

Governance and Policy Committee Meeting

AGENDA

Wednesday, September 13, 2023

OPEN SESSION

Hybrid Meeting, 5:30 p.m.

Committee Members:

B. MacDonald (Committee Chair)
L. Alves (Committee Vice-Chair)
K. Bailey
S. Benjamin
J. Clark
K. McDonald

D. Green (Ex-officio)
L. Cole (Ex-officio)

OPEN SESSION

1. Call to Order

2. Acknowledgement of Traditional Lands

3. Approval of Agenda

4. Declarations of Conflict of Interest

5. Approval of Minutes

5.1. Governance and Policy Committee Meeting, June 7, 2023

6. Delegations

6.1 Salma Mustafa, Resident, Regarding the Development of an Explicit Grade Acceleration Policy for the Peel District School Board

7. Staff Reports

- 7.1 Notice of Referral from March 8, 2023, Curriculum, Equity and Student Well-Being Committee (Secondary Final Evaluations) (Deferred from the June 7, 2023, Governance and Policy Committee)
- 7.2 Trustee Staff Relations Policy (Deferred from June 7, 2023 Governance and Policy Committee)- (for information)- *presentation by Kathryn Lockyer*
- 7.3 Social Media Policy -*presentation by Tiffany Gooch*
- 7.4 Excursions Policy – *presentation by Rasulan Q. Hoppie and Sumble Kaukab*
- 7.5 Trustee Honoraria Policy – *presentation by Kathryn Lockyer*
- 7.6 Video Surveillance Policy– *presentation by Wendy Dobson*

7.7 Policy Management Program: Annual Report 2023 - (for information)- *presentation*
by LaShawn Murray

8. Communications

8.1 Memo from Rasulan Q. Hoppie Regarding Days of Significance and the Scheduling
of External Examinations

9. Trustee Motions for Consideration

9.1 Motion from Trustee Karla Bailey regarding Student Transportation

10. Trustee Notices of Motion

11. Adjournment

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Governance and Policy Committee of the Peel District School Board, held on Wednesday, June 7, 2023, at 17:31 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
Karla Bailey (electronic)
Susan Benjamin
Jeffrey Clark (electronic)
LeeAnn Cole, Board Vice-Chair (electronic) (17:55)
Kathy McDonald (electronic)

Trustees also present:

Will Davies
Jill Promoli

Member absent (apologies received):

Lucas Alves, Vice-Chair

Administration:

Kathryn Lockyer, General Counsel and Governance Officer (Executive Member)
Harjit Aujla, Acting Associate Director, School Improvement and Equity, Leadership, Innovation and Safe Schools
Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being
Antoine Haroun, Chief Information Officer, Learning Technology Support Services
Rasulan Hoppie, Superintendent of Secondary Curriculum, Instruction and Assessment
Camille Logan, Associate Director, School Improvement and Equity, Curriculum and Instruction, Student and Community Engagement
Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Safe and Caring Schools
Rashmi Swarup, Director of Education

Nicole 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

The following items were deferred to the next Governance and Policy Committee meeting:

Item 7.1 Secondary Final Evaluations – Referred from the March 8, 2023, Curriculum, Equity and Student Well-Being Committee meeting/Deferred from the May 17, 2023 Governance and Policy Committee meeting

Item 7.7 Trustee Staff Relations Policy

GC-41 moved by Susan Benjamin
seconded by Jeffrey Clark

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, May 17, 2023

GC-42 moved by Kathy McDonald
seconded by Karla Bailey

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held May 17, 2023, be approved.

..... carried

6. Guidelines on Hiring of Supervisory Officers and Administrators

Paul da Silva, Associate Director, School Improvement and Equity, Special Education, Social Emotional Learning and Well Being, recalled that at the April 2023 Board Meeting, trustees repealed Policy 3 – Appointment of Administrative and Supervisory Personnel. This Policy was inconsistent with the expectations and requirements of Policy 87, Board of Trustees Participation on Hiring, Appointment, and Promotion Panels, as well as with Ministry Directive 2, which required Board Members to immediately cease to participate on hiring, promotion, and appointment panels for all staff, except for the position of Director of Education. Associate Director da Silva stated that the above-referred report is in response to a trustee motion requesting a report on standards for hiring administrative and supervisory staff, as guidelines. Replying to a question of clarification, Paul da Silva explained that, for supervisory officers, the interview panel comprises the director of education and the four associate directors. The panel for principal/vice-principal interviews comprises two field superintendents of education and one controller.

6. Guidelines on Hiring of Supervisory Officers and Administrators (Continued)

GC-43 moved by Jeffrey Clark
seconded by Kathy McDonald

Resolved, that the report re Guidelines on Hiring of Supervisory Officers and Administrators, be received.

..... carried

7. Occupational Health and Safety Policy 2023

Kathleen Wilson, Senior Partner, Human Resources, Partnerships and Equity, reported that the Occupational Health and Safety Policy 2023 is being recommended for Board approval, to come into effect for the 2023-2024 school year. She advised about the legal requirement under the Occupational Health and Safety Act that the Board create and maintain policies on occupational health and safety, workplace violence and workplace harassment. She stated that the Peel DSB's Occupational Health and Safety Policy 2023 encompasses the three matters and fulfills the legal requirement. Kathleen Wilson noted that the Policy affirms the Board's commitment to fulfill its duties to have a safe working and learning environment, which minimizes or eliminates the risks of identified workplace hazards, including workplace violence and harassment, and to create and maintain programs to implement these policy commitments. She explained that the Policy must be reviewed at least annually, and highlighted the changes made for the year 2023-2024.

GC-44 moved by Karla Bailey
seconded by Susan Benjamin

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

That, the Occupational Health and Safety Policy 2023, attached as Appendix 1, be approved. (APPENDIX I, Item 7.3 of the Agenda)

..... carried

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

Michelle Stubbings, Superintendent, Safe and Caring Schools, reported that the purpose of updated Policy 89 is to ensure that all Kindergarten to Grade 3 records of suspension and expulsion are expunged on an annual basis in accordance with the retention schedule outlined in Policy 48, Safe and Caring Schools. She advised that there has been no suspension of Kindergarten to Grade 3 students in the current year. Noting the harm that suspension has on young children, Superintendent Stubbings stated that the Board continues to work to ensure learning environments prioritize restorative justice, alternatives to suspension, and progressive discipline.

8. Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 (Continued)

Responses to questions of clarification included: significant work on professional development has been undertaken on alternatives to suspensions and progressive discipline; Policy 48 aligns the learning environment with instructional strategies to help students succeed; all children have a right to education and reasons for a student exhibiting inappropriate behaviour need to be investigated; age-appropriate lessons provided to students regarding language, attitude, and boundaries with the intent of eliminating inappropriate behaviour; presence of significant, extenuating and egregious circumstances is required for suspending or expelling young children under Section 310 of the Education Act and age is a major mitigating factor; progressive discipline includes ongoing progressive support to change behaviour. Further questions were asked regarding: whether there is a tool to coach trustees to help parents understand the need for alternatives to suspension and progressive discipline; whether incidents of violence by young children are tracked even though they do not result in suspension or expulsion, to ensure meaningful comparison of data.

GC-45 moved by Jeffrey Clark
seconded by Kathy McDonald

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

- (i) That, the Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3 Policy, attached as Appendix 1, be approved, and
- (ii) That, interim Policy 89: Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3, be repealed.
(APPENDIX II, Item 7.4 of the Agenda)

..... carried

9. Full Implementation Shift to D2L Brightspace as Single Learning Management System (LMS) for Peel DSB

Antoine Haroun, Chief Information Officer, Learning Technology Support Services, Bernadette Smith, Superintendent, Innovation and Research, and Steven Keenleyside, Coordinating Principal, presented on the above-noted report. The purpose of the full transition to the D2L Learning Management System is rooted in the commitment to equity, enhancing communication, streamlining educational delivery, and ensuring the privacy and security of Peel DSB learning spaces. Starting in September 2024, the Board will shift to fully adopt D2L Brightspace as the sole learning management system. The benefits of a single Virtual Learning Environment were outlined, and it was noted that, due to its strong focus on user privacy and data security, D2L Brightspace enables the Board to more effectively adhere to Policies 78, Digital Citizenship, 54, Equity and Inclusive Education, 51, Human Rights, 48, Safe and Caring Schools, 14, Student Assessment, Evaluation and Reporting, and Information Access and Privacy, as well as privacy laws and regulations. The presenters highlighted that, in discontinuing support for Google Classroom, the Board would realize a cost avoidance to PDSB of \$1.5-\$2 million annually.

9. Full Implementation Shift to D2L Brightspace as Single Learning Management System (LMS) for Peel DSB (Continued)

The presenters noted the pilot implementation during 2022-2023 at the Peel Elementary Virtual School and Peel Virtual Secondary School, and that feedback was used to inform enhancements to meet students' learning needs. Tutorials, user-friendly guides, and advanced tools, will continue to be developed to ensure equitable access to learning, and integration of assistive technology within D2L will be supported. Measures of accountability will be introduced throughout the process over the next two years. Responding to questions of clarification, Antoine Haroun explained that the use of Google Classroom will be discontinued, but use of the Google workspace will not be affected. Referring to cost avoidance through discontinuing support for Google Classroom, he clarified that costs to upgrade Google Classroom for components, security, etc. or third-party purchases of modules not available with Google Classroom, will be avoided. He added that D2L is fully integrated with the Board's Student Information System, and parents will have uniformity and consistency in accessing their children's information.

