusive washrooms for staff and students

From the PDSB Human Rights Department Student Voice Survey (2022)

- Rates and harm were highest amongst male and gay-identified students
- Homophobic remarks were used regardless of student identity
- High incident of reporting indicates PDSB staff do not adequately address homophobia and transphobia when it occurs

From the following Board Report: Directive 9: Annual Equity and Accountability Report Card: Baseline Data on the Equity Gap in Student Outcomes (September 30, 2021)

Peel District School Board students who identify as Two Spirit & LGBTQIA+ are:

- 4 times more likely to rarely or never feel happy at school
- 3 times more likely to be suspended
- 3 times more likely to feel like they rarely or never belong at school
- 3 times more likely to have the lowest social-emotional well-being at school
- 2 times more likely to have less than 16 credits by the end of Grade 10
- 2 times more likely to be represented in special education programs

Significance of Intersectionality

When reviewing and responding to the significant impact of the experience for students and staff who identify as Two Spirit & LGBTQIA+, it is important to remember that students may have multiple intersecting identities where they experience oppression and/or marginalization. Data that demonstrates the marginalization and negative experiences and outcomes for students who identify as Indigenous, Black or have special education learning needs may also identify as members of the Two Spirit & LGBTQIA community. Therefore, the Action Plan must work in concert with various strategies and identify specific approaches to ensure that the Plan is one that is impactful in a holistic and authentic manner for students and staff who are most marginalized by the education system.

Impact Analysis

Equity & Human Rights Review:

The purpose of the Two Spirit & LGBTQIA+ Action Plan is to implement systemic changes to improve the learning and working conditions that impact the well-being of Two Spirit & LGBTQIA+ students and staff. The Action Plan is grounded in anti-racist, anti-oppressive, anti-colonial practices intended to uphold human rights and ensure the safety of Two Spirit & LGBTQIA+ students and staff. All members of the PDSB have a responsibility to integrate the actions within the Action Plan to improve educational outcomes and experiences for Two Spirit & LGBTQIA+ students.

Board or Ministry Policy Alignment:

The Four-year Equity Strategy provides the PDSB with a roadmap that clearly outlines our commitment, objectives and key actions in response to Directive 10 and Directive 14 in the Ministry Review of the PDSB. The Two Spirit & LGBTQIA+ Action Plan supplements the Equity strategy by providing specific professional learning opportunities, actions and initiatives that can

contribute to the mental health and well-being of Two Spirit & LGBTQIA+ students and staff. In addition, it is also important to note that this action plan cannot be done in isolation. As previously articulated, Two Spirit & LGBTQIA+ students and staff who hold intersectional identities such as Black, Indigenous, Muslim, newcomers, or with special needs face additional barriers to success. Therefore, it is important to align other PSDB strategies such as the Black Student Success Strategy and Affirming Muslim Student Identities and Dismantling Islamophobia Strategy to this Action Plan.

Resource/Financial Implications:

The financial implications associated with the adoption of the Two Spirit & LGBTQIA+ Action Plan are limited. The initial stages of implementation require schools and families to explore the Action Plan, and begin to engage in professional learning, dialogue and unpacking the resources to build shared understanding to integrate the actions within the plan in a meaningful way.

Legal implications:

The Two Spirit & LGBTQIA+ Action Plan ensures that the Peel District School Board remains in compliance with the Ministry Directives. The development and implementation of the Action Plan will enhance decision making practices that positively affect students, staff, and families.

Risk Assessment:

The Peel District School Board is committed to ensuring the success and wellbeing of staff, students and families who identify as Two Spirit & LGBTQIA+. The Action Plan is validating and affirming for students, staff, and families within Peel.

The PDSB will remain steadfast in its work to eliminate all forms of systemic discrimination in our learning and working spaces.

Community Impact:

Various stakeholders were consulted in the development of this action Plan. The implementation of the Plan will be monitored to ensure accountability. The Action Plan is a living document that will be dynamic and responsive based on ongoing consultation and communication with students, families, and stakeholders.

