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AGENDA

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Board Meeting Wednesday, August 28, 2024

7 p.m. – Open Session

**Hybrid Meeting
MS Teams and Board Room, Central Board Office**

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

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

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

AGENDA

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Open Session

Wednesday, August 28, 2024

1. Call to Order
2. Motion to Convene in Closed Session – 6:30 p.m.
3. National Anthem and Acknowledgement of Traditional Lands – 7 p.m.
4. Approval of Agenda
5. Declaration of Conflict of Interest
6. Staff Recognition
 - 6.1. Retirements
7. Board Chair's Announcements
8. Director's Report
9. Introduction of New Student Trustees
 - Pradwit Thapa, North Student Trustee, Mississauga Secondary School
 - Justin Ko, South Student Trustee, Woodlands Secondary School
 - Austin Chrisjohn, Indigenous Student Trustee, Erindale Secondary School
10. Reports from Trustees Appointed to External Organizations
11. Approval of Minutes from Previous Board and Special Board Meetings
 - 11.1. Minutes – Board Meeting, July 2, 2024
12. Committee Minutes for Receipt and Motions for Consideration
 - 12.1. Motions – Governance and Policy Committee, August 27, 2024
13. Staff Reports/Reports
 - 13.1. Third Quarter Financial Reports as at May 31, 2024 – *presented by Jaspal Gill*
14. Communications

AGENDA

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15. Trustee Motions for Consideration

16. Trustee Notices of Motion

16.1. Notice of Proposed Amendments to the Peel District School Board Procedure By-law

17. Adoption of the Closed Session Report

18. Adjournment

6.1

Board Meeting, August 28, 2024

Retirements

Strategic Alignment:

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

Report Type:

For Information

<i>Prepared by:</i>	Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

To recognize retiring Peel District School Board staff.

Context:

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

Appendices

Appendix 1 – Retirements

RETIREMENTS

ADAMS, Susan

David Leeder Middle School

Educational Assistant

Effective: July 17, 2024

BENNEL, Gary

Dixie Public School

Classroom Teacher

Effective: June 28, 2024

BENNETT, Donna

At Large Business

Designated Early Childhood Educator

Effective: August 30, 2024

BODROGI, Pat

Riverside Public School

Classroom Teacher

Effective: August 31, 2024

BORG, Francis

Mayfield Secondary School

School Attendant

Effective: July 31, 2024

CHRISTIDIS, Mary

Fletcher's Meadow Secondary School

Classroom Teacher

Effective: July 31, 2024

COURTENAY, Moira

Fletcher's Meadow Secondary School

Classroom Teacher

Effective: August 31, 2024

GONZALEZ, Rosa

Larkspur Public School

School Attendant

Effective: July 30, 2024

HAINES, Peter

Royal Orchard Middle School

Classroom Teacher

Effective: August 31, 2024

RETIREMENTS

HOLLOWAY, Cynthia
Champlain Trail Public School
Classroom Teacher
Effective: October 31, 2024

KARAMCHANDANI, Geeta
Accounting
Accounting Clerk
Effective: July 11, 2024

KENNY, John
North F O
Education Assistant
Effective: August 31, 2024

KINKEAD, Zettie
Ruth Thompson Middle School
School Attendant
Effective: July 31, 2024

MATHESON, Cindy
Camilla Road Senior Public School
Classroom Teacher
Effective: September 03, 2024

MIAO, Susan
Sandalwood Heights Secondary School
Custodian
Effective: July 08, 2024

PADUA, Aileen
Green Glade Senior Public School
Principal
Effective: July 31, 2024

PRENDES, Grace
Heart Lake Secondary School
Vice-Principal
Effective: August 23, 2024

RUSSELL, Lori
Palgrave Public School
Head Custodian
Effective: July 31, 2024

RETIREMENTS

SCAINI, Frances
Rowntree Public School
Classroom Teacher
Effective: August 31, 2024

SCHARRER, Madolyn
Ridgewood Public School
Classroom Teacher
Effective: July 31, 2024

SHAIKH, Reffa
Churchill Meadows Public School
Educational Assistant
Effective: August 30, 2024

SHERLOCK, Andrea
Darcel Avenue Senior Public School
Classroom Teacher
Effective: June 28, 2024

SILVA, Manuela
Rick Hansen Secondary School
Custodian
Effective: August 31, 2024

SIRY-RAMIREZ, Wendy
Humberview Secondary School
Office Manager
Effective: September 13, 2024

SUIDAN, Karen
Dolphin Senior Public School
Classroom Teacher
Effective: September 03, 2024

TANNAHILL, Debbie
North F O
Custodian
Effective: July 12, 2024

TOMMASONE, Rosa
Silverthorn Public School
Custodian
Effective: July 31, 2024

RETIREMENTS

TRINES, Sonya

Equity, Indigenous Education, School Engagement and Community Relations

School Community Eng, Specialist

Effective: August 31, 2024

VLEMING, Kse

Plowman's Park Public School

Classroom Teacher

Effective: August 31, 2024

WALKER, Linda

Mississauga F O

Educational Assistant

Effective: August 31, 2024

PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Tuesday, July 2, 2024, at 18:30 hours. The hybrid meeting was held in the Board Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, under Ontario Regulation 463/97.

Members present:

David Green, Chair
Satpaul Singh Johal, Vice-Chair
Lucas Alves
Karla Bailey (18:35)
Susan Benjamin
Stan Cameron

Jeffrey Clark
LeeAnn Cole (electronic)
Will Davies
Brad MacDonald
Kathy McDonald
Jill Promoli

Administration:

Rashmi Swarup, Director of Education
Harjit Aujla, Associate Director, School Improvement and Equity
Paul da Silva, Associate Director, School Improvement and Equity
Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
Camille Logan, Associate Director, School Improvement and Equity
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Acting Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, School Improvement and Equity Planning / Math Lead
Yonnette Dey, Superintendent of Education
Wendy Dobson, Acting Controller, Corporate Support Services
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Atheia Grant, Acting Superintendent of Education
Leslie Grant, Superintendent of Education
Lisa Hart, Superintendent of Equity, Indigenous Education, School Engagement and Community Relations
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Luke Mahoney, Superintendent of Education
Mark Marshall, Assistant Chief Information Officer
Neerja Punjabi, Superintendent of Education
Claudine Scuccato, Superintendent Special Education, Social Emotional Learning and Well-Being
Bernadette Smith, Superintendent, Innovation and Research
Michelle Stubbings, Superintendent, Safe and Caring Schools
Mathew Thomas, Controller, Planning and Accommodation Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services
Kervin White, Superintendent of Education
Mary Zammit, Superintendent of Education

Lorelei Fernandes, Board Reporter

1. Call to Order

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

2. Closed Session

Resolution No. 24-164 moved by Will Davies
seconded by Susan Benjamin

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

..... carried

The meeting recessed at 18:39 hours and reconvened at 19:00 hours.

3. National Anthem and Acknowledgement of Traditional Lands

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

4. Approval of Agenda

Resolution No. 24-165 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

5. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

6. Staff Recognition: Retirements

Vice-Chair Satpaul Singh Johal recognized retiring staff for their hard work and dedication. He thanked them for making a positive difference in the lives of students and families and wished them well in their retirement.

6. Staff Recognition: Retirements (Continued)

Resolution No. 24-166

moved by Lucas Alves
seconded by Satpaul Singh Johal

Resolved, that the following retirements be received:

Tracy Bardell
Carrie Bedder Manley
Xhevahire Caku
Simon Forde
Brett Gellert
Carol George
Michelle Giacometti
Peter Haines
Margaret Hanula

Marilyn Henderson-Briehl
Marianne Krutilla
Dave Martin
Tom McFarlane
Wendy McKenzie
Sue Oolup
Pratibha Prakash
Angela Pretorius
Gita Sareen

Krista Scott
Arthur Senkowski
Lise Sloan
Hanan Soliman
Randolph Swyer
Kurt Uriarte
Christina Velianou
Mark Walter
Sharon Webb

..... carried

7. Board Chair's Announcements

1. Scholarships

It was reported that five Peel DSB students were awarded Schulich Leader Scholarships. The students from Chinguacousy, Humberview, Stephen Lewis, Lincoln M. Alexander and Turner Fenton Secondary Schools will be enrolling in Science, Technology, Engineering, and Mathematics (STEM) programs at universities across Canada. Chair Green announced that 11 Peel DSB students in the Algoma University Learners' Early Access Program (LEAP) will receive cash awards towards tuition fees. He expressed pride in Peel students' accomplishments.

Resolution No. 24-167

moved by Will Davies
seconded by Brad MacDonald

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

..... carried

8. Reports from Trustees Appointed to External Organizations

The following reports from trustees were received:

a. Peel Safe and Active Routes to School (PSARTS)

Trustee Benjamin, a member representative on the PSARTS Committee, reported on activities related to safe and active school transportation. She commented that challenges in the school community revolve mainly around traffic congestion and violations, pedestrian facilities and safety, and winter maintenance. Listing some of the activities such as, free bike safety workshops and walking to school, Trustee Benjamin noted the health benefits.

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

a. Peel Safe and Active Routes to School (PSARTS) (Cont'd)

Trustee Benjamin advised that two Peel DSB schools, Darcel Avenue Senior and Nahani Way Public School, were recognized for their commitment to safety. A Family Travel Survey was conducted in schools and results will be shared with Peel DSB and Region of Peel when available.

b. Brampton School Traffic Safety Council (BSTSC)

Trustee Davies, a member of the Brampton School Traffic Safety Council advised that schools facing challenges regarding traffic safety may fill out a Site Inspection Form on the City of Brampton website.

Resolution No. 24-168

moved by Jill Promoli
seconded by Kathy McDonald

Resolved, that the oral reports re Peel Safe and Active Routes to School (PSARTS), and Brampton School Traffic Safety Council (BSTSC), be received.

..... carried

9. Minutes of the Board Meeting, June 10, 2024

Resolution No. 24-169

moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the Minutes of the Board Meeting, held June 10, 2024, be approved.

..... carried

10. Minutes of the Parent Involvement Committee Meeting, February 22, 2024

Resolution No. 24-170

moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held February 22, 2024, be received.

..... carried

11. Minutes of the Parent Involvement Committee Meeting, April 11, 2024

Resolution No. 24-171

moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held April 11, 2024, be received.

..... carried

12. Motions for Consideration: Special Education Advisory Committee Meeting, April 18, 2024

Resolution No. 24-172

moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the following recommendation arising from the Special Education Advisory Committee Meeting, held April 18, 2024, be approved:

1. Delegation: Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review

That, the Delegation of Erin Mifflin and Anne Ceugnart re Vocational 1 Program Review, be referred to the Director of Education for a response.

..... carried

13. Minutes of the Special Education Advisory Committee Meeting, May 28, 2024

Resolution No. 24-173

moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held May 28, 2024, be received.

..... carried

14. Motions for Consideration: Special Education Advisory Committee Meeting, May 28, 2024

Resolution No. 24-174

moved by Jill Promoli
seconded by Lucas Alves

Resolved, that the following recommendation arising from the Special Education Advisory Committee Meeting, held May 28, 2024, be approved:

1. Special Education Plan 2024-2025

Whereas, Ontario. Reg. 464/97 states:

s. 11. (1) A Special Education Advisory Committee of a Board may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

(2) Before making a decision on a recommendation of the Committee, the Board shall provide an opportunity for the Committee to be heard before the Board and before any other Committee of the Board to which the recommendation is referred.

14. Motions for Consideration: Special Education Advisory Committee Meeting, May 28, 2024 (Continued)

- s. 12. (1) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its Special Education Plan.
- (2) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to participate in the Board's annual budget process under section 231 of the Act, as that process relates to special education.
- (3) The Board shall ensure that its Special Education Advisory Committee is provided with the opportunity to review the financial statements of the Board, prepared under section 252 of the Act, as those statements relate to special education.

Whereas, the Special Education in Ontario Kindergarten to Grade 12, Part B: Standards for School Boards' Special Education Plans states:
The Special Education Advisory Committee (SEAC):
makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board;
participates in the Board's annual review of its Special Education Plan;
participates in the Board's annual budget process as it relates to special education;
reviews the financial statements of the Board as they relate to special education.

The Board's Consultation Process Requirements of the Standard:
In developing and modifying their Special Education Plan, Boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Whereas, the PDSB Special Education Advisory Committee has only just received the 121-page Special Education Plan outlining the programs and services for students receiving special education for the 2024-2025 year which did not provide sufficient time for true consultation with the SEAC committee, parents, students and the public;

Whereas, the proposed Special Education Plan document reflects that the Intermediate Autism Spectrum Disorder Special Education Resource Class (Full Time) says it will have 8 students and this shows a lack of compliance with Regulation 298 of the Education Act which states that the class size for a Special Education Class: Full Time for students identified as exceptional communication: Autism is 6 students;

Whereas, the proposed Special Education Plan is incomplete and does not disclose the roles and responsibilities associated with the former role of Assistive Technology Resource Teacher nor does it explain what happened to this service or how the Special Education Allocation (SEA) funds are allocated;

Whereas, the proposed Special Education Plan indicates changes in service model delivery for some exceptionalities (communication classes and primary gifted contained classes to name two);

14. Motions for Consideration: Special Education Advisory Committee Meeting, May 28, 2024 (Continued)

Whereas, the proposed Special Education Plan omits any results or mentions of internal reviews of programs (i.e. Vocational 1 review);

Whereas, the proposed Special Education Plan reflects an outdated Board accessibility plan for students with disabilities;

Therefore, be it resolved,

1. That, the Board of Trustees be made aware that the current proposed Special Education Plan 2024-2025, was not developed in accordance with Regulation 464 which states that SEAC has the right to be consulted in the development of the Special Education Plan nor does it comply with Regulation 298 regarding the size of special education class; and
2. That, the Board of Trustees should vote not to pass the special education plan, nor submit it to the Ministry of Education in its current form; and
3. That, the Board provide a plan for proper timely consultation for the Special Education Plan 2024-2025 year, which includes transparency and data to enable the Special Education Advisory Committee (SEAC) to perform their legislated duty.

.....

Speaking to the motion, a trustee member of the Special Education Advisory Committee (SEAC) provided background information, advising that this motion was passed at the SEAC meeting on May 28, 2024. He noted that although some SEAC members expressed that there was insufficient time to provide feedback, committee members were subsequently consulted and provided extensive input on the Special Education Plan. He added that staff are working on the feedback received from SEAC and it is expected that the 2024-2025 Special Education Plan will be presented to the Committee at the September 2024 SEAC meeting.

Responding to trustees' questions, Associate Director of School Improvement and Equity, Paul da Silva, clarified that the Special Education Plan document has not yet been brought to the Board of Trustees for approval. He stated that staff are working with SEAC to meet Ministry requirements regarding consultation. Paul da Silva explained that the Ministry has agreed to extend the deadline for the Peel DSB submission of the 2024-2025 Special Education Plan. He communicated the Board's commitment to working with SEAC as valuable community members. Some trustees commented on the difficulty in voting on the recommendations as the Special Education Plan has not yet been presented to the Board of Trustees. They suggested that the motion be deferred to a future meeting of the Board. A trustee noted that as per Reg. 464/97, there should be on-going consultation with SEAC.

Resolution No. 24-174

moved by Will Davies
seconded by Lucas Alves

That, Resolution No. 24-173 be deferred to the Board Meeting in September 25, 2024.

14. Motions for Consideration: Special Education Advisory Committee Meeting, May 28, 2024 (Continued)

Claudine Scuccato, Superintendent Special Education, Social Emotional Learning and Well-Being, stated that the Special Education Plan presented at the May 28, 2024 SEAC meeting was in draft form, input from SEAC members is presently being incorporated into the Plan and the updated document will be brought to SEAC in September 2024. Chair Green suggested that as the next SEAC meeting is scheduled for September 17, 2024, Resolution No. 24-173 be deferred to the September 25, 2024 Board Meeting.

.....

Resolution No. 24-174 carried

Resolution No. 24-173 deferred
(to September 25, 2024 Board Meeting)

15. Minutes of the Physical Planning, Finance and Building Committee Meeting, June 5, 2024

Resolution No. 24-175 moved by Stan Cameron
seconded by Satpaul Singh Johal

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee, held June 5, 2024, be received.

..... carried

16. Minutes of the Audit Committee Meeting, June 6, 2024

Resolution No. 24-176 moved by Will Davies
seconded by Lucas Alves

Resolved, that the Minutes of the Audit Committee, held June 6, 2024, be received.

..... carried

17. Minutes of the Governance and Policy Committee Meeting, June 19, 2024

Resolution No. 24-177 moved by Brad MacDonald
seconded by Susan Benjamin

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held June 19, 2024, be received.

..... carried

18. Motions for Consideration: Governance and Policy Committee Meeting, June 19, 2024

Resolution No. 24-178

moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the following recommendations arising from the Governance and Policy Committee Meeting, held June 19, 2024, be approved:

1. Advertisements, Goods, or Services Policy (Repeal)

That, the Advertisements, Goods or Services Policy (Policy 1), attached as Appendix 1, be repealed. (Appendix I, as attached to the Minutes).

2. Occupational Health and Safety Policy 2024

That, the Occupational Health and Safety Policy 2024, attached as Appendix 1, be approved, with an effective date of September 15, 2024. (Appendix II, as attached to the Minutes).

3. Fundraising Policy

- (i) That, the revised Fundraising Policy, attached as Appendix 1, be approved.
 - (ii) That, the existing Partnerships/Fundraising Policy 5, attached as Appendix 2, be repealed.
- (Appendix III, as attached to the Minutes).

4. Educational Partnerships Policy

That, the revised Educational Partnerships Policy, attached as Appendix A, be approved. (Appendix IV, as attached to the Minutes).

5. Active and Sustainable School Transportation Charter

That, the adoption of an Active and Sustainable School Transportation (ASST) Charter, attached as Appendix 1, be approved. (Appendix V, as attached to the Minutes).

6. Regional Learning Choices Program Policy 64

That, the revised Regional Learning Choices Program Policy, attached as Appendix 1, be approved. (Appendix VI, as attached to the Minutes).

.....

Responding to a trustee's queries regarding the Regional Learning Choices Program Policy addressing concerns raised in the Ministry Review and the consultation process, Associate Director of School Improvement and Equity, Camille Logan, clarified that staff work with Legal and Governance Services for policy reviews, and consultative engagement is undertaken with committees and appropriate associations to obtain information collectively.

.....

Resolution No. 24-178

..... carried

19. 2024-2025 Budget – Chair’s Remarks

Chair of the Board, David Green, thanked the Peel DSB staff who worked on the budget. He expressed pleasure to work with trustees and continue to build the public education system in Peel. David Green spoke of the Board's strategic vision for the next school year to bring to fruition programs and partnerships that benefit students, with a focus on inclusion, innovation and empowerment. Commenting on the shortfalls in funding, Chair Green called on the government to prioritize education and provide Peel Region its fair share. He requested that the Ministry of Education review the funding formula and allocate appropriate funding to provide opportunities for students and support staff such as Educational Assistants.

The Chair's Remarks are attached as APPENDIX I.

Resolution No. 24-179 moved by Stan Cameron
seconded by Jeffrey Clark

That, the Chair's Remarks re 2024-2025 Budget, be received.

..... carried

20. 2024-2025 Budget – Director's Remarks

Presenting the 2024-2025 Peel DSB proposed balanced budget totalling \$2,126,117,058, Director of Education, Rashmi Swarup, expressed the Board's commitment to building and sustaining a positive and inclusive learning environment to help students reach their maximum potential. Commenting on the declining enrolment in Peel over the past four years, she stated that the Board has continued to address the needs of marginalized and vulnerable students. Rashmi Swarup appreciated the Ministry's recognition of the Board's challenges, phasing in of more current census data, adjustments to the funding formula and envelope restrictions, revised transportation allocation, and modifications to staffing benchmarks to facilitate collective bargaining obligations due to inflationary pressures. She advised that, Grants for Student Needs (GSN) has been revised, is now called Core Education funding, and allows for improved transparency and accountability. Director Swarup stated that the development of the 2024-2025 budget involved a rigorous consultation process with employee group leaders, senior leadership, and trustees. Feedback from all community stakeholders was collected through an online survey, and by way of delegations at the Physical Planning, Finance and Building Committee meetings. Rashmi Swarup remarked that, despite funding constraints, the board focused on supporting vulnerable students, advancing equity and inclusion initiatives, maintaining high expectations for student achievement, and fostering a safe and positive learning climate, and addressing increased costs due to inflation. Director Swarup extended her appreciation to the senior team, trustees, staff, and community for their input, and commended Finance Support Services staff for their diligence and expertise in developing the budget.

The Director's report is attached as APPENDIX II.

Resolution No. 24-180 moved by Will Davies
seconded by Jill Promoli

That, the Director's Remarks re 2024-2025 Budget, be received.

..... carried

21. Budget Overview

Chief Operating Officer and Associate Director of Operations and Equity of Access, Jaspal Gill, acknowledged the commitment and leadership of the senior team in developing the proposed 2024-2025 Budget. He thanked Controller of Finance Support Services, Tania Alatishe-Charles, and Finance department staff for their outstanding work on the budget over the past months. Jaspal Gill stated that enrolment is a key driver for staffing determining accommodation needs and most of the Ministry funding is based on Average Daily Enrolment (ADE). He reviewed enrolment trends over the last 10 years and noted that the 2024-2025 enrolment projection indicates a decline of 1485 elementary students and 326 secondary students, representing an overall decline of 1.2% over last year. Associate Director Gill explained the revisions to the funding formula aligned with the Better Schools and Education Outcomes Act and reviewed changes to specific budget lines, including transportation allocation, Special Incidence Portion (SIP) and Specialized Equipment Allocation (SEA), labour related updates, and school operations allocation increase. Jaspal Gill reviewed the budget enhancements for 2024-2025 which included additional staffing positions, a mentoring program, Education Innovation Project, E-Resources, hazardous waste disposal, Personal Protective Equipment, employee digital wellness platform, and software applications.

Due to technical difficulties the meeting was recessed for five minutes at 20:16 hours.

Explaining the special education funding shortfall over the last five years, Associate Director Gill noted that the need for special education students' support continues to grow. He advised that although funding has increased by 4.9%, expenses have increased by 18.1%, resulting in a projected gap in special education funding of approximately \$43.6 million for the upcoming school year. He reviewed the operating expenditure and the breakdown of staffing and non-staffing costs. Reviewing the comparison of Per Pupil Amount (PPA) by large urban boards, Jaspal Gill commented that Peel DSB's PPA of \$13,348 falls in the middle of PPA funding of other large boards in this group.

The administration responded to trustees' questions of clarification regarding reduction in Facilities and Environmental Support Services staff, and advised that Research department is budgeted under Innovation and International Programs.

Resolution No. 24-181

moved by Jill Promoli
seconded by Lucas Alves

That, the Budget Overview Remarks re 2024-2025 Budget, be received.

..... carried

22. Budget Motions

Resolution No. 24-182

moved by Will Davies
seconded by Jill Promoli

Resolved:

1. That, the total consolidated Operating Expense Budget for 2024-2025 of \$2,126,117,058 be approved, subject to the Ministry of Education's approval, and
2. That, the total Capital Budget for 2024-2025 of \$104,985,694 be approved, and
3. That, in order to balance the 2024-2025 Operating Budget, the use of \$10,956,548 from the Working Fund Reserve, be approved.

.....

Trustees thanked Associate Director Gill and staff for their work on the budget, including the input received from the community and staff associations. They expressed concern regarding the underfunding and over-expenditure of the special education costs, the need to reduce expenses in other areas and the recommendation to draw from reserves to balance the budget. A trustee stated the importance of asking the Ministry to fix the funding formula and allocate Peel its fair share to support students. Another trustee stated that she will not support the Budget motion for several reasons, including: allocation of funds to the Innovation department, number of Associate Directors; cancellation of busing for Black students in the UTM partnership; legal fees and settlements; assessments of special education students. Chair Green thanked staff and trustees for their work on the budget.

.....

A recorded vote was taken. The result of the vote was as follows:

Yeas

Trustees Davies, Johal,
MacDonald, Promoli, Green, Cole,
Alves, Bailey, Benjamin, Cameron,
Clark.

Nays

Trustee McDonald

Abstentions

..... carried
(11-1-0)

Trustee McDonald retired from the meeting (20:39 hours)

23. Proposed Amendments to the Peel District School Board Procedure By-Law

Resolution No. 24-183

moved by Lucas Alves
seconded by Satpal Singh Johal

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

1. Section 5.1.2

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

2. Section 8.3 –Delegation Process

Request to Delegate

Delegates must submit a Delegation Request Form, as follows.

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

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

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

24. Adoption of the Closed Session Report

Resolution No. 24-184

moved by Satpaul Singh Johal
seconded by Jill Promoli

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), June 10, 2024; Minutes of the Physical Planning, Finance and Building Committee (Closed), June 5, 2024; Minutes of the Audit Committee (Closed), June 6, 2024; Principal/Vice-Principal Appointments and Assignments, and Senior Team Appointment, be received, and that the recommendations contained therein, be approved.

..... carried

July 2, 2024
Board Meeting:lf

25. Adjournment

Resolution No. 24-185

moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the meeting adjourn (20:50 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, JULY 2, 2024

Members present:

David Green, Chair
Satpaul Singh Johal, Vice-Chair
Lucas Alves
Karla Bailey (18:35)
Susan Benjamin
Stan Cameron

Jeffrey Clark
LeeAnn Cole (electronic)
Will Davies
Brad MacDonald
Kathy McDonald
Jill Promoli

1. Approval of Agenda

That, the agenda be approved.

2. Minutes of the Board Meeting (Closed), June 10, 2024

That, the Minutes of the Board Meeting (Closed), held June 10, 2024, be approved.

3. Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), June 5, 2024

That, the Minutes of the Physical Planning, Finance and Building Committee Meeting (Closed), held June 5, 2024, be received.

4. Minutes of the Audit Committee Meeting (Closed), June 6, 2024

That, the Minutes of the Audit Committee Meeting (Closed), held June 6, 2024, be received.

5. Principal/Vice-Principal Appointments and Assignments

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

The following elementary vice-principal assignments are promotions, effective September 1, 2024:

Khristophe Hart, Acting Vice-Principal, Robert J. Lee Public School to Vice-Principal, Robert J. Lee Public School.

Melanie Middle, Acting Vice-Principal, The Valleys Senior Public School to Vice-Principal, The Valleys Senior Public School.

Arty Ramputty, Acting Vice-Principal, Esker Lake Public School to Vice-Principal, Conestoga Public School and Esker Lake Public School.

5. Principal/Vice-Principal Appointments and Assignments (Continued)

Jeff Skryprek, Acting Vice-Principal, Dixie Public School and Munden Park Public School to Vice-Principal, Clifton Public School and Dixie Public School.

Tina-Maria Sands, Acting Vice-Principal, Castlebridge Public School to Vice-Principal, Castlebridge Public School.

That, the following secondary principal assignment is a transfer, effective September 1, 2024:

Pradeep Shenthur-Rajah, Principal, Louise Arbour Secondary School to Principal, Erindale Secondary School.

That, the following secondary vice-principal assignments are promotions, effective September 1, 2024:

Gavin Lawrence, Acting Vice-Principal, Applewood Heights Secondary School to Vice-Principal, Applewood Heights Secondary School.

Kulbir Singh, Acting Vice-Principal, David Suzuki Secondary School to Vice-Principal, David Suzuki Secondary School.

Lilianna Filliter, Acting Vice-Principal, Rick Hansen Secondary School to Vice-Principal, Rick Hansen Secondary School.

Susanna Meszaros, Acting Vice-Principal, Clarkson Secondary School to Vice-Principal, North Park Secondary School.

That, the following coordinating vice-principal assignment is a promotion, effective September 1, 2024:

Allison Cunningham, Coordinator, New Teacher Induction Program, Curriculum, Instruction and Assessment to Coordinating Vice-Principal, Additional Qualifications and New Teacher Induction Program, Curriculum, Instruction and Assessment.

6. Senior Team Appointment

That, the appointment of Mark Marshall, as Acting Chief Information Officer, effective July 3, 2024, be received.

PDSB 2024-2025 Budget Remarks for Chair Green

APPENDIX I
(1 page)

- First, I'd like to thank the staff at Peel District School Board, the team who worked so hard on putting this budget together and to my fellow trustees.
 - It is an honour and pleasure to work with you all as we continue to build a public education system in Peel that we can all be proud of.
- Being a fiscally responsible board, it is important that we pass a balanced budget today, but I do want to address the shortfalls as we continue to experience low levels of public funding per student.
 - Every year we have to make difficult decisions to balance the budget. This year is no different.
- That said, PDSB has set out a new strategic vision that will begin roll-out in the next school year and that will help prepare Peel students for the future, with a focus on inclusion, innovation and empowerment.
 - To this end, much work will need to be done to bring to fruition the programs, partnerships and real-world experiences that will have a lasting impact on the students and on life in the Region of Peel.
 - But we know this will also place greater pressure on the resources currently available to PDSB schools.
 - What we desperately need is for the Ministry of Education to step up and help close the gap.
 - Appropriate funding is critical to providing the opportunities and supports that students need to feel confident and succeed. We know more EAs and essential support staff are needed.
- In fact, student needs are only growing. We must address the history of underfunding by the government that is plaguing our district and call on the government of Ontario to prioritize public education.



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"

July 2, 2024

I am pleased to present the 2024-2025 proposed balanced budget of \$2,126,117,058 for the Peel District School Board (or "Board"). This budget confirms the Board's unwavering commitment in building and sustaining a positive and inclusive learning environment where every student has the support and opportunities to reach their maximum potential.

Over the past four years, the Board has experienced a decline in enrollment, while at the same time addressing the greater support needs of our marginalized and vulnerable students. We are pleased that the Ministry has recognized some of these challenges and has made changes through formula adjustments, phasing-in of more current census data and adjustments to envelope restrictions. Additionally, the revised transportation allocation has provided the Board an opportunity to phase in elementary and secondary transportation for our regional programs. This ensures accessibility and choice for all students. Furthermore, the Ministry's adjustments of staffing benchmarks to incorporate collective bargaining obligations and to recognize inflationary pressures have supported our ability to maintain the high quality of education and support services provided by the Board. The restructured version of the former Grants for Student Needs (GSN), now called Core Education Funding (or Core Ed), is a welcome change, as it is simpler to understand and will allow for improved transparency and accountability across the province.

The development of the 2024-25 budget involved a rigorous consultation process. We engaged with employee group leaders, the senior leadership team, and trustees to gather insights and ensure comprehensive planning. Feedback from parents/guardians, school council members, students, and community stakeholders were also solicited through an online survey. Opportunities for delegation were provided through the Physical Planning, Finance, and Building Committee, ensuring diverse perspectives were considered.

Given funding constraints, our priorities in this budget cycle were clear. We focused on supporting our most vulnerable students, advancing equity and inclusion initiatives, maintaining high expectations for student achievement, fostering a safe and positive learning climate, and addressing increased cost pressures due to inflation. Guided by our consultation process, the approved 2024-2025 budget enhancements are outlined on page 9 of this budget book.

With our operating budget focused on meeting program delivery, the Board is requested to approve the use of \$10,956,548 from reserves to support the board's operating shortfall.

The Board's student-focused budget for 2024-2025 underscores our commitment to fiscal responsibility while prioritizing student achievement and excellence in the classroom. I extend my appreciation to the senior team and trustees for their contributions and support towards efficiency; to those community members, parents and staff who provided budget input through our online survey; and to the Finance Support Services Team for their diligent efforts in crafting this year's budget book.

Sincerely,

Rashmi Swarup
Director of Education

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held August 27, 2024, the following recommendations are brought for Board approval:

1. Transportation Policy 39

That, the revised Transportation Policy 39, be approved. (APPENDIX I)

2. Personal Mobile Devices/Cell Phone Use in Schools Policy

That, the Personal Mobile Devices/Cell Phone Use in Schools Policy, attached as Appendix A, be approved. (APPENDIX II)

3. Smoking and Vaping Policy

That, the updated Smoking and Vaping Policy, attached as Appendix A, be approved to replace the existing Smoking Policy. (APPENDIX III)

4. Revised Trustee Code of Conduct: August 2024

That, the revised Trustee Code of Conduct, attached as Appendix B, be approved, with an effective date of August 28, 2024. (APPENDIX IV)

Prepared by:

Nicole Fernandes
Board Reporter

Submitted by:

Jasmine Vorkapic
Governance Officer

Governance and Policy Committee Meeting, August 27, 2024

Transportation – Policy 39

Strategic Alignment:

Human Rights Policy

Equity and Inclusive Education Policy

Ministry Directives 9 and 14 (March 2020)

PDSB Strategic Plan goal of building safe, positive, and healthy climates for learning and working to nurture student and staff well-being.

Report Type:

Update to Transportation Policy 39

<i>Prepared by:</i>	Anna Gentile, General Manager, Student Transportation of Peel Region and Wendy Dobson, Controller of Corporate Support Services Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Update to Transportation Policy 39:

Transportation Policy 39 is being updated to align with the transportation changes in Policy 64 - Regional Learning Choices Programs and the report titled Transportation and Regional Learning Choices Programs (RLCP) which was approved at the PDSB Board meeting of June 10, 2024.