GC-46 moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the report re Full Implementation Shift to D2L Brightspace as Single Learning Management System (LMS) for Peel DSB, be received.

..... carried

10. Legal Matters Authority - Policy

Kathryn Lockyer, General Counsel and Governance Officer, noted that the Education Act provides the authority to delegate powers and duties within school boards. Trustees are able to adopt and maintain policies with respect to the delegation of not only its powers and duties, but the powers and duties of the Director of Education as well. She noted that the purpose of the proposed Legal Matters Authority Policy is to delegate those powers and duties as permitted by the legislation, and sets out a series of delegated authorities to the General Counsel. She advised that the current Judicial Matters policy relates mainly to matters dealt with by external legal counsel, whereas the proposed policy includes delegation of authority to the in-house General Counsel.

GC-47 moved by Kathy McDonald
seconded by Jeffrey Clark

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

- (i) That, the Legal Matters Authority Policy, be approved, and
- (ii) That, the Judicial Matters Policy, be repealed.
(APPENDIX III, Item 7.6 of the Agenda)

..... carried

11. Communications

1. Memo re Number of Red Dot and Open Red Dot Days of Significance

The memo was reviewed by trustees. Associate Director da Silva confirmed that the administration will bring back information regarding the application of Peel DSB Days of Significance to external examinations, such as, International Baccalaureate, taken by Peel students. A trustee commented that with 87 red dot and open red dot days, activities, including learning assessments, need to be held on approximately half of the total number of school calendar days. Clarification was provided that the Days of Significance are managed and identified by staff through an application process, and the difference between red dot days and open red dot days was outlined.

GC-48 moved by Susan Benjamin
seconded by Karla Bailey

Resolved, that the Memo re Number of Red Dot and Open Red Dot Days of Significance, be received.

..... carried

2. Memo re Administration of the Student Census

The memo describes the rationale for the administration of the student census at home for students in Kindergarten-Grade 3 versus at school for students in Grades 4-12.

GC-49 moved by Karla Bailey
seconded by Jeff Clark

Resolved, that the Memo re Administration of the Student Census, be received.

..... carried

12. Notice of Motion: Trustee Bailey re Student Transportation

The following Notice of Motion was submitted by Trustee Bailey:

Moved by: Karla Bailey
Seconded by: Jill Promoli

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;

12. Notice of Motion: Trustee Bailey re Student Transportation (Continued)

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.

13. Adjournment

GC-50 Moved by Kathy McDonald
 Seconded by Jeffrey Clark

Resolved, that the meeting adjourn (18:50 hours).

..... carried

..... Chair

PEEL DISTRICT SCHOOL BOARD
Governance and Policy Committee Meeting
September 13, 2023

Notice of Referral

From: Curriculum, Equity and Student Well-Being Committee

Meeting Date: March 8, 2023

Item: Reports – Item 7.2 Secondary Final Evaluations 2022-2023 (For information) - *presented by Superintendent Rasulan Q Hoppie*

Referred to: Governance and Policy Committee

Recommendation: CESWB-15 moved by Lucas Alves seconded by Jeffrey Clark

Resolved, that the report re Secondary Final Evaluations 2022-2023, be received, and referred to the Governance and Policy Committee for review.

Board Approval:

13. Motions for Consideration: Curriculum, Equity and Student Well-Being Committee, March 8, 2023

Resolution No. 23-74 moved by Will Davies
seconded by Lucas Alves

At a meeting of the Curriculum, Equity and Student Well-Being Committee, held March 8, 2023, the following recommendations are brought for Board consideration:

5. Secondary Final Evaluations 2022-2023

That, the report re Secondary Final Evaluations 2022-2023, be received, and referred to the Governance and Policy Committee for review.

..... carried

Curriculum, Equity and Student Well-Being Committee Meeting, March 8, 2023

Secondary Final Evaluations 2022-2023

Strategic Alignment:

Board Improvement and Equity Plan: Achievement

Report Type: For Information

Prepared by: Rasulan Hoppie, Superintendent, Secondary Curriculum, Instruction & Assessment

Submitted by: Camille Logan, Associate Director, School Improvement and Equity, Curriculum & Instruction, School & Community Engagement

Overview

Objective:

To provide an overview of secondary assessment and final evaluations for the 2022-2023 school year in the Peel District School Board (PDSB).

Highlights:

- Grade 9 and 10 courses and workplace (E) level courses will not include examinations as part of their final evaluation.
- Grades 11 and 12 courses may include examinations as part of the final evaluations for college (C), mixed (M), or university (U) courses
- Examinations are not worth more than 10% of the final mark

Background:

The education landscape has been irrevocably changed due to the COVID-19 pandemic and it is incumbent upon us as educators and the stewards of children's education, to apply what we have learned for their betterment, in order to be in line with what we have learned about necessary shifts in teaching and learning.

Furthermore, while under Ministerial Review, PDSB was given 27 Directives with specific mandates to transform the school board which identified expectations that included shifts in program and delivery that were unique to PDSB. Grounded in human rights, equity, and anti-oppressive practices, the PDSB is expected to engage in instructional and assessment practices designed to address historical disproportionate outcomes for Black and Indigenous students. This resulted in for instance, the Board being directed to pursue de-streaming prior to the Ministry's province-wide implementation.

During the pandemic shutdown and transition to remote schooling, secondary teachers have learned additional and effective approaches to assessment in ways that are flexible, differentiated, student-centred, and allow for growth over time by providing multiple entry points for students.

As a result of these efforts, secondary educators have gained greater expertise in using various sources of evidence. Rather than relying solely on a calculated average (i.e. adding up all of the student's marks, then adding up all of the total marks possible, then dividing the sum of the total marks by the total marks possible) and/or weighted average (an average in which more marks are given to some assessments than others depending on their importance as determined by the teacher), to determine a student's most recent, most consistent level of achievement. By assessing learning differently, new and alternative ways of thinking about assessment have been enhanced and teachers have expanded their strategies and repertoire in the best interests of students.

Definitions:

- **Assessment**
The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a grade or course. The primary purpose of assessment is to improve student learning. (Ontario. Ministry of Education, Assessment and Evaluation, website)
- **Final Evaluations**
“Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content...” (Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010)
- **Examinations**
The working definition of an examination, as defined by PDSB, means a form of testing intended to assess the level of students’ knowledge, ability, and/or skills, of the subject matter and occurs at the end of the course of study. Although examinations include, but are not limited to in-person, online, take-home, practical, and laboratory examinations, the definition is limited to mean written, in-person or online examinations.

Evidence

Final evaluations provide a rich opportunity for students to demonstrate their learning and celebrate their successes. Teachers, school administration, department heads, and support staff will continue to work collaboratively to develop the fair and equitable assessment practices we have learned so much about through the pandemic shutdown and periods of remote learning. The 2022-2023 school year has seen a return to students being assessed and evaluated on a 70% term work, 30% final evaluation weighting as outlined in the policy document Growing Success.

Final evaluations may include but not limited to rich tasks, project based learning, and final conferences in Grades 9 and 10. These alternative forms of assessment, focus on student learning over time and removing ‘one-size fits all’ high-stakes evaluation for students in Grade 9 and 10 courses. These approaches support the province of Ontario’s de-streaming efforts. Additionally, alternative approaches to assessment also supports trauma-informed practices by removing and/or balancing the pressures associated with final examinations with various other instructional expectations for students in Grade 9 and 10, and senior students taking workplace courses.

Alternative forms of assessment such as performances, portfolios, research papers, essays, final conferences, and other summative tools, are a more fair, holistic, and equitable representation of a student’s achievement in the overall expectations than what can be demonstrated in a written examination. Students will have been provided opportunities to develop the skills necessary to demonstrate their learning throughout the term, leading up to the final evaluation, in a manner that may not be best captured in a written examination. The final evaluations therefore reflect assessments consistent with how students have been

demonstrating learning throughout the term. These forms of assessment, along with others, also support the Ministry's de-streaming efforts to ensure equitable outcomes for all students in PDSB and across the province.

With the recent change to de-streamed courses, ALL students need the opportunity to demonstrate their knowledge and understanding regardless of the pathway they choose. In senior courses, where courses are categorized by pathways the final evaluation plan needs to consider the student's pathway and the required pre-requisite skills. Written examinations as part of the overall 30% final evaluation can be an acceptable evaluation tool.

The Ministry of Education's goal of de-streaming reflects its most current thinking on the topic of removing barriers to students' success which formal examinations in grades 9 and 10 may present. De-streaming, when effectively implemented, requires a shift in both instructional and assessment practices. The pandemic has taught us that the traditional assessment practices did not meet the needs of many students, and as educators we are expected to provide a variety of conditions where students can demonstrate their learning while guided by the principles of equity and inclusion.

PDSB is in a unique position to address the structures and practices that have been clearly demonstrated to disadvantage various groups of students. PDSB has a history of leading in many areas and have been leaders that have advocated for and demonstrated change. We have an obligation to the students we serve to apply our current understandings of our best, anti-oppressive practices. And in so doing, we act as leaders in promoting change for the better and as the Ministry Review states, "we may be instructional to other school boards across the province."