Consultations:

The following stakeholder groups were consulted in the creation of this plan. Groups met in person, and virtually, throughout June, July, August, and September to share feedback, thoughts, and suggestions for the plan to ensure it was responsive and dynamic to the diverse students, staff, and families that we serve in the PDSB.

Community Partners

- Peel PFLAG (Parent & Family Allyship)
- ASSAP (Alliance for South Asian AIDS Prevention)
- AYSP (Associated Youth Services of Peel)

Peel Region “Rainbow Family” Members

- Parents/Caregivers of PDSB students who identify as Two Spirit & LGBTQIA+
- Parents/Caregivers who identify as Two Spirit & LGBTQIA+

PDSB Equity, Indigenous Education, School Engagement and Community Relations Department

PDSB Human Rights Office

PDSB Workplace Equity (Human Resources)

PDSB Pride Employee Resource Group Members

PDSB Employee Resource Groups

PDSB Mental Health and Social Emotional Learning

PDSB GSA (Gender & Sexuality Alliance) Students and Staff Advisors

- Sunny View Middle School
- Castlebrooke Secondary School
- Morning Star Middle School
- Clarkson Secondary School

PDSB Educators and Administrators

PDSB Senior Team

Next Steps

Action Required:

- Implementation of the Two-Spirit & LGBTQIA+ Action Plan (Beginning October 2023)
- Ongoing collection of multiple measures of data to inform key performance indicators and other measures of success
- Ongoing implementation, evaluation, and monitoring
- Update report to Board (May/June 2024)

Communications:

Communication and updates regarding the implementation of the Two Spirit & LGBTQIA+ Action Plan will be shared through various methods and approaches.

Success Measures:

The successful implementation of the Two Spirit & LGBTQIA+ action plan will lead to improved sense of belonging and better educational experiences by creating identity affirming spaces that uphold human rights and support Two Spirit & LGBTQIA+ students to achieve their full potential.

The success measures will be ongoing and monitored through the Equity Accountability Report Card (directive 9) and School Improvement and Equity Planning using multiple measures of data.

References:

Chadha, E., Herbert, S., & Richard, S. (2020). *Review of the Peel District School Board*. Ontario Ministry of Education.

Board Report: Directive 9: Annual Equity and Accountability Report Card: Baseline Data on the Equity Gap in Student Outcomes (September 30, 2021)

PDSB Human Rights Department Student Voice Survey (2022)

Board Report: Directive 24: Employee Systems Review. (June 14, 2023)

Appendices

Appendix 1 – Two Spirit & LGBTQIA+ Action Plan



Two-Spirit and LGBTQIA+ Action Plan



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Letter from the Director of Education

At the Peel District School Board, we are committed to creating and maintaining identity-affirming, culturally sustaining, anti-racist, anti-oppressive and anti-colonial learning spaces where students and staff marginalized by systems of oppression can thrive and flourish.

The Ministry Review and other PDSB data highlight that homophobia, transphobia and biphobia exist in our schools. Incorporating Two-Spirit and LGBTQIA+ identities and lived experiences into our practice is an important part of the learning experience in a public school board and at the PDSB to foster values of acceptance, respect, understanding and inclusion in all students and staff. The vision behind the PDSB Two-Spirit and LGBTQIA+ Action Plan is having an education system free of homophobia, transphobia, biphobia, and all other forms of oppression so that every person can achieve their full potential and be their authentic self.

The Action Plan was developed in consultation with Two-Spirit and LGBTQIA+ staff, students and families, along with community advocates, to help address areas of concern and improvement for the broader school community. It is intended to improve the experiences and lives of Two-Spirit and LGBTQIA+ students and staff by providing objectives and goals to enhance the system's response to issues by shifting policies, structures, and processes while inspiring cultural change. While the action plan focuses on Two-Spirit and LGBTQIA+



students and staff, we recognize the intersecting systems of oppression at play. Racialized and marginalized Two-Spirit and LGBTQIA+ students and staff often face additional barriers and experience compounded discrimination in various social systems. The Action Plan is based on leading with love, integrity and humility, while promoting human rights, equity and inclusion. It is the responsibility for all PDSB staff to take an active role in addressing homophobia, transphobia and biphobia and to be part of the solution.

