



AGENDA

Board Meeting

Wednesday, June 18, 2025

7:00 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

Open Session

Wednesday, June 18, 2025

- 1. Call to Order**
- 2. Motion to Convene in Closed Session – 6:00 p.m.**
- 3. National Anthem and Acknowledgement of Traditional Lands – 7:00 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. Reports from Trustees Appointed to External Organizations**
- 10. Approval of Minutes from Previous Board and Special Board Meetings**
 - 10.1 Minutes – Board Meeting – May 28, 2025
- 11. Committee Minutes for Receipt and Motions for Consideration**
 - 11.1 (a) Minutes - Special Education Advisory Committee – May 20, 2025
(b) Motion - Special Education Advisory Committee – May 20, 2025
 - 11.2 (a) Minutes - Physical Planning, Finance and Building Committee – June 4, 2025
(b) Motions - Physical Planning, Finance and Building Committee – June 4, 2025
 - 11.3 Minutes - Curriculum, Equity and Student Well-being Committee - June 9, 2025
 - 11.4 Motions – Governance and Policy Committee – June 11, 2025

AGENDA

12. Staff Reports

- 12.1 Peel Learning Foundation – Impact Report 2024 - *presented by Brian Hobbs/
Sarah Smith*
- 12.2 Multi-Year Strategic Plan Progress Report 10.1: Human Resources, Partnerships & Equity – *presented by Jaspal Gill/Masuma Khangura*
- 12.3 Multi-Year Strategic Plan in Action (*oral*) - *presented by Paul da Silva/Soni Gill*