In this particular instance of final evaluations, we are not alone. An environmental scan of other boards shows that other districts share our thinking, namely that coming out of the pandemic we cannot and should not proceed as we once did.

Written in 2010, Growing Success states the stance by which the PDSB has determined our course of action regarding Final Evaluations for the 2022-2023 school year. Specifically, as stated on pg. 3,

"Policies and procedures for assessment, evaluation, and reporting need to develop over time, as we learn more about how students learn. The policies outlined in this document reflect the current state of our evolving knowledge about the learning experience. New approaches to assessment provide both opportunities and challenges to all educators, for the benefit of all students."

The Peel District School Board continues to draw on Growing Success which states that the Ministry of Education recognizes that the needs and circumstances of individual boards vary widely, the policy outlined in Growing Success provides flexibility for boards to develop some locally focused guidelines and implementation strategies within the parameters for consistency set by the ministry.

Additionally, as stated by the Ministry of Education in the front matter of all curriculum documents, Grades 1 to 12, educators must consider student well-being and mental health to guide the implementation of curriculum and in creating the environment in which it is taught. Specifically, "Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning and sets

students up for success.” (Considerations for program planning: Student Well-Being and Mental Health)

More recent reports on the impact of the COVID-19 pandemic on student learning have also informed the Board’s stance. The Youth Research and Evaluation eXchange (YouthREX) is a province-wide initiative based at the School of Social Work at York University. Key findings related to education in their report, *Hopeful Resilience: The Impacts of COVID-19 on Young Ontarians 2021* stated,

Transitioning from in-person to online learning during the pandemic resulted in many exceptional challenges for youth. Post-secondary students report having their learning disrupted, and high school students are dealing with unstructured learning environments and excessive workloads. The majority of youth who responded to the province-wide survey felt that their overall quality of education has decreased during COVID-19. Because of the strong impact education has on personal development, it needs to be a primary focus for a post- pandemic recovery. Improvements to curriculum (including its diversification and decolonization), the online experience (including more realistic and manageable workloads) and supports being offered (including better access to the internet, quiet spaces, and mental health counselling appointments) are all needed to improve Ontario’s current education system.

As a Board, we have a duty to meet the needs of our students and addressing their well-being through these decisive assessment measures is one way we are doing so. Being responsive to the needs of our students is paramount to their success and successfully transitioning them to high school after such a disruptive period in their learning is not only prudent, but pedagogically sound as we know that there are many more insightful ways to capture students’ understanding for the explicit purpose of preparing them for future success. By not including examinations as part of the final evaluation of Grade 9 and 10 courses and workplace (E) level courses, we are not limiting or negatively impacting students’ opportunities for future success in university/college level pathways. Students develop the skills necessary to find success in all subject of the curriculum. As per the Ministry of Education, Peel educators, “facilitate students’ development of transferable skills explicitly through a variety of teaching and learning methods, models, and approaches, and assessment practices, in a safe, inclusive, and equitable learning environment.” (Ontario. Ministry of Education, Assessment and Evaluation: Transferable Skills, website)

We have the obligation to provide guidelines and direction to our staff to ensure a consistent approach to the final evaluation process for all students in all school/learning sites that is in line with our current understanding of the best practices that allow students to succeed.

Impact Analysis

Equity & Human Rights Review:

Secondary school assessment practices must reflect the board’s commitment to equity-focused education that is grounded in anti-racism, and anti-oppressive actions, that result in teachers’ daily praxis reflecting the Ministry Directives and the four priority areas: Human Rights and Equity, Pathways and Transitions, Mental Health and Wellbeing, and Student Achievement with a specific goal to address disproportionate outcomes.

An anti-oppressive approach to assessment and evaluation is grounded in our collective commitment to dismantle all forms of oppression through the application of culturally responsive and relevant practices to ensure equitable outcomes for students. As a school board we are required to ensure that students are learning in an environment free from discrimination so that students are engaged in optimal conditions for learning.

Next Steps

Action Required:

We will continue on our chosen path related to final evaluations. We will continue to listen to our students and monitor their success as we continue to prepare them for current and future academic success and improved mental health.

We will continue to promote alternative evaluations to formal, final written examinations that allow students to demonstrate what they know and can do, that aligns with their teaching and learning experiences throughout the course. We will continue to provide opportunities for students to practice test taking and exam writing skills, so they are equipped with the skills necessary to successfully complete their current courses of study and allow them to be prepared for all future pathway assessments and evaluations.

We will continue to provide support for teachers around improving their assessment and evaluation practices. The communication of this support will continue to be in the form of ongoing professional learning opportunities and resources.

The Assessment and Evaluation Committee will continue to build on the work of the Secondary Assessment Leadership Team to inform our collective next steps.

We will also reach out to post-secondary institutions to engage in conversations about assessment and determine if our current direction is in alignment with their current and future assessment practices.

Communications:

We have shared our new expectations with teachers at the start of the school year and, through required course outlines, all secondary students, in each course of study, were made aware of these expectations (as per *Ontario Schools Kindergarten to Grade 12 – Policy and Program Requirements 2016*). We will continue to update students, families and the Peel community through our end of semester mark reports and other channels such as committee and Board meetings.

Success Measures:

We will monitor both credit accumulation and qualitative indicators of success to determine the short-term and medium-term impacts of these course of actions. The upcoming Spring 2023 student census will be another key metric that we will use to inform our efforts.

References:

Boak, A., Elton-Marshall, T., & Hamilton, H.A. (2022). *The Well-Being of Ontario Students: Findings from the 2021 Ontario Student Drug Use and Health Survey (OSDUHS)*. Toronto, ON: Centre for Addiction and Mental Health

Ontario. Ministry of Education. Assessment and Evaluation - Assessment "for Learning" and "as Learning", < <https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/assessment-for-learning-and-as-learning>>, accessed 21 February 2023

Ontario. Ministry of Education. Assessment and Evaluation – Transferable Skills, < <https://www.dcp.edu.gov.on.ca/en/program-planning/transferable-skills/introduction>>, accessed 21 February 2023

Ontario. Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, Print

Ontario. Ministry of Education. *Ontario Schools Kindergarten to Grade 12 – Policy and Program Requirements 2016 - Section 5.3.2 Outlines of Courses of Study*, < <https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>>, 21 February 2023

Ontario. Ministry of Education. *The Ontario Curriculum, Grade 9, MTH1W, Mathematics (2021)*, < <https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics/courses/mth1w/course-intro>>, accessed 29 August 2022

Ontario. Ministry of Education. *Considerations for program planning – Student Well-Being and Mental Health*, < <https://www.dcp.edu.gov.on.ca/en/program-planning/considerations-for-program-planning/student-well-being-and-mental-health>>, accessed 29 August 2022

Wang, K., D'Souza, T., Sarker, S., Jain, A., Ling, M., Sahota, R., Zhang, A., Sandhu, S., & Dhailwal, K. (2021). Hopeful resilience: The impacts of COVID-19 on young Ontarians. Young Ontarians United.

Grading for Equity: What It is, Why it Matters, and How It Can Transform Schools and Classrooms – J. Feldman

Ministry Review of the Peel District School Board

Appendices

Appendix 1 – Secondary Assessment and Final Evaluation Memo (2022-2023)

Curriculum, Instruction and Assessment

Date: September 6, 2022

To: Principals, Secondary Schools
Vice-Principals, Secondary Schools
Secondary Teachers

Copy: Superintendents of Education
Assistants to Superintendents of Education

From: Rasulan Hoppie, Superintendent of Curriculum, Instruction and Assessment

Subject: **Secondary Assessment and Final Evaluations**

Contacts: Gillian Read, Instructional Coordinator of Assessment

CONTEXT

An anti-oppressive approach to assessment and evaluation is grounded in our collective commitment to dismantle all forms of oppression, specifically anti-Black racism and anti-Indigenous racism in the Peel District School Board, through the application of culturally responsive and relevant practices. Secondary school assessment practices must reflect the board's commitment to equity-focused education that is grounded in anti-racism, and anti-oppressive theories that reflect the Ministry Directives and the four priority areas: Human Rights and Equity, Student Achievement, Pathways and Transitions, Mental Health and Wellbeing.

UPDATE

The purpose of this memo is to provide important information to secondary teaching staff, including administrators, to assist in planning assessments and final evaluations for this upcoming school year.

Secondary teachers have worked hard to approach assessment, in ways that are flexible, differentiated, student-centred, and allow for growth over time by providing multiple entry points. These individual and collective efforts have required your time, commitment, and care. Thank you!

As a result of these efforts, we have gained greater expertise in using **various sources of evidence**, rather than a calculated average and weightings, to determine a student's most recent, most consistent level of achievement. By assessing learning differently, new ways of thinking about assessment have emerged and teachers have expanded their strategies and repertoire in the best interests of students. In response to this learning, outlined below is what this year's assessments and final evaluations will look like.

CHANGES TO FINAL EVALUATIONS

The Peel District School Board will return to students being assessed and evaluated on a 70% term work, 30% final evaluation weighting as outlined in the policy document Growing Success.

Final evaluations provide a rich opportunity for students to demonstrate their learning and celebrate their successes. Teachers, school administration, department heads, and support staff will continue to work collaboratively to develop the fair and equitable assessment practices we have learned so much about through the pandemic.