I am grateful to the ongoing commitment of PDSB Educators and staff to affirm Two-Spirit and LGBTQIA+ identities through programming initiatives such as the “You Are Not Alone” (YANA) Youth Conference and Gender and Sexuality Alliances (GSAs) in our schools. These affinity spaces are important for Two-Spirit and LGBTQIA+ students to feel seen, validated and loved for who they are, as they are.

It brings us great joy to be part of this transformational journey with staff to embed equity and support students who are members of the Two-Spirit and LGBTQIA+ communities. It is our collective commitment to foster identity-affirming, welcoming and inclusive learning environments through respect for self and others.

Rashmi Swarup
Director of Education





Acknowledgements

We would like to acknowledge all of the educators, staff, and community members and organization who offered their time and resources to the creation of this action plan.

EQUITY, INDIGENOUS EDUCATION, SCHOOL ENGAGEMENT AND COMMUNITY RELATIONS DEPARTMENT

Camille Logan, PhD

Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement

Lisa Hart

Superintendent of Equity, Indigenous Education, School Engagement & Community Relations

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Acting Executive Lead, Human Rights

Aryanne De Silva

Manager, Workplace Equity & Inclusion

David Tran

Equity Resource Teacher

Barry Van Dompsele

Equity Resource Teacher



Land Acknowledgement



We acknowledge that Peel District School Board is situated on the territory of the Mississaugas of the Credit First Nation, home to the diverse First Nations, Inuit and Métis peoples.

The land upon which we work, live and sustain ourselves is the ancestral and treaty lands of the Miichizaagiig Anishinaabek, also known today as the Mississaugas of the Credit, the rightful caretakers and title holders of this land.

We also recognize the rich pre-contact history and relationships which include the Anishinaabek and the Onkwehonwe. Since European contact, this land continues to be home to Indigenous and non-Indigenous peoples. As responsible community members, we value the diversity, dignity and worth of all people.

Colonialism displaced and dispossessed Indigenous peoples of their ancestral lands and continues to deny their basic human rights, dignities and freedoms. We are committed to learning true history to reconcile, make reparations and fulfill our treaty obligations to the Original Peoples and our collective responsibilities to the land, water, animals, and each other for future generations.



Introduction

The 2020 Ministry Review of the Peel District School Board (PDSB) has clearly highlighted various forms of homophobia, transphobia and biphobia which negatively impact the working and learning environments and mental health of Two-Spirit and LGBTQIA+ students and staff. Despite the increased legal protections of Two-Spirit and LGBTQIA+ individuals (e.g., In 2005, same-sex marriage was legalized in Canada, and in 2012, gender identity and gender expression were added as protected grounds to the Ontario Human Rights Code (the “Code”), harassment, discrimination and the lack of inclusion of Two-Spirit and LGBTQIA+ individuals continues in learning and working environments.

The PDSB Human Rights Office Student Voice Survey documented that Two-Spirit and LGBTQIA+ students are the second most targeted group in the PDSB for discrimination. The PDSB Employment Systems Review highlighted that Two-Spirit and LGBTQIA+ employees feel unsafe to be open about their identities. This is also echoed in the Equity and Accountability Report Card (September 2021), which has documented that Two-Spirit and LGBTQIA+ students are suspended at higher rates; are four times more likely to feel they do not belong; are not happy at school and have the lowest emotional well-being scores than other students in the PDSB.

There was a resolution by the Board of Trustees to develop a Two-Spirit and LGBTQIA+ action plan to affirm Two-Spirit and LGBTQIA+ identities and uphold human rights.