Highlights:

- The Peel District School Board approved transportation for students in the Regional Learning Choices Programs (RLCP) on June 10, 2024.
- Transportation services will be provided on a phase-in basis beginning with Elementary Students in the 2024-25 school year.
- Transportation services will be provided for grade 9 & 10 RLCP students beginning in the 2025-26 school year.
- Transportation will continue to be provided subject to transportation funding provided by the Ministry of Education when specifically allocated for the transportation of students in the Regional Learning Choices Programs (RLCP).

Background:

On June 10, 2024, a recommendation for transportation to Regional Learning Choices Programs (RLCP) was approved as follows:

That, the provision of transportation using a phased-in approach, be approved, starting with elementary students attending Regional Learning Choices Programs (RLCP) in September 2024, and extending to Grades 9 and 10 secondary students in September 2025.

Evidence

Findings/Key Considerations:

Transportation Policy 39 to be updated to reflect the transportation eligibility change.

Impact Analysis

Equity & Human Rights Review:

Regional Learning Choices Programs (RLCP) empower students to explore and learn in various areas of interest. The update to Policy 39 considers equity of access and equity of opportunity. The update ensures that the policy is aligned with the principles and expectations of Human Rights Policy 51, Anti-Racism Policy, Gender Identity and Gender Expression Guidelines, and the Religious Accommodation Procedure.

Board or Ministry Policy Alignment:

Transportation Policy 39
Regional Learning Choices Program Policy 64

Resource/Financial Implications:

Transportation services will only be provided when transportation funding is provided by the Ministry of Education, and specifically allocated for the transportation of students enrolled in the Regional Learning Choices Programs (RLCP).

Next Steps

Action Required:

An update to Transportation Policy 39 is attached for approval by the PDSB.

Communications:

A communication has already been distributed to schools and parents of students enrolled in a Regional Learning Choices Program. The updated Transportation Policy 39 will be posted on the PDSB website.

Appendices

Appendix 1 – Transportation Policy 39

PEEL DISTRICT SCHOOL BOARD POLICY

Transportation

POLICY ID: TRN1400 (Formerly Policy #39)

FUNCTIONAL CATEGORY: Transportation

RESPONSIBILITY: Controller, Corporate Support Services

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2028-2029

REVIEW SCHEDULE: 5 years

1. Purpose

To facilitate and oversee the efficient provision of transportation services for eligible students at the Peel District School Board (PDSB), and the Dufferin Peel Catholic District School Board (DPCDSB) including those participating in the Regional Learning Choices Program (RLCP).

2. Application and Scope:

This policy supports PDSB's Strategic Plan goal of fostering safe, positive, and healthy environments for both learning and working, with the aim of nurturing the well-being of students and staff.

It aligns with and upholds the principles and expectations outlined in the Board's Human Rights Policy (Policy 51) and the Equity and Inclusive Policy (Policy 54). Furthermore, it remains consistent with the Board's other policies, such as the Anti-Racism Policy, Gender Identity and Gender Expression Guidelines, and the Religious Accommodation Procedure, as well as the Human Rights Codes.

3. Definitions

- 3.1 Regional Learning Choices Programs (RLCP) enable students to explore and engage in diverse areas of interest, ensuring both equity of access and opportunity. Regional Programs are open to all students who meet the criteria for acceptance. PDSB currently offers the RLCP at 12 elementary schools and 13 secondary schools.

4. Policy

School bus services are managed by Student Transportation of Peel Region (STOPR), a consortium formed by agreement between the Peel District School Board and the Dufferin-Peel Catholic District School Board. STOPR is responsible for implementing the policies of each Board and for overseeing the daily operations and administration of student transportation services within the region. Safe transportation of students, operating procedures and additional information supporting this policy can be found at www.stopr.ca.

ADMINISTRATIVE REGULATIONS

4.1 Eligibility to Regular Day Schools and Elementary Extended and French Immersion Programs

- a) The Board's eligibility distances for transportation are:

Kindergarten - Grade 1 students	1.0 km
Grades 2 - 4 students	1.6 km
Grades 5 - 8 students	2.0 km
Secondary students	3.8 km

The eligibility distances measured are the shortest, safe walking route along sidewalks, roadways and pedestrian walkways from school property line to home property line. This measurement is made exclusively using the geographic information system (GIS) component of the Board's transportation management software. Additional information is outlined in [STOPR002 Transportation Eligibility](#).

- b) The maximum distance a student may be required to walk to a bus stop is:

Kindergarten students	0.4 km
Grades 1 - 6 students	0.8 km
Grades 7 - 12 students	1.2 km

Additional information is outlined in [STOPR003 Walking Distance to the Bus Stop](#).

- c) The Board does not provide busing for secondary Extended or French Immersion programs with the exception of students residing within the approved boundaries and enrolled in either of these programs at Humberview Secondary School.
- d) Special Education students requiring busing accommodation will be transported in accordance with [STOPR019 Special Education Transportation](#).
- e) The Board will not accept responsibility for the transportation of students taking advantage of the flexible boundary policy. [Board Policy 19](#) provides additional information.

4.2 Transportation Eligibility to Regional Learning Choices Programs (RLCP)

Transportation services for Regional Learning Choices Programs will be provided subject to transportation funding provided by the Ministry of Education which is specifically allocated for the transportation of students to the Regional Learning Choices Programs (RLCP).

- (a) Students enrolled in a RLCP will be provided with transportation services when they reside within the school's RLCP boundary and meet the eligibility requirements set out in 1 (a).
- (b) STOPR will plan bus routes for maximum efficiency which may include creating community bus stops, accommodating a maximum number of riders on a bus, and designing bus runs that may be approximately 90 minutes in length.
- (c) The eligibility distances are outlined in 1 (a) of this policy.
- (d) The maximum walk to stop distance for students in RLCP is as per 1(b) of this policy.
- (e) Additional information is outlined in [STOPR003 Walking Distance to the Bus Stop](#).

4.3 Courtesy Transportation

Students may be granted a courtesy seat if space is available on an existing bus route. Applications must be submitted in September, on an annual basis, to the home school principal and are subject to [STOPR013 Courtesy Transportation](#).

4.4 Bus Privilege Cards

The principal may issue bus privilege cards to students. Where bus privilege cards are issued, bus drivers are required to enforce the conditions printed on the back of each card and may collect the card of any student who does not conform to the regulations. The bus drivers will report to the school principal, as soon as possible, any incident which required them to collect the card, and the principal will determine what action, if any, is to be taken.

4.5 Student Conduct

Students will not be removed from a school bus until they reach the school or their assigned stop. If student behaviour is endangering the safety of driver or other passengers, the bus driver will pull over and contact the police. Student(s) will be written up on a misconduct form, which is submitted to the school principal. Further information is outlined in [STOPR020 Student Code of Conduct](#).

4.6 Operational Functions

STOPR is responsible for all operations and service parameters pertaining to home to school student transportation including determination of student eligibility

for transportation, route planning, bus stop changes and service complaints. An appeal process for parent(s)/guardian(s) in disagreement with operational issues is detailed in [STOPR028 Transportation Appeal Process](#).

4.7 Inclement Weather

Buses may be cancelled due to inclement weather. For further information, refer to [STOPR029 Service Cancellation Due To Inclement Weather](#).

4.8 Accidents

If the school bus is involved in an accident or incident, the driver will immediately contact dispatch and deploy appropriate procedures to ensure the safety of all passengers.

Additional information is outlined in [STOPR025 Accident Procedures](#).

5. Roles and Responsibilities

5.1 Board of Trustees

The Board of Trustees is responsible for:

- reviewing and approving the transportation policy to align with PDSB's goals, budget, and legal requirements, ensuring effectiveness, monitoring compliance, and responsibly allocating resources.
- ensuring the transportation policy promotes equitable access to education by addressing the needs of all eligible students, including those in specialized programs or with special transportation requirements

5.2 Chief Operating Officer and Associate Director of Operations and Equity of Access:

The Chief Operating Officer and Associate Director of Operations and Equity of Access is responsible for:

- implementation of this Policy through their designate(s)
- monitoring the effectiveness of the transportation policy, ensuring compliance with the policy and providing regular reports to the Board of Trustees.
- communicate with parents, staff and the community about transportation policies and procedures, and addressing any concerns or issues that arise.

5.3 Controller, Corporate Support Services

The Controller, Corporate Support Services is responsible for:

- Championing this policy within PDSB
- Ensuring the required resources and planning for the implementation of this policy.
- Collecting and analyzing data related to the transportation services, such as costs, efficiency and service levels, and providing reports to senior management and the Board of Trustees.
- Addressing questions from the public regarding this policy.

5.4 General Manager, Transportation

The General Manager, Transportation is responsible for:

- Ensuring the effective implementation of the transportation policy and aligning daily operations with the policy's objectives and guidelines
- Collaborating with schools, parents and other stakeholders to address transportation related concerns, provide updates and ensure effective communication.
- Training STOPR employees to follow this policy with respect to their job functions
- Identifying and implementing opportunities for improving transportation services, such as optimizing routes, enhancing service delivery and adopting new technologies.

5.5 STOPR employees

The STOPR employees are responsible for:

- Providing transportation services in accordance with PDSB's Transportation Policy
- Optimizing student transportation services while keeping in mind the needs of the students.
- Planning efficient bus routes taking into account the following factors: distance policies, travel time, the number of students on the bus, the bus size and the number of buses per school; using the shortest possible trip between the students' pick up location and the school, on public access roads or highways.
- Receiving and assessing transportation change requests or new requests from schools
- Reviewing and planning bus routes on an ongoing basis
- Ensuring schools are informed of any changes in transportation services and
- Reviewing suggestions from bus operators regarding possible changes to the transportation routing and bus stop locations.

6. Appendices

NONE

7. Reference Documents

- 7.1 Regional Learning Choices Program (RLCP)
- 7.2 [STOPR020 Student Code of Conduct](#)
- 7.3 Flexible School Boundaries
- 7.4 [STOPR019 Special Education Transportation](#)

8. Revision History

Review Date	Approval Date	Description
	February 25, 2014	Approved
June 18, 2014		Revised
August 31, 2016		Revised
November 13, 2018		Revised
August 2024		

Governance and Policy Committee Meeting, August 27, 2024

Personal Mobile Device/Cell Phone Use in Schools Policy

Strategic Alignment:

Safe and Caring Schools Policy 48

Digital Citizenship and Use of IT Resources Policy 78

Social Media Policy

PPM 128

Report Type: Recommendation

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

Overview

Recommendation:

That Personal Mobile Devices/ Cell Phone Use in Schools Policy, attached as Appendix A, be approved by the Board of Trustees.

Highlights:

- Policy Program Memoranda (PPM) 128 was updated in April, and again in June, 2024 to strengthen restrictions on student use of personal mobile devices, improve the consistency of enforcement of restrictions, and handle the surrender of personal mobile devices/ cell phones.
- The Personal Mobile Devices/ Cell Phone Use in Schools Policy was written in response to the PPM 128 updates and includes a full ban on student personal mobile devices use from Kindergarten to Grade 8. Students in grades 9-12 must have their personal mobile devices turned off and out of sight when not being used for instructional purposes with the explicit permission from an educator.
- Surrendered phones will be stored in a locked box in the Main Office for the school day.
- Should a student not comply with the expectation of the Policy and the Code of Conduct, the principal will enact progressive discipline measures in alignment with Safe and Caring Schools Policy 48, up to and including suspension from school.
- Students in grades K-8 with a SEA claim, or those with a medical condition (i.e. diabetes) as indicated in their Plan of Care will be able to access their personal mobile device, as needed, with explicit permission from the teacher.

Background:

Mobile devices in classes can be used for educational purposes and can enhance the learning environment. However, mobile devices in classrooms can also significantly detract from the learning environment, diverting students' attention from instructional activities to social media and messaging apps. Within the PDSB, almost all incidents involving student discipline involved social media and/or cell phone use to organize, record and/or disseminate concerning student behaviour. The impact on the victims is significant and cannot be deleted once posted to the Internet. Addressing this behaviour is crucial to ensuring that all learning environments are physically and psychologically safe for every student.

The recent updates to PPM 128 clearly articulate the mandate to strengthen restrictions on the use of personal mobile devices (cell phones) and improve the consistency of the enforcement. It also strengthens the enforcement of consequences for non-compliance with the expectations in the Code of Conduct and this Policy. The PDSB Code of Conduct has been updated to reflect the updates in PPM 128.

At the June 19, 2024 Governance and Policy Committee Meeting, staff presented an overview of student cell phone use in PDSB schools. Since then, staff have developed the Personal Mobile Device/Cell Phone Use in Schools Policy. This Policy is written in accordance with the expectations of PPM 128 and PPM 145.

Evidence

Findings/Key Considerations:

Current Research on Cell Phone Use

- Smartphone use and social media use among youth are highly connected considering smartphones are a primary way of accessing social media (1).
- Access to smartphones and social media can increase social connectedness, social support, identity formation and provide a sense of community (1,3). However, the negative health outcomes of smartphones and social media, as subsequently described, must also be considered.
- Student engagement, academic performance and social development are declining. Digital distractions in class can result in lower academic performance.
- Students spending more time on cell phones through social media have decreased mental effort, reduced performance on cognitive tasks, and lack of proper sleep affecting academic performance throughout the instructional day (7).
- Unrestricted cell phone use can lead to cyberbullying incidents and harassment which can create a hostile and unsafe school environment and ultimately compromise student safety.
- Social media use among children and young people has been associated with negative mental health outcomes, including depression, anxiety, negative self-esteem, somatization, disordered eating patterns and concerns around body image (3,4). It has also been shown to promote social comparison and facilitate cyberbullying and self-harming behaviour (3).

Policy Consultation Process

In June, consultations took place with the Peel Secondary Schools Principals Association (PASSP), Peel Secondary Schools Vice Principals Association (PSSVPA), Peel Principal and Vice Principal Association (PPVPA), Canadian Union of Public Employees (CUPE 1628), Ontario Secondary School Teachers' Federation (OSTTF) and Elementary Teachers' Federation of Ontario (ETFO). Feedback on the proposed Policy and FAQ was positive.

A survey was sent out in June to all PDSB staff and families. The highlights include:

- 37% of respondents were parents/guardians and 36% were PDSB teachers/Educational Assistants
- Concerns were expressed about surrendered phone storage, potential damage/loss of phones
- Exemptions for medical reasons (diabetes, anaphylaxis) were requested
- Concerns were expressed about non-compliance for students and teachers
- Phones present constant distractions and contribute to a loss of learning time
- 76% of respondents expressed concerns about students' screen time during class
- 95% of respondents expressed concerns about students not paying attention in class

-
- 80% of respondents expressed concern about phone use to record inappropriate behaviour and cyberbullying
 - Anecdotal feedback spoke to cell phone addictions, the negative impact on mental health, non-consensual recording/sharing/streaming of staff and students and lagging social skills/poor development of social skills
 - 75% of respondents supported a K-8 ban on cell phones
 - 87% of respondents agreed cell phones should be turned off and out of sight for students in grades 9-12 during instructional time
 - Respondents supported lessons for students about safe storage of phones, cell phone addictions/mental health impacts, cyber bullying, dangers of online interactions and processes to contact parents throughout the school day.

The draft Policy received internal feedback from Legal and Privacy, Human Rights Office and Governance and Policy. The purpose of the Policy is to strengthen the restriction on the use of personal mobile devices within schools and improve consistency in enforcing these restrictions, and to support student learning by minimizing cell phone distractions within classrooms. The Policy applies to the entire PDSB community, when in school, at school-related events and in a virtual learning environment.

Personal Mobile Devices are defined as any personal electronic device that can be used to communicate or to access the Internet, such as a laptop, cell phone, tablets or a smart watch.

The Policy sets of provisions for

- Restriction of mobile devices in elementary and secondary schools
- Exemptions
- Enforcement of the Policy
- Mandatory professional learning
- Restriction of access to social media on school networks
- Communication of these expectations through report cards, annual notifications and other accessible formats.

Impact Analysis

Equity & Human Rights Review:

Cell phones have a negative impact on students' mental health and academics. The Personal Mobile Devices/Cell Phone Use in Schools Policy aims to reclaim learning time, minimize distractions from learning and increase student time on task. The ability for students to think deeply, focus for extended periods of time and listen attentively in class are negatively impacted by excessive mobile device use. This Policy aims to increase student engagement, increase positive social interactions among students and decrease the negative behaviour associated with inappropriate/harmful cell phone use.

Board or Ministry Policy Alignment:

The Personal Mobile Device/Cell Phone Use in Schools Policy is aligned with and supports the Digital Citizenship and Use of IT Resources Policy and Social Media Policy. It also upholds the expectations in the Board and school Code of Conduct and Safe and Caring Schools Policy 48. It is written to ensure compliance with PPM 128.

Resource/Financial Implications:

The anticipated financial impact of implementing this Policy will include the cost of providing every school with a lock box to store confiscated cell phones. Each box will cost approximately \$300.00.

Principals will be provided the resources needed to help staff, students and families understand the benefits of this Policy. Resources include lessons, and tips for parents to encourage healthy cell phone use at home. The Safety and Well-Being department has created a Safe Schools toolkit among other additional resources to support a September 1, 2024 implementation. All administrators and teaching staff will be responsible to communicate to families and students the expectations of this Policy and support compliance in a positive and encouraging manner.

Legal implications

The Personal Mobile Device/Cell Phone Use in Schools Policy aligns with PPM 128 and Safe and Caring Schools Policy 48. All PDSB staff are responsible to uphold all Ministry and Board legislation, policies and procedures.

Risk Assessment:

More research is becoming available that cites the negative correlation between excessive cell phone use among students to a decrease in well-being, poorer academic achievement and an increase in concerning behaviour, including cyber bullying. A ban on personal cell phone use among students K-8 and limits on cell phone use for students in grades 9-12, aim to result in better academic outcomes, more positive social interactions, and a decrease in negative behaviour associated with cell phones. Resources will support students to disconnect from their phones and understand the mental health/addictions aspects of excessive cell phone use.

Community Impact:

A survey was sent to all PDSB staff and families in June 2024. The survey closed July 12, 2024. There were 2,851 respondents. The input gathered during this consultation phase informed the development of the final draft of this Policy.

Next Steps

Action Required:

PPM 128 also required the development of an Operating Procedure (OP) to support the implementation of this Policy. The OP is in draft format and will be finalized once approved internally. The OP will then be shared with school superintendents, and principals in time for a September 1, 2024 implementation date.

The Code of Conduct will be updated and shared to reflect the requirements of this Policy.

The Safety and Well-Being Department has created a fulsome bank of resources, including messaging to all stakeholders, lesson plans K-12 and resources to support compliance.

Resources aim to increase student understanding of cell phone addiction and the negative impact of excessive cell phone use on one's mental health.

Communications:

Once approved, this Policy, its OP and all related communications and resources will be shared with school superintendents and school administrators in time for a September 1, 2024 implementation date.

References:

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Appendices

Appendix 1 - Personal Mobile Device/Cell Phone Policy

Appendix 2 - Frequently Asked Questions

Appendix 3 - Protect Student Learning Time in School Survey

PEEL DISTRICT SCHOOL BOARD POLICY

Personal Mobile Device / Cell Phone Use in Schools Policy

POLICY ID: TBD

FUNCTIONAL CATEGORY: Safety and Well-Being

RESPONSIBILITY: Superintendent of Safety and Well-Being

APPROVAL: Board of Trustees

APPROVAL DATE: August XX, 2024

EFFECTIVE DATE: 9/1/2024

PROJECTED REVIEW DATE: 9/1/2027

REVIEW SCHEDULE: Three (3) years

1. Purpose

Peel District School Board (“PDSB”) recognizes that individuals live and work in a world where technology is pervasive and we need to use technology effectively, responsibly and respectfully. The *Digital Citizenship and Use of IT Resources* Policy encourages students to use digital devices to further learning under the direction and supervision of school staff.

Personal mobile devices can both connect and distract students and prevent students from participating fully in learning environments thereby, impacting the development of necessary and appropriate learning skills and healthy, authentic, social experiences.

Student success requires all education partners - trustees, staff, families, students and community to support students to prepare to live successfully in a diverse society with quickly changing technology. The principle of shared and committed leadership recognizes that all partners in education are responsible for preparing students to live successfully in a diverse society.

The purpose of this Policy is to:

- 1.1 Strengthen the restriction on the use of personal mobile devices within schools and improve consistency in enforcing these restrictions.
- 1.2 Support student learning by minimizing cell phone distractions within classrooms.

2. Application and Scope

This Policy applies to the entire PDSB school community, including all PDSB staff, students, families and community members when in schools, at school-related events and in a virtual learning environment.

This Policy will, at all times, be interpreted in a manner consistent with, and read alongside Board policies, including Safe and Caring Schools Policy, Digital Citizenship and use of IT Resources Policy, Social Media Policy; the *Education Act* and its regulations; relevant Ministry Policy and Program Memoranda and guidance documents, including PPMs 128 and 145; the Ontario *Human Rights Code* and other applicable legislation. This Policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1 **Elementary:** refers to kindergarten through grade 8.
- 3.2 **Secondary:** refers to grades 9 through 12 and includes students up to age 21.
- 3.3 **Guardian:** refers to a person who has lawful custody of a child, other than the parent of the child, as used in the *Education Act*.
- 3.4 **Parent:** Reference to parents does not apply to students who are 18 years or older, or where a student is 16 or 17 years old and has withdrawn from parental control, or where notifying a parent under this Policy would, in the opinion of the principal, put the student at risk of harm from a parent or guardian of the student, such that notification is not in the student's best interest.
- 3.5 **Personal Mobile Device** refers to any personal electronic device that can be used to communicate or to access the Internet, such as a laptop, cell phone, tablets or smart watch.
- 3.6 **Student** refers to pupil, as used in the *Education Act*.
- 3.7 **Educator** refers to teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- 3.8 **School staff** includes, but is not limited to, staff in areas such as social work, child and youth work, psychology, and psychological services; early childhood educators; educational assistants.

4. Policy

Restrictions

- 4.1 PDSB School Code of Conduct will restrict the use of personal mobile devices in elementary schools. In secondary schools, students must have personal mobile devices stored out of view and powered off or on silent mode and the vibration setting turned off, except when use is explicitly permitted as outlined in Section 4.3.
- 4.2 All members of the school community must not record, take or share non-consensual recordings or photos of other members of the school community.

Exemptions

- 4.3 Students must not use personal mobile devices except where use is explicitly permitted under the following circumstances:
- a) To support instructional activities under the supervision of an educator as part of structured learning;
 - b) To support students with disabilities or diverse abilities as outlined in a student's medical Plan of Care or SEA claims;
 - c) To support student accessibility, communication, and autonomy where it enhances individual student well-being.

Enforcement

- 4.4 The student, together with their parents, guardians and caregivers, is responsible for their personal mobile device, how they use it and the consequences of not following the PDSB's Policy on personal mobile device use.
- 4.5 When students do not comply with the expectations identified by their educator, the personal mobile devices will be placed by the student in storage during the instructional day, in accordance with the School Code of Conduct.
- 4.6 Educators and administrators are not to handle student personal mobile devices. Procedures will outline how students will hand in their personal mobile devices during the instructional day.
- 4.7 If a student does not comply when required, school staff will implement progressive discipline strategies consistent with the PDSB Safe and Caring Schools Policy.

Mandatory Professional Activity Day training

- 4.8 Mandatory Professional Activity (PA) day training is required for educators and school staff that supports understanding of the risks and health impacts of excessive personal mobile device use among students. This training will provide resources and strategies to promote healthy decision making by students, with emphasis on classroom management practices to remove distractions and strengthen student achievement.

Restriction of Access to Social Media on School Networks

- 4.9 The PDSB will restrict access to all social media platforms on school networks and school devices.
- 4.10 Social media platforms shall only be used by students at school for educational purposes, directed by an educator. This ban shall not block SMS.
- 4.11 The PDSB shall determine exception protocols for the use of social media for pedagogical or work- related purposes.

Elementary and Secondary Report Cards

- 4.12 Beginning September 2024, report cards are to communicate information to students and their parents/ guardians about classroom distractions, where applicable, including those related to the use of personal mobile devices.
- a) This will be communicated using the section of the report card reserved for comments on learning skills and work habits in the elementary report cards and in the comment box reserved for course comments in the secondary report card.
 - b) The comments shall be supportive of students' ongoing development of learning skills and work habits as outlined in Growing Success (2010). In addition, ensure assessment, evaluation and reporting practices and procedures are fair, transparent, and equitable for all students.

Reporting

- 4.13 Non-compliance with this Policy can be reported to the administrator by any member of the PDSB school community.

Communication

- 4.14 The PDSB shall have an annual notification sent to parents/ guardians and students reminding them of the restrictions and requirements for student personal mobile device use and consequences for non-compliance.
- 4.15 The PDSB shall have a requirement that the expectations and responsibilities under this Policy, the best practices for educators and the annual notifications for parents/ guardians be shared with all educators and principals.
- 4.16 The School Code of Conduct will be communicated on the school's website or in another accessible manner.
- 4.17 Communication processes regarding the School Code of Conduct and related procedures will be established that are inclusive of the diverse languages spoken within the school community.

5. Roles and Responsibilities

Board of Trustees

- 5.1 Review the Personal Mobile Device/ Cell Phone Use in Schools Policy in accordance with the *Education Act* every three years.
- 5.2 Understand and communicate with the PDSB Community about the Personal Mobile Device/ Cell Phone Use in Schools Policy.

Director of Education

- 5.3 Accountable for the implementation of the Policy.
- 5.4 Allocate resources to support the procedures within the Personal Mobile Device/ Cell Phone Use in Schools Policy.

- 5.5 Provide system leadership for creating and maintaining safe and caring school climates.
- 5.6 Ensure that the School Code of Conduct, policies, procedures, processes, and strategies are consistent with the requirements, principles and values outlined in this Policy.
- 5.7 Ensure monitoring and evaluation measures are implemented.

Superintendent of Safety and Well-Being

- 5.8 Create an implementation strategy for this Policy.
- 5.9 Implement and operationalize the Personal Mobile Device/ Cell Phone Use in Schools Policy.
- 5.10 Propose housekeeping amendments to this Policy to the Governance Officer.
- 5.11 Conduct post-implementation review of this Policy.
- 5.12 Support understanding, alignment and interpretation of this Policy and related procedures across the Board and PDSB schools.

Superintendents

- 5.13 Adhere to this Policy.
- 5.14 Provide consultation and leadership to school administrators on adherence to this Policy, including decisions relating to student progressive discipline.
- 5.15 Provide consultation and leadership to school administrators to ensure an anti-racist, anti-oppressive framework is considered and applied to all decision-making.

Principals

- 5.16 Adhere to this Policy.
- 5.17 Take a leadership role in the daily operation of schools, including creating the conditions for safe and caring schools, partnering with parents/ guardians s at all stages of the disciplinary process, and supporting learning and capacity-building among staff.
- 5.18 Demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment.
- 5.19 Communicate the Provincial Code of Conduct, and the School Code of Conduct, to the school community including students, staff, and parents/ guardians.
- 5.20 Establish programs, processes, and strategies consistent with the requirements, principles and values outlined in this Policy.
- 5.21 Embed the principles of equity, inclusion, anti-colonialism, anti-racism and anti-oppression in all aspects of the learning environment to support the well-being and achievement of all students.

- 5.22 Empower students to be positive leaders in their school community.
- 5.23 Hold everyone under their authority accountable for their own behaviour and actions.
- 5.24 Send an annual notification to parents/ guardians and students reminding them of this Policy, its requirements and consequences for non-compliance.
- 5.25 Communicate regularly and meaningfully with all members of their school community and maintain professional comment and conduct in interactions with all PDSB community members.
- 5.26 Model the standards of respect, civility and responsible citizenship.

PDSB Educators and school staff

- 5.27 Adhere to this Policy.
- 5.28 Engage respectfully with all mandatory professional learning provided by PDSB.
- 5.29 Endeavour to maintain a safe, nurturing, welcoming, respectful and inclusive learning and working environment, where positive behaviours are promoted, character attributes are proactively developed, and conflict and differences are addressed with dignity and respect.
- 5.30 Help students work to their full potential and develop their sense of self-worth.
- 5.31 Empower students to be positive leaders in their classroom, school, and community
- 5.32 Communicate regularly and meaningfully with parents/ guardians.
- 5.33 Maintain consistent and fair standards of behaviour for all students.
- 5.34 Demonstrate respect for one another, all students, parents/ guardians, volunteers, and other members of the school community.
- 5.35 Prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online.
- 5.36 Model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

- 5.37 Adhere to this Policy and other PDSB policies, the Provincial Code of Conduct, and the School Code of Conduct.
- 5.38 Contribute to safe, accepting, inclusive, welcoming and respectful school climates, demonstrate personal accountability, and refrain from inappropriate behaviour of any kind, including but not limited to bullying (physical, verbal, written, electronic or any other means), physical or verbal misconduct or assault, gender-based or sexual violence including sexual assault, use of slurs or other discriminatory statements, or threats and intimidation.
- 5.39 Follow the established rules and take responsibility for their own actions.

Parents

- 5.40 Adhere to this Policy and other PDSB policies, the Provincial Code of Conduct, the School Code of Conduct when in attendance at school functions.
- 5.41 Become familiar with the provincial Code of Conduct and the School Code of Conduct and support actions aimed at promoting positive behaviour in students.
- 5.42 Be engaged in their child's schoolwork and progress.
- 5.43 Communicate regularly with the school.
- 5.44 Encourage and assist their child in following the School Code of Conduct.
- 5.45 Partner with school staff throughout all disciplinary issues involving their child.
- 5.46 Assist school staff in dealing with disciplinary issues involving their child.

School Community

- 5.47 Adhere to this Policy and the Provincial Code of Conduct, the School Code of Conduct.