With the return to final evaluations, it is important to remember that while exams can be part of the final evaluation, there will be some new parameters.

Exams

Grade 11 and 12 Courses

The Peel Board will support the use of exams in the final evaluation for college (C), mixed (M), or university (U) courses in grades 11 and 12 courses only.

Exams can provide students enrolled in post-secondary destination courses an opportunity to experience both preparing for and writing final exams, and to develop the study skills and exam-writing skills and strategies they may need in some post-secondary programs. Exams can be an acceptable tool in senior grades in some courses, but only in consideration alongside other evaluation tools. Performances, portfolios, research papers, essays, final conferences, and other summative tools, may be a more fair, holistic and equitable representation of a student's achievement in the overall expectations than what can be demonstrated in an exam. "The primary purpose of assessment and evaluation is to improve student learning." (*Growing Success*, p. 6).

Expectations for teachers;

- Exams should not be worth more than 10% of the final mark (Teachers can use their professional judgment to adjust weightings for their classes or individual students as well). Note: The Grade 9 EQAO Math Assessment can still account for up to 10% of a student's final mark).
- There is a consistent practice within departments in a school (e.g. all sections of a specific course will either hold an exam or not hold an exam. Consistency must be maintained between semester 1 and 2).
- Exams will be designed to allow students to complete the evaluation within a 75 minute (or shorter) time period. Students should also be provided up to 75 additional minutes if they feel that they need more time to demonstrate their full understanding of the course curriculum.

Grade 9 and 10 Courses

Grade 9 and 10 courses and workplace (E) level courses will not include exams as part of their final evaluation.

Rich tasks, project based learning, and final conferences are examples of alternative forms of assessment that can be used for the final evaluation component of junior grades. Alternative forms of assessment such as these, support de-streaming by focusing on learning over time and removing 'one-size fits all' high-stakes evaluation for students

in Grade 9 and 10 courses. This also supports trauma-informed practices by removing the pressures associated with final exams for students in Grade 9 and 10, and senior students taking Workplace courses.

COMMUNICATION

Decisions on holding exams should happen collaboratively with course teams, department members and school administrators. Once determined, the decision must be clearly articulated to each student in each course, in writing, at the outset of the course so that students know how they will be evaluated, well in advance.

QUESTIONS TO CONSIDER WHEN DETERMINING THE COMPONENTS OF A FINAL EVALUATION (30% OF GRADE)

- To what extent does the final evaluation improve student learning?
- To what extent does the final evaluation triangulate evidence of student learning in determining a final grade?
- To what extent does the final evaluation provide an opportunity to gather evidence of a students' comprehensive achievement of the overall expectations?
- To what extent does the final evaluation balance all four areas of the achievement chart?
- To what extent does the final evaluation offer entry points for students at all levels of achievement?
- To what extent does the final evaluation align with the principles of universal design and differentiation?
- To what extent is the final evaluation culturally responsive and reflective?
- To what extent is the final evaluation equitable for all students?

If you chose to have an exam:

- In collaboration with other educators, carefully consider why you are choosing an exam.
- Think about what skills and competencies you want to assess and how the exam questions can be designed in a way that does not depend on memorization of content or processes.
- Ensure all students will have an opportunity to fully demonstrate their learning.
- Ensure your exam is free of biases that may be obstacles for some students.

If you chose a culminating activity or activities:

- In collaboration with other educators, carefully consider why you are choosing a culminating activity or activities.
- Ensure all students will have an opportunity to fully demonstrate their learning. Consider the role of student choice.
- Ensure the workload and timelines are manageable for all students, bearing in mind students may have multiple culminating assignments in multiple courses.
- Ensure your marking criteria are clear and transparent.
- Ensure your culminating activities are free of biases that may be obstacles for some students.

FINAL EVALUATION DAYS

Final evaluation days will take place at the end of each semester. Day 1 will be for Period 1 courses, Day 2 will be for Period 2 classes, and so on. Final evaluations can be scheduled on these days (including exams for grades 11 and 12 C, M, and U courses). These days can also be used as an opportunity for students to complete tasks, assignments, performances, etc. to demonstrate their achievement of overall expectations and either earn the credit

(credit rescue) or improve their achievement. Depending on students' individual schedule, they may not be present each day during this period however, teachers will be expected to be on-site at school to potentially support all students during this time.



*Secondary Final
Evaluations
2022-2023*

Presentation

Agenda

- Objective
- Highlights
- Definitions
- Next Steps

Objective

- To provide an overview of secondary assessment and final evaluations for the 2022-2023 school year in the Peel District School Board (PDSB).

Highlights

- Grade 9 and 10 courses and workplace (E) level courses will not include examinations as part of their final evaluation.
- Grades 11 and 12 courses may include examinations as part of the final evaluations for college (C), mixed (M), or university (U) courses
- Examinations are not worth more than 10% of the final mark

Definitions

Assessment

- The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a grade or course. The primary purpose of assessment is to improve student learning.

(Ontario. Ministry of Education, Assessment and Evaluation, website)

Final Evaluations

- “Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content...”

(Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010)

Examinations

- The working definition of an examination, as defined by PDSB, means a form of testing intended to assess the level of students’ knowledge, ability, and/or skills, of the subject matter and occurs at the end of the course of study. Although examinations include, but are not limited to in-person, online, take-home, practical, and laboratory examinations, we limit the definition to mean written, in-person or online examinations.



Next Steps

- Continue our chosen path related to final evaluations
- Continue to listen to our students and monitor their success
- Continue to prepare students for current and future academic and mental health success
- Continue to promote alternative evaluations to formal, final written examinations that allow students to demonstrate what they know and can do, that aligns with their teaching and learning experiences throughout the course
- Continue to provide opportunities for students to practice test taking and exam writing skills, so they are equipped to successfully complete their current courses of study and allow them to be prepared for all future pathway assessments and evaluations

Next Steps Cont'd

- Continue to provide support for teachers around improving their assessment and evaluation practices
- Continue providing professional learning opportunities and resources for educators
- We will monitor both credit accumulation and qualitative indicators of success to determine the short-term and medium-term impacts of our actions.
- The Assessment and Evaluation Committee will continue to build on the work of the Secondary Assessment Leadership Team to inform our collective next steps.
- We will also reach out to post-secondary institutions to engage in conversations about assessment and determine if our current direction is in alignment with their current and future assessment practices.
- Use the upcoming Spring 2023 student census as another key metric to inform our efforts.

thank you!

Governance and Policy Committee Meeting, Wednesday, September 13, 2023

Trustee Staff Relations Policy

Strategic Alignment:

Ministry Directive 5
Good Governance and Best Practices
Employee Code of Conduct
Trustee Code of Conduct

Report Type:

For information

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

Overview

Objective:

That the Trustee Staff Relations Policy, attached as Appendix 1, be reviewed by the Committee for discussion and comment.

Highlights:

- In response to feedback raised by Trustees, the draft Trustee Staff Relations Policy is brought back to the Governance and Policy Committee for consideration;
- Amendments have been made to clarify requests of staff, appropriate communication channels, raising questions regarding performance, and to include language regarding the complaints process;
- An Operating Procedure for a complaints process for Members and Staff will be prepared.

Background:

The Trustee Staff Relations Policy was brought forward at the January and March 2023 Governance and Policy Committee Meetings. At the March 7, 2023, Governance and Policy Committee Meeting the Committee recommendation was not approved.

The intention of the Trustee Staff Relations Policy is to improve and set expectations for trustee-staff relationships by promoting an environment of mutual respect, transparency and accountability to each other including promoting an understanding of each other's roles and responsibilities.

Communications have been received by the Legal and Governance Services department from Trustees providing feedback and raising concerns regarding the policy. By way of this report, an updated version of the Trustee Staff Relations Policy addressing these concerns is brought back to the Governance and Policy Committee for consideration. An Operating Procedure for a complaints process for Members and Staff will be prepared.

Next Steps

Action Required:

The Trustee Staff Relations Policy, once approved, will be posted on the Peel District School Board's internal and external websites.

Appendices

Appendix 1 – Trustee Staff Relations Policy

PEEL DISTRICT SCHOOL BOARD POLICY TRUSTEE STAFF RELATIONS

POLICY ID: Enter Text

FUNCTIONAL CATEGORY: Enter Text

RESPONSIBILITY: Legal and Governance Services

APPROVAL: Board of Trustees

APPROVAL DATE: 2/22/2023

EFFECTIVE DATE: 2/22/2023

PROJECTED REVIEW DATE: 2/1/2027

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

1. Purpose

To guide the nature of the working relationship between Members of the Peel District School Board (PDSB) Board of Trustees and Peel District School Board Staff to promote productive and respectful interactions and communications in a consistent, fair and reasonable manner.

2. Application and Scope:

This policy applies to all Members of the Board of Trustees and all Staff of the Peel District School Board.

This policy is to be applied wherever and whenever interactions occur – onsite at Peel District School Board facilities, schools, offices or off-site at any location both during and after regular hours of work.

This policy is not intended to inhibit a Member of the Board of Trustees from carrying out their duties.

This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy (Policy 51), the Equity and Inclusive Education Policy (Policy 54) and the Anti-Racism Policy. 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.

3. Definitions

Leadership means the Director of Education, Associate Directors of Education, Superintendents, Controllers, Executive Leads, Chief Information Officer and General Counsel & Governance Officer.