13. Communications

14. Trustee Motions/Motions for Consideration

15. Notice of Motion

16. Adoption of the Closed Session Report

17. PDSB Success Stories

18. Adjournment

6.1

Board Meeting, June 18, 2025

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

PEEL DISTRICT SCHOOL BOARD

Regular Meeting of the Board

June 18, 2025

RETIREMENTS

BABENSEE-BEATTIE, Kristine
Classroom Teacher
Effective: June 30, 2025

BASSI, Amarjit
Office Services Duplicating Clerk
Effective: August 31, 2025

BASSO, Maryanne
Classroom Teacher
Effective: June 30, 2025

BAYES, Jody
Classroom Teacher
Effective: August 31, 2025

BEARDWOOD, Kimberley
Classroom Teacher
Effective: June 30, 2025

BENTO, Teresinha
Building Leadhand
Effective: July 31, 2025

BHANDAL, Bhupinder
Classroom Teacher
Effective: June 30, 2025

BHATTI, Nazli
Educational Assistant
Effective: August 29, 2025

BIAMONTE, Jody
Educational Assistant
Effective: August 31, 2025

RETIREMENTS

BIRD, Shauna
Classroom Teacher
Effective: June 30, 2025

BOLAND, Heather
Classroom Teacher
Effective: June 30, 2025

BOTNICK, Mark
Principal
Effective: July 31, 2025

BROCKELBANK, Nancy
Classroom Teacher
Effective: August 31, 2025

BROMSTEIN, David
Classroom Teacher
Effective: June 30, 2025

CARLSON, Brian
Classroom Teacher
Effective: June 30, 2025

CLARKE, Jenny
Head Custodian
Effective: September 26, 2025

CRAWFORD, Anna
Office Manager
Effective: June 30, 2025

CUTMORE, Sylvia
Speech/Language Pathologist
Effective: August 31, 2025

RETIREMENTS

DACRES FRENCH, Mary-ann
Classroom Teacher
Effective: June 30, 2025

DAPICE, Dino
Head Custodian
Effective: August 01, 2025

DE ANDRADE, Anna
Office Assistant
Effective: June 30, 2025

DHALIWAL, Lal
Classroom Teacher
Effective: June 30, 2025

DIPPELHOFFER, Julie
Classroom Teacher
Effective: June 30, 2025

DOROSZKO, Ewa
Custodian
Effective: July 11, 2025

FURNESS, Paul
Classroom Teacher
Effective: June 30, 2025

GOUIN, Jennifer
Classroom Teacher
Effective: July 31, 2025

GRAHAM, Jean
Educational Assistant
Effective: February 05, 2025

RETIREMENTS

HIBBINS, Sheryl
Classroom Teacher
Effective: June 30, 2025

HICKEY, Darlene
Custodian
Effective: June 30, 2025

HILL, Cathy
Classroom Teacher
Effective: June 30, 2025

HOGARTH, Laurieanne
Classroom Teacher
Effective: June 30, 2025

IP, Patricia
Office Assistant
Effective: July 14, 2025

JACKSON, Zena Marcia
Classroom Teacher
Effective: June 30, 2025

JONES, Karen
Classroom Teacher
Effective: June 30, 2025

JUBY, Bruce
Classroom Teacher
Effective: June 30, 2025

KINDEN, Karen
Classroom Teacher
Effective: June 30, 2025

RETIREMENTS

KNOX, Stephen
Classroom Teacher
Effective: September 30, 2025

LEVIN, Olga
Classroom Teacher
Effective: June 30, 2025

MANKU, Neena
Classroom Teacher
Effective: June 30, 2025

MARA, Carole
Classroom Teacher
Effective: June 30, 2025

MAY, Andrea
Classroom Teacher
Effective: December 31, 2025

MCLEOD, Sharon
Educational Assistant
Effective: June 30, 2025

MEIKLE, Veronica
School Attendant
Effective: June 30, 2025

MELO, Joseph
Custodian
Effective: August 15, 2025

MICHALSKI, Alina
Classroom Teacher
Effective: June 30, 2025

RETIREMENTS

MISRA, Jasmine
Classroom Teacher
Effective: September 30, 2025

NIELSEN, Voula
Classroom Teacher
Effective: June 30, 2025

NKADO, Uche
Classroom Teacher
Effective: June 30, 2025

NUNES-MELO, Luisa
Custodian
Effective: August 22, 2025

PALEY, Greg
Classroom Teacher
Effective: June 30, 2025

PEREZ, Melissa
Classroom Teacher
Effective: August 18, 2025

PORTER, Douglas
Classroom Teacher
Effective: June 30, 2025

RANDHAWA, Lovleen
Classroom Teacher
Effective: June 30, 2025

SCHNELLER, Ann
Classroom Teacher
Effective: June 30, 2025

RETIREMENTS

SCIAMANNA, Cristina
Principal
Effective: August 31, 2025

SELLERS, Cindy
Classroom Teacher
Effective: June 30, 2025

SIDIAL, Donna
Classroom Teacher
Effective: June 30, 2025

STAMP, Lynn
Classroom Teacher
Effective: June 30, 2025

STILIADIS, Kathy
Psychoeducational Consultant
Effective: June 30, 2025

TAVARES, Louis
Custodian
Effective: May 31, 2025

TUDHOPE, Donna
Classroom Teacher
Effective: June 30, 2025

VAZ, Sharon
Classroom Teacher
Effective: June 30, 2025

VICKERS, Mary
Classroom Teacher
Effective: June 30, 2025

RETIREMENTS

VOLPE, John
Classroom Teacher
Effective: June 30, 2025

WESTON, Deborah
Classroom Teacher
Effective: June 30, 2025

WILSON-CLEMENTS, Julie
Office Manager
Effective: June 30, 2025

ZAFFINO, Mario
AT LARGE
Effective: June 02, 2025

Retirements as at June 18, 2025

Teacher	1628-Administrative Support	2544-Custodial	Educational Assistants/DECEs	Principal	Vice Principal	ASG	PSSP
Karen Kinden	Anna De Andrade	Teresinha Bento	Jody Biamonte	(Maria) Cristina Sciamanna			(Zaharoula) Kathy Stiliadis
Sharon Vaz	Patricia Ip	Ewa Doroszko	Nazli Bhatti	Mark Botnick			Sylvia Cutmore
Greg Paley	Julie Wilson-Clements	Darlene Hickey	Sharon McLeod				
Zena Marcia Jackson	Anna Crawford	Luisa Nunes-Melo	Jean Graham				
Ann Schneller	Amarjit Bassi	Joseph Melo					
Lovleen Randhawa		Mario Zaffino					
Alina Michalski		Louis Tavares					
Voula Nielsen		Jenny Clarke					
Jennifer Gouin		Dino Dapice					
Cindy Sellers		Veronica Melike					
Kimberly Beardwood							
Sheryl Hibbins							
Bhupinder Bhandal							
Donna Sidial							
Melissa Perez							
Launie Ann Hogarth							
Nancy Brockelbank							
Julie Dippelhofer							
Mary-Ann Oacres French							
Neena Marku							
Deborah Weston							
Kristine Babensee-Beattie							
Bruce Juby							
Jody Bayes							
Uche Nkado							
Carole Mara							
Mary Vickers							
Lynn Stamp							
Olga Levin							
William (Douglas) Porter							
David Bromstein							
Andrea May							
Karen Jones							
Shauna Bird							
Stephen Knox							
Donna Tudhope							
Lal Dhaliwal							
Heather Boland							
Paul Furness							
Brian Carlson							
Cathy Hill							
John Volpe							
Maryanne Basso							
Jasmine Misra							
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PEEL DISTRICT SCHOOL BOARD

Minutes of a Board Meeting of the Peel District School Board, held on Wednesday, May 28, 2025, at 18:07 hours. The hybrid meeting was held in the Board Room, H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

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

Student Trustees:

Pradwit Thapa, Student Trustee North
Justin Ko, Student Trustee South
Austin Chrisjohn, Indigenous Student Trustee

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
Tania Alatishe-Charles, Controller, Finance Support Services
Alvin Au, Superintendent of Education
Craig Caslick, Superintendent of Education
Lara Chebaro, Superintendent, Curriculum and School Improvement
Donna Ford, Superintendent of Education
Soni Gill, Superintendent of Education
Atheia Grant, Superintendent of Equity, Indigenous Education and Community Engagement
Leslie Grant, Superintendent of Education
Lisa Hart, Superintendent of Education
Rasulan Hoppie, Superintendent of Education
Masuma Khangura, Executive Officer, Human Resources, Partnerships and Equity
Lisa Leoni, Superintendent, Leadership Development and School Partnerships
Luke Mahoney, Superintendent of Education
Mark Marshall, Acting Chief Information Officer, Learning Technology Support Services
Ozma Masood, Superintendent of Education
Neerja Punjabi, Superintendent of Education
Bernadette Smith, Superintendent, Innovation and International Programs
Michelle Stubbings, Superintendent, Safe and Caring Schools
Mathew Thomas, Controller, Planning and Accommodation Support Services
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer
Kervin White, Superintendent of Education

Administration: (Continued)

Nicole Fernandes, Board Reporter

1. Call to Order

Chair David Green called the meeting to order at 18:07 hours.

2. Closed Session

Resolution No. 25-124 moved by Satpaul Singh Johal
seconded by Will Davies

Resolved, that the Board move into Closed Session (18:07 hours).

..... carried

The meeting recessed at 19:16 hours and reconvened at 19:24 hours.

3. Acknowledgement of Traditional Lands and National Anthem

A video recital of the Acknowledgement of Traditional Lands and the National Anthem was viewed.

4. Approval of Agenda

Resolution No. 25-125 moved by Jeffrey Clark
seconded by Karla Bailey

Resolved, that the agenda be approved.

..... carried

Chair Green announced that 70 Central Peel Secondary School students received awards at the global 2024 NASA/National Space Society, Live in a Healthy Space Design Competition, including one Grand Prize for the second consecutive year, three First Prizes, and three Second Prizes. Principal of Central Peel Secondary School, Laura Garner, and Simona Matei, Math Teacher and advisor to the school's Space Club, provided background information on the competition. Students will now represent Canada at the International Space Competition to be held in Orlando in June 2025. Students Musa Nur and Mehek Gajri spoke about their entries in the competition, which encouraged building for a sustainable future, and helped them become team players and resilient.

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 to Peel DSB. He wished them well in their retirement.

Resolution No. 25-126 moved by Will Davies
seconded by Jill Promoli

Resolved, that the following retirements be received:

Jennifer Arniotis	Ken Diana	Violet Nessier
Mandy Ballantyne	Linda Dobosz	Lilly Nowak
Lou-Anne Best	Pauline Elliott	Tracey Ohoi
Gail Bilecki	Anna Forte	Deborah Rocchetti
Pamela Bilz	Adelino Furtado	Iris Rodrigues
Aileen Boettger	Robin Gaston	John Russell
Sawraj Boparai	Tom Greene	Brent Short
Tammy Bryant	Elizabeth Holmes	Balneet Singh
Kent Campbell	Laurie Holowka	Natalya Topolska
Josephine Coronado	Lisa Irvine-Medwechuk	Karen Vincent
Lori Coulter	Barbara Jarvie	Shelley Weidner
Andrew Cresswell	Kate Lee	Shelley Wong
Paula Da Silva	Franjka Ljubicic	Christina Woodhouse
Punam Datta	Donald McDougall	Jennifer Wyeld
Melzena Daws	Krista Marino	Nada Yetter
Gurnam Dhillon	Marcia McCurdy-Fagan	

..... carried

7. Board Chair Announcements

Chair Green thanked Board Members who took their MPPs to schools and shared the challenges faced by the system. Announcing that the Board is no longer under Ministry supervision, he thanked the Ministry, Director of Education, Rashmi Swarup, Board Members, and staff for all their efforts in building a stronger, and more inclusive system that reflects the values of equity, excellence and opportunity for all. He reported that Michael Maynard, senior investigator and mediator with ADR Chambers, has been appointed as PDSB Integrity Commissioner. Chair Green advised that a plaque to honour late Kola Iluyomade, the social justice advocate, particularly for Black students, will memorialize his work. Details will be finalized with the family.

Resolution No. 25-127 moved by Satpaul Singh Johal
seconded by Lucas Alves

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

..... carried

8. Minutes of the Board Meeting, April 23, 2025

Resolution No. 25-128 moved by Brad MacDonald
seconded by Jeffrey Clark

Resolved, that the Minutes of the Board Meeting, held April 23, 2025, be approved.

..... carried

9. Minutes of the Parent Involvement Committee Meeting, February 20, 2025

Resolution No. 25-129 moved by Susan Benjamin
seconded by Will Davies

Resolved, that the Minutes of the Parent Involvement Committee Meeting, held February 20, 2025, be received.

..... carried

10. Minutes of the Special Education Advisory Committee Meeting, April 15, 2025

Resolution No. 25-130 moved by Susan Benjamin
seconded by Lucas Alves

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held April 15, 2025, be received.

..... carried

11. Minutes of the Physical Planning, Finance and Building Committee Meeting, May 7, 2025

Resolution No. 25-131 moved by Lucas Alves
seconded by Stan Cameron

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held May 7, 2025, be received.

..... carried

12. Minutes of the Curriculum, Equity and Well-Being Committee Meeting, May 13, 2025

Resolution No. 25-132 moved by Kathy McDonald
seconded by Brad MacDonald

Resolved, that the Minutes of the Curriculum, Equity and Well-Being Committee Meeting, held May 13, 2025, be received.

..... carried

13. Motions for Consideration: Curriculum, Equity and Well-Being Committee Meeting, May 13, 2025

Resolution No. 25-133

moved by Karla Bailey
seconded by Jill Promoli

Resolved, that the following recommendations arising from a meeting of the Curriculum, Equity and Well-Being Committee Meeting, May 13, 2025, be approved:

1. Delegation of Danielle Humayun, OSSTF District 19, regarding Better Schools, Stronger Communities

That, the Delegation of Danielle Humayun, OSSTF District 19, regarding Better Schools, Stronger Communities, be referred to the Governance and Policy Committee.