6. Appendices

- 6.1 FAQ - The Implementation of PPM 128: Student Cell Phone Use in Schools

7. Reference Documents

7.1 Legislative

Education Act, R.S.O. 1990, c. E. 2
O. Reg. 472/07: Behaviour, Discipline and Safety of Pupils
O. Reg. 440/20: Suspension of Elementary School Pupils
PPM 128 – Provincial Code of Conduct
PPM 145 – Progressive discipline and promoting positive student behaviour

7.2 PDSB Policies

Anti-Racism Policy
COM1001, Social Media Policy
Policy 48, Safe and Caring Schools Policy
Policy 51, Human Rights
Policy 54, Equity and Inclusive Education

7.3 PDSB Operating Procedures

Student Progressive Discipline
Personal Mobile Device / Cell Phone Operating Procedure

8. Revision History

Review Date	Approval Date	Description

Safe and Caring Schools

FAQ

The Implementation of PPM 128: Student Cell Phone Use in Schools

Questions	Answers
Context and Background: What is the background of PPM 128 <i>Student Cell Phone Use in Schools</i> ?	<ul style="list-style-type: none"> On April 28th, 2024 The Ontario Ministry of Education announced through a news release it is acting against the use of cell phones in classrooms. The Ministry focus is to strengthen children's learning by limiting student distractions arising from mobile devices and social media use.
How does PDSB currently manage the use of cell phones in schools?	<ul style="list-style-type: none"> PDSB manages student cell phone use through the implementation of the <i>Digital Citizenship and Use of IT Resource Policy</i> approved on March 24, 2024. This policy continues to underscore the importance of digital citizenship and responsible technology use in schools.
Does PPM 128 now replace the current the <i>Digital Citizenship and Use of IT Resource Policy</i>	<ul style="list-style-type: none"> No, the current <i>Digital Citizenship and Use of IT Resource Policy</i> still applies in establishing expectations and sets clear guidelines that support innovation in learning and accommodates learning variability. The current policy also facilitates digital literacy by integrating technology in the curriculum.
What are the findings/key considerations to help understand the scope of cell phone use during instructional time?	<ul style="list-style-type: none"> While cell phones can be useful educational tools, they also pose significant negative impacts on student learning. Navigating the digital landscape is integral to children's lives, however risks like exposure to inappropriate content, privacy breaches and cyberbullying is ever present and negative to a child's development. Excessive screen time poses concerns related to social/emotional well-being and the mental health of students. PPM 128 is intended to restrict cell phone use in classrooms which often serve as a major distraction, diverting students' attention from instructional activities to social media and messaging apps.
Implications for PDSB schools effective September 1, 2024: How does PPM 128 impact cell phone use in schools?	<ul style="list-style-type: none"> PPM 128 applies to <i>all</i> students in both the Elementary and Secondary panels as follows:

	<ul style="list-style-type: none"> ➤ Students in grades K-8 <u>are not</u> permitted to have a personal device at school ➤ Students in grades 9-12 must keep personal devices <u>off and out of sight</u> at school, including lunch hours.
What constitutes a personal device as specified in PPM 128?	<ul style="list-style-type: none"> • A personal mobile device refers to <i>“any personal electronic device that can be used to communicate or access the Internet, such as a cell phone or smartwatch”</i>.
Emergency Procedures and PPM 128: How do the noted personal device restrictions effect Emergency Procedures in schools?	<ul style="list-style-type: none"> • Consistent with <i>current Lockdown, Hold and Secure or Shelter in Place</i> drills or incidents, grades 9-12 students possessing cell phones are expected to have them turned off and out of sight during all emergency drills or incidents. • Students in grades K-8 under PPM 128 are not permitted to have cell phones at school and therefore will follow Emergency Procedures as per emergency practices and communicated safety guidelines.
Actions and Implications to Schools effective September 2024: To ensure compliance with PPM 128 what are schools asked to do effective September, 2024?	<ul style="list-style-type: none"> • Principals must incorporate in all School Code of Conduct Assemblies at the start of the school year an outline of the Personal Device expectations as noted: <ul style="list-style-type: none"> ○ Students in grades K-8 <u>are not</u> permitted to have a personal device at school at all times. ○ Students in grades 9-12 must keep personal devices <u>off and out of sight</u> at school at all times. ○ Work with students, teachers, School Council, parents/guardians and volunteers in sharing the revised School Code of Conducts in line with PPM 128 and communicate revisions to students, staff and the community.
What are educators required to do if they see a student with a personal device?	<ul style="list-style-type: none"> • Educators who see a personal mobile device in school must require the device to be handed in and stored in the Main Office. Students will be permitted to pick up the device at the end of the school day. Parents/guardians will be notified • On a second occurrence, students are required to bring the personal device to the Main Office and parent/guardian will be called to pick the device up from school.
What happens if the student does not hand in their mobile device when required?	<ul style="list-style-type: none"> • If a student does not hand in their personal device when required, they must be sent to the school principal’s/designate’s office. The principal will have

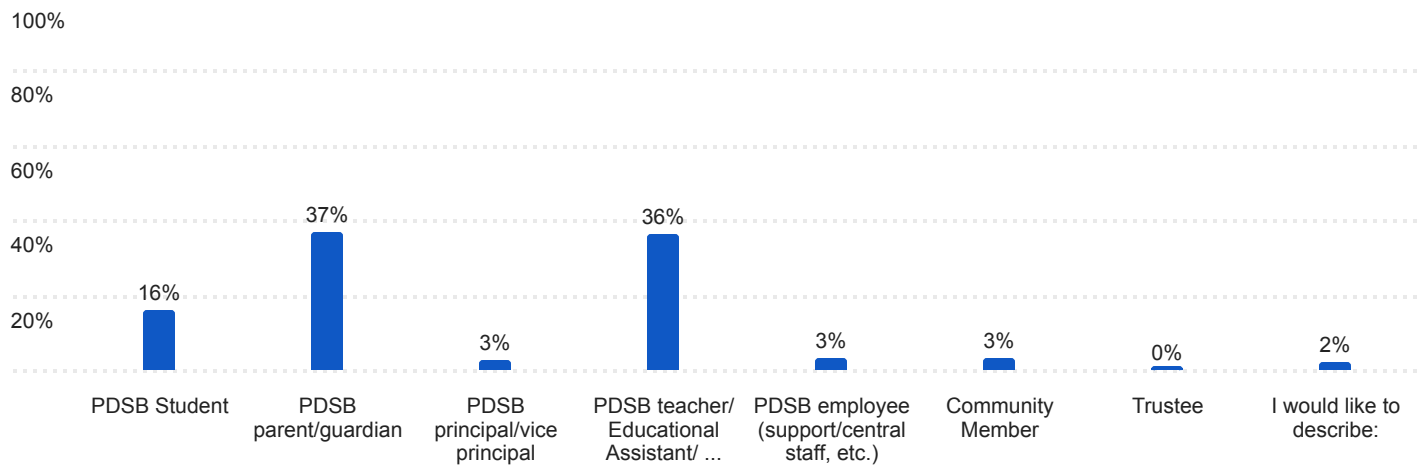
	<p>the discretion to put in place progressive discipline measures and interventions consistent with the PDSB <i>Safe and Caring Schools</i> policy (Policy 48) for positive student behaviour. Parents/guardians must be notified.</p>
Who is responsible to record personal device/cell phone information when stored in the Main Office?	<ul style="list-style-type: none"> When necessary to have a student place their personal device in storage during an activity, during a class, or during the instructional day, the student will be required to record the date and time, make, model and cell phone number associated with the personal mobile device being stored.
Who is responsible for loss or damage to the personal mobile device that was required to be stored by the student?	<ul style="list-style-type: none"> Students and parents/guardians will be responsible for the loss or damage to a personal mobile device that is required to be stored by the students.
<p>Parent/ Guardian Contact Concern:</p> <p>How will my child contact me through the day?</p>	<ul style="list-style-type: none"> Students have access throughout the school day to contact parents/guardians through phones available in the Main Office. Students can also be contacted by parents/guardians by calling the Main Office.
What if a student requires access to their mobile device when in storage to retrieve phone numbers of contacts in case of emergencies?	<ul style="list-style-type: none"> The student may need to access the mobile device in case of emergencies to retrieve phone numbers of contacts not listed in the school information system. Once this has been done, the phone is to be placed back in storage.
What if a student requires a personal mobile device for accessing and/or supporting independence and personal agency?	<ul style="list-style-type: none"> Students will have exceptions to the school Code of Conduct identified in the student's Individual Education Plan, Plan of Care and/or Coping Plan. <ul style="list-style-type: none"> Examples of student's use of personal mobile device for accommodation may include when a student uses applications on the device to monitor blood glucose and food consumption, to record blood pressure, to record medication intake.
<p>School Programming Considerations:</p> <p>What are some instructional practices that can support Digital Citizenship in Secondary School?</p>	<p>Some strategies to consider in building Digital Citizenship among students with the new expectation on cellphone use:</p> <ul style="list-style-type: none"> Provide students equitable access to alternatives to personal devices (equitable access to school devices during instruction) Work with Departments to integrate information into courses and programming that outlines the risks of prolonged social media and technology use.

	<ul style="list-style-type: none"> • Focus and promote program planning that supports UDL and multi-modal engagement for students. • Build relationships with students to help them understand the risks and distractions that are caused with cell phone use while in class.
Do elementary schools have enough technology for students?	<ul style="list-style-type: none"> • Through budget allocations, all elementary schools do have access to procure ample technology for students with access to Chromebooks and Laptops. All schools have the opportunity to renew and add to existing technology through the <i>Computer Plan Budget</i> allocated yearly.
<p>School Excursions/ Co-Op Programs/School Bus considerations:</p> <p>Can students bring a cell phone on a day field trip?</p>	<p>School field trips are an extension of the school day and the classroom. As such, consistent School Code of Conduct and expectations apply. Cell phone expectations are as follows:</p> <ul style="list-style-type: none"> ○ Students in grades K-8 are not permitted to have a personal device at school ○ Students in grades 9-12 must keep personal devices off and out of sight at school
Can students bring a cell phone on an overnight trip?	<p>School overnight field trips are an extension of the school day and the classroom. As such, consistent School Code of Conduct and expectations apply. Cell phone expectations are as follows during school hours:</p> <ul style="list-style-type: none"> ○ Students in grades K-8 are not permitted to have a personal device at school ○ Students in grades 9-12 must keep personal devices off and out of sight at school ○ Students in Grades 6-8 and 9-12 are permitted to access personal devices <u>before and after school hours</u> in line with Digital Citizenship-responsible usage guidelines.
Are students permitted to use their personal devices/cell phones to take pictures on field trips during the instructional day?	<p>No, PPM 128 guidelines and expectations apply:</p> <ul style="list-style-type: none"> ○ Students in grades K-8 are not permitted to have a personal device at school ○ Students in grades 9-12 must keep personal devices off and out of sight at school
Can students bring a cell phone while on a Co-Op placement?	<p>Co-Op placements are an extension of the school day and the classroom. As such, consistent School Code of Conduct and expectations apply. Cell phone expectations are as follows:</p>

	<ul style="list-style-type: none"> ○ Students in grades K-8 <u>are not</u> permitted to have a personal device at school ○ Students in grades 9-12 must keep personal devices <u>off and out of sight</u> at school
Can a cell phone be used while a student is on a school bus which includes before and after school travel?	<ul style="list-style-type: none"> ● Students in grades K-8 <u>are not</u> permitted to have a personal device at school and as such, travel to school would not permit a student to bring a personal device to school. ● Students in Grades 9-12 are permitted to access personal devices <u>before and after school hours</u> in line with Digital Citizenship-responsible usage guidelines.
Who is responsible in ensuring the implementation of PPM 128: Student Cell Phone Use in Schools is a success.	<ul style="list-style-type: none"> ● The protection of student's instructional time is the collective responsibility of all school stakeholders. This requires that school staff clearly and effectively communicate fair and equitable expectations to both students, parents/guardians regarding the requirements as outlined in PPM 128. This also requires that parents/guardians assist school staff in helping students adhere with Board and School Codes of Conduct. Finally, this requires students to come to school prepared and follow the established expectations and restrictions of cellphone usage in schools.

Protect Student Learning Time in School Survey - June 2024 (N=2851)

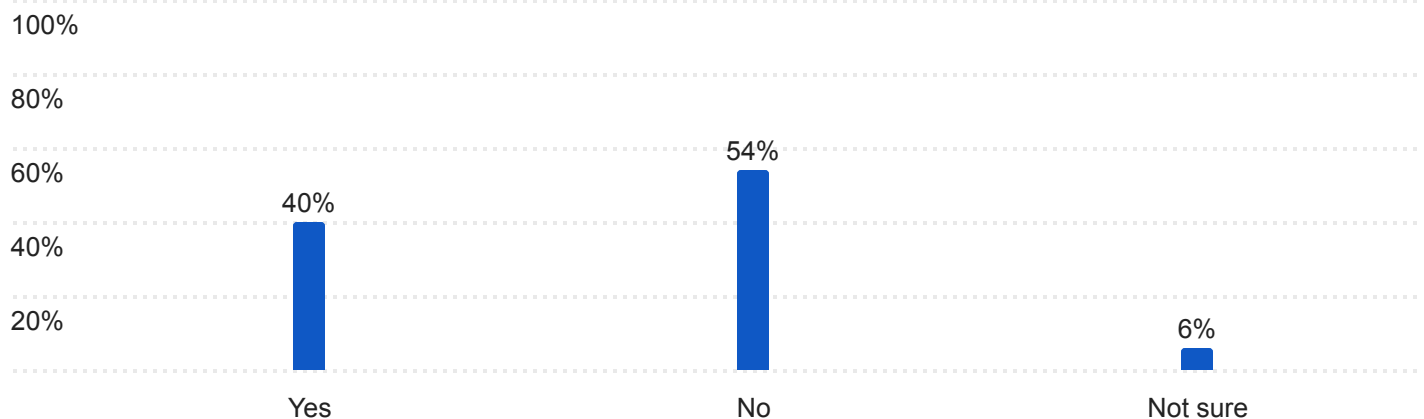
1. Please tell us about yourself (choose the category that best applies to you).



I would like to describe:

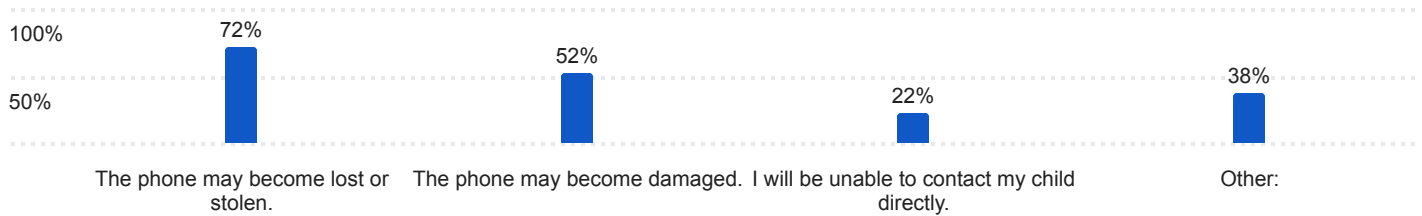
- Former PDSB student
- Parent and Staff member
- Relative
- Former PDSB Staff Member

2. According to the revised Provincial Code of Conduct, if a grade 7 to 12 educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator. Do you have any concerns?



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2b. If the phone must be place by the student in a storage area in a location in the classroom, I am concerned that: (select all that apply) (N=1154)



Other:

Accommodation

- **Medical Monitoring:** Exceptions should be allowed with proper documentation; Some students use phones for monitoring medical conditions such as diabetes; Phones are used for monitoring blood glucose levels; Students who need devices for monitoring life-threatening medical conditions, such as blood sugar levels, will be unable to do so without their devices.
- **Assistive Technology:** Students require their devices to help with their accommodations; Devices like iPads are necessary for some special needs students, including those with autism; limited access to assistive technology impacts students' ability to use devices for learning and communication; Lack of phone access impacts students' ability to use their FM systems; Some students use their phone cameras to capture images of lessons on the board to review later, as they cannot take notes fast enough; It is discriminatory towards neurodiverse students who use screen time to regulate themselves, learn through ed-tech, and check facts; My child won't have his phone to help with his accommodations.
- **Student Safety:** A special needs child has left school unnoticed twice, and the only thing that can help if they get lost is their Apple Watch; Students with severe allergies or asthma need their phones in case of an emergency.

Compliance

- **Refusal to Comply:** Students won't give phones to teachers when requested; Students will refuse to put phones away in storage areas; Some students do not listen to teachers and keep phones in their pockets, pretending not to have them; Students will not respect the request that they must place their cell phone in a storage area.
- **Defiance and Conflict:** Students may refuse to comply and become upset or defiant; Conflicts may ensue when students are unwilling to part with their phones; Teachers may face pushback from students.
- **Students Non-Compliance:** Storing phones "out of sight" means students still possess them and may use them covertly; More students will be encouraged to sneak their phones into class; Phones hidden in clothing or pockets may lead to idling and socializing at lockers; Students may avoid using devices in the classroom but be incentivized to leave the classroom to use their devices; Students might use phones in bathrooms or areas where teachers have less control.
- **Teacher Non-Compliance:** Concerned that this policy will not be enforced consistently; Teachers will not follow the rules about requiring students to hand over devices; The procedure will be inconsistent classroom to classroom, building to building.

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Classroom Management and Time Loss

- **Distraction and Disruption:** The presence of phones causes constant distractions; Phones becoming a big distraction when they buzz, ring, or beep; Students distracted about where their phone is; Students getting up many times to check their phones.
- **Time Wastage:** Losing class time putting cell phones away and returning them; Refusal to put phones away results in lost time in lessons; The time waste involved in enforcing the cell phone policy; Teachers spending a great deal of time arguing and enforcing rules.
- **Arguments and Power Struggles:** Arguments between teachers and students over phones; Power struggles when students refuse to hand in their phones; Situations escalating into confrontations and standoffs; Creating unnecessary power struggles and negative interactions with students.
- **Behavior Escalation:** Difficulties in policing the issue, causing major behavioral concerns; Escalation of student behavior, especially if rules are not consistently enforced across classes; Students becoming progressively angry and confrontational when asked to hand in their phones; Students disobeying and potentially becoming violent.
- **Stress on Teachers:** The burden of regulation falling on teachers instead of focusing on teaching; Staff unsure how to respond to numerous students refusing to comply; Creating stress for teachers, leading to a disruptive learning environment; What if there is a supply teacher and the student does not wish to comply?
- **Unintended Consequences:** Negative impact on rapport with individual students and classroom morale; Encouraging other students to challenge directions.

Learning Opportunities

- **Learning Tools:** Phones are used as learning tools (Google, calculator) with permission from teachers; The phone is a good tool for learning and research; Taking away phones removes a possible learning device.
- **Grades:** Students' grades may drop if they lose access to phones used for learning.
- **Knowledge and Research:** Phones provide access to a wealth of knowledge and information; Restricting phones prevents access to valuable information; Students may not find accessible school-related research without phones; Class lessons, instructions, and materials may not be as accessible without phones.
- **Teaching Responsible Use:** Phones should be seen as tools that can be leveraged for good, not just distractions; Educators should teach responsible usage of phones rather than enforce a blanket ban; Facilitating opportunities for students to use phones in their learning helps them see phones as more than just devices for games and texting; Not teaching students to be responsible.

Liability

- **Responsibility of Educators:** Educators being responsible for devices taken from students; Teachers are concerned about the expectation to take and manage students' property; The responsibility of phones being placed on teachers, causing undue stress and liability concerns.
- **Liability for Damages:** Phones may be stolen, lost, or damaged while in the teacher's custody; A damaged phone could be placed in the box, and the student could claim it was damaged there; Teachers may be held liable if a phone is damaged, lost, or stolen; Teachers may face accusations from students claiming their phone was damaged by the educator; Students may pick up the wrong phone or accuse staff of damaging their phone; Managing phones when teachers' backs are turned can lead to theft or mix-ups.

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- **Financial Responsibility:** Teachers do not want to be held financially responsible for students' devices; Concerns about being held accountable for thousands of dollars worth of technology.
- **Blame and Accusations:** Educators may be blamed for any issues with the phones, whether real or imagined; Possible accusations against staff members regarding phone damage or theft.
- **Unclear Guidelines:** No clear direction on who is responsible for the device; Unclear guidelines about liability if damage occurs to confiscated devices; Unclear policies and resources for implementing the phone management policy.

Logistics

- **Complete Ban:** Phones should be completely banned by the board; Phones do not need to be on school premises; Belief that children at this level shouldn't use cell phones in school; Phones should not be allowed in school or during study time; Phones should remain at home or be kept in lockers during school hours; Should not be taken out of backpack.
- **Limited Access:** Phones should be turned off during school hours; Is this during class or lunch? Students can use phone during lunch time only; Phones should stay in backpacks or pockets if allowed in school; They don't need in classroom.
- **Lack of Secure Storage:** Teachers have nowhere to lock up phones safely; Most classrooms don't have locked storage; Need for a secure storage location to ensure phones stay safe; The requirement for a phone storage box or cabinet in classrooms; Storage area is undefined, and there are questions about who will provide funding for storage cabinets, boxes, etc.
- **Practical Issues:** Teachers do not stay in the same classrooms all day, making it difficult to keep track of the storage area; Managing the storage area multiple times per day for different classes; Students may mix up phones; Ensuring phones are stored out of sight during class time. Also, as a teacher, I would need a secure storage location - if I need to take the phone, this would ensure that it stays safe and no one has to guard it.
- **Responsibility and Monitoring:** Questions about who is responsible for the devices once in the storage area; Concerns about who monitors the storage area and returns the devices; Who is responsible for the device once it is in the storage area? Who returns the devices? Labeling/identifying each student's phone correctly; I see people forgetting to pick it up at the end of class and families coming looking for it after hours and this have direct impact on administrator workloads as we have to go down to classrooms, unlock boxes and return forgotten phones; Additional tasks for teachers; I think it is a lot to ask teachers to be confiscating phones.
- **Emergency Contact:** Parents should contact the school office for emergencies, not students directly via cell phones.
- **Policy and Discipline:** Need for clear guidelines on progressive discipline steps if a student does not comply; Concerns about students who are better at hiding their phones cheating the system; therefore, all phones should be placed in storage as the students enter the classroom; Ensuring that all phones are placed in storage as students enter the classroom.
- **Phone Stays with Students:** Kids should be able to have control of their own devices!!! If students have cellphones, they should be in their pocket or locker at all times since it's an expensive piece and is rightfully their property; What right do I have to take someone's expensive property? They may retrieve it whenever they would like to. It is their property.

Protect Student Learning Time in School Survey - June 2024 (N=2851)

Safety

- **Student Safety:** Students may not be able to contact their parents during emergencies, such as lockdowns, fires, or personal danger, if phones are not accessible; I may not be able to contact my parent if there is a lockdown or fire or if I'm in danger and an adult isn't near me.
- **Defiance and Disruption:** Students refusing to comply and becoming disruptive or violent; The potential for students to be rude, violent, or belligerent when asked to hand over their phones; Situations where students lie to parents, leading to complaints against teachers, which may not be appropriately addressed.
- **Escalation and Aggression:** Students becoming upset and showing risk behaviors towards adults; Students fighting with teachers over taking their phones away; Incidents where students become physically aggressive or violent when asked to surrender their phones.
- **Staff Safety:** Concern for the safety of staff if students do not comply; Safety of the education staff when facing conflicts with students or caregivers; Managing situations where students become defiant, which could lead to higher incidents of violence in schools; Students becoming escalated and aggressive towards adults in the room; Students may lie to parents and complaints filed against teachers which will not be responded to appropriately; A student threatened to call the police and falsely accuse a staff member of sexual assault when asked to put away their phone on a school trip.

Support for Implementation

- **Need Support from Administrators:** Administration will not support staff in enforcement; Teachers will not be supported to enforce this; If there is resistance, administration will not reinforce the rules; Administration must support teachers when students refuse to comply; Concerned that administration members will not support teachers if/when they enforce it; If the student does not comply, there will be no support or consequences from the administration; Concerned that the board/admin will not support staff with enforcement of the new policy, especially during conversations with parents who are not in support of this policy; Student may become defiant or angry, and teachers will not be supported by administration; Request will lead to conflicts which will not be supported by administration; Required to enforce it with little support; Child won't comply—administration must support in this case; Teachers will have conflicts with students which will not be supported by administration; Administration must be given the authority to discipline students who do not comply.
- **Need for Consequences:** It is hard to police if there are almost no consequences for regular non-compliance; What recourse do teachers have if a student refuses to hand over their phone? Student noncompliance and lack of support to enforce.
- **Need Support from Parents/Guardians:** Parents are not going to support this; pushback from families; Parent blames teacher; Parents will blame staff if any issues arise around the cellphone being lost, damaged or taken away; Retaliation from students/parents; parents disagreeing with the policy will take it out on the teacher; aggressive parents.

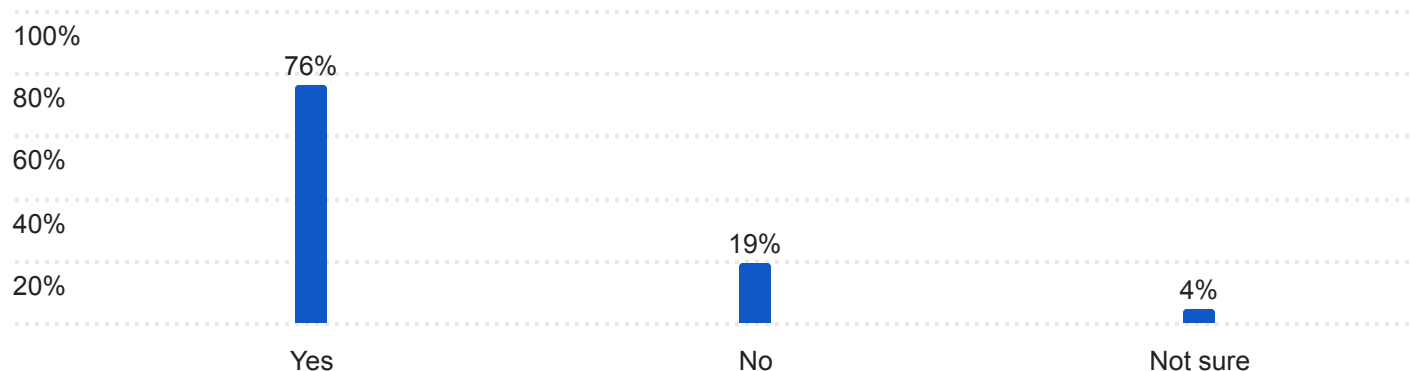
Protect Student Learning Time in School Survey - June 2024 (N=2851)

Unique Responses

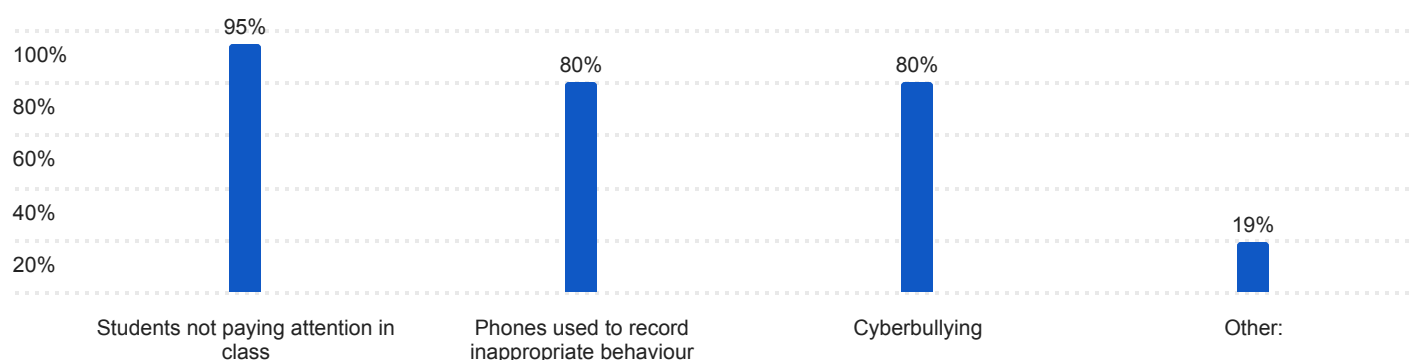
- **Students:** I agree to put the cell phone in locker; I do not feel safe or comfortable leaving my phone(not that i have one) with my teacher; I don't want no teacher holding capture of my phone!!!! I will be unable to contact my parents directly; The teacher will restrict me from answering important messages and/or will be unable to use apps needed for the classroom, such as a camera or the pulse app, as the teacher also restricts computer usage; What if we were checking the time, because some people can't read clocks.
- **Parents/Guardians:** If an emergency call from parents, the child can't pick it up; If there has been a threat at the school my child and I cannot reach each other. I should be able to reach my child 24/7 and not at the discretion of anyone else; My child will be taken out of a learning mood; My child should have the right to choose for himself what is right; No concerns, I would be happy that he will have uninterrupted learning; When work is completed my son will use it at the teachers discretion, this rule does not allow this;
- **Staff:** In case of emergencies parents or children can use the school's office phone; When BYOD began, there were signs "PDSB not responsible for lost...etc." Those signs have disappeared, and are nowhere to be found on the intranet for printing; Also, does this apply to air pods and smart watches? They can still listen and respond to calls on headsets; I also have concerns about staff use of phones in classrooms; I am concerned that high school students, many of whom are almost adults, are not considered capable of regulating themselves. At this stage, if they want to be on their phone, that should be their decision.

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3. Do you have concerns about students' screen time in schools?



3b. Which of the following use of cell phones in schools concerns you? (select all that apply) (N=2110)



Other:

Academic Dishonesty: Cheating and plagiarism; "Cheating" or finding the easy way out rather than doing the hard work of learning; assignment compromise; Cheating on assessments; Cheating on in-class assessments; Cheating on tests / AI; Phones used to cheat on exams / assignments; Take picture of the worksheet answers and share it to others.

Addiction: Addiction, false sense of reality; Mindless addiction to scrolling; Addiction to online games, phones, social media platforms; Addiction to the devices, which causes behavioral issues and hinders the growth of the students, also includes the Chromebooks given by the school, that come back home with the students most of the time; Students needing social media gratification; Developing addictive behaviour to the use of internet; Apps and access to internet is highly addictive and challenging to manage for students; Constant scrolling and gaming is a symptom of addiction and many students clearly have addiction problems with regards to electronic devices. Perpetuating addictive cell phone behaviour; Perpetuation of addiction to technology/dependence on technology and avoiding necessary social interactions; Screen time at home affecting learning at school because they cannot operate without a device; We, as teachers, are not trained to treat addiction problems.

Protect Student Learning Time in School Survey - June 2024 (N=2851)

Mental Health: Social media and effects on self-esteem and mental health; The damage to student mental health caused by constant consumption of social media; the negative affect on social/emotional skills; Perpetuating unhealthy obsession with body image, image, etc.; the damage to their emotional well-being - it's like a drug - when they come off it they are grumpy or angry because they have to leave it; General anxiety from having to check the phone during school hours; Mental health as a result of social media; Mental Health of students, students not learning how to self-regulate their use of technology; Phones are big enemies for kids mental growth.

Non-consensual Recording: Students and teachers being filmed without their knowledge or consent and having these videos/pictures shared on social media or group chats; Recording or taking photos of others with ill intent; A weapon to shoot videos without permission that might be misused later; Phones used to record appropriate teacher behaviour but only snippets shared out of context give the false impression of inappropriateness; Recording others and using AI to alter the person and show them in an incorrect, negative way; Students using their phone to record my child in class (presenting or answering questions); Recording of educators and administrators; Phones used to record me in my place of work and potentially being distributed; Pictures/videos of staff; Posting videos of students on social media without their permission; Streaming teachers on group chats that threaten and insult staff and students; Videotaping students inappropriately or taking inappropriate pictures without permission, sharing on snap chat and other online apps; Violation of student/staff right to exist in a school space without being recorded or photographed without consent.

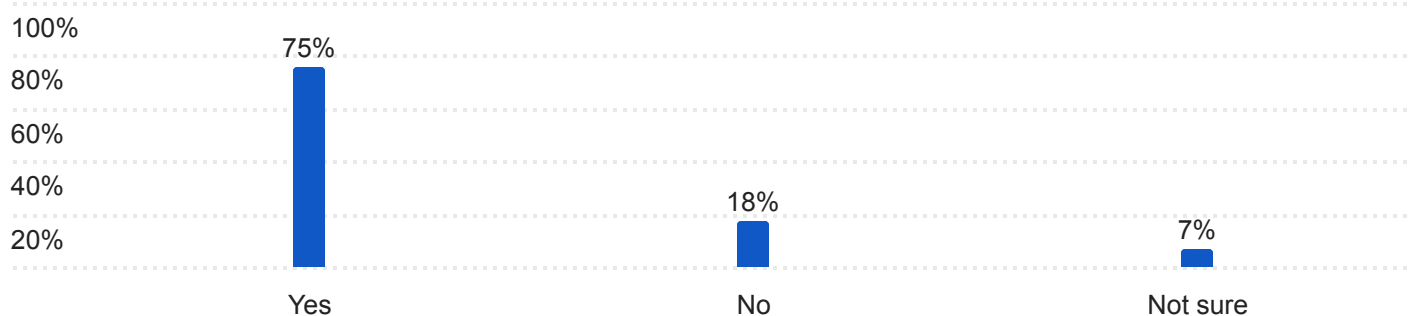
Parent Connection: Students texting parents when in class for various reasons; Texting parents during instructional time; Contacting their parents to tell on authority figures; K-5 students calling parents about issues/concerns and staff are unaware; Causes more issues for teachers and staff when students text parents to tell them their day isn't going well - this happens / you won't develop perseverance if you are always able to avoid situations; parents texting and emailing students during the day; Parents calling students during the day; Parents indicating their child needs it; I am more concerned about the rights of parents by removing accessibility to our child - if there is an emergency and he/she cannot reach me is more of my concern.

Physical Health: Changing of brain neuropathways and concentration; After long term use their cognitive functions/abilities (attention, concentration, etc.) have been negatively impacted; Reduces audio reception; All research points to negative side effects and changing brain chemistry of prolonged cell phone usage; Children accessing social media has been linked to increasing rates of behavioural development issues as well as reduction in academic performance; Inadequate brain development; Long-term brain development and ability to regulate; Spinal health; Effect on eye-sight; Electronics have led to myopia; Unnecessary radiation to their eyes and also neck issues.

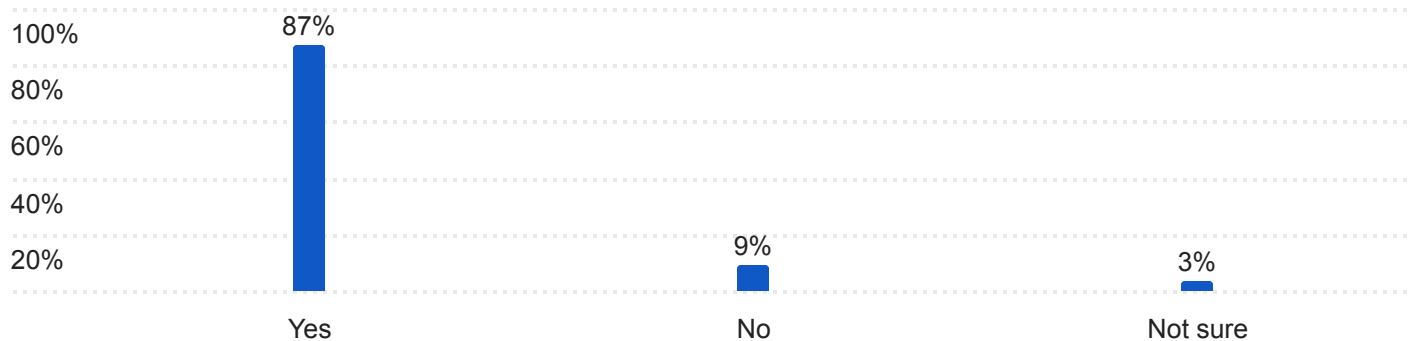
Social Skills: Students are not developing personal social skills; Phones disrupting socialization; Reduces human connections; Decreased social interaction and skills; Lack of development of adaptive social skills; Limits the development of social skills, being respectful to others, developing good manners; Impeding face to face social interaction; Students losing capacity to care only about social lives; Avoiding necessary social interactions; Face to face socialization issues; Lack of engagement with classmates because they are focused on their devices; Missing out on in person social interaction, co-operation and play because they are on a screen; Students are not communicating with peers or adults; Students not learning how to socialize and learn together without the distraction or crutch of a device; Students use social media as a social status / peer pressure / social drama possibilities; Social media paired with cell phones can change how our kids make social connections; Lack of development of adaptive social skills; Students missing out on time interacting with real people (e.g., at recess).