Members means all Trustees of the Board of Trustees of the Peel District School Board and all Members of statutory and standing committees of the Peel District School Board including Parent Involvement Committee, Audit Committee, Supervised Alternative Learning Committee and Special Education Advisory Committee.

PDSB means the Peel District School Board.

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

School Administration/Administrator means principals and vice-principals.

Staff means leadership, the officers, employees (full-time, part-time, temporary, probationary, casual and contract), and volunteers of the Peel District School Board.

4. Policy

4.1 PDSB is committed to respectful and productive relationships between and amongst Members and Staff in their respective roles established by statute, by-laws, policies, procedures, and operating conventions. This policy is based on principles to guide those relationships:

- a) All Members are Equal – The Board of Trustees is the collective governing body of the PDSB. The Board of Trustees are the policy and strategic decision-making authority for PDSB. Its decision-making authority rests with the entire Board of Trustees and not with individual Trustees. Only the Board of Trustees as a whole has the authority to direct Staff to carry out specific tasks or functions. The Staff, under the direction of the Director of Education, serves the Board of Trustees as a whole and the combined interests of all Members of the Board of Trustees as expressed through the resolutions of the Board of Trustees. An individual Member, and factions of the Board of Trustees, should refrain from requesting staff to undertake work assignments, to prepare reports, or seek preferred outcomes other than pursuant to a Board of Trustees approved direction. An individual Member will respect the principle that strategic decision-making, policy making, directing staff and the commitment of PDSB resources is only to be exercised by Members acting collectively through the Board of Trustees as a whole.
- b) Mutual Respect – Members of the Board, as a whole, exercise fiduciary, strategic, policy, and representative responsibilities concerning the operations of the PDSB in partnership with an administration that is neutral, objective, and professional. Individual Members have a responsibility to support the Board of Trustees' role to represent the PDSB Community and to consider the well-being and interests of the PDSB Community and in that regard, have a representative relationship with the PDSB Community. Staff acknowledges and respects the representative, strategic direction-setting and policy-making role of the Board of Trustees while maintaining responsibility for management of daily operations. In accordance with the Employee and Trustee Codes of Conduct, No Member or Staff shall make comments that disparage or harm the reputation of the PDSB, Members or Staff either verbally, in writing or on social media. No Member or Staff shall maliciously or falsely

impugn or injure the professional or ethical reputation, or the prospects or practice of Staff or Members. Staff and Members shall ensure that their comments are issue-based and not personal. All Members shall show respect for the professional capacities of the Staff. Members will not publicly express individual judgments of performance of any Staff. Legitimately held criticisms or concerns shall be stated directly and professionally to the Board Chair or Director of Education, and clearly identified as the author's own opinion without making defamatory statements or statements based on conjecture. Members shall not permit Staff to be subjected to derogatory comments and/or behaviour or conduct on the part of members of the PDSB Community.

- c) Open and Clear Communication – Open lines of communication are essential. While Members and Staff should feel comfortable speaking to one another about their work both formally and informally, formal communication channels exist to raise and manage operational and administrative issues and should be respected. Ongoing, respectful communication establishes and maintains positive relationships enabling Staff and Members to be proactive when promoting programs, services, activities, and initiatives or when addressing issues, concerns and/or matters that may impact PDSB. Staff and Members shall exercise commitment to ongoing and effective communication to avoid confusion and lack of awareness. A 'Chains of Communication Chart' is attached as Schedule A.
- d) Respectful Workplace – PDSB is committed to a positive, healthy, and safe workplace in which every person is treated with respect and dignity. Incivility, harassment, and discrimination is not tolerated, condoned, or ignored. In accordance with the Trustee Code of Conduct, Members shall avoid behaviour that could be interpreted as bullying or harassing.

- 4.2 Members have the same right of access to information as members of the public. If a Member requests information that is available to the public, the information shall be provided in the same manner as it would be to the public.
- 4.3 When a Member wishes to bring a matter to the attention of Staff on behalf of a member of the PDSB Community, such as to ask a question or to act in a representative capacity for a constituent, the Member shall obtain consent from the constituent to ask the question or raise the issue with Staff. A Member shall only communicate regarding such matters with a member of Leadership. Leadership may delegate or refer the question or matter to other members of Staff, including School Administration. If a Member determines that the matter has not been attended to or resolved, the Member may bring the matter to the appropriate member of Leadership or the Director of Education who will then oversee the matter and advise the Member appropriately.
- 4.4 Members shall respect the role of Staff and shall refrain from engaging in administrative and operational matters. When a Member forwards a matter to Leadership, the Member shall refrain from interfering with Staff's carriage of the matter. Members will not obstruct Staff in the performance of their duties. Leadership may provide status updates to the Member for tracking purposes and for communicating with members of the PDSB Community only if the Member has obtained prior consent from the constituent or member of PDSB Community to do so and that consent has been provided to Leadership. This policy does not override confidentiality or privacy requirements that may otherwise apply.
- 4.5 If Staff receives a referral or communication from a Member, it shall be referred to the appropriate member of Leadership, with the Member being so advised.
- 4.6 It is reasonable for a Member to request and it is reasonable for Staff to provide an approximate time frame for addressing the matter. The approximate time may be based on the type of response required and other operational priorities.
- 4.7 Requests for Staff attendance at meetings organized by a Member shall be made to the appropriate member of Leadership. These requests should be made with

sufficient and reasonable notice not to be less than four business days.

Members shall not attend Staff meetings or a meeting involving Staff and members of the PDSB Community without first discussing it with the appropriate member of Leadership.

- 4.8 Members shall refrain from requesting or expecting a waiver of standard processes or procedures in their dealings with Staff. Matters received from Members will receive the same priority as those received from the PDSB Community and will be responded to in accordance with standard operating procedures and conventions. Members shall not compel Staff to engage in partisan political activities or be subject to threats or discrimination for refusing to engage in such activities. No Member shall use, or attempt to use, their authority for the purpose of intimidating, threatening, coercing, commanding or influencing any Staff with the intent of interfering in Staff's duties.
- 4.9 Staff shall report to Members to ensure that all Members are apprised of known issues that may impact upon Member decision-making in a timely manner. Staff shall notify all Members in a timely fashion of changes to legislation and any unintended or unexpected impacts of policy decisions. Staff shall provide briefing materials, reports and information requested by individual Members to all Members.
- 4.10 Staff shall give effect to decisions and policies of the Board of Trustees whether or not the Staff member agrees with or approves of them.
- 4.11 Communications between Members and Staff shall contain accurate and up-to-date information that is accessible, timely, clear and transparent. When appropriate and possible, the appropriate Leadership member shall notify appropriate or all Members of potential for media and/or public inquiries, of receipt of media inquiries and prior to media releases. Appropriate or all Members are to be informed of significant events, unusual situations, significant incidents, activities and/or issues as necessary.

- 4.12 School Administrators will communicate with appropriate Leadership regarding any matter having an impact on the school or PDSB community and the appropriate Leadership will disseminate the information to the appropriate Member or all Members depending on the matter. Leadership and School Administrators may determine that the School Administrator may communicate directly with the Member on a particular matter. The School Administrator shall keep the appropriate Leadership apprised of the matter and the interactions with the Member.
- 4.13 Members may request advice from the General Counsel & Governance Officer about the appropriate wording of motions, amendments, formal directions to staff and procedural matters. Members may consult with the appropriate member of Leadership prior to responding to constituents' concerns or requests to ensure accurate information regarding legislative requirements, policies, procedures, service levels, budget, work plans and any previous communication.
- 4.14 Staff are not expected to respond to a Member communication or request outside of normal working hours except in the case of emergencies.
- 4.15 Members are prohibited from soliciting donations for any cause from Staff. Staff are prohibited from soliciting donations for any cause from Members.

5. Roles and Responsibilities

- 5.1 All Members and Staff are required to adhere to this policy and its governing provisions.
- 5.2 The General Counsel & Governance Officer shall monitor the adherence to this policy and is responsible to receive any complaints and/or concerns related to this policy. Complaints and/or concerns are to be remedied by following the respective policies, processes and procedures related to the complaint and/or concern. The General Counsel & Governance Officer shall track complaints

and/or concerns and report annually, in aggregate ~~terms~~numbers with no identifiable information, on compliance with this policy.