2. Regional Learning Choices Program Proposal: Morning Star Middle School

That, effective September 2026:

- a) The Arts and Technology Regional Learning Choices Program (RLCP) at Morning Star Middle School be phased out.
- b) SciTech Regional Learning Choices Program (RLCP) at Morning Star Middle School be established. (Appendix I, as attached to the Minutes)

3. Regional Learning Choices Program Proposal: Glenhaven Senior Public School and Middle Years Program Direct Entry

That, effective September 2026:

- a) The Middle Years Program International Baccalaureate (IB) at Bristol Road Middle School be phased out.
- b) A Middle Years Program International Baccalaureate (IB) at Glenhaven Senior Public School, commencing in the 2026-2027 school year, be offered.
- c) Students in Grade 8 Middle Years Programs at Bristol Road Middle School and W.G. Davis Senior Public School be offered direct entry into Grade 9 International Baccalaureate (IB) programs at Erindale Secondary School, Glenforest Secondary School, Harold Brathwaite Secondary School and Turner Fenton Secondary School, without having to participate in the secondary Regional Learning Choices Program (RLCP) application process. (Appendix II, as attached to the Minutes)

..... carried

14. Minutes of the Governance and Policy Committee Meeting, May 14, 2025

Resolution No. 25-134

moved by Brad MacDonald
seconded by Will Davies

Resolved, that the Minutes of the Governance and Policy Committee Meeting, held May 14, 2025, be received.

..... carried

15. Motions for Consideration: Governance and Policy Committee Meeting, May 14, 2025

Resolution No. 25-135

moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the following recommendations arising from a meeting of the Governance and Policy Committee Meeting, May 14, 2025, be approved:

1. Whistleblower Policy

That, the updated Whistleblower Policy, attached as Appendix 1, be approved. (Appendix I, as attached to the Minutes)

2. Occupational Health and Safety Policy 2025

That, the Occupational Health and Safety Policy 2025, attached as Appendix 1, be approved, with an effective date of September 15, 2025. (Appendix II, as attached to the Minutes)

3. Board and Committee Meeting Schedule 2025-2026

That the 2025-2026 Board and Committee Meeting Schedule, attached as Appendix 1, be approved. (Appendix III, as attached to the Minutes)

4. Trustee Expense Policy: Meeting Attendance

Resolved, that staff review whether the payment of \$100 meets the legislative requirements of the attendance amount paid to a Board Member for attending a committee meeting, and report on the results of the review at a future Governance and Policy Committee Meeting, along with information on trustee expense allocations that can be rolled over each year until the fourth year of a trustee's term, and any housekeeping changes that may be required to the Trustee Expense Policy.

..... carried

16. Multi-Year Strategic Plan Progress (MYSP) Report 9.1 – International Delegations and Taiwan Teach Abroad Program – Global Education in Action

Associate Director Gill spoke about Peel DSB's ongoing leadership on the global stage, grounded in its commitment to inclusive, equity-centered, and innovation-focused education. He stated that, during 2024-2025, 13 international delegations were welcomed, and offered visiting educators and leaders the opportunity to engage with school staff and students. Bernadette Smith, Superintendent, Innovation and International Programs, reported that the international delegations visited 18 schools and represented countries such as Australia, China, England and Wales, Peru, Saudi Arabia, South Korea, Taiwan, and the Netherlands. The visits demonstrate the impactful work done at the Peel DSB and alignment with the MYSP. Areas of interest were: leadership for equity; mental health supports; student-led STEM and inquiry-based learning environments; career pathways programming; special education practices for neuro diverse learners. Reciprocal arrangements included: Educator Exchange with Wales; Taiwan Teach Abroad Program; joint work with international ministries, universities and global education consortia.

16. Multi-Year Strategic Plan Progress (MYSP) Report 9.1 – International Delegations and Taiwan Teach Abroad Program – Global Education in Action (Continued)

Resolution No. 25-136

moved by Brad MacDonald
seconded by Jill Promoli

Resolved, that the report re Multi-Year Strategic Plan Progress Report 9.1 – International Delegations and Taiwan Teach Abroad Program – Global Education in Action, be received.

..... carried

17. Multi-Year Strategic Plan (MYSP) In Action

Associate Director of School Improvement and Equity, Paul Da Silva, stated that the report highlights initiatives in schools that are directly aligned with the MYSP. Lisa Hart, Superintendent of Education, presented initiatives in the Applewood, Glenforest, and Cawthra Park Families of Schools exemplifying how the MYSP is thoughtfully and positively put into action. Applewood Heights Secondary School hosted a STEM Night, celebrating science and innovation, and elevating student voice and belonging. The EHS/SHSM leadership workshop at the school helped with building student confidence and deeper sense of school community. At Cawthra Park Secondary School, the Dance Showcase, Bodies of Nature: We Are Children, wove artistic expression with environmental advocacy. Students also contribute by volunteering at ErinOakKids or supporting the Compass Food Bank. Glenforest Secondary School's Fusion Robotics Club brought together students of all abilities including those in ASD and vocational program. The school's Tiny Home Project helps students learn with impact, strengthening their technical skills and serving the community.

Resolution No. 25-137

moved by Lucas Alves
seconded by Jill Promoli

Resolved, that the oral report re Multi-Year Strategic Plan in Action, be received.

..... carried

18. Appointment of Trustees to the Ontario Public School Boards' Association

Chair Green conducted the election to appoint trustees to the Ontario Public School Boards' Association (OPSBA) Board of Directors for a term beginning in June 2025 until June 2026 (from the 2025 Annual General Meeting to the 2026 Annual General Meeting) or until a successor is appointed. He called for nominations for the position of Director to the OPSBA Board of Directors.

Trustee Jill Promoli nominated Trustee Bailey as Director.

Trustee Susan Benjamin nominated Trustee Green as Director.

18. Appointment of Trustees to the Ontario Public School Boards' Association (Continued)

Resolution No. 25-138

moved by Brad MacDonald
seconded by Lucas Alves

Resolved, that the nominations for the appointment of Directors to the OPSBA Board of Directors, be closed.

..... carried

Trustees Bailey and Green will represent Peel DSB as Director on OPSBA for the term June 2025-June 2026.

Chair Green called for nominations for the position of Alternate to the OPSBA Board of Directors.

Trustee Karla Bailey nominated Trustee Jill Promoli as Alternate.

Trustee Jeffrey Clark nominated Trustee Kathy McDonald as Alternate. Trustee McDonald declined the nomination.

Trustee Susan Benjamin nominated herself.

Resolution No. 24-139

moved by Will Davies
seconded by Jeffrey Clark

Resolved, that the nominations for the appointment of Alternate to the OPSBA Board of Directors, be closed.

..... carried

Trustees Promoli and Benjamin will serve as Alternates to represent Peel DSB on the OPSBA.

19. Adoption of the Closed Session Report

Resolution No. 25-140

moved by Brad MacDonald
seconded by Jeffrey Clark

Resolved, that the report of the Closed Session re: Minutes of the Board Meeting (Closed), April 23, 2025; Minutes of the Physical Planning, Finance and Building Committee (Closed) Meeting, May 7, 2025; Principal and Vice-Principal Appointments and Assignments; Senior Team Re-Organization; Appointment of Integrity Commissioner, and Britannia Farm Update, be received, and the recommendations contained therein be approved.

..... carried

20. Peel DSB Success Stories

School, staff, and student successes were highlighted, aligned with the Board's Multi-Year Strategic Plan for 2024-2028, which identifies the most important priorities of the PDSB as well as actions necessary to accomplish the goals of fulfilling the purpose of promoting student success through inclusion, innovation, and empowerment. A video was played, highlighting the following activities and initiatives: unique mentorship opportunity for girls, held at Massey College, University of Toronto, attended by diverse representation from Peel DSB, for a day of connection, inspiration and mentorship; Music Monday event at the Peel Music Showcase held at the Living Arts Centre, Mississauga, which included 250 vocal and instrumental student musicians; students from over 50 elementary and middle schools in Brampton and Caledon participated in the North Peel Chess Tournament held at McClure Public School.