Protect Student Learning Time in School Survey - June 2024 (N=2851)

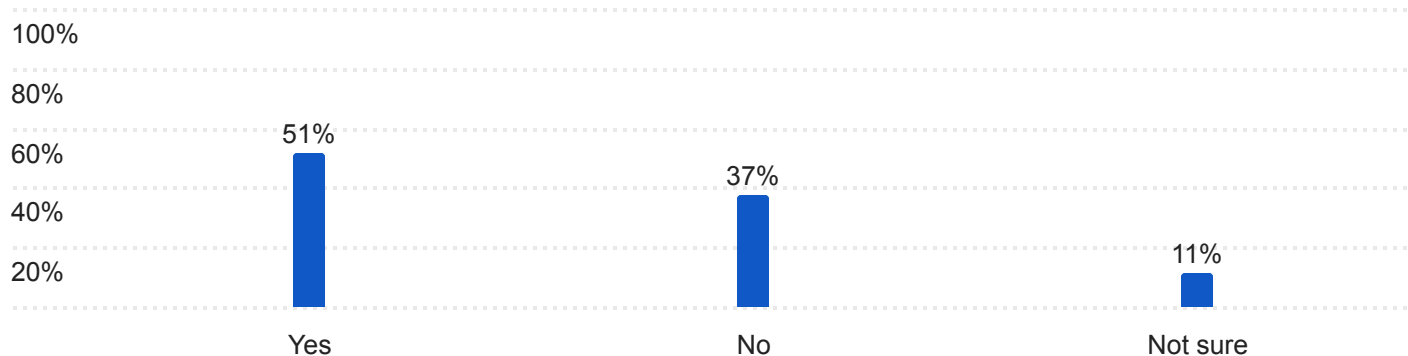
4. Do you support a complete ban on cell phones in grades K-8?



5. For grades 9-12, do you think students' cell phones should be turned off and out of sight during instructional periods unless they are being used for learning (research, calculator, etc.)



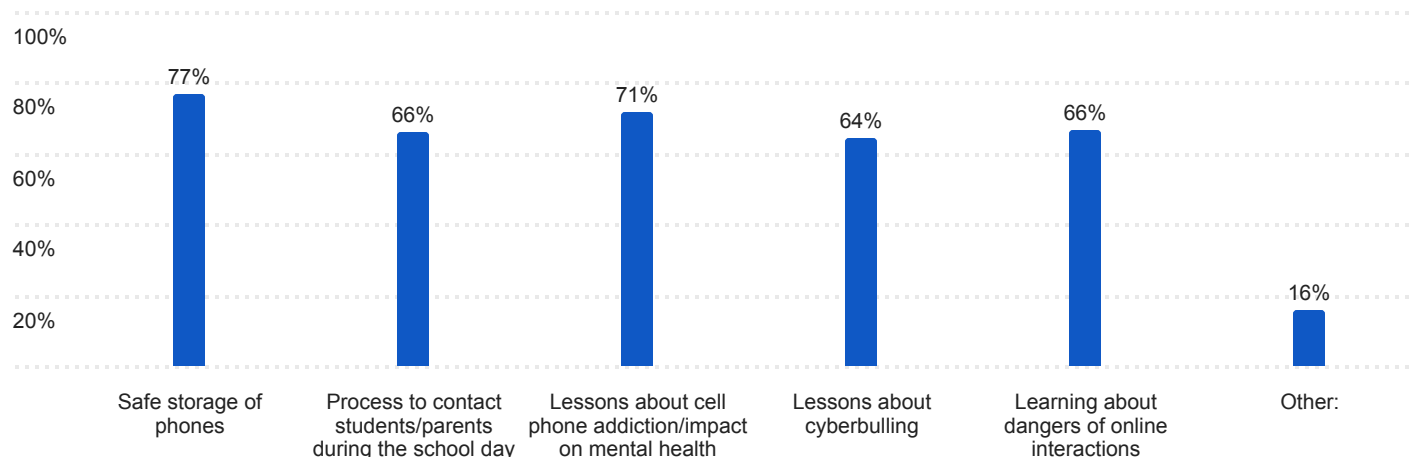
6. Should cell phone expectations vary between students, staff and community (e.g., volunteers or visitors during instructional time)?



Protect Student Learning Time in School Survey - June 2024 (N=2851)

7. What topics should PDSB consider in creating expectations for cell phone use in schools?

(select all that apply)



Other:

Clear Expectations on the following Topics

- **Clear Guidelines:** Clear guidelines on what is expected of students and what the consequences are when the student doesn't follow the new guidelines; Create strict rules for students and parents.
- **Communication:** Clear communication regarding expectations and who will be responsible for follow-up; Clear communication with families about expectations and consequences; No tolerance made CLEAR to students and families.
- **Consistency:** Common expectations surrounding use and consequences for rule infractions; There needs to be a school-wide/board-wide policy that everyone must follow; Consistent expectations across ALL schools; All teachers need to relay the same message and be accountable for ensuring proper use of phones in their classroom and then put away; Rules applied consistently.
- **Procedures for non-compliance:** A clear outline of the steps to be taken by staff at all levels if compliance with rules is not occurring; Clear procedures to follow consistently when rules are not followed; Develop a process for staff to manage students who do not comply with this rule; Realistic capabilities to enforce expectations; How expectations will be enforced; We went down this road in 2019 and nothing changed because educators are powerless unless admin/SO follows through; progressive consequences for distracted kids; There should be a cost if you don't comply; Protocols that protect staff who are asking students to comply.
- **The need for consequences:** Very, VERY clear outcomes for non-compliance or violating any rules; Clear consequences when the student refuses to hand in the phone and verbally or physically assaults the teacher.
- **What's included in the ban:** Ban headphones and ear buds too; PDSB should reconsider the regular use of Chromebooks as well - many issues are not limited to phones; Smartwatches should also be considered as students time their messages during evaluations and receive the info on their watch; What about Chromebooks and iPads?

Protect Student Learning Time in School Survey - June 2024 (N=2851)

Considerations

- **Academic Impact:** The effect on student academic performance; Impact on learning time and opportunities for all students.
- **Accommodations:** Allow students with medical conditions like diabetes to keep their phones to manage glucose levels; Students who require a phone as part of their safe travels to and from school; Support strategies for students who may use cell phones to regulate anxiety; Requirement of cell phones for MFA during instructional time may be confusing to students.
- **Allow Technology:** Can be used for educational purposes; Include provisions to allow staff to use their devices for purposes of teaching; Positive uses of cell phones that already occur in schools, and existing policies.
- **Appropriate Use:** How and when to use your phone for productive reasons; Appropriate use of cell phone during school time; Balance between leveraging technology for learning vs. plagiarism; Allow phones for safety and freedom; Institute a 5-10 min break during class for phone usage (appropriately so); Allow students to use in break times; No phones outside at recess; Proper use of technology in the classroom environment; Concern about how Snapchat and similar platforms can be used for sex trafficking; Recording in the bathroom is also inappropriate; students need to stop recording each other and their teachers without consent.
- **Emergency Use:** How/when phones can be used in an emergency at the school; Protocol for using phones in emergency situations.
- **Existing Policy Implications:** Review and update the digital citizenship resources, use of assistive technology (not on cell phones), and other acceptable uses; How PDSB will adjust their "BYOD" policy in light of removing the primary device of many students?
- **Liabilities:** Policies around cellphones being damaged while turning them over when refusing to put them away; Who will be liable for lost or damaged property; Who is responsible for lost or stolen phones; What happens when students bring an old non-working phone to school solely for the purpose of handing over so that they can keep their phone; ensure teachers are protected from claims of loss or damage to cell phone; Protect teachers when phone goes missing and we are held responsible.
- **No Cell Phones:** No phones, devices in classroom; Strictly phone is not allowed in school; No use of cell phones at all; None, it's been mandated by the government, the policy should be implemented; If you must bring device to school, check it in at the office at the beginning of the school day and retrieve it at the very end of the school day; No students should be using their phones for "instructional purposes" this is unnecessary and a ridiculous concept that will ruin any chance of success in removing phones from classrooms; Students should not have phones during school hours - if they do, they should have to give them to the teacher at the beginning of class and receive them back at the end; Khalsa school has a complete ban on cell phones and their EQAO score is number 1 in Ontario; Other countries like Germany ban phones in school completely which is why their academic level is much higher; Some places in the world have no personal devices at all in school and these places have better educational outcomes.
- **Provide sufficient technology:** If the school board provided devices for students to learn, then phones would not be needed in the classroom - you can't ban them or teach that they are harmful when so much of education is now technology-based; Cell phones are needed for academic purposes when there is not enough tech provided by the school; Don't have enough tech in our classroom to eliminate personal devices; Should provide enough Chromebooks/laptops/computers for all students to have equal access to modern learning and an equitable access to education to allow them to conduct research and participate in online learning opportunities without personal devices; Provide Chromebooks to all students if cellphone use is not properly supported.

Protect Student Learning Time in School Survey - June 2024 (N=2851)

- **Storage:** Have a bin students drop phones off when they enter class; Provide each classroom with a lock box for devices; Install clear charging lock boxes in office; Will there be a lockable container to store phones that must be turned in at the start of class? Who will take and store the phones? This will be an added burden on teachers.
- **Wellbeing Impacts:** How cell phone addiction impacts eye vision and physical well being since if they're online, they're not doing anything else; Impact of screens on physical health (eyesight, posture, etc.); impact of excessive screen time on literacy (reading and writing skills), and attention span; Physical health impacts and wastage of time because of mindless scrolling; All the negative implications of social media on a child/teen's mind; cell phone/social media addiction.
- **Other:** Allow basic phones without touch screens; Eliminate staff need to carry around phones - we can't log into computers without them, but it sends a very hypocritical message; As a teacher, I'd like to lock my own phone up when I arrive and not think about it until I leave; Safety concerns in tech shops; Is this in place for all grades? Power-hungry and controlling teachers using this as punishment; Come up with a safe tool students can use to interact with their peers for class and project work as currently all students in Peel seem to be using Snapchat as the means of communication.

Roles and Responsibilities - Parent/Guardian

- **Responsibilities:** Create strict rules for students and parents and follow them; The parent has to manage their child's phone use outside of school time and manage all negative social media interactions with other students outside of school time - schools should not be managing negative social interactions outside of school time as it takes from instruction; If the parents allow the children to bring their cell phone to school and it gets lost or damaged it is not the responsibility of the school
- **Agreement:** Signed agreement from parents not to send devices to school if there are infractions of the cell phone policy outside of instructional use; A waiver for parents in the case of a lost or stolen phone.
- **General Support:** Parent cooperation; How to enforce with parental support; Parents reinforcing school expectations; Parental support and education on cell phones
- **Parent use of Cell Phones:** Parents should not be interrupting class by calling and texting students and then students are forced in a bad position to either break the rules or not listen to their parents; process for parents to contact their children during the school day; Parents need to know that if they need to contact students it can be done the regular way - via calling the office - they do not need unfettered access to their child during class when they should be attending to lessons
- **Communication:** Process for parents to understand the cell phone expectations; Indication for parents that cell phones are not academic devices; Communication w/ parents - many are unaware, in denial of their child's phone addiction; Clear expectations to parents with admin support and follow-through;
- **Educational Resources:** Resources for parents so they understand that they can contact the school if they need their students; Education on harm caused by cell phone/screen addictions; Educating parents about dangers of screen time; Lessons for parents/guardians on the impact of smartphones on the developing minds of their children; Education on how to identify signs/symptoms of device/ social media addiction, etc.

Protect Student Learning Time in School Survey - June 2024 (N=2851)

Roles and Responsibilities - Staff

- **Staff expectations:** Staff in rare cases need to attend to urgent personal matters. (Staff and students are NOT equals - please don't make policy suggesting they are); Staff may need to use phones as part of their job, especially in large spec ed school with multiple staff/EAs; Staff do not always have access to a class phone to call for help so staff may need a cell phone on them in class; Staff using the phone for their duties.
- **Administrators:** How admin will support teachers; How they will implement the new policy; How they will handle students' refusal to put phones away; Have admin do the enforcement; Don't dump the onus on the teachers to deal with it; Should be admin after being informed by the classroom teacher; Immediate support from school and board administration for teachers when students refuse to put their cell phones away; Important that the admin (principal and VP) follow through when a student doesn't comply and don't put all the responsibility on the teacher.

Learning Opportunities

- **On the Cell Phone Policy:** Lessons about how people who refuse to use their phones appropriately face serious consequences; Lessons about following the rules and how they will be enforced; Lessons on how to use lockers, including to store their phones; Lessons on the expectation itself; Learning about the expectations of cell phone use in schools and specific consequences for students not following the rules.
- **Learning Delivery:** Providing lessons and curriculum that is appropriately and effectively resourced by the school/board; Lessons should be delivered by professionals in this research, not classroom teachers to be taken seriously by students.
- **Learning how to do things without a cell phone** (e.g., using a phone in the office that is designated for student use if calls home must be made, how to seek help in an emergency without access to a cell phone, how to make plans ahead of time with friends and family to reduce the need for communication by cell phone during the day, managing/clarifying parent expectations for communication with their child during the school day).
- **Mental Health and Wellbeing:** Lessons about cell phone addiction and the impact on brain development; Lessons about the impact on distraction and not retaining all information given in class or even missing that information; Direct discussions of screen addiction and the importance of learning through "analogue" means; Education on what over usage can do and how they will handle the separation from being disconnected from the phone; Lessons about addiction management; Lessons about the impact of screens on physical health (eyesight, posture, etc.); Lessons on developing self-discipline.
- **Responsible Use of Technology:** Lessons about how to use cell phones effectively rather than just all-or-none thinking; Learn how to embrace technology and how to use it appropriately; A ban is never a good way to educate - we're in the business of teaching, so let's teach kids (including through modelling) how to appropriately use phones instead of banning them altogether; educate on appropriate use of phones including pros and cons; Awareness on how to responsibly use social media sites; Lessons about digital footprint; How to positively use the cellphones/screentime, why it's not a representation of social status; Learning about the benefits of not using cellphones consistently; Learning about not taking pictures of other people.
- **Risks of Cell Phone Use:** Lessons about illegal phone use (not just cyberbullying but revenge porn, etc.); Show parents, kids, and teachers real evidence on how cell phone use is interfering with learning and literacy.
- **Social Connections:** Learn about social connections, respect for others and self; Lessons about the importance of being able to fully engage in a social interaction WITHOUT a cellphone on hand; Lessons about the importance of face-to-face interactions; Explicit instructions and modelling of how to take turns, communicate, learn, and work together without a device; Chances to learn how to play / interact with others to replace interacting by / with cell phones; How to interact with people with no cell phones, like humans.

7.3

Governance and Policy Committee Meeting, August 27, 2024

Smoking and Vaping Policy

Strategic Alignment:

PPM 128
Safe and Caring School Policy 48
Code of Conduct

Report Type: Recommendation

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

Overview

Recommendation:

That the updated Smoking and Vaping Policy, attached as Appendix A, be approved by the Board of Trustees to replace the existing Smoking Policy.

Highlights:

- PPM 128 was updated in April 2024 to ensure the Code of Conduct set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs.
- This Policy was updated in response to PPM 128 updates, and includes compliance with the *Smoke-Free Ontario Act*, 2017.
- The *Smoke-Free Ontario Act* may result in a conviction if one is found to be smoking/vaping on school property and/or within 20 meters of school property; sells or provides tobacco or vaping products to anyone under 19 years of age; and requires students under 19 years of age to surrender all products to the school administrator.

Background:

The Smoking and Vaping Policy was last updated September 24, 2018. In June 2024, the Ministry of Education revised PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct. PPM 128 requires school boards to, through the code of conduct:

- set out enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs.
- Remind the school community that:
 - The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
 - The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

In response, PDSB staff have revised the Smoking Policy (now entitled Smoking and Vaping Policy) and the Student Code of Conduct.

Evidence

Findings/Key Considerations:

Harmful Effects of Smoking and Vaping

- Vaping exposes users to harmful chemicals like formaldehyde and acrolein (which are found in higher levels in cannabis and tobacco smoke) and metal particles such as nickel, tin, chromium and aluminum.
- Vaping liquids typically contain glycerol (vegetable glycerin) and propylene glycol (PG) and chemicals used for flavouring. The long term effects of inhaling these substances are unknown and continue to be researched.
- Vaping products can deliver more nicotine than a cigarette.
- Nicotine can cause a user's heart rate and blood pressure to rise, which can add stress to the body.
- Vaping nicotine harms the developing brain, and can harm memory and concentration, and contribute to mood disorders and dependence.
- Addiction to nicotine can cause dizziness, shakiness, trouble sleeping, depression and increase cravings for nicotine.
- The developing brain is more sensitive to the effects of nicotine compared to an adult brain. Addiction happens with lower levels of exposure.

Smoking and Vaping Policy

The Smoking and Vaping Policy has been revised to ensure compliance with PPM 128 and the Smoke-Free Ontario Act, 2017. This Policy has also been informed by an environmental scan of related school board policies. The purpose of this revised Policy:

- Promote learning and working environments that are free from the harmful effects of tobacco, cannabis and vapour products.
- Ensure compliance with PPM 128 and the Smoke-Free Ontario Act, 2017 (The Act) and prohibit smoking or holding lighted tobacco or cannabis and the use of electronic cigarettes (vaping) at PDSB schools, on school grounds, on PDSB property, and all public areas within 20 metres of these grounds.
- Prohibit the promotion, advertising, and sale of tobacco products, vapour products, and cannabis in any board schools, on school grounds and on PDSB property.
- Strengthen the enforcement of consequences for student use, possession and/ or provision of tobaccos, electronic cigarettes (vaping) and nicotine products on PDSB property.

Key Changes to the Policy include:

- The inclusion of vaping, and the possession, use or supply of any vaping related paraphernalia.
- The promotion, sale and supply of tobacco products, and cannabis are strictly prohibited in schools, on board property including enclosed spaces.
- PDSB supports the use of vaping detectors to detect the vaping and tobacco, cannabis and related products.

-
- Smoking tobacco or holding lighted tobacco is permitted on school property and during school-related activities with notice and in identified school spaces when used by Indigenous staff, students or community members as part of traditional Indigenous cultural or spiritual practices or if the activity is carried out with an Indigenous person and for traditional Indigenous cultural or spiritual purposes.
 - Directives regarding Accommodation under the *Ontario Human Rights Code*.
 - Mandatory Professional Activity Day training for educators and school staff.
 - Enforcement of the Policy.
 - Protection from reprisal for individuals who seek enforcement of the Policy.
 - Communication of the prohibition of smoking and vaping as outlined in the *Act*.
 - Outlining roles and responsibilities for Board of Trustees, Director of Education, Superintendent of Safety and Well-Being, Superintendents, Senior Leadership, Principals, Managers, PDSB Employees, Students, Parents, School Community.

Impact Analysis

Equity & Human Rights Review:

The updated Smoking and Vaping Policy aims to eliminate the possession, use or provision of all smoking/vaping related paraphernalia in schools, resulting in safer spaces for all students.

Board or Ministry Policy Alignment:

This Policy aligns with PPM 128, Safe and Caring Schools Policy 48, and the Board/school Code of Conduct.

Resource Implications:

Vaping is a serious epidemic among youth. Principals and teaching staff will be provided with the resources and lessons to help students understand the negative health implications associated with vaping. Resources include self-led modules for students and information for parents to recognize vaping paraphernalia and engage in conversation with their child(ren) about the risks associated with vaping.

Legal implications:

The Smoking and Vaping Policy aligns with Ministry and Board legislation, policies and procedures. It also aligns with the Smoke-Free Ontario Act, 2017, which requires PDSB (employer) to ensure compliance with smoking prohibitions in enclosed spaces, workplaces and schools.

Risk Assessment:

Educating students at an early age about the dangers of smoking and vaping, and strengthening the enforcement of consequences for the use, possession and sale of tobacco, electronic cigarettes (vaping) and nicotine products at schools aim to reduce student use and addiction to smoking and vaping.

Community Impact:

The updated Smoking and Vaping Policy is responsive to PPM 128 and community/parent/student voice who have expressed concerns with vaping in washrooms and the negative behaviours associated with vaping.

Next Steps

Action Required:

PPM 128 also required the development of an Operating Procedure (OP) to support the implementation of this Policy. The procedure is in draft format and will be finalized once approved internally. The OP will then be shared with school superintendents, and principals in time for a September 1, 2024 implementation date.

The Code of Conduct will be updated and shared to reflect the requirements of this Policy.

The Safety and Well-Being Department has created a fulsome bank of resources, including messaging to all stakeholders, lesson plans 6-12 and resources to help students understand the risks of vaping, addiction, and to support compliance. Resources aim to increase student understanding of the dangers of vaping and addictions, and the consequences, including suspensions and fines issued by Peel Public Health

Communications:

Once approved, this Policy, its procedures and all related communications and resources will be shared with school superintendents and school administrators in time for a September 1, 2024 implementation date. The Policy and related procedures will also be shared with board staff and will be posted on the internal and external PDSB websites.

References:

- <https://healthexperiences.ca/>

Appendices

Appendix 1 – Smoking and Vaping Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Smoking and Vaping Policy

POLICY ID: TBD

FUNCTIONAL CATEGORY: Safety and Well-Being

RESPONSIBILITY: Superintendent of Safety and Well-Being

APPROVAL: Board of Trustees

APPROVAL DATE: 8/xx/2024

EFFECTIVE DATE: 9/1/2024

PROJECTED REVIEW DATE: 09/01/2027

REVIEW SCHEDULE: Three (3) years

1. Purpose

The Peel District School Board (“PDSB”) is committed to the intentional creation of learning and working environments that are safe, positive, healthy, accessible and inclusive. The purpose of this Policy is to:

- Promote learning and working environments that are free from the harmful effects of tobacco, cannabis and vapour products.
- Ensure compliance with PPM 128 and the Smoke-Free Ontario Act, 2017 (The Act) and prohibit smoking or holding lighted tobacco or cannabis and the use of electronic cigarettes (vaping) at PDSB schools, on school grounds, on PDSB property, and all public areas within 20 metres of these grounds.
- Prohibit the promotion, advertising, and sale of tobacco products, vapour products, and cannabis in any board schools, on school grounds and on PDSB property.
- Strengthen the enforcement of consequences for student use, possession and/or provision of tobaccos, electronic cigarettes (vaping) and nicotine products on PDSB property.

2. Application and Scope

This Policy applies to all PDSB staff, students, visitors, volunteers, community use/permit holders, contractors, service providers, transportation providers and all other members of the PDSB community when on school property, board property, board offices, and public areas within 20 metres of these grounds or when participating in school-related activities. This includes when in vehicles parked on any Board property.

This Policy provides exemptions for the traditional use of tobacco as part of Indigenous and/or other cultural or spiritual practices and as required under the *Ontario Human Rights Code* duty to accommodate.

This Police will, at all times, be interpreted in a manner consistent with board policies, the Ontario Human Rights Code, the Education Act, related Ministry Police and Program Memoranda (PPMs), the Smoke-Free Ontario Act, 2017, and other applicable legislation. This Police is aligned with and supports the principles and expectations of PDSB Human Rights Police, Equity and Inclusive Education Police, the Safe and Caring Schools Police, and the Anti-Racism Police.

3. Definitions

Apparent age: No person shall sell or supply any of the following to a person who appears to be less than 25 years old unless he or she has required the person to provide identification and is satisfied that the person is at least 19 years old:

- i. A tobacco product.
- ii. A vapour product.
- iii. Prescribed product or substance.

Board property: All administrative and non-administrative Board-operated buildings or lands owned or occupied by the Board including schools, Board-owned vehicles and machinery is also considered to be Board property.

Cannabis: Has the same meaning in the Cannabis Act (Canada); (“cannabis”); meaning a cannabis plant.

Electronic cigarette: means a vaporizer or inhalant-type device, whether called an electronic cigarette or any other name, that contains a power source and heating element designed to heat a substance and produce a vapour intended to be inhaled by the user of the device directly through the mouth, whether or not the vapour contains nicotine.

Enclosed public place means,

- (a) the inside of any place, building or structure or vehicle or conveyance, or a part of any of them,
 - (i) that is covered by a roof, and
 - (ii) to which the public is ordinarily invited or permitted access, either expressly or by implication, whether or not a fee is charged for entry, or
- (b) a prescribed place

Enclosed workplace: means,

- (a) the inside of any place, building or structure or vehicle or conveyance, or a part of any of them,
 - (i) that is covered by a roof,
 - (ii) that employees work in or frequent during the course of their employment whether or not they are acting in the course of their employment at the time, and
 - (iii) that is not primarily a private dwelling, or

(b) a prescribed place

E-substance: means a substance that is manufactured or sold to be used in an electronic cigarette

Flavoured Products: No person shall sell or offer to sell any of the following at retail or for subsequent sale at retail or distribute or offer to distribute any of the following for the purpose of sale or subsequent sale at retail:

A flavoured tobacco product, other than a flavoured tobacco product that has been prescribed as being exempt from this paragraph.

A vapour product that has been prescribed as a flavoured vapour product for the purposes of this paragraph.

A prescribed product or substance that has been prescribed as a flavoured product or substance for the purposes of this paragraph.

Flavoured tobacco product: includes a tobacco product that is represented as being flavoured, that contains a flavouring agent or that is presented by its packaging, by advertisement or otherwise as being flavoured.

Obstruction: No person shall,

- (a) hinder, obstruct or interfere with a Smoke-Free Ontario Act/ Peel Public Health inspector, or attempt to hinder, obstruct, or interfere with an inspector who is,
 - (i) conducting an inspection, or
 - (ii) making a seizure under the Smoke-Free Ontario Act
- (b) refuse to answer questions on any matter that is or may be relevant to the inspection;
- (c) provide the inspector with false or misleading information; or
- (d) fail to comply with a direction under the Smoke-Free Ontario Act

Parent/ guardian: Parent(s), guardian(s), caregiver(s). Reference to parents/ guardians does not apply to students who are 18 years or older, or where a student is 16 or 17 years old and has withdrawn from parental control, or where notifying a parent/ guardian under this Police would, in the opinion of the principal, put the student at risk of harm from a parent/ guardian such that notification is not in the student's best interest.

Prescribed: means prescribed by the regulations

Sale in prohibited places: No person shall sell or offer to sell tobacco products, vapour products or a prescribed product or substance in a school within the meaning of the *Education Act*

School: A school within the meaning of the *Education Act*.

Smoking: Means the inhaling, exhaling, burning, caring, or holding lighted tobacco, or tobacco products, or cannabis (medical or recreational).

Student: Pupil under the *Education Act*.

Tobacco product: means any product that contains tobacco or flavoured tobacco and includes the package in which tobacco is sold.

Vaping: Inhaling or exhaling vapour from an e-cigarette/vape, or holding an activated electronic cigarette/vape, whether or not the vapour contains nicotine, cannabis or flavoured vapor product.

Vaper Products: means an electronic cigarette, an e-substance, or any component of an electronic cigarette, including the package, and also includes but not limited to flavoured juice/ tobacco products, vapor product, vape pens, lighters, packaging, tanks, mods, cartridges, vaporizers, vape pens, dab pens and dab rings.

Use: with respect to electronic cigarettes, includes any of the following:

1. Inhaling vapour from an electronic cigarette.
2. Exhaling vapour from an electronic cigarette.
3. Holding an activated electronic cigarette.

4. Policy

Principles

- 4.1 Smoking, vaping or holding lighted or heated tobacco or cannabis products, consuming any other tobacco products (including flavoured products), using electronic cigarettes, or consuming a prescribed product in a prescribed manner is prohibited on and within 20 metres of PDSB schools and board property including enclosed spaces.
- 4.2 The promotion, advertising, sale, and supply of tobacco products, vapour products, flavoured products, and cannabis are prohibited in any school, on school grounds and on any board property. The Smoke-Free Ontario Act, 2017 prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. No person shall sell or supply tobacco, e-cigarettes, or prescribed products to a person who appears to be less than 25 years old unless they have required the person to provide identification and is satisfied that the person is at least 19 years old. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.
- 4.3 PDSB also supports the introduction into schools of vaping detectors and other mechanical means of detecting the vaping of tobacco, cannabis and related products.
- 4.4 Principals and managers are encouraged to ensure access to strategies and support for students and staff regarding compliance cessation and/or health/ addiction.

Traditional Use of Tobacco by Indigenous Persons

Smoking tobacco or holding lighted tobacco is permitted on school property and during school-related activities with notice and in identified school spaces when used by Indigenous staff, students or community members as part of traditional Indigenous cultural or spiritual practices or if the activity is carried out with an Indigenous person and for traditional Indigenous cultural or spiritual purposes.

- 4.5 Under the Ontario Human Rights Code, PDSB has a duty to accommodate persons who are employees, contractors or who are in receipt of services from the Board to the point of undue hardship on the basis of their Code-protected grounds, including but not limited to disability. This includes but may not be limited to PDSB staff, students, visitors, volunteers, community use/permit holders, contractors, service providers, and transportation providers.
- 4.6 Undue hardship is determined taking into consideration significant health and safety concerns, excessive cost, and outside sources of funding. Relating to staff, the duty to accommodate may also be vitiated if the person cannot ultimately perform the essential duties of their role after accommodation has been tried and exhausted.
- 4.7 Persons with disabilities who smoke or vape cannabis for a medical purpose or due to reasons of addiction must engage in the Board's Accommodations process through their manager/supervisor and/or the Board's Abilities Department through Human Resources. The Accommodations process may require the sharing of medical or other relevant information to support a disability-related need, subject to protection of privacy requirements. Employees who use cannabis because of a disability may need to provide information verifying their fitness for work. Like tobacco, Ontario prohibits smoking or vaping cannabis for a medical or recreational purpose in enclosed workplaces. Employers may have a duty to accommodate employees who smoke or vape cannabis for a medical purpose related to a disability by allowing them breaks to go outside to spaces where smoking or vaping is permitted by law.
- 4.8 Students who smoke or vape cannabis for a medical purpose as part of a Plan of Care must engage in the Accommodations process, including through the Special Education Department, and seek prior permission with their administrator. The use of any substance for medical purposes must adhere to the principles and expectations of the Supporting Students with Prevalent Medical Conditions Policy, the PDSB Human Rights Policy and all applicable board policies. Ontario prohibits smoking or vaping cannabis for a medical or recreational purpose anywhere on school premises. Students can consume cannabis for a medical purpose related to a disability in edible form while at school.
- 4.9 The use of any substance for medical purposes, including but not limited to tobacco or cannabis, must adhere to applicable legislation, as well as other related Board policies and procedures.
- 4.10 The Code does not provide protection for the recreational use of cannabis or tobacco products.

Mandatory Professional Activity Day training

- 4.11 Mandatory Professional Activity (PA) day training is required for educators and school staff that supports understanding of the risks and health impacts of vaping among students. This training will provide resources and strategies to promote

healthy decision making by students, with emphasis on classroom management practices to remove distractions and strengthen student achievement.

Enforcement

- 4.12 Non-compliance with this Policy will be dealt with in accordance with applicable progressive discipline practices.
- 4.13 Violations of this Policy may lead to charges and fines under the Smoke-Free Ontario Act.

Protection from Reprisal

- 4.14 No person should be subject to reprisal for acting in accordance with or has sought the enforcement of this Policy.

Communication

- 4.15 Appropriate signage will be posted at all entrances, exits and other locations in appropriate numbers to inform all members of the PDSB that smoking and vaping are prohibited.

5. Roles and Responsibilities

Board of Trustees

- 5.1 Review the Smoking and Vaping Policy in accordance with the *Education Act* every three years.
- 5.2 Understand and communicate with the PDSB Community about the Smoking and Vaping Policy.

Director of Education

- 5.3 Accountable for the implementation of the Policy.
- 5.4 Allocate staff and resources to support the procedures within the Smoking and Vaping Policy.
- 5.5 Ensure that the Code of Conduct, policies, procedures, processes, and strategies are consistent with the requirements, principles and values outlined in this Policy.
- 5.6 Require schools to update Code of Conduct, programs, processes, and strategies consistent with the requirements, principles and values outlined in this Policy.
- 5.7 Ensure monitoring and evaluation measures are implemented.

Superintendent of Safety and Well-Being

- 5.8 Create an implementation strategy for this Policy.
- 5.9 Implement and operationalize the Smoking and Vaping Policy.
- 5.10 Propose housekeeping amendments to this Policy to the Governance Officer.