6. Reference Documents

Anti-Racism Policy

Disconnecting from Work Procedure

Elections Policy - Employees

Employee Code of Conduct

Equity and Inclusive Education Policy

Human Rights Policy

Freedom of Information and Privacy Policy

OPSBA's Good Governance Guide

Operating Procedure – Complaints Protocols

Procedure By-law

Social Media Policy

Trustee Code of Conduct

Workplace Violence Procedure

Workplace Harassment Procedure

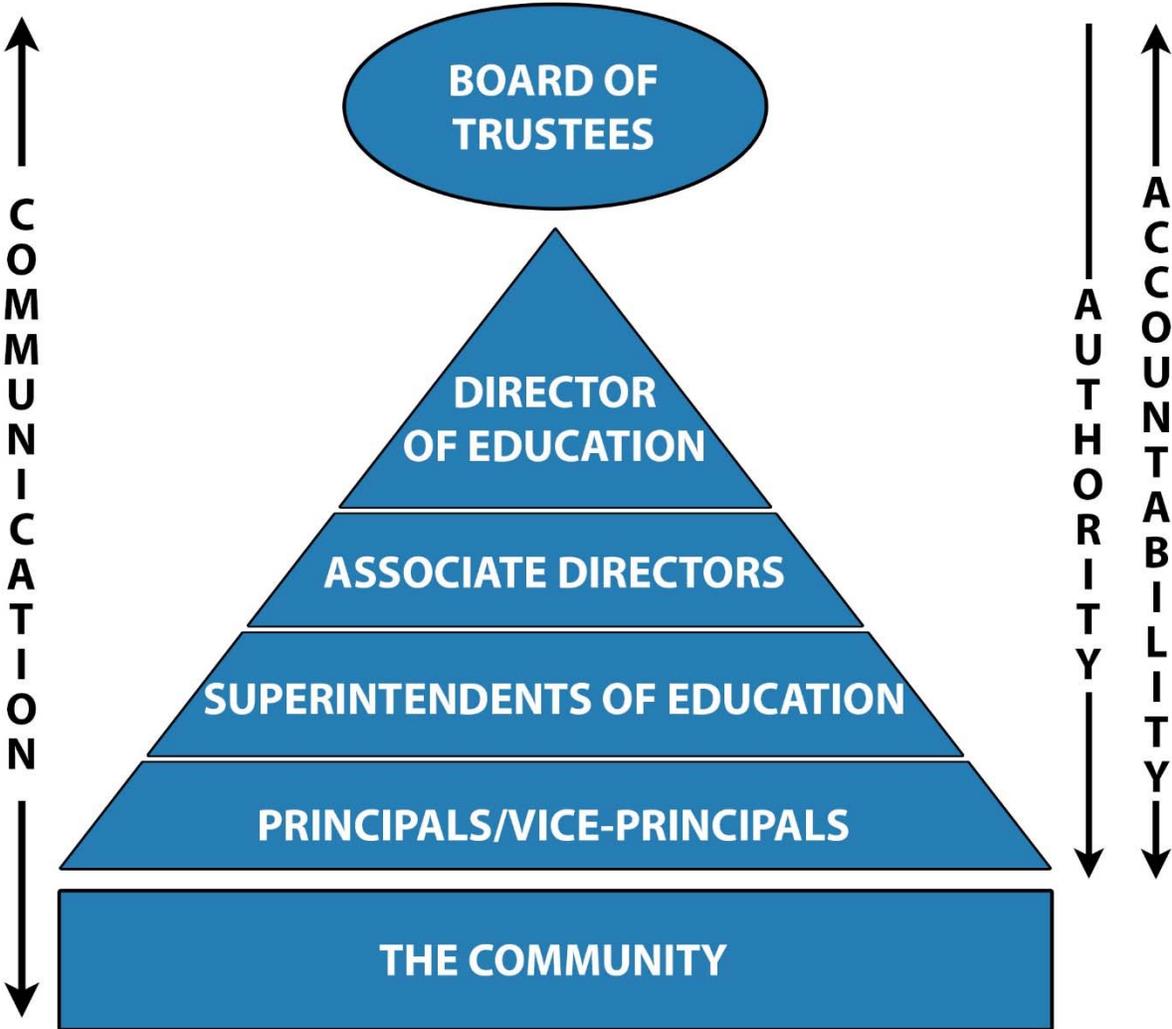
7. Appendices

Schedule A – Chains of Communication Chart

7.8. Revision History

Review Date	Approval Date	Description

Schedule A:
Chains of Communication Chart



7.3

Governance and Policy Committee, September 13, 2023

Social Media Policy

Strategic Alignment:

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

Report Type:

Recommendation

<p><i>Prepared by:</i> Tiffany Gooch Executive Lead – Public Engagement and Communications</p> <p><i>Submitted by:</i> Rashmi Swarup, Director of Education</p>

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:

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.

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 HonorariaStatement 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

Governance and Policy Committee Meeting, September 13, 2023

Policy Management Program: Annual Report 2023

Strategic Alignment:

Ministry Directive 5

Report Type:

For Information

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

Overview

Objective: To provide a summary of the activities and accomplishments of the Policy Management Program for the 2022 – 2023 school year.

Highlights:

- For effective and transparent governance within the PDSB, in 2022, the Peel District School Board (PDSB) engaged in the design and initial implementation of the Policy Management Program.
- The Policy Development and Review Framework, a foundational component of the program, was approved in 2022 and sets out a transparent and consistent approach to developing, reviewing, amending, approving, and repealing PDSB policies.
- During the 2022-2023 school year, there were 10 new policies approved, 11 policies updated, and 4 policies repealed.
- In addition, Director's Council approved a total of 21 procedures in support of the work of:
 - Curriculum, Instruction, and Assessment
 - The Director's Office
 - Human Resources, Partnerships, and Equity
 - Legal and Governance Services
 - Safe and Caring Schools
 - Special Education, Social Emotional Learning and Wellbeing.
- The activities for the 2023 – 2024 school year include finalizing the periodic review schedule in consultation with the Senior Team, designing and launching the internal and external PDSB Policy website pages, training sessions with responsible offices on the policy review and development procedures, and the cyclical review and development of board policies, procedures, and guidelines.

Background:

In 2020, the Ministry of Education issued 27 binding directives to the PDSB in response to documented concerns with respect to systemic discrimination, specifically, anti-Black racism, human resources, Board leadership, and governance. Directives 1 through 8, placed an intentional focus on creating the conditions necessary for effective, respectful, and transparent governance of the PDSB through policies, procedures, practices, and annual learning. During the 2022 – 2023 school year, Legal and Governance Services led the design and initial implementation of the Policy Management Program. The Policy Management Program is an integral component for establishing good governance, and aims to:

- Develop and implement a framework for a systematic approach to the development, review, approval, and repeal of policies;
- Establish naming and numbering conventions for all policies and procedures that reflect their purpose and function;
- Identify and address gaps in both policies and procedures; and
- Ensure that all procedures are updated and ladder up to a parent policy.

This report provides an update on the activities and accomplishments of the Policy Management Program during the 2022 – 2023 school year. Moving forward, it is envisioned that an annual summary report will be provided to the Board of Trustees.

Evidence

Findings/Key Considerations:

Overview: Governance and Policy Committee

The Governance and Policy Committee considers and makes recommendations to the Board as it relates to the development, review, revision, or repeal of Board policies. At the start of the 2022-2023 school year, there were four committee meetings scheduled (September 2022, January 2023, April 2023, and June 2023). With the approval of the Committee Chair, two additional meetings were scheduled (March 2023 and May 2023), for a total of six committee meetings held during the school year.

Policy Development and Review Framework

The Policy Development and Review Framework is a foundational element of the Policy Management Program and sets out a transparent and consistent approach to developing, reviewing, amending, approving, and repealing PDSB policies. Approved by the Board in 2022, the framework ensures that all board policies:

- Are compliant with relevant legislation and align with the PDSB’s vision, goals, and priorities;
- Are developed and reviewed within a human rights, equity, diversity, inclusion, anticolonial, anti-racist, and anti-oppression stance;
- Are accessible with respect to language and availability;
- Include community engagement where applicable; and
- Are reviewed on a predetermined review schedule.

The corresponding procedures operationalize the framework through outlining:

- the new identification system (naming and numbering conventions) and formatting requirements for all policies, procedures, and related forms
- the stages of the policy development and review process from the identification of a policy need to Trustee approval, communications, and implementation.
- the stages of the procedure development and review process from the identification of the need for a procedure, to Director’s Council approval, communications, and implementation.

Overall Accomplishments: Policy Development and Review

NEW POLICIES (N=10)

Title	Responsible Office	Purpose
Trustee Family Leave	Legal and Governance Services	To ensure the rights of Trustees to pregnancy and parental leave in accordance with the

Title	Responsible Office	Purpose
		<i>Education Act</i> and Board by-laws and policies.
Policy Development and Review Framework	Legal and Governance Services	To create a transparent framework for developing, reviewing, amending, approving, and repealing PDSB Policies.
Disconnecting from Work	Human Resources, Partnerships and Equity	To provide a framework to support employees in disconnecting from work outside of their working hours, subject to the Exceptions and in compliance with the Ontario <i>Employment Standards Act, 2000</i> , as amended.
Supporting Students with Prevalent Medical Conditions	Special Education, Social Emotional Learning and Wellbeing	<p>To support PDSB students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports well-being;</p> <p>To empower students with prevalent medical conditions, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.</p>
Information, Access, and Privacy	Legal and Governance Services	To ensure compliance with the requirements of <i>MFIPPA</i> and <i>PHIPA</i> by establishing policies and procedures that facilitate access to records while protecting the privacy of personal information, personal health information and confidential information.
Student Registration and Admission	Curriculum, Instruction, & Assessment	To facilitate the registration, admission, placement, and withdrawal of eligible students to the PDSB in accordance with the requirements of the <i>Education Act</i> and its associated policy and program memoranda and guidance documents.
Records Retention Schedule	Legal and Governance Services	To guide staff in making appropriate decisions for records to ensure that they are kept as long as legally and operationally required and that obsolete records are disposed of in a systematic and controlled manner.
Identity-Based Data Collection	Legal and Governance Services	To permit the collection of PDSB student, parent/guardian, staff (current and prospective), and trustee identity-based data through various intentional methods that are

Title	Responsible Office	Purpose
		<p>guided by the Anti-Racism Act and related legislation.</p> <p>To establish the guiding principles governing the collection, analysis, and use of identity-based data.</p>
Community Engagement	Equity, Indigenous Education, School Engagement & Community Relations	<p>To provide the framework for accessible, inclusive, and meaningful community engagement to amplify the voices of the affected communities, particularly communities that have been underserved and marginalized because of systemic discrimination and racism.</p> <p>To provide the values and principles to guide how PDSB and local schools will engage with the PDSB community.</p>
Legal Matters Authority	Legal and Governance Services	To delegate certain powers and duties as permitted by legislation and directed herein.