Resolution No. 25-141 moved by Karla Bailey
seconded by Susan Benjamin

Resolved, that the report re Peel DSB Success Stories, be received.

..... carried

21. Adjournment

Resolution No. 25-142 moved by Stan Cameron
seconded by Will Davies

Resolved, that the meeting adjourned (20:27 hours).

..... carried

..... Chair Secretary

RESOLUTIONS APPROVED IN CLOSED SESSION, MAY 28, 2025

Members present:

David Green, Chair
Satpaul Singh Johal, Vice-Chair
Lucas Alves (18:30)
Karla Bailey
Susan Benjamin
Stan Cameron

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

1. Approval of Agenda

That, the agenda, as amended, be approved.

2. Minutes of the Board Meeting (Closed), April 23, 2025

That, the Minutes of the Board Meeting (Closed), held April 23, 2025, be approved.

3. Minutes of the Physical Planning, Finance and Building Committee (Closed), May 7, 2025

That, the Minutes of the Physical Planning, Finance and Building Committee (Closed), held May 7, 2025, be received.

4. Principal/Vice-Principal Appointments and Assignments

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

The following elementary principal assignments are transfers, effective August 1, 2025:

Neela Mohamed-Zinn, Principal, Allan Drive Middle School to Principal,
William G. Davis Senior Public School.

Shauna Sarjeant, Principal, Artesian Drive Public School to Principal, Alloa Public
School.

Alexandra Charette, Principal, Alton Public School to Principal, Aloma Crescent Public
School.

Tara Day-Orzechowski, Principal, Allan A. Martin Senior Public School to Principal,
Forest Avenue Public School.

Michelle Anderson, Principal, Bristol Road Middle School to Principal, Riverside Public
School.

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

Carlene Calbert, Principal, Burnhamthorpe Public School to Principal, Allan A. Martin Senior Public School.

Jennifer Stegeman, Principal, Oakridge Public School to Principal, Hillside Public School.

Derek Ambrose, Principal, Hanover Public School to Principal, Alton Public School.

Sarah Robertson, Principal, Aloma Crescent Public School to Principal, Oakridge Public School.

Jozanne Walker-Battick, Principal, Sherwood Mills Public School to Principal, Hanover Public School.

Dana Wilson, Principal, Hillside Public School to Principal, Middlebury Public School.

Andrea Carnegie, Coordinating Principal, Curriculum and School Improvement to Principal, Gordon Graydon Memorial Senior Public School.

The following elementary principal assignments are promotions, effective June 2, 2025:

Surya Naidu, Acting Principal, Brisdale Public School to Principal, Brisdale Public School.

Vivian Amoah, Acting Principal, Cooksville Creek Public School to Principal, Cooksville Creek Public School.

Amritpal Gill, Acting Principal, Credit Valley Public School to Principal, Credit Valley Public School.

Reena Taeput, Acting Principal, Edenrose Public School to Principal, Edenrose Public School.

Rajvinder Virk, Acting Principal, Huntington Ridge Public School to Principal, Huntington Ridge Public School.

Darrell Johncox, Acting Principal, Royal Orchard Middle School to Principal, Royal Orchard Middle School.

Tanya Archer, Acting Principal, Thornwood Public School to Principal, Thornwood Public School.

The following elementary principal assignments are promotions, effective August 1, 2025:

Karen Simpson-Parkes, Acting Principal, Allan Drive Middle School to Principal, Allan Drive Middle School.

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

Andrea Brown, Acting Principal, Bristol Road Middle School to Principal, Bristol Road Middle School.

Antonella Kalaitzis, Acting Principal, Calderstone Middle School to Principal, Calderstone Middle School.

Dhara Bhatt, Vice-Principal, Erin Centre Middle School to Principal, Munden Park Public School.

Christina Soligo, Acting Principal, Sherwood Mills Public School to Principal, Sherwood Mills Public School.

Janet Ochran, Vice-Principal, Castlemore Public School and Shaw Public School to Principal, Sir Isaac Brock Public School.

The following elementary vice-principal assignments are transfers, effective August 1, 2025:

Janice Gayle, Vice-Principal, Fallingbrook Middle School to Vice-Principal, Dolphin Senior Public School.

Krista Brunini-Brooks, Vice-Principal, Barondale Public School to Vice-Principal, Janet I. McDougald Public School.

Gibi Varghese, Vice-Principal, Mountain Ash Public School to Vice-Principal, Mountain Ash Public School and Shaw Public School.

Prabhjot Mangat, Vice-Principal, Garthwood Park Public School and Sawmill Valley Public School to Vice-Principal, Chris Hadfield Public School.

Jayna Patel, Vice-Principal, Terry Fox Public School to Vice-Principal, Erin Centre Middle School.

Suzanne Winters, Vice-Principal, McKinnon Public School and Osprey Woods Public School to Vice-Principal, McKinnon Public School.

Lisa Okazawa, Vice-Principal, Hickory Wood Public School to Vice-Principal, Queen Elizabeth Senior Public School.

Anjali Tshering, Vice-Principal, Springdale Public School to Vice-Principal, Castlemore Public School and Springdale Public School.

Darren Batt, Vice-Principal, Cooksville Creek Public School to Vice-Principal, Fallingbrook Middle School and Whitehorn Public School.

Simone Wallace, Vice-Principal, Whitehorn Public School to Vice-Principal, Castlebridge Public School and Garthwood Park Public School.

Tanya Russell, Vice-Principal Settler's Green Public School to Vice-Principal, Tomken Road Middle School.

4. Principal/Vice-Principal Appointments (Continued)

Michelle Dickinson, Vice-Principal, Tomken Road Middle School to Vice-Principal, Burnhamthorpe Public School.

Tina-Marie Sands, Vice-Principal, Castlebridge Public School to Vice-Principal, Cashmere Avenue Public School and Sawmill Valley Public School.

Jonathan So, Vice-Principal, Robert H. Lagerquist Senior Public School to Vice-Principal, Bristol Road Middle School.

Neill O'Reilly, Vice-Principal, Burnhamthorpe Public School to Vice-Principal, Glenhaven Senior Public School.

Temitope Alli, Acting Principal, Munden Park Public School to Vice-Principal, Robert H. Lagerquist Public School.

Sara Wolburgh, Vice-Principal, Aloma Crescent Public School and Dorset Drive Public School to Vice-Principal, Dorset Drive Public School.

Melanie Thorpe, Vice-Principal, Levi Creek Public School and Ray Underhill Public School to Vice-Principal, Settler's Green Public School.

Bertha Cummins, Vice-Principal, Nibi Emosaawdang Senior Public School and Sir Winston Churchill Public School to Vice-Principal, Russell D. Barber Public School.

Bhapur Sandhu, Vice-Principal, Dolphin Senior Public School to Vice-Principal, Sir Winston Churchill Public School and Terry Fox Public School.

Dina Ramirez-Ghobrial, Vice-Principal, Darcel Avenue Senior Public School to Vice-Principal, Darcel Avenue Senior Public School and Ridgewood Public School.

Pamela Rybka, Vice-Principal, Ellwood Memorial Public School and James Bolton Public School to Vice-Principal, Palgrave Public School.

Karin Easterman-Turpin, Vice-Principal Thornwood Public School to Vice-Principal, Red Cedar Public School.

Kevin Hryhynchuk, Vice-Principal, Ingleborough Public School to Vice-Principal, Whaley's Corners Public School.

Kaylene Brar, Vice-Principal, Roberta Bondar Public School to Vice-Principal, Ray Lawson Public School and Roberta Bondar Public School.

Kelly Komar, Vice-Principal, Forest Glen Public School to Vice-Principal, Forest Glen Public School and Barondale Public School.

Erica Menzies, Vice-Principal, Allan Drive Middle School and Macville Public School to Vice-Principal, Alloa Public School.

4. Principal/Vice-Principal Appointments (Continued)

Brian Rasmusson, Vice-Principal, Palgrave Public School to Vice-Principal, Allan Drive Middle School and James Bolton Public School.