The Two-Spirit and LGBTQIA+ action plan is a comprehensive document that outlines the goals and actions that PDSB will take to implement this motion. This action plan supplements the PDSB Equity Strategy and aligns with the other PDSB strategies (i.e., the We Rise Together 2.0: Black Student Success Strategy and the Affirming Muslim Identities and Dismantling Islamophobia Strategy). This action plan to affirm Two-Spirit and LGBTQIA+ identities and address homophobia, transphobia and biphobia is the first step in the ongoing journey to address cis-heteronormativity and create more welcoming, inclusive and safe environments for all PDSB students and staff. The action plan will be a living document that will be dynamic and responsive based on ongoing consultation and communication with students, families and diverse stakeholders and rights holders to ensure accountability.





Addressing Homophobia, Transphobia, Biphobia, and Upholding Human Rights

At the Peel District School Board, we are committed to affirming Two-Spirit and LGBTQIA+ identities and addressing homophobia, transphobia and biphobia. White cis-heteronormativity is embedded within the foundations of the Ontario's education system and was not designed to educate and support gender diverse, gender non-conforming and Two-Spirit and LGBTQIA+ students. The education system continues to perpetuate these inequities by othering Two-Spirit and LGBTQIA+ students and assuming that all students identify with their gender assigned at birth. We recognize the impact of cis-heteronormativity on the experience of schooling for Two-Spirit and LGBTQIA+ students and work environments for staff.

The historical and contemporary impact of racism continues to impact the experiences and outcomes of Indigenous, Black and racialized students. For students who identify as Indigenous, Black or racialized and as members of Two-Spirit and LGBTQIA+ community, we recognize the intersecting systems of oppression and privilege at play. For racialized and marginalized Two-Spirit and LGBTQIA+ students and staff, they face additional barriers and experience compounded discrimination in various social systems (e.g., health care, workplace). Simultaneously, we recognize that there are diverse genders and sexual orientations in all cultures



and religions ([Gender Diverse World Map](#)). In fact, Pride, Two-Spirit and LGBTQIA+ rights and historical achievements have largely been accomplished and led by racialized members of the Two-Spirit and LGBTQIA+ community.

In 1996, sexual orientation was added to the protected grounds of the Ontario *Human Rights Code*. In 2005, same-sex marriage was legalized in Canada and in 2012, gender identity and gender expression were added to the Ontario *Human Rights Code*. While the board acknowledges that everyone is entitled to their own views, expressions, religious and cultural beliefs, these beliefs and rights never allow one to express or act in a way that is discriminatory towards others. The Ontario Human Rights Commission has created a policy on competing rights that provides guidance on issues involving competing rights. It is our responsibility to understand the limits and potentials of one's rights within the education system.





Documented Evidence

From the PDSB Employment Systems Review (2023)

Peel District School Board staff who identify as Two-Spirit and LGBTQIA+ respond:

- 90% share that in the last 3 years they have heard subtle insensitive comments or seen insensitive behaviours at PDSB
- 49% share that on a daily basis they feel treated in a respectful manner by colleagues
- 36% share that they believe the person they report to would effectively handle an issue of workplace violence or harassment and only 17% feel that if they filed a complaint that it would be handled appropriately
- 36% feel that managers and school administrators at PDSB create a respectful and welcoming work environment for all employees
- 78% feel that those responsible for hiring have personal biases about people from certain groups that influence hiring decisions

The Report highlights the following key areas that need to be addressed:

- Unsafe conditions for Two-Spirit and LGBTQIA+ staff members to be out in the workplace
- Students and families as the source of homophobia and transphobia
- Colleagues as the source of homophobia and transphobia
- Lack of attention and support from the Board
- Lack of gender-inclusive washrooms for staff and students



From the PDSB Human Rights Department Student Voice Survey (2022)

- Homophobia and Transphobia were the second highest rate of daily discriminatory statements, after anti-Black racism
- Rates of harm were highest amongst male and gay-identified students
- Homophobic remarks were used regardless of student identity
- High incident of reporting indicate PDSB staff do not adequately address homophobia and transphobia when it occurs

From the PDSB Annual Equity and Accountability Report Card (September 2021)