- 5.11 Provide interpretation of this Policy and related Procedures.
- 5.12 Support understanding, alignment and interpretation of this Policy and related procedures across the Board and PDSB schools.

Superintendents

- 5.13 Adhere to this Policy.
- 5.14 Ensure compliance with smoking prohibitions in enclosed public spaces, workplaces and schools.
- 5.15 Provide consultation and leadership to school administrators on adherence to this Policy, including decisions relating to student progressive discipline.
- 5.16 Provide consultation and leadership to school administrators to ensure an anti-racist, anti-oppressive framework is considered and applied to all decision-making.

Senior Leadership

- 5.17 Adhere to this Policy.
- 5.18 Ensure compliance with smoking prohibitions in enclosed public spaces, workplaces and on board property.
- 5.19 Provide consultation and leadership to managers on adherence to this Policy, including decisions relating to progressive discipline of staff.
- 5.20 Provide consultation and leadership to managers to ensure an anti-racist, anti-oppressive framework is considered and applied to all decision-making.

Principals

- 5.21 Adhere to this Policy.
- 5.22 Take a leadership role in the daily operation of schools, including creating the conditions for safe and caring schools, partnering with parents/ guardians at all stages of the disciplinary process, and supporting learning and capacity-building among staff.
- 5.23 Endeavour to maintain a safe, nurturing, welcoming, respectful and inclusive learning and working environment, where positive behaviours are promoted, character attributes are proactively developed, and conflict and difference is addressed with dignity and respect.
- 5.24 Communicate the Provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the school's Code of Conduct to the school community including students, staff, and parents/ guardians.
- 5.25 Communicate regularly and meaningfully with all members of their school community and maintain professional comment and conduct in interactions with all PDSB community members.

Managers

- 5.26 Adhere to this Policy.

- 5.27 Ensure compliance with smoking prohibitions in enclosed public spaces, workplaces and on board property and address non-compliance.
- 5.28 Endeavour to maintain a safe, nurturing, welcoming, respectful and inclusive working environments, where positive behaviours are promoted, character attributes are proactively developed, and conflict and difference is addressed with dignity and respect.

PDSB Employees

- 5.29 Adhere to this Policy and other PDSB policies.

Students

- 5.30 Adhere to this Policy and other PDSB policies, the Provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the School's Code of Conduct.
- 5.31 Contribute to safe, accepting, inclusive, welcoming and respectful school climates, demonstrate personal accountability, and refrain from inappropriate behaviour of any kind, including but not limited to vaping, smoking, bullying (physical, verbal, written, electronic or any other means), physical or verbal misconduct or assault, gender-based or sexual violence including sexual assault, use of slurs or other discriminatory statements, or threats and intimidation.

Parents/ guardians

- 5.32 Adhere to this Policy and other PDSB policies, the Provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the school's Code of Conduct when in attendance at school functions.
- 5.33 Become familiar with the provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the school's code of conduct, and support actions aimed at promoting positive behaviour in students.

School Community

- 5.34 Adhere to this Policy and the Provincial Code of Conduct, the Board's Code of Conduct, and, if applicable, the school's Code of Conduct.

6. Appendices

7. Reference Documents

Legislative

Education Act, R.S.O. 1990, c. E. 2

Cannabis and the Human Right Code – Questions and Answers

O. Reg. 472/07: Behaviour, Discipline and Safety of Pupils

Reg. 440/20: Suspension of Elementary School Pupils

PPM 128 – Provincial Code of Conduct

PPM 145 – Progressive discipline and promoting positive student behaviour

Smoke-Free Ontario Act

PDSB Policies

Policy 48, Safe and Caring Schools Policy

Policy 51, Human Rights

Anti-Racism Policy

PDSB Operating Procedures

Smudging Protocol and Guidelines

8. Revision History

Review Date	Approval Date	Description
	April 14, 1987	
July 21, 1987		Revised.
January 1, 1989		Revised.
April 9, 1991		Revised.
January 1, 1998		Revised to reflect change in Board name.
February 2000		Reviewed
December 2005		Reviewed
February 25, 2014		Revised.
	September 24, 2018	
November 27, 2023		Housekeeping amendment – template migration
August xx, 2024		Revised to reflect recent updated to PPM 128.

Governance and Policy Committee Meeting, August 27, 2024

Amendments to the Trustee Code of Conduct: August 2024

Strategic Alignment:
Education Act

Ontario Regulation 312/24: Members of School Boards – Code of Conduct

Report Type:
Recommendation

<i>Prepared by:</i>	LaShawn Murray, Policy Analyst Jasmine Vorkapic, Governance Officer
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Recommendation:

That the revised Trustee Code of Conduct, attached as Appendix B, be recommended for approval by the Board of Trustees, with an effective date of August 28, 2024.

Highlights:

- In spring 2024, Trustees provided feedback to inform a review of the Peel District School Board (PDSB) Trustee Code of Conduct.
- In July 2024, the Ministry of Education revoked *Ontario Regulation 246/18: Members of School Boards – Code of Conduct* and replaced it with *Ontario Regulation 312/24: Members of School Boards – Code of Conduct*.
- Ontario Regulation 312/24 codifies requirements that must be included within a school board's Trustee Code of Conduct. These provisions must be implemented by August 28, 2024.
- The PDSB Trustee Code of Conduct has been revised in consultation with the Integrity Commissioner to ensure compliance with the legislation and incorporate related feedback from Trustees and the Integrity Commissioner themselves.
- Next steps: A separate review of the Trustee Code of Conduct is required with respect to the Complaint Protocol to ensure compliance with *Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*, which comes into force at a later date.

Background:

Effective governance is grounded in the fundamental principles of transparency, accountability and public confidence. The Trustee Code of Conduct represents the Board's commitment to meeting high standards of conduct and professionalism while upholding a culture of anti-racism and anti-oppression. In July 2024, *Ontario Regulation 246/18* was revoked and replaced with *Ontario Regulation 312/24: Members of School Boards – Code of Conduct*. *Ontario Regulation 312/24* codifies a mandatory code of conduct to support effective governance and leadership while advancing the delivery of provincial education priorities. The Ministry directs that school boards conduct a review of their Trustee code of conduct, to ensure compliance with the new requirements. Any changes to the Code of Conduct must be implemented by August 28, 2024.

Evidence

Findings/Key Considerations:

Amendments to the Trustee Code of Conduct

A marked-up version tracking changes to the Trustee Code of Conduct is provided as Appendix A. The Integrity Commissioner was consulted to support in the review of the Trustee Code of Conduct. This review focused on amendments to:

-
- Ensure compliance with the requirements of *Ontario Regulation 312/24* which was filed on July 29, 2024.
 - Consider the feedback of the Trustees provided in spring 2024 (Appendix C).
 - Consider feedback from the Integrity Commissioners on the Code of Conduct with respect to addressing the requirements of the Ministry Directives and the context that gave rise to historical issues the Board has faced.

Changes to the Trustee Code of Conduct include:

- Update to the enabling legislation - *Ontario Regulation 312/24*.
- Requirement that when acting or holding themselves out as a Trustee, the Trustee shall:
 - treat persons equally without discrimination based on a person'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
 - conduct themselves in a manner that does not discredit or compromise the board's integrity.
- Prohibition against a Trustee using confidential information in a manner that would be detrimental to the interests of the board or for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child.
- Expanding on the provision regarding the prohibition of a Trustee, other than the Chair of the Board, acting as a spokesperson to the public or on behalf of the Board, unless expressly authorized by the Chair of the Board or whole Board of Trustees.
- Expanding on provisions regarding gifts, benefits and hospitality and defining a nominal value as no more than \$25.00.
- Setting out mandatory timelines for review of the Trustee Code of Conduct in accordance with *Ontario Regulation 312/24*.
- Ensuring public accessibility of the Trustee Code of Conduct.

Some provisions within *Ontario Regulation 312/24* were already reflected in the existing Code of Conduct or required minor changes to ensure compliance which are reflected in the revised version. The Code of Conduct was also updated with respect to gender inclusive language.

Update on the Complaint Protocol

At this time, the Trustee Code of Conduct has not been amended with respect to the Complaint Protocol. Acting on the recommendation of the Integrity Commissioner, the Trustee Code of Conduct Complaint Protocol will undergo a separate review. This separate review will ensure compliance with the upcoming *Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* which will codify a process for addressing alleged breaches of the Code of Conduct. This review will also take into consideration the feedback provided by Trustees which focused on the complaint process. A revised Trustee Code of Conduct will be brought forward once the regulation is in effect to ensure compliance.

Impact Analysis

Equity & Human Rights Review:

In accordance with *Ontario Regulation 312/24*, the Trustee Code of Conduct requires Trustees to conduct themselves in a manner that would not discredit or compromise the integrity of the board. Further, all board members shall treat persons equally without discrimination based on a person'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. Trustees are also expected to comply with applicable board policies include the Human Rights Policy and the Anti-Racism Policy.

Board or Ministry Policy Alignment:

Education Act

Ontario Regulation 312/24: Members of School Boards - Code of Conduct

Resource/Financial Implications:

The Integrity Commissioner was consulted to review the existing Trustee Code of Conduct regarding the legislative changes and feedback provided by Trustees.

Legal implications:

The completion of this work aligns with the legislated obligations and responsibilities of *Ontario Regulation 312/24* and the *Education Act*.

Risk Assessment:

There is a risk of legal non-compliance and reputational risk if the Trustee Code of Conduct is not reviewed and approved by resolution as per *Ontario Regulation 312/24*.

Community Impact:

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

Next Steps

Action Required:

- Conduct a separate review of the Trustee Code of Conduct Complaint Protocol to ensure compliance with *Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* once it comes into force.

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- Bring forward the revised Trustee Code of Conduct to a future Governance and Policy Committee meeting.

Communications:

The revised Trustee Code of Conduct, once approved, will be posted on the Peel websites. A publicly accessible archive will be created in accordance with the regulation.

References:

King's Printer for Ontario. (2024, July 10). Ontario Regulation 312/24: Members of School Boards – Code of Conduct. Retrieved from <https://www.ontario.ca/laws/regulation/R24312>

Appendices

Appendix A – Trustee Code of Conduct (Tracked Changes)

Appendix B – Trustee Code of Conduct

Appendix C – Trustee Feedback on Code of Conduct (Spring 2024)

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Code of Conduct

POLICY ID: GOV108

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: General Counsel and Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE: Click or tap to enter a date.

EFFECTIVE DATE: 8/28/2024

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: Every four (4) years after May 15, 2023

1.0 Purpose

- 1.1 This Trustee Code of Conduct ("Code of Conduct") supports both legislated requirements and Board established By-Laws, Governance Directives, policies and procedures that set out the governance and accountability framework at the Peel District School Board (PDSB or the Board). ~~Ontario Regulation 246/18 (Members of School Boards – Code of Conduct) of the Education Act~~ and Ontario Regulation 312/24 (Members of School Boards-Code of Conduct) requires school boards to adopt codes of conduct that apply to board members (also referred to as Trustees). This Code of Conduct supports the Board's commitment to meeting high standards of conduct by Trustees which uphold and advance principles of equity and human rights while providing good governance in the interests of all students of the Board. This Code of Conduct is to be interpreted in a manner that is consistent with the Board's Human Rights Policy (Policy 51) and the Equity and Inclusive Education Policy (Policy 54) along with the *Ontario Human Rights Code*.
- 1.2 A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. It is important to recognize the public trust and responsibility the collective body carries. This trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour. These encompass principles of intersectional equity and human rights and a commitment to promoting a welcoming and safe environment for all students while eliminating systemic barriers to student success. This also includes confronting all forms of hate or bias including without limitation anti-Black and anti-Indigenous racism, anti-Semitism, Islamophobia, and homophobia.

- 1.3 A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It promotes acceptable and respectful behaviours [of members of the Board of Trustees when engaging with one another and with the richly diverse community the Board serves](#).
- 1.4 Trustees will support the Mission, Vision and Values, and any strategic plan of the Peel District School Board.
- 1.5 The Appointment, Selection and Jurisdiction of the Integrity Commissioner is set out in the *Appointment Selection and Jurisdiction of Integrity Commissioner* protocol and the complaint protocol is set out in the *Board Member Code of Conduct Complaint Protocol*.
- 1.6 Trustees and members of the Audit Committee who are not Trustees shall sign the Trustee Code of Conduct Acknowledgement and Undertaking, set out at Appendix 1, at the beginning of the term of office or the inaugural meeting of the Board, as applicable.

2.0 Objective

- 2.1 To establish governing principles and standards for acceptable behaviour by Trustees [which encompass the Board's obligation and commitment to upholding principles of human rights, equity, and inclusion, and to promote a welcoming and safe environment for all students and members of the public](#).

3.0 Responsibility

- 3.1 The Board of Trustees, the PDSB's Integrity Commissioner, Director of Education and Governance Officer.

4.0 Application and Scope

- 4.1 This Code of Conduct applies to all Trustees, and members of the PDSB Audit Committee who are not Trustees, in relation to their functions, powers and duties as members of that committee in accordance with Regulation 361/10.

5.0 Definitions

“Board” means the Peel District School Board, which is also referred to as the PDSB.

“Discrimination” means discriminatory behaviour as defined by the PDSB workplace violence and harassment prevention policies, human rights policy and anti-racism policy, and the Ontario Human Rights Code.

“Harassment” means harassing behaviour as defined by the PDSB workplace violence and harassment prevention policies, the Ontario Human Rights Code, and the Ontario Occupational Health and Safety Act, and includes engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

“Inquiry” includes an investigation.

“Integrity Commissioner” means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Peel District School Board By-Laws.

“Official Business” means duties and responsibilities of Trustees as prescribed by the *Education Act* and regulations thereunder, Board By-Laws, Governance Directives, policies and procedures.

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

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“Staff Members” means any employees or contractor of the Peel District School Board.

“Trustee” means all members of the Board, whether elected or appointed, including student trustees and non-Trustee members of the Audit Committee in relation to their functions, powers and duties as members of that committee in accordance with Regulation 361/10.

“Trustees Office” means the authority and public duties attached to the position of being elected or appointed as a PDSB Trustee or student trustee.

“Supply Chain Activities” means all activities whether directly or indirectly related to organizational planning, sourcing, procurement, moving, and payment processes.

6.0 Code of Conduct

6.1 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of Trustees must be of the highest standard to maintain the confidence of the public. This Code of Conduct represents the Board's commitment to meeting high standards of conduct, professionalism and upholding a culture of anti-racism and anti-oppression.

6.2 Every Trustee shall ~~uphold the letter and spirit of~~ comply with this Code of Conduct and any applicable Board by-law, resolution, policy, or procedure, and shall behave in a manner that is ~~be~~ consistent with human rights principles and which promotes equity and inclusion at all times. When acting or holding themselves out as a Trustee, the Trustee: (1) shall treat people equally without discrimination based on a person'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; and (2) shall conduct themselves in a manner that would not discredit or compromise the integrity of the board.

~~6.2 This Code of Conduct represents the Board's commitment to meeting high standards of conduct, professionalism and upholding a culture of anti-racism and anti-oppression.~~

Integrity and Dignity of Office - Principles

6.3 Trustees of the Board shall discharge their duties loyally, faithfully, respectfully, impartially, in the spirit of equity, and in a manner that will inspire public confidence in the abilities and integrity of the Board.

6.4 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, and in the best interests of the students.

6.5 Trustees of the Board recognize their obligation to promote equality, diversity, and inclusion for all students, with specific recognition for the historical and systemic oppression faced by Black, Indigenous, and other racialized students.

6.6 Trustees of the Board must uphold the dignity of the office and conduct themselves in a professional manner and act with decorum at all times, whether in person or through virtual or electronic communications including on social media platforms. Trustees must conduct themselves in a professional manner and act with decorum especially when attending Board events, when engaging with each other or with the community in their capacity as a Trustee, or while on Board property.

- 6.7 Trustees shall ensure that their comments are issue-based and not personal, demeaning, discriminatory, or disparaging with regard to any person, including Staff Members or fellow Trustees and shows respect for their differing points of view.
- 6.8 No Trustee shall engage in conduct that would discredit or compromise the integrity of the Board or Trustees, or be inconsistent with the Board's values of antiracism and anti-oppression. Trustees are expected to work with other Trustees and Staff Members in a spirit of equity, respect, openness, courtesy, and co-operation.
- 6.9 A Trustee shall not advance allegations of misconduct and/or [give notice of an alleged](#) breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith, or vindictive in nature against another Trustee of the Board.
- 6.10 Trustees shall serve and be seen to serve their school communities in an equitable, constructive, respectful, conscientious and diligent manner.
- 6.11 Trustees shall be committed to performing their functions with integrity and to avoid the improper use of the influence of their office, [and conflicts of interest, both apparent and real](#).
- 6.12 Trustees are expected to perform their duties in office and arrange their private lives, including any digital content, whether on social media or otherwise, in a manner that promotes public confidence and can be upheld under close public scrutiny.
- 6.13 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the ByLaws, Governance Directives, policies, and procedures adopted by the Board, including the Board's human rights and anti-racism policies.
- 6.14 A Trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and in adherence to human rights principles. This shall include respecting and understanding the roles and duties of individual Trustees, the Board of Trustees as a whole, the Director of Education, Staff Members, the community and the Chair of the Board.
- 6.15 [Trustees acknowledge that this Code of Conduct operates as a supplement to the following. The provincial and federal legislation that are relevant to Trustees, include the which also govern the conduct of Trustees:](#)

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- (a) Criminal Code of Canada
- (b) Education Act
- (c) Municipal Conflict of Interest Act
- (d) Municipal Elections Act, 1996
- (e) Municipal Freedom of Information and Protection of Privacy Act
- (f) Occupational Health and Safety Act
- (g) Ombudsman Act
- (h) Ontario Human Rights Code

Trustees recognize that the Integrity Commissioner does not have any authority to receive or investigate complaints to the extent that the complaints request any determination or remedy related to any alleged contravention of the above legislation.

Respect for Confidentiality

6.16 Confidential Information includes,

- (a) information in the custody and/or control of the PDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* or other legislation, including, but not limited to personal information of staff and students (including the contents of a student's OSR), third party corporate, commercial, scientific, or technical information, solicitor-client advice or litigation privileged information;
- (b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
- (c) information discussed during closed sessions of the Board pursuant to section 207 of the *Education Act*;
- (d) intimate, personal, [health](#) or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
- (e) [Information related to](#) the acquisition or disposal of the Board's real property, including a school site;
- (f) decisions in respect of negotiations with staff members; [and](#)
- (g) investigations by the Ombudsman

- 6.17 No Trustee shall disclose or release by any means to anyone not authorized, any confidential information ~~acquired by virtue of their office~~obtained or made available to them in their role as Trustee, in either oral or written form (including online and social media platforms), except ~~when required~~as authorized by law or ~~authorized~~ by the Board to do so. This is an indefinite continuous obligation that extends beyond the Trustee's term of office.
- 6.18 No Trustee shall use confidential information ~~for either personal gain or broader influence, or to the detriment of the Board~~in a manner that would be detrimental to the interests of the Board or for the purpose of personal gain, including for the gain of the Trustee's parent, spouse, or child. In this section, "child", "parent" and "spouse" have the same meaning as in section 1 of the Municipal Conflict of Interest Act.
- 6.19 Trustees should not access or attempt to gain access to confidential information in the care, control or custody of the Board unless it is necessary for the performance of their duties and not prohibited by law or Board policy.
- 6.20 Every Trustee shall keep confidential any information or documents disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information or documents by law or authorized by the Board to do so. Under no circumstances should the substance of deliberations of a meeting closed to the public be recorded without advance permission.
- 6.21 Individual Trustees are only entitled to information in the possession of the PDSB that is relevant to matters before the Board or a committee of the Board. Otherwise, an individual Trustee enjoys the same level of access rights to information as any other member of the community.
- 6.22 If there is uncertainty about whether information is confidential, the Trustee should check with the appropriate Staff Member, which includes the Governance Officer or Privacy Officer, consult with the Director of Education or seek the advice of the Integrity Commissioner.

Upholding Decisions

- 6.23 All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.

- 6.24 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.
- 6.25 [Subject to section 6.27, A](#) Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution or the Board as a whole.
- 6.26 Each Trustee shall comply with Board policies, procedures, By-Laws, Governance Directives and Rules of Order.
- 6.27 [In accordance with section 218.4 \(e\) of the Education Act, T](#)he Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall [act as spokesperson to the public or on behalf of the Board](#)~~speak on behalf of the Board~~ unless expressly authorized by the Chair of the Board or whole Board of Trustees to do so. When individual Trustees express their opinions in public, including when expressing opinions on online or social media platforms, they must make it clear that they are not speaking on behalf of the Board.

Ontario Broader Public Sector (BPS) Supply Chain Code of Ethics

(This Code of Ethics does not supersede the Code of Conduct but supplements the Code of Conduct with standards of practice specific to the supply chain.)

- 6.28 Personal Integrity and Professionalism - Trustees involved with Supply Chain Activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Trustees must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.
- 6.29 Accountability and Transparency - Supply Chain Activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public resources. Trustees must ensure that Board resources are used in a responsible, efficient and effective manner.

- 6.30 Compliance and Continuous Improvement - Trustees involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Trustees should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels.

Gifts, Benefits and Hospitality

- 6.31 Trustees are expected to carry out their duties with impartiality and objectivity. No Trustee shall accept a gift, benefit, ~~hospitality~~ or service from any person, ~~group~~ or entity that has dealings with the Board if a reasonable person might ~~reasonably~~ conclude that the gift, benefit, ~~hospitality~~ or services could influence the Trustee when performing ~~his or her~~their duties to the Board.
- 6.32 For greater certainty, prohibited gifts, benefits, ~~hospitality~~ or services includes, but is not limited to, tickets or admission to a charity event, professional development or training sessions or anything of monetary value. Trustees will not be in violation of section 6.31 if:
- i. the gift, benefit, or service if of nominal value, meaning valued at no more than \$25,
 - ii. the gift, benefit, or service is given as an expression of courtesy or hospitality, and
 - iii. accepting the gift, benefit, or service is reasonable in the circumstances.
- Trustees shall report all gifts, benefits, or services received to the Chair of the Board and the Governance Officer.
- 6.33 For these purposes, a gift, benefit, ~~hospitality~~ or service provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, as defined in the *Municipal Conflict of Interest Act*, is deemed to be provided to that Trustee.
- 6.34 Trustees shall not use their position for personal gain or improper advantage.
- 6.35 An invitation to attend or participate in an event or a function directly connected with the performance of a Trustee's duties of office where the Trustee has a ceremonial, presentational or representational official role is not considered by this Code of Conduct, to be a gift. This type of attendance is considered to be fulfillment of official public duties.

- 6.36 Trustees should consult with the Integrity Commissioner and review any relevant Integrity Commissioner Interpretation Bulletins issued by the Integrity Commissioner on this subject.

Use of Board Property, Services and Other Resources

- 6.37 No Trustee should use, or permit the use of Board resources, including but not limited to Staff Members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the PDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, or from the sale of Board provided mobile phones and all other technological equipment, since all such property remains exclusively that of the Board.

Election Campaign Work

- 6.38 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.39 No Trustee shall use the facilities, equipment, supplies, services, staff or other resources of the Board (including Board logos, newsletters, social media sites [or profiles](#) and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of [his/her](#) duties as a Trustee) for any election campaign or campaign-related activities. No Trustee shall undertake campaign-related activities on Board property [or during Board-hosted meetings \(whether in person or virtual\)](#) unless permitted by Board policy. No Trustee shall use the services of staff for election-related purposes during hours in which those persons receive any compensation from the Board. All Trustees shall comply with the PDSB Board Resources Policy.

Improper Use of Influence

- 6.40 A Trustee shall not use [his or her](#) office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 6.41 No Trustee shall use [his or her](#) office to obtain employment with the Board for the Trustee or a Trustee family member. This rule includes, but is not limited to, the

prohibition of holding out the prospect or promise of future advantage through a Trustee's purported influence within the Board in return for any present action or inaction to the private advantage of the Trustee, ~~his or her~~their family members or any person or organization with whom the Trustee is related or associated.

- 6.42 No Trustee shall use the influence of ~~his or her~~their office for any purpose other than for the exercise of ~~his or her~~their official duties.

Conduct Regarding Current and Prospective Employment

- 6.43 No Trustee shall allow any current employment or the prospect of ~~his or her~~their future employment by a person or entity to improperly or for personal gain affect the performance of ~~his or her~~their duties to the Board.

Discreditable Conduct

- 6.44 All Trustees have a duty to treat members of the public, one another, and Staff Members respectfully and without abuse, bullying or intimidation, and to ensure that the work environment at the Board is free from discrimination and harassment. This provision applies to all forms of written and oral communications, including via social media.

Reprisals and Obstruction

- 6.45 Harassing or discriminatory behavior (as indicated in the PDSB's Human Rights Policy (Policy 51) and the Equity and Inclusive Education Policy (Policy 54) in addition the Ontario *Occupational Health and Safety Act*, and the Ontario *Human Rights Code*), which occurs in the course of, or is related to, the performance of official business and duties of ~~members of the Board~~the Trustees, is subject to this Code of Conduct.
- 6.46 Trustees must respect the integrity of this Code of Conduct and cooperate with inquiries conducted in accordance with the ~~Board Member~~Trustee Code of Conduct Complaint Protocol and any other procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing relevant information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in the carrying out of their responsibilities, for example, by destroying documents or erasing electronic communications.

6.47 Trustees have a duty to respond to and comply with all reasonable requests of the Integrity Commissioner and a failure to do so is a violation of this Code of Conduct.

6.48 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting On Advice of Integrity Commissioner

6.49 If there is uncertainty about whether an action or activity breaches this Code of Conduct, a Trustee may directly seek the advice of the Integrity Commissioner. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. Where a Trustee has received written advice from the Integrity Commissioner on a particular matter, the advice is binding on the Board in any subsequent consideration of the conduct of the Trustee in the same matter as long as the Trustee disclosed all relevant facts to the Integrity Commissioner before the advice was provided.

6.50 The Integrity Commissioner will work with Board General Counsel, Legal and Governance Services when providing advice to Trustees, particularly in the areas of school board governance, Board By-Laws, Governance Directives, policies and, procedures and applicable education legislation.

Chair/Presiding Officer

6.51 Nothing in this Code of Conduct prevents the Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting. For greater certainty, this may be done at the discretion of the Chair or Presiding Officer as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code of Conduct.

6.52 The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or view, [the PDSB's Human Rights Policy \(Policy 51\)](#) and the [Equity and Inclusive Education Policy \(Policy 54\)](#), and the [Ontario Human Rights Code](#).

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- 6.53 The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Laws of the Board. A breach of a rule of order or meeting/parliamentary procedure should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Board Member Code of Conduct Complaint Protocol, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

7.0 ~~Evaluation~~ Review and Public Availability of the Code of Conduct

- 7.1 This Code of Conduct is to be reviewed and updated by the Board as required ~~but at a minimum every four (4) years, on or before May 15 beginning in May, 2019~~ in accordance with ~~Regulation 246/18~~ Regulation 312/24. Specifically, the Board will review the Code of Conduct within 30 days of the coming into force of Regulation 312/24 (July 28, 2024) and then again no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year. After each review, the Board shall pass a resolution setting out any required changes or, if no changes are required, confirming the Code of Conduct. If one or more changes are set out in a Board resolution, the Board shall update its Code of Conduct to reflect the changes no later than August 31 in the year of the review.
- 7.2 The Board shall make this Code of Conduct publicly available on its website and shall indicate on its website the effective date of every change it makes to this Code of Conduct, other than changes of a typographical or similar nature. The Board shall also maintain an archive of all previous versions of its Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

8.0 Appendices

Board Member Code of Conduct Complaint Protocol
Appointment Selection and Jurisdiction of Integrity Commissioner

9.0 Reference Documents

Policies:

- Anti-Racism Policy
- Trustee Expenses Policy 75
- Trustee Honoraria Policy 72
- Human Rights Policy 51
- Use of Board Resources Policy

By-Laws and Governance Directives

- Peel District School Board By-Laws and Governance Directives

Procedures:

- Workplace Violence EHS 4.1
- Workplace Harassment EHS 4.2

Legislation:

- Criminal Code of Canada
- Education Act
- Municipal Conflict of Interest Act
- Municipal Elections Act, 1996
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- Ombudsman Act
- Ontario Human Rights Code

Revision History

Review Date	Approval Date	Description
	October 19, 2022	

November 27, 2023		Housekeeping Amendment – template migration
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Appendix 1- Acknowledgement and Undertaking

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and that I understand the Board Member Code of Conduct Complaint Protocol for complaints made to the Integrity Commissioner.

DATE: _____

SIGNATURE: _____

Please Print Name: _____

PEEL DISTRICT SCHOOL BOARD BOARD MEMBER CODE OF CONDUCT COMPLAINT PROTOCOL
("Complaint Protocol")

1.0 Rationale

The Board has established a Board Member Code of Conduct ("**Code of Conduct**") to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Protocol supports the implementation of the Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

2.0 Objective

To outline the processes for initiating, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

3.0 Definitions

Board means the Peel District School Board, which is also referred to as the PDSB.

Complaint means a formal written statement of allegations in the form of Appendix 1 to this Complaint Protocol or any informal complaint process contemplated by this Complaint Protocol alleging a Trustee has breached the *Trustee Code of Conduct*.

Formal Complaint means a formal written statement of allegations in the form of Appendix 1 to this Complaint Protocol.

Informal Complaint means any informal complaint process contemplated in this Complaint Protocol.

Inquiry includes an investigation.

Integrity Commissioner means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Peel District School Board By-Laws.

Trustee means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and/or the *Education Act*, and includes student trustees.

4.0 Responsibility

The Board of Trustees, the PDSB's Integrity Commissioner, the Governance Officer and the Director of Education.

5.0 Application and Scope

This Complaint Protocol applies to all Trustees.

The Complaint Protocol outlines a number of ways by which concerns related to the conduct of Trustees are addressed. The Formal Complaint process must comply with s.218.3 of the Ontario *Education Act*.

The Code of Conduct and Complaint Protocol apply to:

- (a) Trustees who have made the Declaration and filed it as outlined in Section 209 of the Ontario *Education Act* and only while they hold their seat; and
- (b) Student trustees once they are elected or appointed to the Board of Trustees and only while they hold their seat.

Subject to the municipal election period described below, conduct by a Trustee outside of the above timeframe will not be the subject of a Complaint under the Code of Conduct and will not be investigated pursuant to the Complaint Protocol.

6.0 Limitations

6.1 Timelines

Any allegation of a breach of the Code of Conduct must be brought forward no later than six (6) months after the breach comes to the knowledge of a Trustee.

6.2 Suspension of Code During Municipal Election Period

In a municipal election year for Trustees, Complaints about the conduct of a sitting Trustee shall not be brought during the suspended period commencing on nomination day for a regular election pursuant to the Ontario *Municipal Elections Act* (currently the third Friday in August in the year of an election) and ending on the day of the first Board meeting following the regular election (known as the inaugural meeting in accordance with the Board by-laws) (the "**Suspended Period**"). The limitation period for bringing a complaint shall be extended as necessary.

If the Trustee accused of a breach of the Code of Conduct is not re-elected or acclaimed, no Inquiry into the alleged breach of the Code of Conduct by that Trustee during their term in office shall be undertaken.

Trustees and Community Members may engage in the informal resolution process during this period, without the participation of the Integrity Commissioner.

During the Suspended Period, any open Formal Complaint investigation(s) shall be suspended, including the release of any final investigation reports to the Board, and only continued if the Trustee accused of a breach of the Code of Conduct is re-elected or acclaimed.

6.3 Anonymity

Anonymous Complaints will not be accepted or investigated by the Integrity Commissioner.

6.4 Statutory Powers Procedure Act

The Ontario *Statutory Procedures Act* does not apply to anything done regarding the enforcement of the Code of Conduct. No formal trial-type hearing will be conducted.

6.5 Removal from Office or Suspension of Honorarium

The Board of Trustees has no power to remove a Trustee from their elected seat or suspend their honorarium for a breach of the Code of Conduct.

7.0 Enforcement of the Code of Conduct

A Trustee who has reasonable grounds to believe that a Trustee has breached the Code of Conduct may bring the alleged breach to the attention of the Board of Trustees in accordance with the Informal or Formal Complaint processes below.

Any allegation of the breach of the Code of Conduct shall be investigated and/or resolved as outlined in the Informal Complaint process or Formal Complaint process described below.

Only serious and/or reoccurring breaches of the Code of Conduct should be investigated as outlined in the Formal Complaint process. It is expected that whenever possible, allegations of a breach of the Code of Conduct shall be investigated following the Informal Complaint process. It is recognized that from time to time a contravention of the Code may occur that

is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code of Conduct. Only serious and/or reoccurring breaches of the Code should be investigated following the Formal Complaint process.

7.1 Informal Complaint Process

Trustees are encouraged to use informal means first to address conduct prohibited by the Code of Conduct. With the consent of the complaining Trustee and the Trustee who is alleged to have breached the Code of Conduct, the Integrity Commissioner or the Chair of the Board may be a part of any informal process.