Veena Navgiri, Vice-Principal, Mount Pleasant Village Public School to Vice-Principal, Hickory Wood Public School and Mount Pleasant Village Public School.

Ryan Farrell, Vice-Principal, Ellengale Public School and Springdale Public School to Vice-Principal, Ellengale Public School.

Elizabeth Belliveau, Vice-Principal, Chris Hadfield Public School to Vice-Principal, Thornwood Public School.

Elizabeth Lovell, Vice-Principal, Fairlawn Public School to Vice-Principal, Sir Isaac Brock Public School.

Nita Patel, Vice-Principal, Sir Isaac Brock Public School to Vice-Principal, Fairlawn Public School.

Jeffrey Skrypek, Vice-Principal, Clifton Public School and Dixie Public School to Dixie Public School.

Lee Tu, Vice-Principal, McCrimmon Middle School to Vice-Principal, Gordon Graydon Senior Public School.

Abirami Shanmugalingam, Vice-Principal, Gordon Graydon Senior Public School to Vice-Principal, McCrimmon Middle School.

The following elementary vice-principal assignment is a promotion, effective June 2, 2025:

Manpreet (Preeti) Noel, Acting Vice-Principal, Thomas Street Middle School to Vice-Principal, Thomas Street Middle School.

The following elementary vice-principal assignments are promotions, effective August 1, 2025:

Lisa Tsue, Vice-Principal, External to Vice-Principal, Corsair Public School.

Elizabeth Yang-Maitland, Acting Vice-Principal, Sherwood Mills Public School to Vice-Principal, Sherwood Mills Public School.

Premalatha Pilanku, Teacher, Beryl Ford Public School to Vice-Principal, Britannia Public School and Levi Creek Public School.

Cynthia Kelly, Acting Vice-Principal, Middlebury Public School to Vice-Principal Munden Park Public School and Osprey Woods Public School.

Kelly Harris, Teacher, Cheyne Middle School to Vice-Principal, Ingleborough Public School.

4. Principal/Vice-Principal Appointments (Continued)

Angela Poll, Acting Vice-Principal, Beryl Ford Public School to Vice-Principal, Beryl Ford Public School.

Nyma Choudhary, Acting Vice-Principal, SouthFields Village Public School to VicePrincipal, SouthFields Village Public School.

The following secondary principal assignments are transfers, effective August 1, 2025:

Laura Garner, Principal, Central Peel Secondary School to Principal, Peel Alternative School Central.

Giota Woods, Principal, Peel Alternative School Central to Principal, Central Peel Secondary School.

The following secondary principal assignments are promotions, effective June 2, 2025:

Jagtar Singh, Acting Principal, Louise Arbour Secondary School to Principal, Louise Arbour Secondary School.

Judith Ritchie, Acting Principal, Parkholme Secondary School to Principal, Parkholme Secondary School.

The following secondary principal assignment is a promotion, effective August 1, 2025.

Shakti Patel, Vice-Principal, Harold M. Brathwaite Secondary School to Principal, Adult and Continuing Education.

The following secondary vice-principal assignments are transfers, effective August 1, 2025.

Julie Tidman, Director/ Principal, Learners Early Access Program (LEAP), Algoma University Brampton/ Peel District School Board to Vice-Principal, Parkholme Secondary School.

Sandra Parise, Vice-Principal, Judith Nyman Secondary School to Vice-Principal, Erindale Secondary School.

Priyanka Kwatra, Vice-Principal, Continuing and Adult Education to Vice-Principal, David Suzuki Secondary School.

Kulbir Kaur Singh, Vice-Principal, David Suzuki Secondary School to Vice-Principal Sandalwood Heights Secondary School.

Siobohn Catalano, Vice-Principal, Applewood Heights Secondary School to Vice-Principal, Cawthra Park Secondary School.

Jasmine Jackman, Vice-Principal, Erindale Secondary School to Vice-Principal, Clarkson Secondary School.

4. Principal/Vice-Principal Appointments (Continued)

Jason Uttamsingh, Vice-Principal, Castlebrooke Secondary School to Vice-Principal, Harold M. Brathwaite Secondary School.

Sarah Sonita Henriques, Vice-Principal, Erindale Secondary School to Vice-Principal Judith Nyman Secondary School.

Ashley Funchion, Vice-Principal, Clarkson Secondary School to Vice-Principal, Erindale Secondary School.

Jillian McKay, Vice-Principal, Cawthra Park Secondary School to Vice-Principal, Applewood Heights Secondary School.

Michelle Covi Haswell, Vice-Principal, Lorne Park Secondary School to Vice-Principal, John Fraser Secondary School.

Matthew Arduini, Vice-Principal, John Fraser Secondary School to Vice-Principal, Lorne Park Secondary School.

Rainford Cornish, Vice-Principal, Jean Augustine Secondary School to Vice-Principal, Fletcher's Meadow Secondary School.

Harjoat Jando, Vice-Principal, Judith Nyman Secondary School to Vice-Principal, Lincoln M. Alexander Secondary School and Peel Virtual Secondary School.

The following secondary vice-principal assignments are promotions, effective June 1, 2025:

Jacqueline Wolfe, Acting Vice-Principal, Louise Arbour Secondary School to Vice-Principal, Louise Arbour Secondary School.

Ashu Dheer, Acting Vice-Principal, Fletcher's Meadow Secondary School to Vice-Principal, Fletcher's Meadow Secondary School.

Hemavibushani Khodai, Acting Vice-Principal, Cawthra Park Secondary School to Vice-Principal, Cawthra Park Secondary School.

The following secondary vice-principal assignments are promotions, effective August 1, 2025:

Rupinder Uppal, Acting Vice-Principal, Jean Augustine Secondary School to Vice-Principal, Jean Augustine Secondary School.

Luiza Mureseanu, Teacher, Secondment to Vice-Principal, Judith Nyman Secondary School.

The following Coordinating Principal assignment is a transfer, effective August 1, 2025:

Ursula Slusarczyk, Principal, Applewood Acres Secondary School to Coordinating Principal, Special Education

4. Principal/Vice-Principal Appointments (Continued)

The following Coordinating Vice-Principal assignments are transfers, effective August 1, 2025.

Janice Lewis, Vice-Principal, Sandalwood Heights Secondary School to Coordinating Vice-Principal, Student Success, Curriculum and School Improvement.

Navneet Panwar, Vice-Principal, Peel Virtual Secondary School and Lincoln M. Alexander Secondary School to Coordinating Vice-Principal, Pathways, Curriculum and School Improvement.

Kim-Phuong Huynh, Vice-Principal, Parkholme Secondary School to Coordinating Vice-Principal, Special Education.

5. Senior Team Re-Organization

That, the report re Senior Team Re-Organization, be received.

6. Appointment of Integrity Commissioner

That, Michael Maynard, of ADR Chambers, be appointed as Integrity Commissioner for Peel District School Board until the Minister of Education creates a roster of Integrity Commissioners.

7. Britannia Farm - Update

That, the report re Britannia Farm, be approved.

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Special Education Advisory Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means, on Tuesday, May 20, 2025, at 19:00 hours.

Members present:

Lee Ann Mallett, Learning Disabilities Association of Peel Region, Chair
Jennifer Knight, Easter Seals Ontario, Vice-Chair
Lucas Alves, Trustee
Susan Benjamin, Trustee
Nicole Buckett, Fragile X Research Foundation of Canada (electronic)
Jeffrey Clark, Trustee
Shelley Foster, VOICE for Deaf and Hard of Hearing Children (19:04)
Jassie Gill, Ontario Parents of Visually Impaired Children
Karen Kennedy, Association for Bright Children, Peel Chapter
Dorothy Peddie, FASworld Canada, Peel Chapter (electronic)
Nilanjan Ray, Autism Ontario, Peel Chapter (electronic) (19:43)
Ann Smith, Brampton-Caledon Community Living

Members absent: (apologies received marked*)

Anju Mistry, Down Syndrome Association of Peel*
Felix Izawode, Sawubona Africentric Circle of Support

Administration:

Claudine Scuccato, Superintendent, Special Education (Executive Member)
Lara Chebaro, Superintendent, Curriculum and School Improvement
Paul da Silva, Associate Director, School Improvement and Equity
Jasmine Vorkapic, Governance Officer

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Mallet called the meeting to order.