Peel District School Board students who identify as Two-Spirit and LGBTQIA+ are:

- 4 times more likely to rarely or never feel happy at school
- 3 times more likely to be suspended
- 3 times more likely to feel like they rarely or never belong at school
- 3 times more likely to have the lowest social-emotional well-being at school
- 2 times more likely to have less than 16 credits by the end of Grade 10
- 2 times more likely to be represented in special education programs



Areas of Focus

EDUCATION AND PROFESSIONAL LEARNING

- Essential and required training at all levels and across roles
- Understanding of the rights and responsibilities of staff based on the *Ontario Human Rights Code*
- Understanding of religious accommodations and Charter principles
- Understanding intersectional Two-Spirit and LGBTQIA+ realities, and the individual and systemic nature of oppression

LEARNING AND WORKING ENVIRONMENTS

- Fostering safe, affirming, and celebratory learning and work environments that consistently address issues of

homophobia, transphobia and biphobia

- Curricular connections that challenge norms and model intersectional lived realities



- Gender inclusive spaces that affirm and protect all identities

MENTAL HEALTH AND SENSE OF BELONGING

- Gender & Sexuality Alliance Spaces (GSAs) in all schools, with a focus on building allyship throughout the school community
- Two-Spirit and LGBTQIA+ Youth Programming
- Pride Employee Resource Group (ERG) and Community Supports

COMMUNITY ENGAGEMENT

- Support school councils and communities
- Support for Two-Spirit and LGBTQIA+ Parent/Caregiver and families
- Work with Community Partners, Agencies, and Municipalities to foster relationships and partner on opportunities to educate the Peel community

RESPONSIVE HIRING AND WORKPLACE EQUITY

- Purposeful and responsive hiring & ensuring support at all levels
- Data keeping to identify any patterns and barriers
- Accommodations to ensure equitable outcomes for all
- Support for the Pride ERG's events that benefit PDSB staff
- Ongoing trainings and communication to further PDSB's commitment to Human Rights and anti-oppression





Focus Area #1 - Education and Professional Learning

To provide all members of the PDSB community with opportunities to learn about the intersectional identities of Two-Spirit and LGBTQIA+ people and the impacts of individual and systemic discrimination by recognizing how cis-heteronormativity shows up in our learning and working environments. These learning opportunities will build the capacity of staff to disrupt cis-heteronormativity and reduce incidents of homophobia, transphobia, and biphobia to ensure that rights based on the protected grounds related to gender identity, gender expression, and sexual orientation are upheld. All learning will be grounded in anti-racist, anti-oppressive and anti-colonial principles and will deepen our understanding of the rights and responsibilities of staff based on the Ontario *Human Rights Code*.



ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 1.1** Provide ongoing professional learning for Trustees and PDSB staff on the intersecting identities of Two-Spirit and LGBTQIA+ realities and how they manifest in PDSB spaces
- 1.2** Continue to provide a robust, comprehensive, and responsive professional learning plan for Trustees and all PDSB staff on topics of anti-racism, anti-oppression, anti-colonialism, equity, and human rights
- 1.3** Provide professional learning opportunities to ensure that all PDSB staff understand how to access and utilize supports from various departments including Equity, PSSP, Human Rights, and Guidance/Contact
- 1.4** Ensure that all PDSB staff understand their legal obligations under the Ontario *Human Rights Code* to foster working and learning environments that are free from harassment and discrimination and their duty to act when inappropriate behaviours occur (e.g. Discriminatory Slurs and Statements Portal)






Focus Area #2 - Learning and Working Environments

To foster safe and inclusive learning and working environments, we affirm the intersectionality of all Two-Spirit and LGBTQIA+ students, families, staff, community members and respect personal autonomy. The documentation of homophobia, transphobia and biphobia and its impact on the well-being of Two-Spirit and LGBTQIA+ students was highlighted in the 2020 Ministry Review of the Peel District School Board, and other PDSB reports (such as the 2021 The Equity Accountability Report Cards and the 2023 Turner's Employment Systems Review Report). The review and reports identify the importance of addressing issues of homophobia, transphobia and biphobia in learning and working environments.



ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 
- 2.1** Intentionally integrating intersectional Two-Spirit and LGBTQIA+ identities, contributions and issues in all K-12 curriculum areas, in both English and French
 - 2.2** Implement an intersectional approach by integrating Two-Spirit and LGBTQIA+ identities into the Months of Recognition and Days of Significance
 - 2.3** Review school facilities to consider a plan to provide access for staff and students to non-gendered washrooms
 - 2.4** Undertake a comprehensive equity audit of schools to ensure that signage and images are inclusive, and communication reflect gender inclusive pronouns and language aligned with PDSB policies, the Code and the Ministry of Education
 - 2.5** Ensure that personal names and pronouns are used on documentation and align with PDSB policies, the Code and the Ministry of Education
 - 2.6** Support schools in curating culturally relevant and responsive pedagogy texts with intersectional Two-Spirit and LGBTQIA+ representation
 - 2.7** Deepen understanding on the experiences of intersectional Two-Spirit and LGBTQIA+ students, staff and families to acknowledge the depth and variety of the multiple perspectives and experiences



Focus Area #3 - Mental Health and Sense of Belonging

To provide affinity spaces in schools so that Two-Spirit and LGBTQIA+ students and staff will feel safe, seen and supported. This space will foster feelings of acceptance, belonging, and well-being. Given the prevalence of Two-Spirit and LGBTQIA+phobia in both public and private spaces, these affinity spaces might be the only spaces where students feel affirmed and supported. Due to the systemic cis-sexism and heteronormativity, Two-Spirit and LGBTQIA+ students are vulnerable to mental health issues including depression, anxiety, self-harm, substance abuse, absenteeism, and suicidality. Targeted education and support will be in place to ensure that Two-Spirit and LGBTQIA+ students are supported and safe.



ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 3.1** Provide mental health programming in schools that address the unique needs of Two-Spirit and LGBTQIA+ students and the intersecting identities of PDSB students (e.g., You Are Not Alone (YANA) Youth Conference)
- 3.2** Develop a communication plan to share student self-referral process to access PSSP supports, and opportunities to access community agencies and virtual/in-person counseling groups
- 3.3** Support the development of affinity spaces for students and staff (e.g., GSAs, Employee Resource Group (ERG) and providing opportunities to develop racialized queer affinity spaces within the existing spaces
- 3.4** Develop learning modules for the GSA support staff and other school staff to build collective understanding on a variety of topics (e.g., non-performative allyship, moving through discomfort, mental and sexual health education, Two-Spirit and LGBTQIA+ intersections and realities)







Focus Area #4 - Community Engagement

To foster identity-affirming learning and working environments, the PDSB will collaborate with all stakeholders. Working with, and listening to, nonprofit and public sector partners, the Board will provide learning opportunities to honour and uphold human rights for all, including Two-Spirit and LGBTQIA+ employees and students. The Board will reaffirm its stance on competing rights and address human rights violations or concerns in an appropriate and transparent manner.



ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 
- 4.1** Develop a communication plan for parents, caregivers and communities regarding equity, inclusion and human rights concerns in consultation with the Human Rights Department
 - 4.2** Partner with community agencies to identify, understand and address Two-Spirit and LGBTQIA+ issues within diverse Peel communities
 - 4.3** Develop public responses and communication to diverse communities regarding Two-Spirit and LGBTQIA+ issues and rights to build shared understanding
 - 4.4** Develop a targeted community engagement plan to build and foster relationships with Two-Spirit and LGBTQIA+ communities
 - Partner with Peel PFLAG (Parents, Family, and Friends of Two-Spirit and LGBTQIA+) to advance existing initiatives
 - Partner with community agencies to collaborate with learning, resources, supports, and events
- 



Focus Area #5 - Responsive Hiring and Workplace Equity

To decrease barriers to hiring and promotion for Two-Spirit and LGBTQIA+ staff, the Board will embed equity into its hiring program so that decisions are made with an anti-racist and anti-oppressive lens, and such that PDSB staff are hired to meet the needs reflected in the diversity of PDSB students. The Board is committed to implement inclusive and affirming hiring practices based on the assumed presence of Two-Spirit and LGBTQIA+ staff in all PDSB workspaces. This work is

grounded in anti-racist, anti-colonial, and anti-oppressive practices and a deep understanding of the negative impacts of cis-sexism and heteronormativity.