UPDATED POLICIES (N=11)

Title	Responsible Office	Purpose
Trustee Code of Conduct	Legal and Governance Services	To establish governing principles and standards for acceptable behaviour by Trustees.
Occupational Health and Safety (2022)	Health and Safety Department, Human Resources, Partnerships and Equity	To outline the board's commitment to providing and maintaining safe and healthy environments conducive to learning and working for all in accordance with the <i>Ontario Occupational Health and Safety Act</i> .
Trustee Honoraria	Legal and Governance Services	To set the trustee honoraria for members of the board for the year December 1, 2022 to November 14, 2023.
Safe and Caring Schools	Safe and Caring Schools	<p>To foster caring and safe schools for all students, including all racialized students, in particular all Indigenous and Black students, 2SLGBTQI+ students, and students of all religions, with varying abilities and perceived abilities.</p> <p>To foster schools which are equitable, accepting, inclusive, positive and are founded on principles of human rights, anti-oppression, anti-racism, and anti-colonialism, where the inherent dignity, value and worth of</p>

Title	Responsible Office	Purpose
		<p>each student is respected and where all students are valued, affirmed, welcomed, and feel a sense of belonging.</p> <p>To ensure procedural fairness, a human rights approach, and a trauma-informed, anti-oppressive, anti-racist and anti-colonial framework is applied to all school disciplinary processes and procedures.</p> <p>To prioritize restorative justice approaches as alternatives to suspensions and expulsions and identify and reduce racial and ability disparities in all suspensions, expulsions, and exclusions.</p> <p>To meet the requirements of the <i>Education Act</i>, the <i>Ontario Human Rights Code (Code)</i>, the <i>Charter of Rights and Freedoms</i>, and all other applicable legislative requirements and requirements of the Ministry of Education.</p>
Concussion Prevention and Intervention	Curriculum, Instruction, & Assessment	To outline the board's commitment to promoting awareness of safety in schools and reducing the risk of injury and specifically awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion.
Naming and Renaming of Schools, Special Function Areas, and Facilities	Associate Director of School Improvement and Equity, Curriculum and Instruction, and Student and Community Engagement	<p>To provide a framework for the naming or renaming of PDSB schools, facilities, and special function areas of schools.</p> <p>To provide transparency in the naming and renaming of PDSB schools, facilities, and special function areas of schools.</p>
Student Trustees	Legal and Governance Services	Provides direction on student trustee representation within the Board in accordance with the provisions of the Education Act, Ontario Regulation 7/07 and related regulations.
Trustee Expenses	Legal and Governance Services	To ensure that each Trustee has access to necessary resources with which to address their ability to carry out the responsibilities of being a Trustee.

Title	Responsible Office	Purpose
		To provide rules for reimbursement of expenses incurred by Trustees in connection with carrying out such responsibilities.
Procedure Bylaw	Legal and Governance Services	To govern the calling, place and proceedings of Board meetings of the Trustees of the Peel District School Board together with any committees of the Board including Standing Committees, Statutory Committees, Committee of the Whole, Ad Hoc Committees or Sub-Committees.
Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3	Safe and Caring Schools	Direct Superintendents of Education, Principals and Vice-Principals to expunge all suspension and expulsion records, paper and electronic, issued to students of the PDSB in Kindergarten to Grade 3;
Occupational Health and Safety (2023)	Health and Safety Department, Human Resources, Partnerships and Equity	To outline the board's commitment to providing and maintaining safe and healthy environments conducive to learning and working for all in accordance with the <i>Ontario Occupational Health and Safety Act</i> .

REPEALED POLICIES (N=4)

Title	Responsible Office
Freedom of Information and Privacy	Legal and Governance Services
Appointment of Administrative and Supervisory Personnel	Director's Office
Interim Policy 89: Expungement of Suspension and Expulsion Records for Students Kindergarten to Grade 3	Safe and Caring Schools
Judicial Matters	Legal and Governance Services

Overall Accomplishments: Procedure Development and Review

The following procedures (n = 21) were approved by Director's Council during the 2022 – 2023 school year.

Title	Responsible Office	Purpose
Electronic monitoring procedure	Associate Director, Operations & Equity of Access Support Services	To describe how and under what circumstances the Peel District School Board ("PDSB") may electronically monitor employees;

Title	Responsible Office	Purpose
		To inform employees of the purposes for which the information obtained through electronic monitoring may be used by PDSB.
HRS 47 – Health Promotion Attendance Support Program	Human Resources, Partnerships and Equity	To present a widespread understanding of health promotion in an attempt to reduce incidence and duration of an employee’s absences through early intervention and support.
HRS 60 – Safety When Working Alone	Human Resources, Partnerships and Equity	To provide all staff with best practices to ensure their safety while working alone.
SESEL 1 – Student Review Process (SRP)	Special Education, Social Emotional Learning and Wellbeing	To outline the process elementary and secondary schools follow to provide support for an individual student’s success and well-being.
SESS 18 – Protocol for External Regulated Professionals and Paraprofessionals	Special Education, Social Emotional Learning and Wellbeing	Outlines the protocol for collaborative agreements with external agencies for the provision of services by regulated health professionals, regulated health social service professionals and paraprofessionals.
Disconnecting from Work	Human Resources, Partnerships and Equity	To provide a framework under the Disconnecting from Work Policy to support the right of employees to disconnect from work outside of their working hours, subject to the Exceptions set out in this Procedure.
Concussion procedures: awareness, prevention, and management	Curriculum, Instruction, & Assessment	To promote awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion.
Ontario Student Record Guideline	Legal and Governance Services	This procedure and appendices sets out the Peel District School Board requirements for managing the Ontario Student Record (OSR) in accordance with the <i>Education Act</i> , the <i>Ministry of Education’s OSR Guideline, 2000</i> issued under Section 8 (1) (27) of the <i>Education Act</i> , and the <i>Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)</i> .
Fresh Start: Program for Suspended or Expelled Students	Safe and Caring Schools	To provide an educational program and opportunity for all students on long-term suspension or expulsion to continue their education.

Title	Responsible Office	Purpose
Expulsion Hearings	Safe and Caring Schools	To establish the process and requirements at Peel District School Board for conducting expulsion hearings further to student incidents under s. 310 of the <i>Education Act</i> for which expulsion has been recommended by the principal.
Suspension Appeals	Safe and Caring Schools	To establish the process and requirements at Peel District School Board for (1) appealing suspensions, (2) review of suspensions, and (3) conducting suspension appeal meetings further to student incidents.
Student Progressive Discipline: Delegation of Authority	Safe and Caring Schools	The Education Act provides a principal with the authority to delegate – in accordance with PPM 145 – “ <i>Progressive discipline and promoting positive student behaviour</i> ”, and this Operating Procedure – powers, duties, or functions under Part XIII, “Behaviour, Discipline and Safety” of the Education Act
Student Administrative Transfers	Safe and Caring Schools	To establish the process for the school transfer and placement of students for reasons relating to students’ well-being and safety while at school, and the maintenance of safe and caring schools (“student administrative transfers”).
Student Progressive Discipline	Safe and Caring Schools	<p>To promote a safe and caring school environment and positive student behaviour through a whole-school approach, including student progressive discipline among other supportive actions to be taken to respond to a serious student incident (PPM 145).</p> <p>To ensure that every student receives a supportive, procedurally fair, anti-oppressive, whole-school approach to student progressive discipline, including prior to any decision which may result in a suspension or expulsion.</p>
Policy and Procedure Management Procedure	Legal and Governance Services	To define the policy and procedure identification system and formatting requirements as part of the Policy Management Program.
Policy Development and Review Procedure	Legal and Governance Services	A process map for the development or review of policies.

Title	Responsible Office	Purpose
Procedure Development and Review Procedure	Legal and Governance Services	A process map for the development or review of procedures.
Wearing of a Kirpan	Director's Office	To foster an understanding among PDSB community members of the significance of the Kirpan and provide guidance to students, parents/guardians, staff, school staff, school administration and managers/supervisors on accommodation of the Kirpan in a manner that ensures a safe learning and work environment for all.
HRS 34A – Principal Performance Appraisal	Human Resources, Partnerships and Equity	To outline the Principal Performance Appraisal process.
HRS 34B – Vice Principal Performance Appraisal	Human Resources, Partnerships and Equity	To outline the Vice Principal Performance Appraisal process.
Reporting a Child in Need of Protection	Special Education, Social Emotional Learning and Wellbeing	<p>To ensure compliance with section 125 of the Child, Youth and Family Services Act, 2017, (CYFSA or the “Act”) with respect to the duty to report children in need of protection as defined by the Act and students under 18 as applicable.</p> <p>To explain when and how to report concern that a child may be in need of protection to Children’s Aid Society.</p>

Impact Analysis

Equity & Human Rights Review:

Policy and procedure development, review, and revision were conducted in accordance with the Policy Development and Review Framework ensuring the application of a human rights, equity, diversity, inclusion, anticolonial, anti-racist, and anti-oppression approach and inviting community feedback and engagement where applicable. With the implementation of the framework and the Policy Management Program, the PDSB continues to embrace a collaborative approach for policy and procedure development across internal departments and with the feedback of the PDSB community including staff, parents/guardians, students, and community members. Collectively, these policies will support the board’s work to eliminate systemic inequities in outcomes and experiences for students and staff and create safe and inclusive learning and working environments.