The purpose of the Informal Complaint process is to bring the allegation of the breach directly to the attention of the Trustee who is alleged to have breached the Code of Conduct and to discuss possible remedial measures to correct the offending behavior. The Informal Complaint process is conducted in private and is to remain confidential.

Trustees who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may address the prohibited conduct as follows:

- (a) advise the Trustee that the conduct contravenes the Code of Conduct with an explanation as to why;
- (b) encourage the Trustee to stop the prohibited conduct;
- (c) discuss remedial measures to correct the offending behaviour with the Trustee who is alleged to have breached the Code of Conduct;
- (d) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information;
- (e) advise the Integrity Commissioner about the concerns related to the Trustee and any response of the Trustee;
- (f) if applicable, confirm to the Trustee who is alleged to have breached the Code of Conduct, the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
- (g) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues relating to the complaint; and (h) consider the need to pursue a Formal Complaint.

The Trustee may seek advice or assistance from the Director of Education, the Governance Officer or the Integrity Commissioner for the above. The Informal Complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

7.2 Formal Complaint and Request for Inquiry Process

Initiating a Formal Inquiry

A Trustee who has reasonable grounds to believe that a Trustee has breached the Code of Conduct may bring the breach to the attention of the Board by first filing with the Integrity Commissioner the Formal Complaint that is signed by the complainant, setting out the following information:

- (a) the name of the Trustee who is alleged to have breached the Code of Conduct;
- (b) the alleged breach or breaches of the Code of Conduct;
- (c) information as to when the breach came to the complainant's attention;
- (d) the grounds for the belief by the complainant that a breach of the Code of Conduct has occurred; and
- (e) the names and contact information of the complainant and any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

7.3 Initial Assessment of Complaint by the Integrity Commissioner

- (a) The original written complaint shall be filed with the Integrity Commissioner for initial assessment to determine if the matter is a complaint with respect to noncompliance with the Code of Conduct. For greater certainty, the views or positions of a Trustee on matters to be determined by the Board of Trustees, including how they vote on a matter is not a code of conduct issue.
- (b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation the Integrity Commissioner shall advise the complainant in writing as follows and that the Inquiry will not proceed:
 - i. if the complaint is an allegation of a criminal nature consistent with the Criminal Code of Canada, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;

- ii. if the complaint is with respect to non-compliance with the Municipal Conflict of Interest Act, the complainant shall be advised to review the matter with the complainant's own legal counsel;
 - iii. if the complaint is with respect to non-compliance with the Municipal Freedom of Information and Protection of Privacy Act, the complainant shall be referred to the appropriate Board department; or
 - iv. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) If the Integrity Commissioner is of the opinion that the Formal Complaint and request for an Inquiry is out of time, frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, the Integrity Commissioner shall not initiate an investigation, or, where any of the foregoing becomes apparent in the course of an investigation, the Integrity Commissioner shall terminate the investigation. The complainant and Trustee who is alleged to have breached the Code of Conduct, as appropriate, shall be advised of the decision with a rationale.
- (d) Where the complainant breaches the integrity of an investigation, including the confidentiality requirement referred to in section 7.4 (f) below, which confidentiality requirement includes, by sharing the details on social or any kind of media, or publicly discussing details of the Inquiry, the Integrity Commissioner may terminate the investigation and summarily dismiss a complaint. No report shall be presented to the Board of Trustees except if appropriate, to report that a Formal Complaint will not proceed for this reason.
- (e) If the Integrity Commissioner determines that they would be biased or have a conflict of interest regarding the subject matter of the Formal Complaint, Board General Counsel, Legal and Governance Services will select an independent outside investigator to conduct the Inquiry, including the initial assessment. The investigator will have the powers and duties of the Integrity Commissioner set out herein to conduct the Inquiry of the Formal Complaint.

7.4 Formal Complaint Inquiries by the Integrity Commissioner

- (a) If after the initial assessment by the Integrity Commissioner, a Formal Complaint is proceeding, the Integrity Commissioner shall proceed with an investigation as

follows, unless the complainant subsequently withdraws the Formal Complaint or agrees that it may be dealt with in accordance with the Informal Complaint process:

- (i) Provide the Formal Complaint or any reformulation of the complaint prepared by the Integrity Commissioner to ensure that it accurately identifies and formulates an alleged breach or breaches of the Code of Conduct and protects the identity of any witnesses where appropriate to the Trustee who is alleged to have breached the Code of Conduct; and
 - (ii) The Trustee shall provide to the Integrity Commissioner a written response to the complaint within ten (10) business days of receiving it or such period of time as the Integrity Commissioner deems appropriate in the circumstances.
- (b) The Integrity Commissioner may conduct such Inquiry as they consider necessary, including interviewing the parties and witnesses in the order they see fit and to receive both oral or written statements from them.
- (c) The Integrity Commissioner may speak to anyone relevant to the complaint and any Trustees or Board employees will cooperate in that regard, access and examine any relevant information, documents or electronic materials and enter any Board work location relevant to the complaint for the purposes of the Inquiry.
- (d) Procedural fairness shall govern the Inquiry.
- (e) The Formal Complaint will remain confidential and only be disclosed at the time of a public report by the Integrity Commissioner and to the Trustee alleged to have breached the Code of Conduct.
- (f) Any Inquiry will be conducted in private and all parties and participants/witnesses in the Inquiry will preserve the confidentiality of all matters discussed and disclosed during the Inquiry, unless otherwise required to be disclosed by-law and as determined by the Integrity Commissioner.
- (g) If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the Inquiry, the Inquiry will proceed in their absence, including a final public report of the Integrity Commissioner.
- (h) At any time following receipt and review of the Formal Complaint, or at any time during the Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and

both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued.

- (i) If, during the course of the Inquiry, the Integrity Commissioner discovers that the subject-matter is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under other legislation, the formal Inquiry shall be suspended until the police investigation, charge or matter under other legislation has been finally disposed of. This shall be reported in confidence to the Board.

7.5 Reports to the Board of Trustees

- (a) At the conclusion of an investigation of a Formal Complaint that has not been resolved, the Integrity Commissioner shall prepare a written report to the Board of Trustees outlining the finding of facts and a recommendation or opinion as to whether or not the Code of Conduct was breached with reasons, and if so, recommend any sanctions (the “**Final Report**”). This shall be completed within 90 days after receipt of the Formal Complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the Final Report and the reason is explained in the Final Report. The parties will be advised of the expected date of delivery of the Final Report.
- (b) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and as required to address any instances of interference, obstruction, delay, or retaliation encountered during the Inquiry.
- (c) The Final Report will be considered by the Board of Trustees in a public meeting, unless the meeting is closed to the public as follows:

In accordance with section 207(2) of the *Education Act*, a Final Report of a Formal Complaint investigation may be considered in a meeting closed to the public when the subject matter under consideration involves:

- (i) the security of the property of the Board;
- (ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
- (iii) the acquisition or disposal of a school site;
- (iv) decisions in respect of negotiations with employees of the Board; or
- (v) litigation or any potential litigation affecting the Board and information that is subject to solicitor-client privilege.

In accordance with s.218.3 (11) of the *Education Act*, even if a meeting is closed to the public to consider the Final Report, the vote on the motion to determine whether or not the Code of Conduct was breached and any sanction imposed must be done at a public Board meeting.

7.6 Board of Trustees Decision

- (a) The Final Report of the Integrity Commissioner shall be delivered to the Board of Trustees, including the Trustee alleged to have breached the Code of Conduct, through the General Counsel, Legal and Governance Services.
- (b) A decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, shall be made as soon as practical after receipt of the Final Report by the Board of Trustees.
- (c) Trustees shall consider only the findings in the Final Report and as supplemented by the Integrity Commissioner, if necessary, when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter, including questioning the Integrity Commissioner, complainant, Trustee who is alleged to have breached the Code or any witnesses or persons participating in the Inquiry.
- (d) If the Board of Trustees determine that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee alleged to have breached the Code took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed. While the Board of Trustees makes the determination, the Integrity Commissioner may provide an opinion in the Final Report on these matters.
- (e) The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a Formal Complaint investigated in accordance with the Formal Inquiry process must be done by resolution of the Board of Trustees at a public Board meeting as specified in the Ontario *Education Act*. Both resolutions shall be decided by a vote of at least two-thirds (2/3) of Trustees who are present and voting.
- (f) The results of the vote and reason(s) for the Board of Trustee's decision shall be recorded in the minutes of the Board meeting.

- (g) The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.
- (h) The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations or be required to answer any questions.
- (i) The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the Final Report is completed, influence the vote on the decision of breach or sanction, except as permitted during the review set out below after the Board of Trustees have made their original decision(s).

7.7 Sanctions

- (a) If the Board of Trustees determine that the Trustee has breached the Code of Conduct, the Board of Trustees may impose one or more of the following sanctions:
 - (i) Censuring the Trustee.
 - (ii) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of the committee of the Board.
 - (iii) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
- (b) The Board of Trustees shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or requirement to complete specified professional development at the expense of the Board. The Board of Trustees has no power to declare the Trustee's seat vacant or withhold the Trustee's honorarium.
- (c) A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- (d) The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Ontario *Education Act* and the Regulations thereunder regarding absences from meetings.

7.8 Required Steps After the Board's Decision

- (a) If the Board of Trustees determines that a Trustee has breached the Code of Conduct the Board of Trustees shall:
 - (i) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board of the Trustees;
 - (ii) the notice shall inform the Trustee that they may make written submissions to the Board of Trustees in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
 - (iii) consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.
- (b) If the Board revokes a determination, any sanction imposed by the Board is revoked.
- (c) If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
- (d) If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- (e) The Board of Trustee's decision(s) to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least a two-thirds majority the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination.
- (f) The Board of Trustees shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction.
- (g) The Trustee alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations or be required to answer any questions and shall not vote on the resolutions. The Trustee who brought the initial Formal Complaint may vote.
- (h) If appropriate, the original sanction may be stayed pending the review by the Board of Trustees of the determination or sanction. If the original sanction was

stayed, the stay will be lifted and any sanction imposed will commence immediately after the Board's decision on the review.

7.9 Payment of Legal Costs

- (a) Subject to subsection 7.9 (d) and (e), a Trustee who is the subject of a Formal Complaint under the Code of Conduct shall be reimbursed for actual and reasonable legal and related expenses ("**Legal Costs**") up to a maximum of \$5,000.
- (b) In the case of an application under the *Judicial Review Procedure Act* by a Trustee who was the subject of a Formal Complaint under the Code of Conduct for judicial review of actions taken on a complaint against the Trustee by the Board of Trustees, the Trustees Legal Costs not covered by an award of costs by the court, up to a maximum of \$20,000 shall be reimbursed to them by the Board if the Trustee is successful on the application.
- (c) The Board of Trustees may consider the reimbursement of Legal Costs above the limit in subsection 7.9(b) on a case-by-case basis.
- (d) The Board of Trustees may consider an advance payment to the Trustee for Legal Costs prior to completion of an investigation for a maximum amount of \$5,000. The Trustee must repay to the Board all unused funds upon completion of an investigation. The Trustee will not be required to reimburse the spent funds if, upon completion of the investigation 7.9(e) below applies. Otherwise, all advanced funds must be repaid to the Board immediately upon conclusion of the investigation.
- (e) Legal Costs shall only be reimbursed under this section to the Trustee, if the Board of Trustees concludes that there has been no contravention of the Code of Conduct by the Trustee or that it was found that the Trustee took all reasonable steps to prevent the contravention, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, and the Board of Trustees conclusion is not overturned on judicial review.
- (f) Any award of costs under subsection 7.9(e) shall be contingent on a report to the Board of Trustees from the Board's General Counsel, Legal and Governance Services and the Associate Director of Operations and Equity of Access to Support Services.

8.0 Evaluation

This procedure is to be reviewed and updated as required but at a minimum every four (4) years.

8.0 Appendices / Reference Documents

Appendix 1: Complaint Form (Form 708A)

- Legislative Acts and Regulations: Judicial Review Procedure Act
- Municipal Elections Act
- Education Act and Regulations

Reference Documents

- *Appointment, Selection, and Jurisdiction of the Integrity Commissioner*
- *Board Member Code of Conduct*

Appendix 1

Peel District School Board Board Member Code of Conduct – Formal Complaint Form

Nature of Complaint:

 I, _____ (full name),
 of the (City, Town, of residence etc.) _____
 in the Province of Ontario.

STATE THE FOLLOWING:

1. I have personal knowledge of the facts as outlined below, because:

(insert reasons e.g., I work for.....I attended a meeting at which...etc.)

2. I have reasonable and probable grounds to believe that: _____ (specify name of Trustee) a member of the Peel District School Board, has contravened Section(s) _____ (specify section(s) of the Board Member Code of Conduct)
3. Date of the alleged breach _____ and Date of when the alleged breach came to my attention _____
 The particulars of which are as follows in attached Schedule "A":
 (Set out the statements of fact in consecutively numbered paragraphs in the attached Schedule "A", with each paragraph being confined, as far as possible, to a particular statement of fact. You may refer to documents in this complaint and attach them to support this complaint. Please provide the names and contact information of any witnesses or persons with relevant information.

DATED THIS _____ DAY OF _____, 20 __, Schedule "A"

(If more than one page is required, please photocopy this blank page and mark each additional page as 2 of #, 3 of #, etc. in the top right corner.)

[illegible]

(Signature of person making the complaint)

Appointment, Selection, and Jurisdiction of the Integrity Commissioner

7.01 Objective

7.01.1 To establish the office of the Integrity Commissioner to provide advisory support and education to Trustees in matters of ethics and the application of the Board Member Code of Conduct and to investigate Code of Conduct Complaints.

7.02 Definitions

In this Directive,

7.02.1 Board means the Peel District School Board.

7.02.2 Complaint means a formal written statement of allegations in the form of Appendix A to Board Member Code of Conduct Complaint Protocol or any informal complaint contemplated by the Complaint Protocol alleging a Trustee has breached Board Member Code of Conduct.

7.02.3 Staff Member means an employee of the Peel District School Board.

7.02.4 Trustee means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and/or the *Education Act*, and includes student trustees.

7.03 Responsibility

7.03.1 The Board of Trustees.

7.04 Appointment of the Integrity Commissioner

7.04.1 The Board of Trustees shall appoint, terminate, or renew an Integrity Commissioner by a two-thirds (2/3) vote of Trustees present and voting at a regular or special meeting of the Board.

7.04.2 The initial term of the Integrity Commissioner shall be for three (3). The term may be extended by the Board of Trustees for up to two (2) additional terms of two (2) years each.

7.05 Selection of the Integrity Commissioner

7.05.1 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the Board and overseen by a selection committee of Trustees appointed by the Board of Trustees and chaired by the Chair of the Board or designate.

7.05.2 The selection committee shall recommend a candidate for the office of the Integrity Commissioner for approval by the Board of Trustees.

7.06 Role of the Integrity Commissioner

7.06.1 The Integrity Commissioner has the following responsibilities:

- (a) providing timely advice to Trustees about their obligations under the Board Member Code of Conduct and the application of the Board Member Code of Conduct Complaint Protocol;
- (b) providing general information to Trustees about their duties and obligations under the Municipal Conflict of Interest Act but not providing legal advice;
- (c) reviewing and making inquiries related to Complaints of alleged breaches by Trustees of the Board Member Code of Conduct in accordance with the Board Member Code of Conduct Complaint Protocol;
- (d) providing educational programs to Trustees on issues of ethics and integrity;
- (e) issuing interpretation bulletins, including examples of activities that contravene the Board Member Code of Conduct and activities that are permissible and do not contravene the Code of Conduct;
- (f) all documents generated in the course of an investigation or inquiry, informal resolution of Complaints or the giving of advice to Trustees, including without limitation, notes, recordings of interviews, draft reports or opinions, etc. are the property of the Integrity Commissioner and not the Board and will not be produced unless required by law, statute or court/tribunal order and, on completion of their term, will transfer any open files related to ongoing matters to the incoming Integrity Commissioner;
- (g) ensuring the secure collection, use, disclosure; retention; and destruction of records containing personal or confidential information in their custody or control as required by all applicable privacy laws, including the *Municipal Freedom of Information and Protection Act* as if they were an institution within the meaning of that Act; and
- (h) providing such other duties respecting ethical and conduct matters as assigned by the Board.

7.06.2 The Integrity Commissioner does not have jurisdiction over complaints about Staff Members.

7.06.3 The Integrity Commissioner shall carry out ~~his/her~~their duties independently.

7.06.4 The Integrity Commissioner does not have jurisdiction to investigate or make inquiries in respect of Complaints that are related to the Criminal Code, the Municipal Conflict of Interest Act, the Municipal Elections Act, or the Municipal Freedom of Information and Protection of Privacy Act.

7.07 Accountability of the Integrity Commissioner

7.07.1 The Integrity Commissioner is accountable to and reports to the Board of Trustees.

7.07.2 The Integrity Commissioner shall prepare a written annual report to the Board of Trustees which will be made available to the public. The report will include for the preceding year:

- (a) the number and general nature of the Complaints, made pursuant to the Board Member Code of Conduct (formal and informal) to the Integrity Commissioner and the disposition of those Complaints;
- (b) the number of inquiries and general nature of them, received by the Integrity Commissioner regarding the application of the Board Member Code of Conduct;
- (c) the number of Trustees requesting advice regarding the application of the Board Member Code of Conduct, and of that number how many of the Integrity Commissioner's responses were informal opinions and how many were formal opinions;
- (d) other activities undertaken by the Integrity Commissioner to support the Board of Trustees to achieve high standards of ethical conduct and thereby enhance public confidence in the effective governance of the Board (for example, training, education, reports, interpretation bulletins, etc.); and
- (e) any other relevant information regarding the position of the Integrity Commissioner as requested by the Board of Trustees.

7.08 Powers of Integrity Commissioner on Inquiry

7.08.1 The Integrity Commissioner is entitled to have free and unencumbered access, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Board Member Code of Conduct Complaint Protocol, to all records or documents, both paper and electronic, including, but not limited to

books, accounts, financial records, electronic records and communications, files, papers, things or property belonging to or used by the Board or Trustees that the Integrity Commissioner believes are necessary for an inquiry or investigation of a Complaint made in accordance with the Board Member Code of Conduct Complaint Protocol. The Board Director of Education, or designate will facilitate such access where permitted in law.

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Code of Conduct

POLICY ID: GOV108

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: General Counsel and Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE: Click or tap to enter a date.

EFFECTIVE DATE: 8/28/2024

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: Every four (4) years after May 15, 2023

1.0 Purpose

- 1.1 This Trustee Code of Conduct ("Code of Conduct") supports both legislated requirements and Board established By-Laws, Governance Directives, policies and procedures that set out the governance and accountability framework at the Peel District School Board (PDSB or the Board). The *Education Act and Ontario Regulation 312/24 (Members of School Boards-Code of Conduct)* requires school boards to adopt codes of conduct that apply to board members (also referred to as Trustees). This Code of Conduct supports the Board's commitment to meeting high standards of conduct by Trustees which uphold and advance principles of equity and human rights while providing good governance in the interests of all students of the Board. This Code of Conduct is to be interpreted in a manner that is consistent with the Board's Human Rights Policy (Policy 51) and the Equity and Inclusive Education Policy (Policy 54) along with the *Ontario Human Rights Code*.
- 1.2 A Trustee position is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. It is important to recognize the public trust and responsibility the collective body carries. This trust and responsibility is honoured through determining and enforcing norms of acceptable behaviour. These encompass principles of intersectional equity and human rights and a commitment to promoting a welcoming and safe environment for all students while eliminating systemic barriers to student success. This also includes confronting all forms of hate or bias including without limitation anti-Black and anti-Indigenous racism, anti-Semitism, Islamophobia, and homophobia.

- 1.3 A code of conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It promotes acceptable and respectful behaviours of members of the Board of Trustees when engaging with one another and with the richly diverse community the Board serves.
- 1.4 Trustees will support the Mission, Vision and Values, and any strategic plan of the Peel District School Board.
- 1.5 The Appointment, Selection and Jurisdiction of the Integrity Commissioner is set out in the *Appointment Selection and Jurisdiction of Integrity Commissioner* protocol and the complaint protocol is set out in the *Board Member Code of Conduct Complaint Protocol*.
- 1.6 Trustees and members of the Audit Committee who are not Trustees shall sign the Trustee Code of Conduct Acknowledgement and Undertaking, set out at Appendix 1, at the beginning of the term of office or the inaugural meeting of the Board, as applicable.

2.0 Objective

- 2.1 To establish governing principles and standards for acceptable behaviour by Trustees which encompass the Board's obligation and commitment to upholding principles of human rights, equity, and inclusion, and to promote a welcoming and safe environment for all students and members of the public.

3.0 Responsibility

- 3.1 The Board of Trustees, the PDSB's Integrity Commissioner, Director of Education and Governance Officer.

4.0 Application and Scope

- 4.1 This Code of Conduct applies to all Trustees, and members of the PDSB Audit Committee who are not Trustees, in relation to their functions, powers and duties as members of that committee in accordance with Regulation 361/10.

5.0 Definitions

“Board” means the Peel District School Board, which is also referred to as the PDSB.

“Discrimination” means discriminatory behaviour as defined by the PDSB workplace violence and harassment prevention policies, human rights policy and anti-racism policy, and the Ontario Human Rights Code.

“Harassment” means harassing behaviour as defined by the PDSB workplace violence and harassment prevention policies, the Ontario Human Rights Code, and the Ontario Occupational Health and Safety Act, and includes engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.

“Inquiry” includes an investigation.

“Integrity Commissioner” means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Peel District School Board By-Laws.

“Official Business” means duties and responsibilities of Trustees as prescribed by the *Education Act* and regulations thereunder, Board By-Laws, Governance Directives, policies and procedures.

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

“Staff Members” means any employee or contractor of the Peel District School Board.

“Trustee” means all members of the Board, whether elected or appointed, including student trustees and non-Trustee members of the Audit Committee in relation to their functions, powers and duties as members of that committee in accordance with Regulation 361/10.

“Trustees Office” means the authority and public duties attached to the position of being elected or appointed as a PDSB Trustee or student trustee.

“Supply Chain Activities” means all activities whether directly or indirectly related to organizational planning, sourcing, procurement, moving, and payment processes.

6.0 Code of Conduct

- 6.1 Transparency, accountability, and public confidence are fundamental components for the effective governance of school boards as public bodies responsible to their communities and to the provincial government. The conduct of Trustees must be of the highest standard to maintain the confidence of the public. This Code of Conduct represents the Board's commitment to meeting high standards of conduct, professionalism and upholding a culture of anti-racism and anti-oppression.
- 6.2 Every Trustee shall comply with this Code of Conduct and any applicable Board by-law, resolution, policy, or procedure, and shall behave in a manner that is consistent with human rights principles and which promotes equity and inclusion at all times. When acting or holding themselves out as a Trustee, the Trustee: (1) shall treat people equally without discrimination based on a person'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; and (2) shall conduct themselves in a manner that would not discredit or compromise the integrity of the board.

Integrity and Dignity of Office - Principles

- 6.3 Trustees of the Board shall discharge their duties loyally, faithfully, respectfully, impartially, in the spirit of equity, and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 6.4 Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, and in the best interests of the students.
- 6.5 Trustees of the Board recognize their obligation to promote equality, diversity, and inclusion for all students, with specific recognition for the historical and systemic oppression faced by Black, Indigenous, and other racialized students.
- 6.6 Trustees of the Board must uphold the dignity of the office and conduct themselves in a professional manner and act with decorum at all times, whether in person or through virtual or electronic communications including on social media platforms. Trustees must conduct themselves in a professional manner and act with decorum especially when attending Board events, when engaging with each other or with the community in their capacity as a Trustee, or while on Board property.
- 6.7 Trustees shall ensure that their comments are issue-based and not personal, demeaning, discriminatory, or disparaging with regard to any person, including Staff Members or fellow Trustees and shows respect for their differing points of view.

- 6.8 No Trustee shall engage in conduct that would discredit or compromise the integrity of the Board or Trustees, or be inconsistent with the Board's values of antiracism and anti-oppression. Trustees are expected to work with other Trustees and Staff Members in a spirit of equity, respect, openness, courtesy, and co-operation.
- 6.9 A Trustee shall not advance allegations of misconduct and/or give notice of an alleged breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith, or vindictive in nature against another Trustee of the Board.
- 6.10 Trustees shall serve and be seen to serve their school communities in an equitable, constructive, respectful, conscientious and diligent manner.
- 6.11 Trustees shall be committed to performing their functions with integrity and to avoid the improper use of the influence of their office, and conflicts of interest, both apparent and real.
- 6.12 Trustees are expected to perform their duties in office and arrange their private lives, including any digital content, whether on social media or otherwise, in a manner that promotes public confidence and can be upheld under close public scrutiny.
- 6.13 Trustees shall seek to serve the public interest by upholding both the letter and the spirit of the laws of the Federal Parliament and Ontario Legislature, and the ByLaws,, Governance Directives,, policies,, and procedures adopted by the Board, including the Board's human rights and anti-racism policies.
- 6.14 A Trustee shall discharge their duties in accordance with the *Education Act* and any regulations, directives or guidelines thereunder and in adherence to human rights principles. This shall include respecting and understanding the roles and duties of individual Trustees, the Board of Trustees as a whole, the Director of Education, Staff Members, the community and the Chair of the Board.
- 6.15 Trustees acknowledge that this Code of Conduct operates as a supplement to the following provincial and federal legislation which also govern the conduct of Trustees:
- (a) Criminal Code of Canada
 - (b) Education Act
 - (c) Municipal Conflict of Interest Act

- (d) Municipal Elections Act, 1996
- (e) Municipal Freedom of Information and Protection of Privacy Act
- (f) Occupational Health and Safety Act
- (g) Ombudsman Act
- (h) Ontario Human Rights Code

Trustees recognize that the Integrity Commissioner does not have any authority to receive or investigate complaints to the extent that the complaints request any determination or remedy related to any alleged contravention of the above legislation.

Respect for Confidentiality

6.16 Confidential Information includes,

- (a) information in the custody and/or control of the PDSB that is subject to the privacy provisions of the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* or other legislation, including, but not limited to personal information of staff and students (including the contents of a student's OSR), third party corporate, commercial, scientific, or technical information, solicitor-client advice or litigation privileged information;
- (b) information in respect of litigation or potential litigation affecting the Board, and information that is subject to solicitor-client privilege;
- (c) information discussed during closed sessions of the Board pursuant to section 207 of the *Education Act*;
- (d) intimate, personal, health or financial information of a Trustee, staff member or prospective staff member, student, parent or guardian;
- (e) Information related to the acquisition or disposal of the Board's real property, including a school site;
- (f) decisions in respect of negotiations with staff members; and
- (g) investigations by the Ombudsman

6.17 No Trustee shall disclose or release by any means to anyone not authorized, any confidential information obtained or made available to them in their role as Trustee,

in either oral or written form (including online and social media platforms), except as authorized by law or by the Board to do so. This is an indefinite continuous obligation that extends beyond the Trustee's term of office.

- 6.18 No Trustee shall use confidential information in a manner that would be detrimental to the interests of the Board or for the purpose of personal gain, including for the gain of the Trustee's parent, spouse, or child. In this section, "child", "parent" and "spouse" have the same meaning as in section 1 of the *Municipal Conflict of Interest Act*.
- 6.19 Trustees should not access or attempt to gain access to confidential information in the care, control or custody of the Board unless it is necessary for the performance of their duties and not prohibited by law or Board policy.
- 6.20 Every Trustee shall keep confidential any information or documents disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board or committee of the Board, that was closed to the public, and keep confidential the substance of deliberations of a meeting closed to the public, unless required to divulge such information or documents by law or authorized by the Board to do so. Under no circumstances should the substance of deliberations of a meeting closed to the public be recorded without advance permission.
- 6.21 Individual Trustees are only entitled to information in the possession of the PDSB that is relevant to matters before the Board or a committee of the Board. Otherwise, an individual Trustee enjoys the same level of access rights to information as any other member of the community.
- 6.22 If there is uncertainty about whether information is confidential, the Trustee should check with the appropriate Staff Member, which includes the Governance Officer or Privacy Officer, consult with the Director of Education or seek the advice of the Integrity Commissioner.

Upholding Decisions

- 6.23 All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 6.24 Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's Rules of Order, can be brought by a Trustee.

- 6.25 Subject to section 6.27, a Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution or the Board as a whole.
- 6.26 Each Trustee shall comply with Board policies, procedures, By-Laws, Governance Directives and Rules of Order.
- 6.27 In accordance with section 218.4 (e) of the *Education Act*, the Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall act as spokesperson to the public or on behalf of the Board unless expressly authorized by the Chair of the Board or whole Board of Trustees to do so. When individual Trustees express their opinions in public, including when expressing opinions on online or social media platforms, they must make it clear that they are not speaking on behalf of the Board.

Ontario Broader Public Sector (BPS) Supply Chain Code of Ethics

(This Code of Ethics does not supersede the Code of Conduct but supplements the Code of Conduct with standards of practice specific to the supply chain.)

- 6.28 Personal Integrity and Professionalism - Trustees involved with Supply Chain Activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Trustees must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.
- 6.29 Accountability and Transparency - Supply Chain Activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public resources. Trustees must ensure that Board resources are used in a responsible, efficient and effective manner.
- 6.30 Compliance and Continuous Improvement - Trustees involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Trustees should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels.

Gifts, Benefits and Hospitality

- 6.31 Trustees are expected to carry out their duties with impartiality and objectivity. No Trustee shall accept a gift, benefit, or service from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift, benefit, hospitality or services could influence the Trustee when performing their duties to the Board.
- 6.32 For greater certainty, prohibited gifts, benefits, or services includes, but is not limited to, tickets or admission to a charity event, professional development or training sessions or anything of monetary value. Trustees will not be in violation of section 6.31 if:
- i. the gift, benefit, or service if of nominal value, meaning valued at no more than \$25,
 - ii. the gift, benefit, or service is given as an expression of courtesy or hospitality, and
 - iii. accepting the gift, benefit, or service is reasonable in the circumstances.
- Trustees shall report all gifts, benefits, or services received to the Chair of the Board and the Governance Officer.
- 6.33 For these purposes, a gift, benefit, or service provided with the Trustee's knowledge to a Trustee's spouse, child, or parent, as defined in the *Municipal Conflict of Interest Act*, is deemed to be provided to that Trustee.
- 6.34 Trustees shall not use their position for personal gain or improper advantage.
- 6.35 An invitation to attend or participate in an event or a function directly connected with the performance of a Trustee's duties of office where the Trustee has a ceremonial, presentational or representational official role is not considered by this Code of Conduct, to be a gift. This type of attendance is considered to be fulfillment of official public duties.
- 6.36 Trustees should consult with the Integrity Commissioner and review any relevant Integrity Commissioner Interpretation Bulletins issued by the Integrity Commissioner on this subject.

Use of Board Property, Services and Other Resources

- 6.37 No Trustee should use, or permit the use of Board resources, including but not limited to Staff Members, Board events, Board facilities, Board funds, Board information and Board infrastructure or other resources (e.g., Board-owned materials, websites, and social media platforms) for activities other than the business of the PDSB. No Trustee may obtain personal financial gain from the use or sale of Board-developed intellectual property (e.g., inventions, creative writings and drawings), computer programs, technical innovations, or other items capable of being patented, or from the sale of Board provided mobile phones and all other technological equipment, since all such property remains exclusively that of the Board.

Election Campaign Work

- 6.38 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.39 No Trustee shall use the facilities, equipment, supplies, services, staff or other resources of the Board (including Board logos, newsletters, social media sites or profiles and websites linked through the Board's website, contact information including email addresses obtained as a result of the member's performance of their duties as a Trustee) for any election campaign or campaign-related activities. No Trustee shall undertake campaign-related activities on Board property or during Board-hosted meetings (whether in person or virtual) unless permitted by Board policy. No Trustee shall use the services of staff for election-related purposes during hours in which those persons receive any compensation from the Board. All Trustees shall comply with the PDSB Board Resources Policy.

Improper Use of Influence

- 6.40 A Trustee shall not use their office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 6.41 No Trustee shall use their office to obtain employment with the Board for the Trustee or a Trustee family member. This rule includes, but is not limited to, the prohibition of holding out the prospect or promise of future advantage through a Trustee's purported influence within the Board in return for any present action or inaction to the private advantage of the Trustee, their family members or any person or organization with whom the Trustee is related or associated.

- 6.42 No Trustee shall use the influence of their office for any purpose other than for the exercise of their official duties.

Conduct Regarding Current and Prospective Employment

- 6.43 No Trustee shall allow any current employment or the prospect of their future employment by a person or entity to improperly or for personal gain affect the performance of their duties to the Board.

Discreditable Conduct

- 6.44 All Trustees have a duty to treat members of the public, one another, and Staff Members respectfully and without abuse, bullying or intimidation, and to ensure that the work environment at the Board is free from discrimination and harassment. This provision applies to all forms of written and oral communications, including via social media.