2. Acknowledgement of Traditional Lands

The video of the Acknowledgement of Traditional Lands was viewed.

3. Approval of Agenda

The following items were added to the agenda:

Item 7.1	Superintendent's Report (circulated)
Item 7.6	Changes to SEAC Membership (oral)
Item 8.1	Email from Down Syndrome Association of Peel re SEAC Membership

SE-42 moved by Lucas Alves
seconded by Jennifer Knight

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

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Special Education Advisory Committee Meeting, April 15, 2025

Staff confirmed that the amended minutes of the Special Education Advisory Committee Meeting, held March 18, 2025, will be posted to the Board's website.

SE-43 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the Minutes of the Special Education Advisory Committee Meeting, held April 15, 2025, be approved.

..... carried

6. Superintendent's Report

In her report, copies of which was circulated at the meeting, Superintendent Scuccato highlighted: important changes in the Special Education department, largely to ensure alignment with ministry expectations and evolving standards; staff are refining mechanisms through which SEAC can provide meaningful input with more accessible, and streamlined opportunities; the primary goal for the next school year will be to focus on deeper implementation of special education supports. Relevant to the work in the Peel DSB towards removing barriers and increasing accessibility, a video created by Deaf and Hard of Hearing students was viewed, presenting the tools and strategies they need to access learning, emphasizing the impact of fostering inclusive learning environments. There was a brief discussion on collecting feedback through group discussions, and Claudine Scuccato advised that the form provided for input into budget development was consistent across all groups. In response to Chair Mallet's query, a member suggested that the budget development input form outline special education expenditure and staffing, which will help to refine members' feedback.

6. Superintendent's Report

SE-44 moved by Lucas Alves
seconded by Jeffrey Clark

Resolved, that the Superintendent's Report, be received.

..... carried

7. PDSB Special Education Plan Review/Consultation

Coordinating Principal, Jeff Bertrand, noted that this month, feedback on Standards 16, 17 and 18 of the Special Education Plan is requested. An overview of the guiding questions was provided including considerations of accessible language, and inadequate or missing information. Regarding Standard 16, the change reflected in the amendment refers to a letter sent by STOPR to families on April 7, 2025, that effective the 2025-2026 school year, transportation will be provided in alignment with schools' start and end times, and it will be the family's responsibility to arrange for busing at other times. Standard 17 updates are changes to reflect current SEAC membership, and no updates are anticipated to Standard 18. Jeff Bertrand indicated that feedback will continue to be collected, as the Special Education Plan will remain publicly posted until the Amendment is posted in September 2025. Responding to members' questions of clarification, the administration noted: the Accessibility section will be brought back in June 2025, either through the Motion/Action Log or the Superintendent's Report; the Board is not funded for mid-day special education busing and other school boards do not provide this service; the number of special education students who access midday busing is fluid due to students enrolling in programs and supports.

SE-45 moved by Jeffrey Clark
seconded by Lucas Alves

Resolved, that the report re PDSB Special Education Plan Review/Consultation, be received.

..... carried

8. 2024 Special Education Plan Feedback

A document containing the feedback collected digitally and during SEAC meetings was circulated. Jeff Bertrand indicated that much of the feedback was from SEAC members, with some input from the public. Regarding actions taken on the feedback, he stated that information that was strictly corrections or oversights in the report have been updated on the Special Education Plan posted on the website. Changes for next year, and recommendations, will be in the Amendment to the Plan. Some information will be shared through the Superintendent's Report or the Motion/Action Log. The Amendment to the Plan will be presented in June 2025, submitted to the ministry in July 2025, and uploaded in time for the next school year. It was confirmed that the criteria for obtaining Blind and Low Vision supports will be included in the Amendment.

8. 2024 Special Education Plan Feedback (Continued)

SE-46 moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the report re 2024 Special Education Plan Feedback, be received.

..... carried

9. 2025 Special Education Staffing

Superintendent Scuccato explained that comprehensive staffing lists are not provided at this time as the budget development process continues. Jeff Bertrand noted that the updated Standard 12 reflecting changes in staffing allocation for 2025 will be included in the Amendment to the Plan. The updates include transition to Learning Hubs resulting in increased EAs allocation for congregated settings, minimal reduction in elementary OCT staff, and a small increase in secondary OCT staffing (Vocational 1 and In-school support). Business cases to be reviewed for approval in July 2025, which may lead to increased projected staffing. Final staffing allocation will be available in July 2025.

SE-47 moved by Susan Benjamin
seconded by Jeffrey Clark

Resolved, that the report re 2025 Special Education Staffing, be received.

.....

The administration responded to trustees' questions including: ministry template has been used in projecting staffing allocations; special needs itinerant teachers, with the exception for Blind and Low Vision and Hard of Hearing, have been transitioned to Special Education Resource Teachers; a year over year comparison of staffing will be undertaken after the budget is finalized; coordinators roles removed, and their role shared between resource teachers and vice-principals; description of new roles will be brought to the Committee. The administration noted that the Education Assistant allocation noted in the report is incorrect and will be recalculated.

A trustee advised that the Ontario Government provides the guidelines and benchmarks for staffing, which influence the allocations approved by the Board of Trustees. He urged SEAC associations to advocate with the ministry on special education underfunding. Paul da Silva, Associate Director, School Improvement and Equity, advised that the Peel DSB has been underfunded compared to other school boards, and he suggested that SEAC members advocate to the ministry about equitable funding. He recalled two letters sent by the Board of Trustees to the ministry last year on the special education deficit. He spoke about the unprecedented situation in Peel with the enrolment decline, particularly Kindergarten enrolment, which has had a significant impact on funding. A member requested SEAC be provided with funding information for such advocacy.

.....

SE-47

..... carried

10. 2025 Special Education Program and Placement Update

Reviewing the report on the updates to Standard 9, Jeff Bertrand noted that information on the Learning Hubs was presented at an earlier SEAC meeting. He explained that programs are renamed to emphasize students' learning, with the students' identity, strengths, needs, and unique interests, central to the identification of the program. He outlined the considerations for placements, which are informed by assessment data, including clinical consultation, in the areas of communication, skills for independence, curriculum, and environmental settings. Jeff Bertrand described the comprehensive guide developed to support IPRC teams in making informed, equitable placement decisions within the Learning Hub model. He reviewed information on the Student Review Meeting (SRM) document which assists school teams, families, and caregivers in understanding the Learning Hub structure, placement process, and continuum of supports. Changes will be communicated to parents, particularly on the Learning Hubs, and the special education document on the website will be updated. Responses to further questions from members included: rationale for focus on secondary pathways; professional development on Learning Hubs and networks to facilitate sharing of best practice; comparison of learning spaces due to the transition to Learning Hubs will be brought back.

SE-48 moved by Susan Benjamin
seconded by Jennifer Knight

Resolved, that the report re 2025 Special Education Program and Placement Update, be received.

..... carried

11. Change to SEAC Membership

Jasmine Vorkapic, Governance Officer, advised that the member and alternate member from Abilities to Work have missed more than three consecutive meetings. As per the *Education Act, Ontario Regulation 464/97*, a member of the Special Education Advisory Committee vacates his or her seat on the committee if he or she absents himself or herself without being authorized by resolution entered into the minutes from three consecutive regular meetings of the committee. She noted that staff have made several attempts to contact the member and alternate member by phone, e-mail, and regular mail with no success. As such, the administration is recommending that the vacant seat is filled. Jasmine Vorkapic confirmed that a call for nominations from local associations will be the first step to filling the seat.

SE-49 moved by Jeffrey Clark
seconded by Susan Benjamin

Resolved, that the Special Education Advisory Committee recommends to the Board:

That, the seat on the Special Education Advisory Committee (occupied by Abilities to Work) be declared vacant.