Resource/Financial Implications:

Overall, there are no direct financial implications with the implementation of the Policy Management Program. However, its implementation is subject to resource constraints within the board, resulting in ongoing delays as the design of foundational elements are reprioritized across system departments. To illustrate, the redesign of the internal and external PDSB websites, which commenced in the fall of 2022, is still in development stage impacting the release of the new numbering system and subsequent communication plan.

Legal implications:

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

Risk Assessment:

The Policy Management Program ensures that all policies and procedures are developed and reviewed in accordance with the vision, strategic goals, and priorities of the board. A transparent and consistent approach to policy development and review enhances trust and confidence amongst the PDSB community. The absence of such a program increases the likelihood of legislative non-compliance and affects accountability measures.

Community Impact:

The implementation of the Policy Management Program will ensure all members of the PDSB community are able to effectively access PDSB policies and procedures. Also, this program reinforces the PDSB's commitment to community engagement to ensure policies and procedures are responsive to the needs of the community.

Next Steps

Action Required:

PDSB Periodic Schedule

The Policy Development and Review Framework specifies that at a minimum, a policy will be reviewed every five years. A draft Periodic Review Schedule has been created. This schedule will undergo consultations with the Senior Team to assess priorities for the review of existing policies. Once consultations are completed, the review schedule will be brought forward to Director's Council for approval and communicated to responsible offices.

Policy and Procedure Numbering Conventions

The Policy and Procedure Management Procedure outlines the naming and numbering conventions for all policies, procedures, and related forms. Herein, all policies and subsequently their procedures and forms are assigned to a functional category as indicated in **Table 1**. To support the initial implementation of this system, all existing policies will be mapped to the new design template with the legacy policy number indicated.

Table 1: Functional Category Classification

Functional Category	Alpha Code	Classification Number
Governance	GOV	100
Anti-Racism and Equity	ARE	200
Human Rights Office	HRO	300
Legal	LEG	400
Health and Safety	HAS	500
Operations	OPS	600
Facilities, Planning and the Environment	FPE	700
Finance	FIN	800
Human Resources	HRS	900
Communications and Community Engagement	COM	1000
Indigenous Education	INE	1100
Student Achievement and Well-Being	SAW	1200
Special Education	SPE	1300

Website Redesign

The policies and procedures pages on the internal and external PDSB websites are currently under development in collaboration with Learning Technology Support Services (LTSS) and Public Engagement and Communications. Functionalities of the new website page will include:

- the ability to search by keyword;
- the ability to filter by functional category; and
- the ability to filter by document type (policy, procedure, guideline, etc.).

A mock-up of the Policies page for the external website is presented in **Figure 1**. Additionally, the policy consultation page will be built-out as a communication tool to invite the feedback of the PDSB community on policies under development.

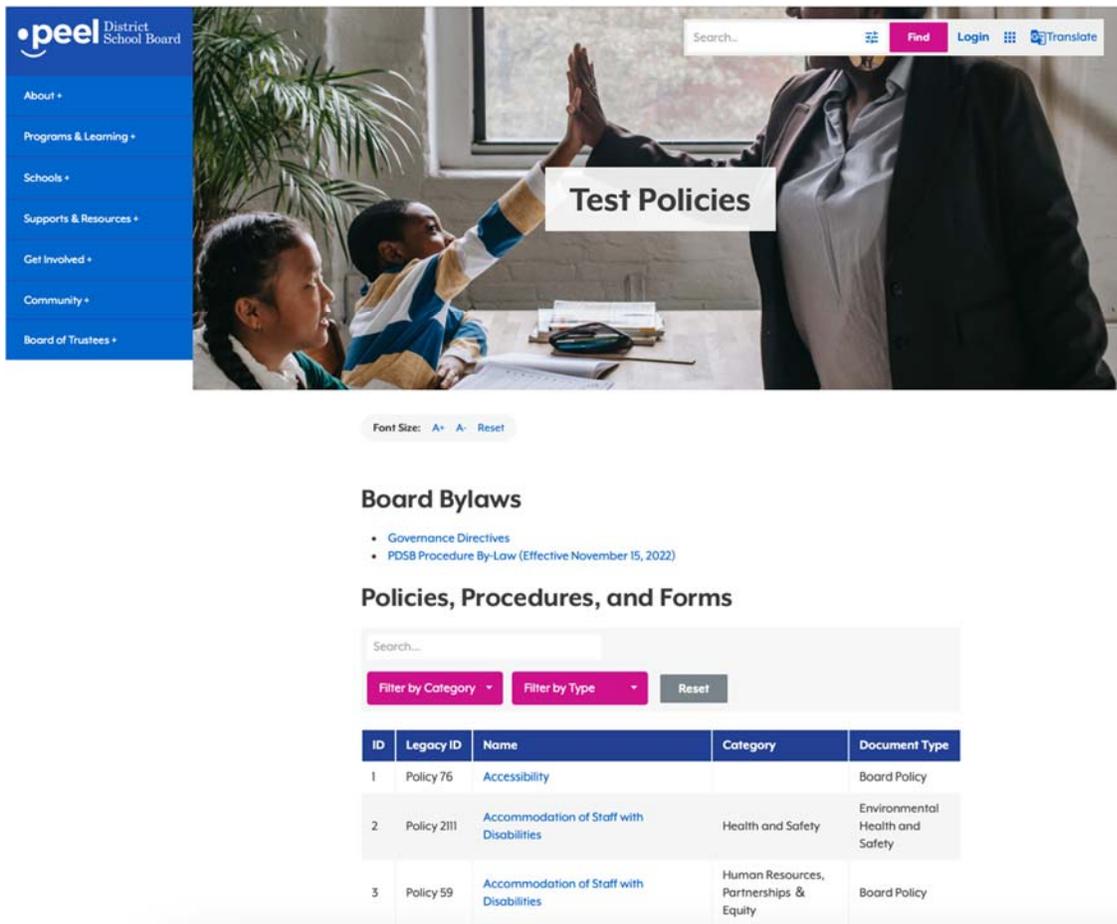


Figure 1: Policies Page Mock-up

Training and Communication

During the 2023-2024 school year, Legal and Governance Services will continue to work alongside responsible offices to build capacity on the policy and procedure development and review processes. Once the website pages have been redesigned and are ready to launch, a communication plan will be developed to notify all members of the PDSB community of the new classification system and how to navigate the functionalities of the website pages.

MEMO

Date: August 18, 2023
To: Governance and Policy Committee
Cc: Board of Trustees
From: Rasulan Q. Hoppie – Superintendent, Curriculum, Instruction and Assessment
Subject: **Days of Significance and the Scheduling of External Examinations**

At the June 7, 2023, Governance and Policy Committee meeting, Peel District School Board (PDSB) staff submitted an update on the red dot and open red dot days of significance for the 2023-2024 academic year. Red dot and open red dot days of significance inform the scheduling of events, committee meetings, assessments, evaluations, and the introduction of new curriculum within the PDSB.

In response to the communications memo, trustees inquired about the application of the Days of Significance Calendar to external examinations, such as International Baccalaureate (IB) exams, that are taken by Peel students. The timing of IB exams is not governed locally by PDSB. The scheduling for these examinations is determined by the International Baccalaureate Organization. As a result, the Days of Significance Calendar does not apply to the externally scheduled examinations. As per the International Baccalaureate Organization (2023), the following are some of the principles used in determining the exam schedule:

- It is not possible to take into account public, national or school holidays because of the number of countries in which the IB Diploma Programme is offered.
- Registration data has been used to ensure that the minimum number of students globally are impacted by subject timetable clashes.
- Where there are subjects with particular regional or cultural links the IB will endeavour to take these into account, for example Arabic literature/language examinations will not be scheduled on a Friday.
- Almost all subjects are scheduled on consecutive days. This is to minimise the impact of absence on any given day, whilst maintaining continuity for students.
- Subjects with the highest candidature are not scheduled consecutively and are spread as evenly as possible over 4 weeks to try and distribute the workload for students. Language examinations and science examinations are scheduled on each of the 4 weeks for the same reason.
- The examination schedule is as short as possible to maintain an acceptable balance between the number of conflicts in the schedule.
- Rescheduling of an exam for a student requires approval from IB.

(p.8).

Reference

International Baccalaureate Organization. (2023). *IB Diploma Programme and IB Career-related Programme May 2024 examination schedule FINAL VERSION - All exam zones (A, B, C)*.

<https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/may-2024-examination-schedule-exam-en.pdf>

Motion

Submitted by: Karla Bailey

Moved by: Karla Bailey

Seconded by: Jill Promoli

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.

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

Therefor 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 District School Board 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.