Reprisals and Obstruction

- 6.45 Harassing or discriminatory behavior (as indicated in the PDSB's Human Rights Policy (Policy 51) and the Equity and Inclusive Education Policy (Policy 54) in addition the Ontario *Occupational Health and Safety Act*, and the Ontario *Human Rights Code*), which occurs in the course of, or is related to, the performance of official business and duties of the Trustees, is subject to this Code of Conduct.
- 6.46 Trustees must respect the integrity of this Code of Conduct and cooperate with inquiries conducted in accordance with the Trustee Code of Conduct Complaint Protocol and any other procedures set by the Board for addressing complaints of a breach of this Code of Conduct. Any reprisal or threat of reprisal against a complainant or anyone else for providing information to the Integrity Commissioner is prohibited. It is a violation of this Code of Conduct to obstruct the Integrity Commissioner in the carrying out of their responsibilities, for example, by destroying documents or erasing electronic communications.
- 6.47 Trustees have a duty to respond to and comply with all reasonable requests of the Integrity Commissioner and a failure to do so is a violation of this Code of Conduct.
- 6.48 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting On Advice of Integrity Commissioner

- 6.49 If there is uncertainty about whether an action or activity breaches this Code of Conduct, a Trustee may directly seek the advice of the Integrity Commissioner. This shall not constitute an inquiry or investigation by the Integrity Commissioner pursuant to the Complaint Protocol. Where a Trustee has received written advice from the Integrity Commissioner on a particular matter, the advice is binding on the Board in any subsequent consideration of the conduct of the Trustee in the same matter as long as the Trustee disclosed all relevant facts to the Integrity Commissioner before the advice was provided.
- 6.50 The Integrity Commissioner will work with Board General Counsel, Legal and Governance Services when providing advice to Trustees, particularly in the areas of school board governance, Board By-Laws, Governance Directives, policies and, procedures and applicable education legislation.

Chair/Presiding Officer

- 6.51 Nothing in this Code of Conduct prevents the Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to expel or exclude from any meeting any person who has demonstrated improper conduct at the meeting. For greater certainty, this may be done at the discretion of the Chair or Presiding Officer as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code of Conduct.
- 6.52 The Chair of the Board or Presiding Officer of any meeting of the Board or Committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or view, the PDSB's Human Rights Policy (Policy 51) and the Equity and Inclusive Education Policy (Policy 54), and the Ontario [Human Rights Code](#).
- 6.53 The Chair of the Board or Presiding Officer shall follow the special rules of order of the Board and/or the adopted Rules of Order and meeting procedures contained in any Policy or By-Laws of the Board. A breach of a rule of order or meeting/parliamentary procedure should be dealt with at the meeting in question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable rule of order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Board Member Code of Conduct Complaint

Protocol, except for persistent improper use of the applicable rules of order by the Chair or Presiding Officer.

7.0 Review and Public Availability of the Code of Conduct

- 7.1 This Code of Conduct is to be reviewed and updated by the Board as required in accordance with Regulation 312/24. Specifically, the Board will review the Code of Conduct within 30 days of the coming into force of Regulation 312/24 (July 28, 2024) and then again no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year. After each review, the Board shall pass a resolution setting out any required changes or, if no changes are required, confirming the Code of Conduct. If one or more changes are set out in a Board resolution, the Board shall update its Code of Conduct to reflect the changes no later than August 31 in the year of the review.
- 7.2 The Board shall make this Code of Conduct publicly available on its website and shall indicate on its website the effective date of every change it makes to this Code of Conduct, other than changes of a typographical or similar nature. The Board shall also maintain an archive of all previous versions of its Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

8.0 Appendices

Board Member Code of Conduct Complaint Protocol
Appointment Selection and Jurisdiction of Integrity Commissioner

9.0 Reference Documents

Policies:

- Anti-Racism Policy
- Trustee Expenses Policy 75
- Trustee Honoraria Policy 72
- Human Rights Policy 51
- Use of Board Resources Policy

By-Laws and Governance Directives

- Peel District School Board By-Laws and Governance Directives

Procedures:

- Workplace Violence EHS 4.1
- Workplace Harassment EHS 4.2

Legislation:

- Criminal Code of Canada
- Education Act
- Municipal Conflict of Interest Act
- Municipal Elections Act, 1996
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health and Safety Act
- Ombudsman Act
- Ontario Human Rights Code

Revision History

Review Date	Approval Date	Description
	October 19, 2022	
November 27, 2023		Housekeeping Amendment – template migration

Appendix 1- Acknowledgement and Undertaking

I confirm that I have read, understand and agree to abide by the Board's Code of Conduct and that I understand the Board Member Code of Conduct Complaint Protocol for complaints made to the Integrity Commissioner.

DATE: _____

SIGNATURE: _____

Please Print Name: _____

PEEL DISTRICT SCHOOL BOARD BOARD MEMBER CODE OF CONDUCT COMPLAINT PROTOCOL ("Complaint Protocol")

1.0 Rationale

The Board has established a Board Member Code of Conduct ("**Code of Conduct**") to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This Protocol supports the implementation of the Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

2.0 Objective

To outline the processes for initiating, investigating, resolving and reporting on the outcomes of complaints made under the Code of Conduct.

3.0 Definitions

Board means the Peel District School Board, which is also referred to as the PDSB.

Complaint means a formal written statement of allegations in the form of Appendix 1 to this Complaint Protocol or any informal complaint process contemplated by this Complaint Protocol alleging a Trustee has breached the *Trustee Code of Conduct*.

Formal Complaint means a formal written statement of allegations in the form of Appendix 1 to this Complaint Protocol.

Informal Complaint means any informal complaint process contemplated in this Complaint Protocol.

Inquiry includes an investigation.

Integrity Commissioner means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Peel District School Board By-Laws.

Trustee means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and/or the *Education Act*, and includes student trustees.

4.0 Responsibility

The Board of Trustees, the PDSB's Integrity Commissioner, the Governance Officer and the Director of Education.

5.0 Application and Scope

This Complaint Protocol applies to all Trustees.

The Complaint Protocol outlines a number of ways by which concerns related to the conduct of Trustees are addressed. The Formal Complaint process must comply with s.218.3 of the Ontario *Education Act*.

The Code of Conduct and Complaint Protocol apply to:

- (a) Trustees who have made the Declaration and filed it as outlined in Section 209 of the Ontario *Education Act* and only while they hold their seat; and
- (b) Student trustees once they are elected or appointed to the Board of Trustees and only while they hold their seat.

Subject to the municipal election period described below, conduct by a Trustee outside of the above timeframe will not be the subject of a Complaint under the Code of Conduct and will not be investigated pursuant to the Complaint Protocol.

6.0 Limitations

6.1 Timelines

Any allegation of a breach of the Code of Conduct must be brought forward no later than six (6) months after the breach comes to the knowledge of a Trustee.

6.2 Suspension of Code During Municipal Election Period

In a municipal election year for Trustees, Complaints about the conduct of a sitting Trustee shall not be brought during the suspended period commencing on nomination day for a regular election pursuant to the Ontario *Municipal Elections Act* (currently the third Friday in August in the year of an election) and ending on the day of the first Board meeting following the regular election (known as the inaugural meeting in accordance with the Board by-laws) (the “**Suspended Period**”). The limitation period for bringing a complaint shall be extended as necessary.

If the Trustee accused of a breach of the Code of Conduct is not re-elected or acclaimed, no Inquiry into the alleged breach of the Code of Conduct by that Trustee during their term in office shall be undertaken.

Trustees and Community Members may engage in the informal resolution process during this period, without the participation of the Integrity Commissioner.

During the Suspended Period, any open Formal Complaint investigation(s) shall be suspended, including the release of any final investigation reports to the Board, and only continued if the Trustee accused of a breach of the Code of Conduct is re-elected or acclaimed.

6.3 Anonymity

Anonymous Complaints will not be accepted or investigated by the Integrity Commissioner.

6.4 Statutory Powers Procedure Act

The Ontario *Statutory Procedures Act* does not apply to anything done regarding the enforcement of the Code of Conduct. No formal trial-type hearing will be conducted.

6.5 Removal from Office or Suspension of Honorarium

The Board of Trustees has no power to remove a Trustee from their elected seat or suspend their honorarium for a breach of the Code of Conduct.

7.0 Enforcement of the Code of Conduct

A Trustee who has reasonable grounds to believe that a Trustee has breached the Code of Conduct may bring the alleged breach to the attention of the Board of Trustees in accordance with the Informal or Formal Complaint processes below.

Any allegation of the breach of the Code of Conduct shall be investigated and/or resolved as outlined in the Informal Complaint process or Formal Complaint process described below.

Only serious and/or reoccurring breaches of the Code of Conduct should be investigated as outlined in the Formal Complaint process. It is expected that whenever possible, allegations of a breach of the Code of Conduct shall be investigated following the Informal Complaint process. It is recognized that from time to time a contravention of the Code may occur that

is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code of Conduct. Only serious and/or reoccurring breaches of the Code should be investigated following the Formal Complaint process.

7.1 Informal Complaint Process

Trustees are encouraged to use informal means first to address conduct prohibited by the Code of Conduct. With the consent of the complaining Trustee and the Trustee who is alleged to have breached the Code of Conduct, the Integrity Commissioner or the Chair of the Board may be a part of any informal process.

The purpose of the Informal Complaint process is to bring the allegation of the breach directly to the attention of the Trustee who is alleged to have breached the Code of Conduct and to discuss possible remedial measures to correct the offending behavior. The Informal Complaint process is conducted in private and is to remain confidential.

Trustees who have identified or witnessed conduct by a Trustee that they believe is in contravention of the Code of Conduct may address the prohibited conduct as follows:

- (a) advise the Trustee that the conduct contravenes the Code of Conduct with an explanation as to why;
- (b) encourage the Trustee to stop the prohibited conduct;
- (c) discuss remedial measures to correct the offending behaviour with the Trustee who is alleged to have breached the Code of Conduct;
- (d) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information;
- (e) advise the Integrity Commissioner about the concerns related to the Trustee and any response of the Trustee;
- (f) if applicable, confirm to the Trustee who is alleged to have breached the Code of Conduct, the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
- (g) if the parties agree, the Integrity Commissioner can participate in resolving or attempting to resolve the issues relating to the complaint; and (h) consider the need to pursue a Formal Complaint.

The Trustee may seek advice or assistance from the Director of Education, the Governance Officer or the Integrity Commissioner for the above. The Informal Complaint process is encouraged; however, it is not required prior to beginning the formal complaint process.

7.2 Formal Complaint and Request for Inquiry Process

Initiating a Formal Inquiry

A Trustee who has reasonable grounds to believe that a Trustee has breached the Code of Conduct may bring the breach to the attention of the Board by first filing with the Integrity Commissioner the Formal Complaint that is signed by the complainant, setting out the following information:

- (a) the name of the Trustee who is alleged to have breached the Code of Conduct;
- (b) the alleged breach or breaches of the Code of Conduct;
- (c) information as to when the breach came to the complainant's attention;
- (d) the grounds for the belief by the complainant that a breach of the Code of Conduct has occurred; and
- (e) the names and contact information of the complainant and any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

7.3 Initial Assessment of Complaint by the Integrity Commissioner

- (a) The original written complaint shall be filed with the Integrity Commissioner for initial assessment to determine if the matter is a complaint with respect to noncompliance with the Code of Conduct. For greater certainty, the views or positions of a Trustee on matters to be determined by the Board of Trustees, including how they vote on a matter is not a code of conduct issue.
- (b) If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation the Integrity Commissioner shall advise the complainant in writing as follows and that the Inquiry will not proceed:
 - i. if the complaint is an allegation of a criminal nature consistent with the Criminal Code of Canada, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;

- ii. if the complaint is with respect to non-compliance with the Municipal Conflict of Interest Act, the complainant shall be advised to review the matter with the complainant's own legal counsel;
 - iii. if the complaint is with respect to non-compliance with the Municipal Freedom of Information and Protection of Privacy Act, the complainant shall be referred to the appropriate Board department; or
 - iv. in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.
- (c) If the Integrity Commissioner is of the opinion that the Formal Complaint and request for an Inquiry is out of time, frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for an investigation, the Integrity Commissioner shall not initiate an investigation, or, where any of the foregoing becomes apparent in the course of an investigation, the Integrity Commissioner shall terminate the investigation. The complainant and Trustee who is alleged to have breached the Code of Conduct, as appropriate, shall be advised of the decision with a rationale.
- (d) Where the complainant breaches the integrity of an investigation, including the confidentiality requirement referred to in section 7.4 (f) below, which confidentiality requirement includes, by sharing the details on social or any kind of media, or publicly discussing details of the Inquiry, the Integrity Commissioner may terminate the investigation and summarily dismiss a complaint. No report shall be presented to the Board of Trustees except if appropriate, to report that a Formal Complaint will not proceed for this reason.
- (e) If the Integrity Commissioner determines that they would be biased or have a conflict of interest regarding the subject matter of the Formal Complaint, Board General Counsel, Legal and Governance Services will select an independent outside investigator to conduct the Inquiry, including the initial assessment. The investigator will have the powers and duties of the Integrity Commissioner set out herein to conduct the Inquiry of the Formal Complaint.

7.4 Formal Complaint Inquiries by the Integrity Commissioner

- (a) If after the initial assessment by the Integrity Commissioner, a Formal Complaint is proceeding, the Integrity Commissioner shall proceed with an investigation as

follows, unless the complainant subsequently withdraws the Formal Complaint or agrees that it may be dealt with in accordance with the Informal Complaint process:

- (i) Provide the Formal Complaint or any reformulation of the complaint prepared by the Integrity Commissioner to ensure that it accurately identifies and formulates an alleged breach or breaches of the Code of Conduct and protects the identity of any witnesses where appropriate to the Trustee who is alleged to have breached the Code of Conduct; and
 - (ii) The Trustee shall provide to the Integrity Commissioner a written response to the complaint within ten (10) business days of receiving it or such period of time as the Integrity Commissioner deems appropriate in the circumstances.
- (b) The Integrity Commissioner may conduct such Inquiry as they consider necessary, including interviewing the parties and witnesses in the order they see fit and to receive both oral or written statements from them.
- (c) The Integrity Commissioner may speak to anyone relevant to the complaint and any Trustees or Board employees will cooperate in that regard, access and examine any relevant information, documents or electronic materials and enter any Board work location relevant to the complaint for the purposes of the Inquiry.
- (d) Procedural fairness shall govern the Inquiry.
- (e) The Formal Complaint will remain confidential and only be disclosed at the time of a public report by the Integrity Commissioner and to the Trustee alleged to have breached the Code of Conduct.
- (f) Any Inquiry will be conducted in private and all parties and participants/witnesses in the Inquiry will preserve the confidentiality of all matters discussed and disclosed during the Inquiry, unless otherwise required to be disclosed by-law and as determined by the Integrity Commissioner.
- (g) If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the Inquiry, the Inquiry will proceed in their absence, including a final public report of the Integrity Commissioner.
- (h) At any time following receipt and review of the Formal Complaint, or at any time during the Inquiry, where the Integrity Commissioner believes there is an opportunity to successfully resolve the matter without a formal investigation, and

both the complainant and the Trustee alleged to have breached the Code agree, an informal resolution may be pursued.

- (i) If, during the course of the Inquiry, the Integrity Commissioner discovers that the subject-matter is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under other legislation, the formal Inquiry shall be suspended until the police investigation, charge or matter under other legislation has been finally disposed of. This shall be reported in confidence to the Board.

7.5 Reports to the Board of Trustees

- (a) At the conclusion of an investigation of a Formal Complaint that has not been resolved, the Integrity Commissioner shall prepare a written report to the Board of Trustees outlining the finding of facts and a recommendation or opinion as to whether or not the Code of Conduct was breached with reasons, and if so, recommend any sanctions (the “**Final Report**”). This shall be completed within 90 days after receipt of the Formal Complaint unless the Integrity Commissioner determines that a longer period of time is required to complete the Final Report and the reason is explained in the Final Report. The parties will be advised of the expected date of delivery of the Final Report.
- (b) The Integrity Commissioner may make interim reports to the Board of Trustees where necessary and as required to address any instances of interference, obstruction, delay, or retaliation encountered during the Inquiry.
- (c) The Final Report will be considered by the Board of Trustees in a public meeting, unless the meeting is closed to the public as follows:

In accordance with section 207(2) of the *Education Act*, a Final Report of a Formal Complaint investigation may be considered in a meeting closed to the public when the subject matter under consideration involves:

- (i) the security of the property of the Board;
- (ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;
- (iii) the acquisition or disposal of a school site;
- (iv) decisions in respect of negotiations with employees of the Board; or
- (v) litigation or any potential litigation affecting the Board and information that is subject to solicitor-client privilege.

In accordance with s.218.3 (11) of the *Education Act*, even if a meeting is closed to the public to consider the Final Report, the vote on the motion to determine whether or not the Code of Conduct was breached and any sanction imposed must be done at a public Board meeting.

7.6 Board of Trustees Decision

- (a) The Final Report of the Integrity Commissioner shall be delivered to the Board of Trustees, including the Trustee alleged to have breached the Code of Conduct, through the General Counsel, Legal and Governance Services.
- (b) A decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, shall be made as soon as practical after receipt of the Final Report by the Board of Trustees.
- (c) Trustees shall consider only the findings in the Final Report and as supplemented by the Integrity Commissioner, if necessary, when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter, including questioning the Integrity Commissioner, complainant, Trustee who is alleged to have breached the Code or any witnesses or persons participating in the Inquiry.
- (d) If the Board of Trustees determine that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee alleged to have breached the Code took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed. While the Board of Trustees makes the determination, the Integrity Commissioner may provide an opinion in the Final Report on these matters.
- (e) The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a Formal Complaint investigated in accordance with the Formal Inquiry process must be done by resolution of the Board of Trustees at a public Board meeting as specified in the Ontario *Education Act*. Both resolutions shall be decided by a vote of at least two-thirds (2/3) of Trustees who are present and voting.
- (f) The results of the vote and reason(s) for the Board of Trustee's decision shall be recorded in the minutes of the Board meeting.

- (g) The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may vote on those resolutions.
- (h) The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations or be required to answer any questions.
- (i) The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the Final Report is completed, influence the vote on the decision of breach or sanction, except as permitted during the review set out below after the Board of Trustees have made their original decision(s).

7.7 Sanctions

- (a) If the Board of Trustees determine that the Trustee has breached the Code of Conduct, the Board of Trustees may impose one or more of the following sanctions:
 - (i) Censuring the Trustee.
 - (ii) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of the committee of the Board.
 - (iii) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
- (b) The Board of Trustees shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or requirement to complete specified professional development at the expense of the Board. The Board of Trustees has no power to declare the Trustee's seat vacant or withhold the Trustee's honorarium.
- (c) A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
- (d) The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Ontario *Education Act* and the Regulations thereunder regarding absences from meetings.

7.8 Required Steps After the Board's Decision

- (a) If the Board of Trustees determines that a Trustee has breached the Code of Conduct the Board of Trustees shall:
 - (i) give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board of the Trustees;
 - (ii) the notice shall inform the Trustee that they may make written submissions to the Board of Trustees in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
 - (iii) consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.
- (b) If the Board revokes a determination, any sanction imposed by the Board is revoked.
- (c) If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
- (d) If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
- (e) The Board of Trustee's decision(s) to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least a two-thirds majority the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination.
- (f) The Board of Trustees shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction.
- (g) The Trustee alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations or be required to answer any questions and shall not vote on the resolutions. The Trustee who brought the initial Formal Complaint may vote.
- (h) If appropriate, the original sanction may be stayed pending the review by the Board of Trustees of the determination or sanction. If the original sanction was

stayed, the stay will be lifted and any sanction imposed will commence immediately after the Board's decision on the review.

7.9 Payment of Legal Costs

- (a) Subject to subsection 7.9 (d) and (e), a Trustee who is the subject of a Formal Complaint under the Code of Conduct shall be reimbursed for actual and reasonable legal and related expenses ("**Legal Costs**") up to a maximum of \$5,000.
- (b) In the case of an application under the *Judicial Review Procedure Act* by a Trustee who was the subject of a Formal Complaint under the Code of Conduct for judicial review of actions taken on a complaint against the Trustee by the Board of Trustees, the Trustees Legal Costs not covered by an award of costs by the court, up to a maximum of \$20,000 shall be reimbursed to them by the Board if the Trustee is successful on the application.
- (c) The Board of Trustees may consider the reimbursement of Legal Costs above the limit in subsection 7.9(b) on a case-by-case basis.
- (d) The Board of Trustees may consider an advance payment to the Trustee for Legal Costs prior to completion of an investigation for a maximum amount of \$5,000. The Trustee must repay to the Board all unused funds upon completion of an investigation. The Trustee will not be required to reimburse the spent funds if, upon completion of the investigation 7.9(e) below applies. Otherwise, all advanced funds must be repaid to the Board immediately upon conclusion of the investigation.
- (e) Legal Costs shall only be reimbursed under this section to the Trustee, if the Board of Trustees concludes that there has been no contravention of the Code of Conduct by the Trustee or that it was found that the Trustee took all reasonable steps to prevent the contravention, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, and the Board of Trustees conclusion is not overturned on judicial review.
- (f) Any award of costs under subsection 7.9(e) shall be contingent on a report to the Board of Trustees from the Board's General Counsel, Legal and Governance Services and the Associate Director of Operations and Equity of Access to Support Services.

8.0 Evaluation

This procedure is to be reviewed and updated as required but at a minimum every four (4) years.

8.0 Appendices / Reference Documents

Appendix 1: Complaint Form (Form 708A)

- Legislative Acts and Regulations: Judicial Review Procedure Act
- Municipal Elections Act
- Education Act and Regulations

Reference Documents

- *Appointment, Selection, and Jurisdiction of the Integrity Commissioner*
- *Board Member Code of Conduct*

Appendix 1

Peel District School Board Board Member Code of Conduct – Formal Complaint Form

Nature of Complaint:

I, _____ (full name),
of the (City, Town, of residence etc.) _____
in the Province of Ontario.

STATE THE FOLLOWING:

1. I have personal knowledge of the facts as outlined below, because:

(insert reasons e.g., I work for.....I attended a meeting at which...etc.)

2. I have reasonable and probable grounds to believe that: _____ (specify name of Trustee) a member of the Peel District School Board, has contravened Section(s) _____

(specify section(s) of the Board Member Code of Conduct)

3. Date of the alleged breach _____ and Date of when the alleged breach came to my attention _____

The particulars of which are as follows in attached Schedule "A":

(Set out the statements of fact in consecutively numbered paragraphs in the attached Schedule "A", with each paragraph being confined, as far as possible, to a particular statement of fact.

You may refer to documents in this complaint and attach them to support this complaint.

Please provide the names and contact information of any witnesses or persons with relevant information.

DATED THIS _____ DAY OF _____, 20 __, Schedule "A"

Schedule "A" to the **Board Member Code of Conduct – Formal Complaint Form**

(If more than one page is required, please photocopy this blank page and mark each additional page as 2 of #, 3 of #, etc. in the top right corner.)

(Signature of person making the complaint)

Appointment, Selection, and Jurisdiction of the Integrity Commissioner

7.01 Objective

7.01.1 To establish the office of the Integrity Commissioner to provide advisory support and education to Trustees in matters of ethics and the application of the Board Member Code of Conduct and to investigate Code of Conduct Complaints.

7.02 Definitions

In this Directive,

7.02.1 Board means the Peel District School Board.

7.02.2 Complaint means a formal written statement of allegations in the form of Appendix A to Board Member Code of Conduct Complaint Protocol or any informal complaint contemplated by the Complaint Protocol alleging a Trustee has breached Board Member Code of Conduct.

7.02.3 Staff Member means an employee of the Peel District School Board.

7.02.4 Trustee means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and/or the *Education Act*, and includes student trustees.

7.03 Responsibility

7.03.1 The Board of Trustees.

7.04 Appointment of the Integrity Commissioner

7.04.1 The Board of Trustees shall appoint, terminate, or renew an Integrity Commissioner by a two-thirds (2/3) vote of Trustees present and voting at a regular or special meeting of the Board.

7.04.2 The initial term of the Integrity Commissioner shall be for three (3). The term may be extended by the Board of Trustees for up to two (2) additional terms of two (2) years each.

7.05 Selection of the Integrity Commissioner

7.05.1 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the Board and overseen by a selection committee of Trustees appointed by the Board of Trustees and chaired by the Chair of the Board or designate.

7.05.2 The selection committee shall recommend a candidate for the office of the Integrity Commissioner for approval by the Board of Trustees.

7.06 Role of the Integrity Commissioner

7.06.1 The Integrity Commissioner has the following responsibilities:

- (a) providing timely advice to Trustees about their obligations under the Board Member Code of Conduct and the application of the Board Member Code of Conduct Complaint Protocol;
- (b) providing general information to Trustees about their duties and obligations under the Municipal Conflict of Interest Act but not providing legal advice;
- (c) reviewing and making inquiries related to Complaints of alleged breaches by Trustees of the Board Member Code of Conduct in accordance with the Board Member Code of Conduct Complaint Protocol;
- (d) providing educational programs to Trustees on issues of ethics and integrity;
- (e) issuing interpretation bulletins, including examples of activities that contravene the Board Member Code of Conduct and activities that are permissible and do not contravene the Code of Conduct;
- (f) all documents generated in the course of an investigation or inquiry, informal resolution of Complaints or the giving of advice to Trustees, including without limitation, notes, recordings of interviews, draft reports or opinions, etc. are the property of the Integrity Commissioner and not the Board and will not be produced unless required by law, statute or court/tribunal order and, on completion of their term, will transfer any open files related to ongoing matters to the incoming Integrity Commissioner;
- (g) ensuring the secure collection, use, disclosure; retention; and destruction of records containing personal or confidential information in their custody or control as required by all applicable privacy laws, including the *Municipal Freedom of Information and Protection Act* as if they were an institution within the meaning of that Act; and
- (h) providing such other duties respecting ethical and conduct matters as assigned by the Board.

7.06.2 The Integrity Commissioner does not have jurisdiction over complaints about Staff Members.

7.06.3 The Integrity Commissioner shall carry out their duties independently.

7.06.4 The Integrity Commissioner does not have jurisdiction to investigate or make inquiries in respect of Complaints that are related to the Criminal Code, the Municipal Conflict of Interest Act, the Municipal Elections Act, or the Municipal Freedom of Information and Protection of Privacy Act.

7.07 Accountability of the Integrity Commissioner

7.07.1 The Integrity Commissioner is accountable to and reports to the Board of Trustees.

7.07.2 The Integrity Commissioner shall prepare a written annual report to the Board of Trustees which will be made available to the public. The report will include for the preceding year:

- (a) the number and general nature of the Complaints, made pursuant to the Board Member Code of Conduct (formal and informal) to the Integrity Commissioner and the disposition of those Complaints;
- (b) the number of inquiries and general nature of them, received by the Integrity Commissioner regarding the application of the Board Member Code of Conduct;
- (c) the number of Trustees requesting advice regarding the application of the Board Member Code of Conduct, and of that number how many of the Integrity Commissioner's responses were informal opinions and how many were formal opinions;
- (d) other activities undertaken by the Integrity Commissioner to support the Board of Trustees to achieve high standards of ethical conduct and thereby enhance public confidence in the effective governance of the Board (for example, training, education, reports, interpretation bulletins, etc.); and
- (e) any other relevant information regarding the position of the Integrity Commissioner as requested by the Board of Trustees.

7.08 Powers of Integrity Commissioner on Inquiry

7.08.1 The Integrity Commissioner is entitled to have free and unencumbered access, for the sole purpose of an inquiry or investigation undertaken by the Integrity Commissioner pursuant to the Board Member Code of Conduct Complaint Protocol, to all records or documents, both paper and electronic, including, but not limited to

books, accounts, financial records, electronic records and communications, files, papers, things or property belonging to or used by the Board or Trustees that the Integrity Commissioner believes are necessary for an inquiry or investigation of a Complaint made in accordance with the Board Member Code of Conduct Complaint Protocol. The Board Director of Education, or designate will facilitate such access where permitted in law.

July 2024

Trustee Feedback on the Trustee Code of Conduct

Reporting Process

- The requirement for Trustees to contact the Trustee in question first puts Trustees in a bad place and creates an unsafe environment for reporting.
- Recommendation: For informal and formal complaints, Trustees should be able to report directly to the Integrity Commissioner (IC).
- The Code of Conduct requires greater clarity on processes for informal/formal complaints and how to get from one complaint process to the other.
- The Code of Conduct needs to outline different gradations of informal/formal processes. For example, there could be a review of the formal complaint by the IC who may subsequently advise that the informal process may be more suitable. The ultimate decision to pursue a formal or informal complaint will still rest with the Trustee filing the complaint. Further, the IC's recommendation may be reflected in their report.

Staff Reporting Mechanisms

- Where staff believe a Trustee has breached the Code of Conduct with respect to themselves, there should be an opportunity for an informal complaint process. Staff should be comfortable making a complaint in a safe environment.
- The current process is a barrier for staff as they must present a compelling case to a Trustee for the Trustee to file a report to the IC on their behalf.
- Informal complaint process for staff should be confidential and anonymous where the identity of the staff member is held confidential to protect against reprisal (or fear of) for filing a complaint. Where the interaction is between two individuals (staff member and the Trustee), it is recognized that upholding confidentiality may be difficult, but it should be maintained where possible.
- The informal complaint process for staff should not involve the Chair of the Board.
- The IC can support a resolution for an informal staff complaint process but no formal report or consequences. Formal reports can only be made by Trustees. Anonymity could be maintained in a formal reporting process that involves staff due to fear of reprisal.

Annual Reporting by the Integrity Commissioner

- The annual report by the Integrity Commissioner should contain non-identifiable information, and information should be reported in aggregate form. For example, “There were seven informal complaints.”
- Further disaggregation should be presented through an in-committee/closed session report. For example, “There were seven informal complaints. Three complaints were from staff and four complaints were from Trustees.”
- Staff complaints are only to be presented in closed session meetings with anonymized information.
- Regarding encounters between Trustees and staff as well as instances where Trustees engage in repetitive behaviour against staff:
 - The Director of Education should be provided with a summary report from the IC. This would allow for the Director to respond, as an employer, and take the necessary steps to ensure a safe and healthy workplace.

Role of the Chair of the Board

- The Chair should not be policing Trustees when receiving complaints directly from Staff. This reiterates the need for an informal complaint process for staff directly to the IC, who can report back to the Director to address any employer considerations.
- The Chair should not be engaged in a complaint process where the Chair is receiving staff complaints. This could create a conflict of interest if the Chair is the Trustee in question and compromise safety in the reporting process.

Informal Resolution

- Informal resolution is a helpful process that offers breathing room to reassess the incident, provides an opportunity for advice from the IC, and creates the conditions for respectful conversations between Trustees in a private context, and can foster relationship building. This should continue.

Enforcement

- Clear consequences for violation of the Code of Conduct are required.
- The IC needs to act on Code of Conduct violations that are brought to their attention.

Board Meeting – August 28, 2024

Third Quarter Financial Reports as at May 31, 2024

Strategic Alignment:

Fiscal Responsibility and Reporting

Report Type:

For Information

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

Overview

Objective:

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

Context:

The Operating Expenditure Statements, attached as Appendix 1, report Peel District School Board's actual expenditures to May 31, 2024, versus the 2023-24 revised budget submission to the Ministry of Education.

The Other School Board Grants and Expenses report as at May 31, 2024, attached as Appendix 2, details the Ministry Grant allocations outside of the GSNs (Grants for Student Needs), as well as funding for federal and other third party programs.

At the end of the third quarter, the Board is showing overall operating expenditures rates above those of previous years, at nearly 74%. This is slightly below the benchmark of 75%. Although overall expenditures are trending below budget, variability in spending can be seen in various areas due to the timing of certain expenditures and some programming occurring later in the year. It is expected that the fourth quarter will have most departmental areas closing the gap and ending the year closer to budget. Staffing costs related to absenteeism and increased benefits costs have created some cost pressure and may impact overall results.