ACTIONS

PDSB COMMITS TO THE FOLLOWING ACTIONS:

- 5.1** Develop an Equity and Fairness in Employment Strategy to ensure and instill fairness and equity in PDSB employment practices for employees from equity-deserving groups including Two-Spirit and LGBTQIA+ employees, and with all communications
- 5.2** Prioritize mentoring and supporting Two-Spirit and LGBTQIA+ staff to move into positions of responsibility (e.g., Guidance, Resource Teachers) and, leadership pathways
- 5.3** Review, evaluate, and update equity practices and policies - including gender identity and expression, pronoun usage, and the transition process
- 5.4** Promote intersectionality and collaboration between ERGs to further inclusivity and solidarity
- 5.5** Develop education opportunities for staff related to supporting pronoun usage, transitioning and other related topics in alignment with PDSB policies, the Ontario *Human Rights Code* and the Ministry of Education





Measures of Progress

It is critical to the success of the Two-Spirit and LGBTQIA+ action plan to lay out how actions are implemented and measured. The accountability framework used aligns with the PDSB Equity Strategy. These mechanisms will ensure sustained implementation that fosters transparency, and reinforces PDSB's commitment to address cis-heteronormativity and its various forms of homophobia, transphobia and biphobia.

Focus Area #1 - Education and Professional Learning

- % of superintendents of education, principals, and vice principals whose annual growth plan includes goals related Two-Spirit and LGBTQIA+ strategies to address homophobia, transphobia and biphobia in schools
- % of Family of Schools and individual schools that included affirming Two-Spirit and LGBTQIA+ identities, as part of their SIEP goals
- # of learning opportunities for families, community and Board Trustees



Focus Area #2 - Learning and Working Environments

- % of Two-Spirit and LGBTQIA+ students in Grades 4-12 who report they see themselves reflected and affirmed in their learning
- % of Two-Spirit and LGBTQIA+ employees' reporting that they feel supported and safe to be themselves in the workplace indicated via a Workplace survey
- # of human rights complaints related to Two-Spirit and LGBTQIA+ hate raised and % resolved
- # of reported Two-Spirit and LGBTQIA+ hate incidents

Focus Area #3 - Mental Health and Sense of Belonging

- # of GSAs established
- # of participating schools in YANA
- # of Two-Spirit and LGBTQIA+ students in Grades 4-12 who feel their school is a safe and inclusive environment





- # of Two-Spirit and LGBTQIA+ students in Grades 4-12 who report feelings comfortable seeking supports for their mental health
- # of Two-Spirit and LGBTQIA+ students who seek support from the PSSP supports

Focus Area #4 - Community Engagement

- # of schools engaging with community organizations who offer responsive and relevant learning programs for Two-Spirit and LGBTQIA+ students, staff and community
 - Multiple measures of data collected from surveys





Focus Area #5 - Responsive Hiring and Workplace Equity

- # of new hires who voluntarily identify as Two-Spirit and LGBTQIA+
- # of human rights complaints from staff related to homophobia, transphobia, and biphobia
- % of Two-Spirit and LGBTQIA+ employees reporting a sense of belonging and engagement as reported through the PDSB engagement survey
- # of employees who identify issues related to homophobia and discrimination as reasons for leaving PDSB in exit surveys





Glossary

The Two-Spirit and LGBTQIA+ community is widely diverse. Each member of the Two-Spirit and LGBTQIA+ community can tell us anything about their own identity. Two-Spirit and LGBTQIA+ is an abbreviated acronym intended to represent the vast array of ways one might experience sexuality or gender identity. There are several different versions of this acronym, some of them much longer. The intention of the "+" is to indicate that there are numerous (maybe numberless) further possibilities and that they are part of the umbrella too.