..... carried

12. Down Syndrome Association of Peel re SEAC Membership

Chair Mallet reported that the Down Syndrome Association of Peel has advised through email that Anju Mistry, who is currently the Alternate, will be the Representative of the association on SEAC, and the Alternate Representative will be Zulema Best.

SE-50 moved by Jeffrey Clark
 seconded by Anju Mistry

Resolved, that the Special Education Advisory Committee recommends to the Board:

That, Anju Mistry will be the Representative of the Down Syndrome Association of Peel on the Special Education Advisory Committee, and the Alternate Representative will be Zulema Best.

..... carried

13. Questions asked of and by Committee Members

Jassie Gill requested an update on meetings with the Minister of Education last year about orientation mobility specialist funding and training. Superintendent Scuccato confirmed that she had shared information at a previous meeting regarding a letter written by the Board in collaboration with the CNIB to the Ministry of Education and the Ministry of Colleges and Universities. She stated that a response was received yesterday and will be brought to the June meeting. Claudine Scuccato expressed concern about the lack of accreditation in Ontario which is a challenge faced by many school boards, and the inability to find specialists.

14. Notices of Motion

Trustee Alves submitted the following Notice of Motion:

That, in order to enhance representation and access for students with identified exceptionalities to the Board's Regional Learning Choices Programs, the administration bring back a report examining potential changes to these programs, including cost implications, and program and accommodation capacity.

15. Motion / Action Log

Superintendent Scuccato reviewed the responses and status of items in the Motion/Action Log. The following items will be added to the Log:

1. The number of respondents on the Communications Cluster Survey, and anecdotal data from a survey of programs offered prior to the Communications Cluster program will be brought to the June 2025 meeting.
2. The Accessibility section of the Special Education Plan will be brought in June 2025, either through the Motion/Action Log or the Superintendent's Report (Item 7)

15. Motion / Action Log (Continued)

3. Description of roles resulting from coordinators roles being removed across all departments and their work shared between resource teachers and vice-principals, will be brought to SEAC. (Item 9)
4. Comparison of learning spaces due to the transition to Learning Hubs will be brought to SEAC (Item 10)
5. Response to the letter written by the Board in collaboration with the CNIB to the Ministry of Education and the Ministry of Colleges and Universities will be brought to SEAC. (Item 13)

16. Adjournment

SE-51 moved by Jennifer Knight
seconded by Lucas Alves

Resolved, that the meeting adjourn. (20:43 hours)

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: SPECIAL EDUCATION ADVISORY COMMITTEE

Arising from a meeting of the Special Education Advisory Committee meeting, held May 20, 2025, the following recommendations are brought for Board approval:

1. Change to SEAC Membership

That, the seat on the Special Education Advisory Committee (occupied by Abilities to Work) be declared vacant.

2. Down Syndrome Association of Peel re SEAC Membership

That, Anju Mistry will be the Representative of the Down Syndrome Association of Peel on the Special Education Advisory Committee, and the Alternate Representative will be Zulema Best. (APPENDIX I)

Submitted by:

Harjit Aujla
Associate Director, School Improvement and Equity

From: Down Syndrome Association of Peel <peeldownsyndrome@gmail.com>

Sent: Sunday, May 18, 2025 11:09 AM

To: Khan, Pamela <pamela.khan@peelsb.com>; [REDACTED]

Subject: [EXTERNAL] SEAC

Hi Pamela,

This letter is to confirm that Anju Mistry (current alternate) will move to the main SEAC Representative role previously held by Mary Wright for DSAP. She is fully committed and has served the DSAP Alternate for many years.

The Alternate for Down Syndrome Association of Peel (DSAP) will now be appointed to Zulema Best.

She is a Canadian Citizen, over the age of 18, resides in the city of Brampton and supports the Peel District School Board.

Here are her details.

[REDACTED]

[REDACTED]

[REDACTED]

Let me know if you need anything else.

Thank you,

Mellissa Vetro

Vice President



Down Syndrome Association of Peel
a Caring Network

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Physical Planning, Finance and Building Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, June 4, 2025, at 17:30 hours, and by electronic means.

Members present:

Stan Cameron, Chair
Will Davies, Vice-Chair
Lucas Alves
Karla Bailey
Brad MacDonald
Jill Promoli

Trustee also present

Susan Benjamin

Administration:

Jaspal Gill, Chief Operating Officer and Associate Director, Operations and Equity of Access
(Executive Member)

Tania Alatishe-Charles, Controller, Finance Support Services

Mathew Thomas, Controller, Planning and Accommodation Support Services

Thomas Tsung, Controller, Facilities and Environmental Support Services

Nicole Fernandes, Board Reporter

1. Call to Order

Chair Stan Cameron called the meeting to order at 17:30 hours.

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

PB-46 moved by Will Davies
seconded by Brad MacDonald

Resolved, that the Committee move into the Closed Session (17:30 hours).

..... carried

The meeting recessed at 17:46 hours and reconvened into Open Session at 18:00 hours.

3. Rise and Report from Closed Session

PB-47 moved by Karla Bailey
seconded by Brad MacDonald

Resolved, that the report of the Closed Session re Minutes of the Physical Planning, Finance and Building Committee, May 7, 2025; Acquisition of the Former St. Gertrude Catholic Elementary School; Combined Capital Project Status Report, and Procurement Activity Report for April 2025, be received.

..... carried

4. Acknowledgement of Traditional Lands

The video on the Acknowledgement of Traditional Lands was viewed.

5. Approval of Agenda

Referring to Item 8.2 of the Agenda, Delegation by the Credit Valley Conservation and Toronto and Region Conservation Authority regarding flood evacuation and flood prevention and awareness program for flood prone schools, a trustee suggested a motion to increase the speaking time for the delegation from 10 minutes to a total of 20 minutes. Noting the By-law stipulation on speaking time, a member raised an objection.

PB-48 moved by Jill Promoli
seconded by Lucas Alves

Resolved, that Item 8.2 be reordered as Item 8.2, Delegation by the Toronto and Region Conservation Authority, and Item 8.3, Delegation by the Credit Valley Conservation.**

..... carried

**Later in the meeting, the two authorities shared the delegation speaking time of 10 minutes.

PB-49 moved by Will Davies
seconded by Brad MacDonald

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

..... carried
2/3rds' meeting

6. Conflict of Interest

There were no declarations of conflict of interest.

7. Minutes of the Budget Development Committee Meeting, May 6, 2025

PB-50 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the Minutes of the Budget Development Committee Meeting, held May 6, 2025, be received.

..... carried

8. Minutes of the Physical Planning, Finance and Building Committee Meeting, May 7, 2025

PB-51 moved by Will Davies
seconded by Karla Bailey

Resolved, that the Minutes of the Physical Planning, Finance and Building Committee Meeting, held May 7, 2025, be approved.

..... carried

9. Delegation of Amandeep Bains on behalf of the Red Cedar Public School Community regarding Delay in the Construction of Red Cedar Public School

Amandeep Bains delegated the Board on behalf of the Red Cedar Public School community, and provided her speaking notes following her delegation. Stating that families are concerned and frustrated about the ongoing delay in the construction of the school, she shared her family's experience with her children being required to move schools multiple times, which has had a negative impact on their mental health. Amandeep Bains referred to the letter received from the Board regarding contingency plans if construction on Red Cedar Public School is delayed. She stated that families are now anxious about the start of the new school year. Remarking that this is a matter of equity, mental wellbeing, and instructional integrity for the children, she asked about accountability for this delay, and indicated that families are unwilling to accept another move to James Grieve Public School. A short video prepared by Red Cedar Public School students was shown to the Committee.

PB-52 moved by Will Davies
seconded by Karla Bailey

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

That, the delegation of Amandeep Bains on behalf of the Red Cedar Public School Community regarding Delay in the Construction of Red Cedar Public School, be referred to the Director's Office for a response.