Appendices

Appendix 1 – Q3 Operating Expenditure Statements

Appendix 2 – Q3 Other School Board Grants and Expenses

Appendix 1



MONTHLY OPERATING EXPENDITURE STATEMENTS

May 31, 2024



PEEL DISTRICT SCHOOL BOARD
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As at May 31, 2024 (\$000's)

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PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% BUDGET INCURRED		
				23-24	22-23	21-22
REGIONAL & SCHOOL BUDGETS	1,459,673.2	1,163,099.3	296,573.9	79.7%	76.7%	76.2%
DIRECTOR OF EDUCATION	2,854.5	2,126.2	728.3	74.5%	72.8%	73.2%
LEGAL AND GOVERNANCE SUPPORT SERVICES	3,560.8	2,759.4	801.3	77.5%	70.4%	67.6%
CENTRAL ORGANIZATIONAL EXPENSES	27,592.3	9,023.3	18,569.0	32.7%	33.0%	72.6%
FINANCE SUPPORT SERVICES	6,572.4	4,627.7	1,944.7	70.4%	70.7%	68.6%
INNOVATION AND RESEARCH	13,135.7	8,279.2	4,856.5	63.0%	65.1%	58.3%
PLANNING & ACCOMMODATION SUPPORT SERVICES	1,466.1	909.8	556.3	62.1%	58.5%	60.0%
EQUITY, INDIGENOUS EDUCATION AND SCHOOL ENGAGEMENT	10,973.9	4,411.8	6,562.1	40.2%	50.5%	44.9%
SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT	18,849.6	12,505.4	6,344.2	66.3%	73.9%	54.3%
CONTINUING & ADULT EDUCATION	8,173.3	4,682.2	3,491.2	57.3%	46.1%	47.2%
HUMAN RESOURCES, PARTNERSHIPS & EQUITY	13,541.9	10,158.2	3,383.7	75.0%	72.7%	68.0%
LEADERSHIP, CAPACITY BUILDING AND SCHOOL PARTNERSHIPS	2,099.1	1,593.7	505.5	75.9%	81.8%	49.3%
SAFE AND CARING SCHOOLS	4,697.7	3,381.5	1,316.2	72.0%	74.6%	0.0%
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING	20,314.1	14,495.3	5,818.8	71.4%	63.8%	64.0%
FIELD OFFICE SUPPORT SERVICES	7,259.3	5,725.0	1,534.4	78.9%	77.9%	75.2%
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES	155,889.1	118,706.2	37,182.9	76.1%	76.5%	74.3%
CORPORATE SUPPORT SERVICES	4,863.3	3,442.0	1,421.3	70.8%	70.4%	75.4%
LEARNING TECHNOLOGY SUPPORT SERVICES	32,819.9	24,580.3	8,239.6	74.9%	67.7%	73.2%
TRANSPORTATION SUPPORT SERVICES	60,111.1	52,369.6	7,741.5	87.1%	86.6%	86.1%
COMMUNICATIONS & COMMUNITY RELATIONS	2,000.5	1,356.1	644.4	67.8%	70.1%	66.2%
TOTAL OPERATING COSTS	1,856,447.8	1,448,232.0	408,215.8	78.0%	75.5%	75.5%
SCHOOL RENEWAL	70,832.8	46,407.8	24,425.0	65.5%	68.5%	19.4%
OPERATIONAL EXPENSES RELATED TO CAPITAL	127,391.2	24,639.7	102,751.5	19.3%	22.7%	23.1%
SUB TOTAL	198,224.1	71,047.5	127,176.6	35.8%	38.3%	20.9%
TOTAL COST	2,054,671.8	1,519,279.4	535,392.4	73.9%	72.0%	67.9%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)

	# to Period end	Total in year		Benchmark %
Overall Expenditure Benchmark	9	12	months	75.00%



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 REGIONAL & SCHOOL BUDGETS - 200 - 1000

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,239,001.4	986,535.3	252,466.0	79.6%	76.9%	76.7%	Higher costs for some staffing groups related to additional LTOs for coverage.
EMPLOYEE BENEFITS	192,228.3	151,941.6	40,286.7	79.0%	74.8%	74.8%	Elementary teachers (ETFO) ELHT benefits rate increased for 22-23 and 23-24, rate changed during the year and not reflected in the budget.
STAFF DEVELOPMENT	2,044.3	1,964.2	80.1	96.1%	97.3%	100.5%	Staff development allocated to union groups at the beginning of the year
SUPPLIES & SERVICES	21,384.1	17,882.6	3,501.4	83.6%	76.6%	65.5%	
CAPITAL EXPENDITURES (TCA)	3,378.5	3,089.4	289.1	91.4%	83.4%	90.8%	
FEES & CONTRACTUAL SERVICES	1,047.2	658.7	388.6	62.9%	77.2%	101.5%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4,540.6	3,715.7	824.9	81.8%	53.6%	35.4%	
SUB TOTAL	1,463,624.4	1,165,787.5	297,836.8	79.7%	76.7%	76.2%	
FEES & REV FROM OTHER SOURCES	(3,951.1)	(2,688.2)	(1,262.9)	68.0%	49.4%	53.3%	Timing variance as staff on loan are billed twice a year
TOTAL COST	1,459,673.2	1,163,099.3	296,573.9	79.7%	76.7%	76.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 DIRECTOR'S OFFICE - 1100

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	2,548.4	1,901.5	646.9	74.6%	73.3%	73.6%	Lease payments for Human Rights Office premises, includes June payment
EMPLOYEE BENEFITS	406.9	294.0	112.9	72.3%	69.7%	68.4%	
STAFF DEVELOPMENT	102.8	102.9	(0.1)	100.1%	84.3%	67.9%	
SUPPLIES & SERVICES	70.8	39.4	31.4	55.6%	89.4%	78.6%	
RENTALS	40.0	33.2	6.8	83.1%	77.2%	91.6%	
FEEES & CONTRACTUAL SERVICES	14.4	14.6	(0.2)	101.1%	51.7%	0.0%	Increased membership fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	12.0	13.2	(1.2)	110.4%	96.1%	367.0%	
SUB TOTAL	3,195.3	2,398.9	796.4	75.1%	73.6%	74.0%	Human Rights and Equity Advisors grant, funding flowed based on agreement schedule.
PROVINCIAL GRANTS OTHER	(340.9)	(272.7)	(68.2)	80.0%	80.0%	80.0%	
TOTAL COST	2,854.5	2,126.2	728.3	74.5%	72.8%	73.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)
LEGAL AND GOVERNANCE SUPPORT SERVICES - 1125

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,391.5	1,012.1	379.4	72.7%	74.9%	63.0%	
EMPLOYEE BENEFITS	252.8	182.4	70.5	72.1%	78.2%	73.1%	
STAFF DEVELOPMENT	105.0	51.6	53.4	49.1%	25.8%	19.2%	
SUPPLIES & SERVICES	194.5	54.3	140.2	27.9%	26.5%	15.1%	
FEES & CONTRACTUAL SERVICES	1,269.9	1,178.5	91.3	92.8%	67.4%	74.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	347.1	280.5	66.6	80.8%	94.8%	98.2%	
TOTAL COST	3,560.8	2,759.4	801.3	77.5%	70.4%	67.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
CENTRAL ORGANIZATIONAL EXPENSES - 1175

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
EMPLOYEE BENEFITS	8,001.1	5,870.2	2,130.9	73.4%	57.4%	75.1%	Repairs costs, to be partially offset by rebates Funding for contract settlements, directed to record separately by the Ministry.
SUPPLIES & SERVICES	92.5	192.8	(100.3)	208.4%	548.8%	180.5%	
FEES & CONTRACTS	4,264.7	3,186.8	1,077.9	74.7%	81.6%	75.2%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	15,441.0	158.4	15,282.6	1.0%	0.3%	33.9%	
FEES & REV FROM OTHER SOURCES	(207.0)	(385.0)	178.0	186.0%	121.9%	123.2%	
TOTAL COST	27,592.3	9,023.3	18,569.0	32.7%	33.0%	72.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
FINANCE SUPPORT SERVICES - 1200

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,163.5	3,696.9	1,466.7	71.6%	71.6%	69.7%	
EMPLOYEE BENEFITS	1,289.9	895.5	394.4	69.4%	69.7%	69.0%	
STAFF DEVELOPMENT	44.2	21.7	22.5	49.1%	44.2%	27.9%	
SUPPLIES & SERVICES	43.3	11.2	32.1	25.8%	55.9%	19.7%	
FEES & CONTRACTUAL SERVICES	28.1	0.0	28.1	0.0%	0.0%	22.4%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.3	2.4	0.9	73.0%	68.7%	97.2%	
TOTAL COST	6,572.4	4,627.7	1,944.7	70.4%	70.7%	68.6%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
INNOVATION & RESEARCH - 1225

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,725.1	4,175.8	1,549.3	72.9%	58.5%	65.0%	Lower spending on PD training costs
EMPLOYEE BENEFITS	927.7	701.0	226.6	75.6%	65.9%	64.8%	
STAFF DEVELOPMENT	63.7	22.0	41.7	34.5%	34.8%	14.8%	
SUPPLIES & SERVICES	3,490.4	1,396.1	2,094.3	40.0%	52.6%	38.6%	
FEES & CONTRACTUAL SERVICES	3,080.5	2,249.6	831.0	73.0%	77.6%	54.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	346.9	176.8	170.1	51.0%	159.1%	0.3%	Admin fees for international students
SUB TOTAL	13,634.2	8,721.3	4,913.0	64.0%	64.1%	58.2%	
FEES & REV FROM OTHER SOURCES	(498.6)	(442.1)	(56.5)	88.7%	45.4%	0.0%	
TOTAL COST	13,135.7	8,279.2	4,856.5	63.0%	65.1%	58.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
PLANNING & ACCOMMODATION SUPPORT SERVICES - 1250

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,084.3	744.1	340.2	68.6%	64.4%	64.6%	Lower spending related to vacancies
EMPLOYEE BENEFITS	237.7	151.3	86.4	63.7%	64.1%	65.5%	
STAFF DEVELOPMENT	6.5	1.6	4.9	24.3%	-2.5%	23.2%	
SUPPLIES & SERVICES	51.8	10.9	40.9	21.1%	17.6%	4.7%	
FEES & CONTRACTUAL SERVICES	82.5	0.0	82.5	0.0%	23.2%	52.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	3.4	1.9	1.4	57.3%	59.0%	75.3%	
TOTAL COST	1,466.1	909.8	556.3	62.1%	58.5%	60.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)

INDIGENOUS EDUCATION, ANTI-RACISM, ANTI-OPRESSION AND COMMUNITY PARTNERSHIP SUPPORT SERVICES - 1275

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	6,479.3	3,107.2	3,372.1	48.0%	53.9%	43.0%	Vacancies contributing to lower spend, some costs for writing teams to be incurred later in the year.
EMPLOYEE BENEFITS	976.9	569.1	407.8	58.3%	62.8%	58.3%	Lower due to vacancies and summer staffing costs not yet incurred.
STAFF DEVELOPMENT	1,899.5	150.2	1,749.3	7.9%	30.9%	76.0%	Includes enveloped funding for Indigenous education
SUPPLIES & SERVICES	954.8	428.2	526.6	44.8%	92.0%	62.3%	
FEES & CONTRACTUAL SERVICES	661.4	150.5	510.9	22.8%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.0	6.6	(4.6)	330.7%	50.5%	45.2%	
TOTAL COST	10,973.9	4,411.8	6,562.1	40.2%	50.5%	44.9%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)

SECONDARY - CURRICULUM, INSTRUCTION & ASSESSMENT - 1300

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	12,034.4	8,589.4	3,445.0	71.4%	72.9%	61.6%	Additional spending expected later in the year for summer programs.
EMPLOYEE BENEFITS	1,528.0	1,087.4	440.6	71.2%	73.2%	59.7%	
STAFF DEVELOPMENT	1,017.9	581.9	435.9	57.2%	98.4%	24.7%	
SUPPLIES & SERVICES	3,042.7	1,164.9	1,877.9	38.3%	56.8%	32.9%	
CAPITAL EXPENDITURES (TCA)	19.0	0.0	19.0	0.0%	56.8%	32.9%	
RENTALS	3.50	0.4	3.1	10.4%	0.0%	460.5%	
FEES & CONTRACTUAL SERVICES	673.2	522.2	151.0	77.6%	185.6%	68.5%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	1,586.3	1,401.9	184.4	88.4%	75.6%	62.0%	
SUB TOTAL	19,905.1	13,348.2	6,556.9	67.1%	75.5%	57.5%	
PROVINCIAL GRANTS OTHER	(798.0)	(638.4)	(159.6)	80.0%	90.0%	90.0%	Math Recovery Plan: School Math Facilitator grant funding flowed based on agreement schedule
REVENUE FROM OTHER SCHOOL BOARDS	(124.0)	(52.2)	(71.9)	42.1%	41.7%	41.6%	
FEES & REVENUE FROM OTHER SOURCES	(133.5)	(152.2)	18.8	114.0%	98.0%	79.4%	Recoverable salary of convenors billed twice a year
TOTAL REVENUE & RECOVERIES	(1,055.5)	(842.8)	(212.7)	79.8%	87.0%	84.8%	
TOTAL COST	18,849.6	12,505.4	6,344.2	66.3%	73.9%	54.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
CONTINUING & ADULT EDUCATION - 1325

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	9,526.9	5,668.3	3,858.6	59.5%	52.6%	51.8%	Salary and benefits for summer school staff occur later in the year. Adult night school enrolment higher than expected.
EMPLOYEE BENEFITS	1,281.2	828.7	452.4	64.7%	58.6%	55.2%	
STAFF DEVELOPMENT	21.7	11.1	10.6	51.2%	26.0%	17.7%	
SUPPLIES & SERVICES	373.0	121.8	251.2	32.7%	35.8%	22.9%	
RENTALS	296.0	226.4	69.6	76.5%	78.2%	72.0%	
FEES & CONTRACTUAL SERVICES	43.1	4.1	39.1	9.5%	4.8%	11.9%	
SUB TOTAL	11,541.9	6,860.5	4,681.5	59.4%	52.6%	51.5%	Adult Non-Credit Language Program & Literacy & Basic Skills grants, funding flowed based on agreement schedule
PROVINCIAL GRANTS OTHER	(3,089.9)	(1,957.9)	(1,131.9)	63.4%	61.9%	59.8%	
FEES & REVENUE FROM OTHER SOURCES	(278.7)	(220.4)	(58.3)	79.1%	112.5%	71.0%	
TOTAL REVENUE & RECOVERIES	(3,368.6)	(2,178.3)	(1,190.3)	64.7%	65.0%	60.7%	
TOTAL COST	8,173.3	4,682.2	3,491.2	57.3%	46.1%	47.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
HUMAN RESOURCES, PARTNERSHIPS & EQUITY - 1400

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	9,628.7	7,005.1	2,623.6	72.8%	68.9%	70.4%	Higher software license related to change in service providers
EMPLOYEE BENEFITS	2,282.7	1,575.7	707.0	69.0%	68.3%	65.5%	
STAFF DEVELOPMENT	201.7	111.1	90.7	55.1%	20.1%	10.4%	
SUPPLIES & SERVICES	267.9	140.1	127.8	52.3%	54.5%	64.1%	
RENTALS	3.0	0.0	3.0	0.0%	0.0%	0.0%	
FEES & CONTRACTUAL SERVICES	1,148.6	1,326.2	(177.6)	115.5%	126.8%	72.5%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	9.3	0.0	9.3	0.0%	2.6%	34.2%	
TOTAL COST	13,541.9	10,158.2	3,383.7	75.0%	72.7%	68.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
LEADERSHIP, CAPACITY BUILDING, SCHOOL PARTNERSHIPS - 1450

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,552.2	1,175.9	376.3	75.8%	83.8%	53.8%	Overspend to be covered by Staff Development budget Software fees
EMPLOYEE BENEFITS	273.6	191.7	81.9	70.1%	86.2%	67.2%	
STAFF DEVELOPMENT	172.9	101.1	71.8	58.5%	69.8%	21.6%	
SUPPLIES & SERVICES	20.9	62.1	(41.1)	296.3%	88.6%	30.2%	
FEES & CONTRACTUAL SERVICES	81.0	62.7	18.3	77.4%	42.3%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.5	0.2	0.4	30.0%	0.0%	0.0%	
SUB TOTAL	2,101.1	1,593.7	507.5	75.8%	81.7%	49.2%	
FEES & REVENUE FROM OTHER SOURCES	(2.0)	0.0	(2.0)	0.0%	0.0%	0.0%	
TOTAL COST	2,099.1	1,593.7	505.5	75.9%	81.8%	49.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 SAFE & CARING SCHOOLS - 1475

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	3,615.2	2,807.5	807.8	77.7%	73.8%	74.0%	Higher costs related to coverage.
EMPLOYEE BENEFITS	637.1	481.4	155.7	75.6%	74.0%	73.3%	
STAFF DEVELOPMENT	102.3	3.1	99.3	3.0%	31.9%	49.1%	
SUPPLIES & SERVICES	236.3	82.8	153.5	35.0%	81.8%	56.7%	
FEEES & CONTRACTUAL SERVICES	106.7	8.4	98.3	7.9%	191.8%	0.0%	
SUB TOTAL	4,697.7	3,383.2	1,314.5	72.0%	74.6%	73.2%	
FEEES & REVENUE FROM OTHER SOURCES	0.0	(1.7)	1.7	0.0%	0.0%	0.0%	
TOTAL COST	4,697.7	3,381.5	1,316.2	72.0%	74.6%	73.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
SPECIAL EDUCATION, SOCIAL EMOTIONAL LEARNING & WELL BEING - 1525

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	13,315.3	9,839.6	3,475.7	73.9%	69.0%	69.3%	Spending expected in August
EMPLOYEE BENEFITS	2,433.9	1,783.4	650.5	73.3%	69.8%	69.0%	
STAFF DEVELOPMENT	976.3	218.5	757.8	22.4%	32.5%	126.2%	
SUPPLIES & SERVICES	3,160.2	2,283.0	877.2	72.2%	60.5%	55.0%	
FEEES & CONTRACTUAL SERVICES	428.1	370.7	57.4	86.6%	0.0%	0.0%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.3	0.0	0.3	0.0%	34.9%	32.0%	
TOTAL COST	20,314.1	14,495.3	5,818.8	71.4%	63.8%	64.0%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 FIELD OFFICE SUPPORT SERVICES - 1550

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	5,792.0	4,607.9	1,184.1	79.6%	77.9%	76.9%	Higher costs for sick leave coverage
EMPLOYEE BENEFITS	1,115.6	867.1	248.5	77.7%	78.7%	74.5%	
STAFF DEVELOPMENT	163.5	121.5	42.0	74.3%	88.4%	45.8%	
SUPPLIES & SERVICES	188.2	128.4	59.8	68.2%	61.3%	54.9%	
TOTAL COST	7,259.3	5,725.0	1,534.4	78.9%	77.9%	75.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
As at May 31, 2024 (\$000's)
FACILITIES & ENVIRONMENTAL SUPPORT SERVICES - 1600

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	79,544.7	62,619.4	16,925.3	78.7%	79.3%	79.0%	Higher costs related to overtime for coverage.
EMPLOYEE BENEFITS	23,030.9	15,759.1	7,271.8	68.4%	71.8%	71.1%	
STAFF DEVELOPMENT	31.6	21.6	10.0	68.5%	38.4%	9.6%	
SUPPLIES & SERVICES	36,182.6	26,595.3	9,587.4	73.5%	72.3%	68.8%	
CAPITAL EXPENDITURES (TCA)	15.0	614.6	(599.6)	4097.2%	35.4%	12.7%	Overspend will be covered from Supplies & Services budget. Expenses related to vehicles and equipment.
RENTALS	8.3	1.0	7.2	12.5%	11.0%	13.9%	
FEES & CONTRACTUAL SERVICES	17,263.5	13,196.5	4,067.0	76.4%	80.8%	71.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	22.5	20.8	1.7	92.4%	80.7%	9.2%	Some membership payments paid upfront
SUB TOTAL	156,099.1	118,828.3	37,270.8	76.1%	76.5%	74.3%	
FEES & REVENUE FORM OTHER SOURCES	(210.0)	(122.1)	(87.9)	58.1%	58.0%	44.0%	Solar energy revenue
TOTAL COST	155,889.1	118,706.2	37,182.9	76.1%	76.5%	74.3%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
CORPORATE SUPPORT SERVICES - 1625

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	2,750.0	2,065.4	684.7	75.1%	72.8%	71.8%	Includes offsetting printing cost recoveries
EMPLOYEE BENEFITS	672.4	480.9	191.5	71.5%	67.9%	67.4%	
STAFF DEVELOPMENT	9.5	0.0	9.5	0.0%	7.9%	3.9%	
SUPPLIES & SERVICES	124.7	61.9	62.8	49.6%	40.2%	14.6%	
RENTALS	246.0	172.5	73.5	70.1%	54.0%	53.0%	
FEES & CONTRACTUAL SERVICES	1,228.1	804.9	423.2	65.5%	74.2%	86.4%	Previous years included COVID-related costs
ASSOCIATION MEMBERSHIPS & OTHER COSTS	4.9	2.7	2.2	56.1%	479.9%	5692.3%	
SUB TOTAL	5,035.7	3,588.3	1,447.4	71.3%	69.9%	73.5%	
FEES & REVENUE FROM OTHER SOURCES	(172.4)	(146.3)	(26.1)	84.9%	57.9%	20.9%	Permit Administration Fee
TOTAL COST	4,863.3	3,442.0	1,421.3	70.8%	70.4%	75.4%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
LEARNING TECHNOLOGY SUPPORT SERVICES - 1650

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	14,609.5	11,146.2	3,463.3	76.3%	70.5%	68.3%	
EMPLOYEE BENEFITS	3,577.9	2,656.2	921.7	74.2%	69.5%	67.3%	
STAFF DEVELOPMENT	115.7	52.9	62.8	45.7%	18.8%	51.6%	
SUPPLIES & SERVICES	5,683.1	3,125.1	2,558.0	55.0%	44.5%	65.1%	
CAPITAL EXPENDITURES (TCA)	125.0	3.8	121.2	3.0%	61.7%	63.7%	
RENTALS	1,449.7	1,152.6	297.1	79.5%	78.5%	73.2%	Broadband network infrastructure
FEES & CONTRACTUAL SERVICES	7,239.2	6,438.6	800.6	88.9%	76.6%	87.8%	Software maintenance fees
ASSOCIATION MEMBERSHIPS & OTHER COSTS	34.8	5.0	29.8	14.3%	470.7%	132.5%	
SUB TOTAL	32,834.9	24,580.3	8,254.6	74.9%	67.6%	73.2%	
FEES & REVENUE FROM OTHER SOURCES	(15.0)	0.0	(15.0)	0.0%	0.0%	0.0%	
TOTAL COST	32,819.9	24,580.3	8,239.6	74.9%	67.7%	73.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
TRANSPORTATION SUPPORT SERVICES - 1675

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,796.0	1,427.1	369.0	79.5%	62.1%	64.6%	Transportation contracts over 10 months
EMPLOYEE BENEFITS	444.2	337.1	107.1	75.9%	64.6%	68.4%	
STAFF DEVELOPMENT	28.4	1.2	27.2	4.3%	14.6%	12.3%	
SUPPLIES & SERVICES	117.0	58.4	58.6	50.0%	38.6%	54.5%	
RENTALS	39.2	21.6	17.6	55.1%	74.3%	74.3%	
FEES & CONTRACTUAL SERVICES	57,686.2	50,523.2	7,163.0	87.6%	87.9%	87.3%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	0.0	1.0	(1.0)	0.0%	0.0%	0.0%	
TOTAL COSTS	60,111.1	52,369.6	7,741.5	87.1%	86.6%	86.1%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
PUBLIC ENGAGEMENT & COMMUNICATIONS - 1700

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,217.2	929.9	287.2	76.4%	75.9%	73.5%	
EMPLOYEE BENEFITS	391.1	266.2	124.9	68.1%	71.9%	68.1%	
STAFF DEVELOPMENT	13.4	8.7	4.7	65.0%	66.7%	1.0%	
SUPPLIES & SERVICES	285.1	86.2	198.9	30.2%	39.8%	29.0%	
FEES & CONTRACTUAL SERVICES	91.8	64.7	27.0	70.5%	46.6%	60.8%	
ASSOCIATION MEMBERSHIPS & OTHER COSTS	2.3	0.4	1.8	18.2%	0.0%	0.0%	
SUB TOTAL	2,000.8	1,356.2	644.6	67.8%	69.3%	65.0%	
FEES & REVENUE FROM OTHER SOURCES	(0.3)	(0.1)	(0.2)	30.1%	0.4%	13.0%	
TOTAL COST	2,000.5	1,356.1	644.4	67.8%	70.1%	66.2%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 SCHOOL RENEWAL - 1800

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
SALARIES & WAGES	1,301.1	806.3	494.8	62.0%	65.3%	62.9%	Vacancies resulting in lower spend Mainly includes School Condition, Renewal and Facility Improvements
EMPLOYEE BENEFITS	289.0	179.6	109.3	62.2%	70.4%	58.2%	
SUPPLIES & SERVICES	115.0	99.1	15.9	86.2%	95.3%	102.2%	
CAPITAL EXPENDITURES (TCA)	64,927.2	43,012.7	21,914.5	66.2%	69.9%	18.1%	
FEES & CONTRACTS	4,200.6	2,310.1	1,890.5	55.0%	52.8%	46.0%	
TOTAL COST	70,832.8	46,407.8	24,425.0	65.5%	68.5%	19.4%	



PEEL DISTRICT SCHOOL BOARD
SUMMARY OF OPERATING EXPENSE STATEMENT
 As at May 31, 2024 (\$000's)
 OPERATIONAL EXP. RELATED TO CAPITAL - 4000

DESCRIPTION	2023-2024 REV BUDGET	YEAR TO DATE ACTUALS	AVAILABLE FUNDS	% OF BUDGET INCURRED			COMMENTS
				23-24	22-23	21-22	
INTEREST CHARGES ON LONG-TERM DEBT	24,142.2	21,900.1	2,242.1	90.7%	98.7%	100.0%	Includes interest cost on OSBFC Debenture and EDC Loan.
RENTALS FACILITY LEASES-INSTRUCTIONAL SPACE	84.3	68.0	16.3	80.7%	80.6%	79.7%	Facility lease - 7700 Hurontario, includes June payment
FEES & CONTRACTUAL SERVICES	770.6	656.8	113.8	85.2%	113.1%	104.4%	
ASSOC. MEMBERSHIPS & OTHER COSTS	1,685.3	2,014.8	(329.5)	119.6%	120.8%	142.8%	Includes EDC study costs of \$163K to be funded by EDC revenue
AMORTIZATION EXPENSE ON TCA	100,708.9	0.0	100,708.9	0.0%	0.0%	0.0%	Calculated at year-end
TOTAL COST	127,391.2	24,639.7	102,751.5	19.3%	22.7%	23.1%	

Appendix 2

OTHER SCHOOL BOARD GRANTS For the Six Months Ended Feb 2024

Project Description	Total Funds Available	Total Expenses	Net Funds Available	Percentage (%) Spent
Priorities and Partnership Funding (PPF) - Ministry of Education				
Application Based Cricket Program	10,000	232	9,768	2%
Board Math Leads	333,272	269,558	63,714	81%
Common European Frame of Reference (CEFR)-2023	38,852	38,852	-	100%
Common European Frame of Reference (CEFR)-2024	421,753	117,484	304,269	28%
COVID-19 Resilience Infrastructure -Education Related (CVRIS-EDU) Projects	1,345,100	1,345,100	-	100%
De-Streaming Implementation Supports	175,140	173,166	1,974	99%
Digital Math Tool	1,141,611	1,141,238	373	100%
Early Reading Enhancements: Reading Screening Tools	942,170	25,887	916,283	3%
ECE Professional Development	228,297	-	228,297	0%
Educators AQ	46,015	-	46,015	0%
Entrepreneurship Education Pilot Projects	60,000	27,732	32,268	46%
Excellence in Education Administration Fund (EEAF)	26,071	-	26,071	0%
Experiential Learning for Guidance -Teacher Counsellors	153,925	138,335	15,590	90%
Focus on Youth Program	251,965	2,251	249,714	1%
Grade 10 Civics Travel to Legislature	54,742	-	54,742	0%
Graduation Coach Program: Pilot for Black Students 2023-24	229,427	166,819	62,608	73%
Health Resources, Training and Supports	76,139	33,533	42,606	44%
Human Rights and Equity Advisors	340,860	261,198	79,662	77%
Indigenous Language Bundle	2,482	-	2,482	0%
K-12 Cyber Protection Strategy (CPS) 23-24	445,000	466,767	(21,767)	105%
Licenses for Reading Intervention Supports	477,443	12,165	465,278	3%
Math Facilitator Grant	798,000	521,743	276,257	65%
Mental Health Strategy Supports -Emerging Needs	91,463	57,419	34,044	63%
New Teacher Induction Program - Enhancing Teacher Development (NTIP-ETD)	63,664	63,664	-	100%
Professional Assessments and Systematic Evidence -Based Reading Programs 23-24	404,915	124,657	280,258	31%
Reading Intervention	4,445,406	3,214,838	1,230,568	72%
Recognition of Experiential Learning for Credit (RELIC) Program Pilot	120,000	2,495	117,505	2%
Removing Barriers for Students with Disabilities	100,000	-	100,000	0%
Retroactive/ Remedy payments	2,847,870	-	2,847,870	0%
School College Work Initiative (SCWI) - Dual Credit	340,000	234,613	105,387	69%
Skilled Trades Bursary Program	29,000	22,000	7,000	76%
Staffing to Support De-Streaming	7,239,028	4,653,926	2,585,101	64%
Subsidies for AQ in Math	299,000	66,887	232,113	22%
Summer learning for Students with Special Education Needs 23-24	402,406	-	402,406	0%
Summer Mental Health Supports 23-24	672,068	-	672,068	0%
Transportation Supports for Children and Youth in Care (CYIC)	173,000	78,667	94,333	45%
Total Ministry of Education	24,998,591	13,433,737	11,564,854	54%
Other Ministries and Government Reporting Entities				
Ontario Youth Apprenticeship Program (OYAP)	406,643	237,301	169,342	58%
Total Other Ministries and Government Reporting Entities	406,643	237,301	169,342	58%
Federal Programs				
Asylum Claimant Funding (ESL/FSL training)	698,134	194,750	503,384	28%
Commemorating the History and Legacy of Residential Schools project	7,203	2,159	5,044	30%
Jordan's Principle (Bristol)	50,000	42,313	7,687	85%
Jordan's Principle (Fernforest)	52,297	36,896	15,400	71%
Jordan's Principle (Fernforest2)	52,297	10,053	42,244	19%
Language Instructions for Newcomers to Canada (LINC) 23-24	474,444	474,362	81	100%
Language Instructions for Newcomers to Canada (LINC) 24-25	351,601	143,451	208,150	41%
We Welcome The World Centers 23-24	1,255,064	1,255,064	-	100%
We Welcome The World Centers 24-25	1,138,333	330,428	807,905	29%
Total Federal Programs	4,079,372	2,489,477	1,589,896	61%
Third Party Grants				
Bramalea Truck & Coach	13,988	360	13,627	3%
Brian Fleming Playground project donation	7,195	-	7,195	0%
Building Safer Communities Project	40,000	1,680	38,320	4%
Capacity building to support FSL teachers	30,000	18,772	11,228	63%
CODE-Support English Language Learners	6,916	547	6,369	8%
Eco Schools	32,596	33,375	(779)	102%
eSTIM resources	5,000	-	5,000	0%
High Risk Youth Program/Shania Kids Can	14,540	8,297	6,242	57%
School Green	18,457	961	17,496	5%
Total Third Party Grants	168,691	63,992	104,698	38%
Fund 1 - Special Grants				
ANC - Language Training Program (ESL)	2,260,714	1,674,212	586,502	74%
Literacy & Basic Skills (LBS) 23-24	458,081	458,081	-	100%
Literacy & Basic Skills (LBS) 24-25	351,616	171,093	180,523	49%
Roy McMurtry Youth Centre 23 24	230,783	196,519	34,264	85%
Total Board Administered Funds	3,301,194	2,499,906	801,288	76%
Grand Total	32,954,491	18,724,412	14,230,079	57%

Notice of Proposed Amendment to PDSB Procedure By-law

Submitted by: Chair David Green

WHEREAS the Ministry of Education has moved forward with amendments to O. Reg. 463/97: Electronic Meetings and Meeting Attendance to promote and enhance accountability and transparency and fairness by adding new exceptions to the in-person presence requirement that applies to trustees;

WHEREAS the new exceptions to the physical presence came into effect on July 29, 2024;

THEREFORE BE IT RESOLVED that notice is hereby provided that an amendment to the Procedure By-law will be brought to the Board of Trustees for consideration at the September 25, 2024 Board Meeting:

That the following amendment be made to the Procedure By-law:

5.12 Electronic Participation

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

- (a) If a member of the board proposes to participate in a meeting described in Ontario Regulation 463/97 subsection (1) by electronic means, the member shall submit a request in writing and the reasons for the request to the Chair of the Board before the meeting begins.
- (b) The chair, vice-chair or other member, as applicable, may approve a request if they are satisfied that one or more of the following circumstances exist:
 - 1. The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.
 - 2. Weather conditions do not allow the member to travel to the meeting location safely.

3. The member cannot be physically present at a meeting due to health-related issues.
4. The member has a disability that makes it challenging to be physically present at a meeting.
5. The member cannot be physically present due to family responsibilities in respect of,
 - i. the member's spouse,
 - ii. a parent, step-parent or foster parent of the member or the member's spouse,
 - iii. a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse,
 - iv. a relative of the member who is dependent on the member for care or assistance, or
 - v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member. O. Reg. 313/24, s. 4.
6. The member cannot be physically present due to extenuating circumstances in respect of,
 - i. travel difficulties,
 - ii. work related obligations,
 - iii. other significant personal matters.