Two-Spirit - Two-Spirit is not a traditional term, but it is an umbrella term used by some Indigenous people and communities. It refers to someone who identifies as having both a masculine and feminine

spirit. LGBTQIA+ are all colonial terms that do not describe a Two-Spirit identity. The term was created in Winnipeg in 1990 and is a translation of the Anishinaabemowin term *niizh manidoowag* - two spirits (lgbtqhealth.ca). The exact meaning and significance of





"Two- Spirits" varies from individual to individual, as it did from nation to nation in First Nations' history. However, it is understood to apply only to those of Indigenous heritage, and even then, only to those who choose to identify as Two-Spirit (ie. LGBTQ+ people who are Indigenous are not automatically Two Spirit). Two-Spirit are people who bring the community circle together. Learn more about the history and heritage of Two-Spirit at lgbtqhealth.ca or ihs.gov.

L: Lesbian

Lesbian refers to someone who identifies as a woman, and feels physically, emotionally, and/or spiritually attracted only to others who identify as women.

G: Gay

While often attached to those who identify as men, Gay is a term that may refer to anyone who feels physically, emotionally, and/or spiritually attracted only to those of the same gender, or sometimes, the same sex.

B: Bisexual

Bisexual (or bi) refers to someone who may feel physical, emotional, and/or spiritual attraction to someone of their own or another gender, though not necessarily at the same time or in the same way.



T: Trans

Trans is an umbrella term generally understood to include those who identify with a gender different from the one they were assigned at birth. However, the experience of being trans is different from individual to individual, and is not exclusive based on how or if someone chooses to (or is able to) transition.

Q: Queer or Questioning

Queer (as an individual identity) may be chosen by individuals who do not identify as straight, but prefer not to attach a specific label to their experience of sexuality. Queer is also often associated with Two-Spirit and LGBTQIA+ people as a group (e.g. "the queer community").

I: Intersex

Intersex refers to any individual born with reproductive or sexual anatomy that, for many possible reasons, does not match the normative 'male' or 'female' body. This is sometimes a combination





of 'male' and 'female' anatomy, though not necessarily. Intersex individuals are often assigned a legal sex of male or female at birth, which may not correspond to that individual's gender identity later in life.

A: Asexual or Aromantic

Asexual (or Ace) refers to individuals who do not experience sexual attraction or the desire for sexual activity or contact. However, many asexual people still experience romantic feelings and have romantic relationships, and while they may not desire sexual contact or experiences, some still have sexual relationships with non-asexual partners.

Aromantic (or Aro) refers to individuals who do not experience romantic attraction or desire romantic partnerships or relationships. However, many aromantic people do experience sexual attraction or desire.

Gender Identity

An individual's intrinsic sense of self and their sense of being female, male, a combination of both, or neither regardless of their biological sex.



Gender Expression

Gender expression refers to the way an individual expresses their gender identity (e.g. in the way they dress, the length and style of their hair, the way they act or speak). Understandings of gender expression are culturally specific and will change over time.

Heteronormativity

An assumption that heterosexuality is the norm and privileges this over any other form of sexual orientation

Cisnormativity

A discourse based on assumption that cisgender is the norm and privileges this over any other form of gender identity.



Cis-sexism

The belief or assumption that cis people's gender identities, expressions, and embodiments are more natural and legitimate than those of trans people



Homophobia

Irrational fear of, aversion to, or discrimination against homosexuality or gay people.

Transphobia

Fear and/or hatred of any transgression of perceived gender norms, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is trans and/or gender diverse (or perceived to be) can be the target of transphobia.

Biphobia

Biphobia (monosexism) refers to stigma, prejudice, and discrimination toward those who are bisexual.





EQUITY
INDIGENOUS
EDUCATION
SCHOOL
ENGAGEMENT
COMMUNITY
RELATIONS

 peel District
School Board