..... carried

10. Delegation by Emma Haug-Kindellan, Credit Valley Conservation, and David Kellershohn and Darryl Grey, Toronto and Region Conservation Authority Seeking a Formal Partnership Agreement to Develop a Collective Flood Evacuation and Flood Prevention and Awareness Program for Flood Prone Schools within Peel DSB

Emma Haug-Kindellan, Credit Valley Conservation, and David Kellershohn and Darryl Grey, Toronto and Region Conservation Authority, delegated the Board, reviewing the presentation that had been provided to the Committee. Noting that the Region of Peel is managed by the two conservation authorities, they highlighted their service offerings. Reporting that Summer 2024 was the wettest on record, surpassing the previous record by 30%, the presenters listed the schools that are at risk of flooding. They requested a partnership with the Board to enhance emergency plans to include flood risk with an immediate focus on flood evacuation planning and emergency preparedness in high flood risk schools. They also requested that Board staff work with municipal and conservation authorities to scope a collective flood risk reduction communication program.

PB-53 moved by Brad MacDonald
seconded by Will Davies

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

That, the delegation Credit Valley Conservation and Toronto and Region Conservation Authority Seeking a Formal Partnership Agreement to Develop a Collective Flood Evacuation and Flood Prevention and Awareness Program for Flood Prone Schools within Peel DSB, be referred to staff for an information report to be presented at a subsequent meeting.

..... carried

11. New Attendance Boundary: Glenhaven Senior Public School Middle Years International Baccalaureate Regional Learning Choices Program

Manager of Planning and Enrolment, Suzanne Blakeman, recalled that at the May 2025 Board Meeting, trustees approved the relocation of the Middle Years International Baccalaureate (IB) program from Bristol Road Middle School to Glenhaven Senior Public School, with phasing in beginning with Grade 6 in September 2026. Students who are already attending Bristol Road Middle School for IB will be allowed to graduate. Noting that the rationale for change is outlined in the report, Suzanne Blakeman explained that the impact on enrolments at the two schools is net neutral. Portables will now not be required at Bristol Road Middle School but may be required at Glenhaven Senior Public School in the future. The proposed boundary for the IB program at Glenhaven Senior Public School will be the same as is currently for Bristol Road Middle School.

PB-54 moved by Brad MacDonald
seconded by Lucas Alves

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

11. New Attendance Boundary: Glenhaven Senior Public School Middle Years International Baccalaureate Regional Learning Choices Program (Continued)

That the Board approve, effective September 2026, the new boundary for the Middle Years International Baccalaureate (MYIB) Regional Learning Choices Program (RLCP) at Glenhaven Senior Public School as follows:

Commencing at the intersection of Highway 401 and Highway 407
Then east along Highway 401 to the eastern border of the Region of Peel
Then south along the eastern border of the Region of Peel to Lake Ontario
Then west along the southern edge of the Region of Peel to the western border of the Region of Peel
Then north along the western border of the Region of Peel to the point of commencement.

..... carried

12. Science and Technology Regional Learning Choices Program (RLCP) Boundary Change: Morning Star Middle School (Grades 6-8); Centennial Senior Public School (Grades 6-8); Macville Public School (Grades 6-8)

Suzanne Blakeman reviewed the report, indicating that at the May 2025 Board Meeting, trustees approved the conversion of the Arts and Technology program at Morning Star Middle School to a Science and Technology Program. The Arts and Technology program at the school will be phased out starting September 2026 at the same time as the new Science and Technology program is phased in. Noting that the rationale for the change is detailed in the report, Suzanne Blakeman confirmed that there will be little to no impact on the enrolments at the affected schools as both programs are being phased in and out simultaneously. She advised that, despite the reduced catchment areas for the Macville Public School and Centennial Senior Public School SciTech programs, they will have more than enough applicants to fill the programs.

PB-55 moved by Will Davies
seconded by Brad MacDonald

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

That, the following boundary changes, effective September 2026, be approved:

1. The new boundary for the Science and Technology Regional Learning Choices Program at Morning Star Middle School, be as follows:

Commencing at the intersection of Highway 410 and Bovaird Drive East
Then east along Bovaird Drive East, continuing east along Castlemore Road to Old Castlemore Road
Then east along Old Castlemore Road to the Region of Peel boundary
Then south along the Region of Peel boundary to Highway 401
Then west along Highway 401 to Highway 410
Then north along Highway 410 to the point of commencement.

12. Science and Technology Regional Learning Choices Program (RLCP) Boundary Change: Morning Star Middle School (Grades 6-8); Centennial Senior Public School (Grades 6-8); Macville Public School (Grades 6-8) (Continued)

2. A boundary change to the Science and Technology Regional Learning Choices Programs at Centennial Senior Public School

Commencing at the intersection of the western Region of Peel boundary and Mayfield Road

Then east along Mayfield Road to Highway 410

Then south along Highway 410 to Highway 401

Then west along Highway 401 to the Region of Peel boundary at Winston Churchill Boulevard

Then north along the Region of Peel boundary to the point of commencement.

3. A boundary change to the Science and Technology RLCP at Macville Public School

Commencing at the intersection Mayfield Road and the western Region of Peel boundary

Then north along the western Region of Peel boundary to the northern Region of Peel boundary

Then east along the northern Region of Peel boundary to the eastern Region of Peel boundary

Then south along the eastern Region of Peel boundary to Old Castlemore Road

Then west along Old Castlemore Road to Castlemore Road

Then west along Castlemore Road, continuing along Bovaird Drive East to Highway 410

Then north along Highway 410 to Mayfield Road

Then west along Mayfield Road to the point of commencement.

..... carried

13. Application Status Report

Suzanne Blakeman indicated that the report includes a list of development applications reviewed by Planning staff for the months of March and April 2025. Each development application is accompanied by location maps and comment letters sent to the respective municipality.

PB-56

moved by Karla Bailey

seconded by Lucas Alves

Resolved, that the Application Status Report, be received.

..... carried

14. Procurement Activity Report for April 2025

Tania Alatishe-Charles, Controller, Finance Support Services, noted that the report provides an update on the contracts for goods and services awarded during April 2025, including for Apple Educational products; HVAC upgrades at two schools; upgrade of the CBO access control and school back door card access; Amazon Business Prime; and boiler plant upgrades at three schools. Contracts are awarded in accordance with the Board's Purchasing Policy and Procurement Regulations, and posted publicly by the Board, as required by applicable public procurement regulations.

PB-57 moved by Jill Promoli
seconded by Karla Bailey

Resolved, that the Procurement Activity Report for April 2025, be received.

..... carried

15. Adjournment

PB-58 moved by Karla Bailey
seconded by Lucas Alves

Resolved, that the meeting adjourn (18:45 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

Arising from a meeting of the Physical Planning, Finance and Building Committee meeting, held June 4, 2025, the following recommendations are brought for Board approval:

1. Delegation of Amandeep Bains on behalf of the Red Cedar Public School Community regarding Delay in the Construction of Red Cedar Public School

That, the delegation of Amandeep Bains on behalf of the Red Cedar Public School Community regarding Delay in the Construction of Red Cedar Public School, be referred to the Director's Office for a response.

2. Delegation by Emma Haug-Kindellan, Credit Valley Conservation, and David Kellershohn and Darryl Grey, Toronto and Region Conservation Authority Seeking a Formal Partnership Agreement to Develop a Collective Flood Evacuation and Flood Prevention and Awareness Program for Flood Prone Schools within Peel DSB

That, the delegation by Credit Valley Conservation and Toronto and Region Conservation Authority Seeking a Formal Partnership Agreement to Develop a Collective Flood Evacuation and Flood Prevention and Awareness Program for Flood Prone Schools within Peel DSB, be referred to staff for an information report to be presented at a subsequent meeting.

3. New Attendance Boundary: Glenhaven Senior Public School Middle Years International Baccalaureate Regional Learning Choices Program

That, the Board approve, effective September 2026, the new boundary for the Middle Years International Baccalaureate Regional Learning Choices Program at Glenhaven Senior Public School as follows:

Commencing at the intersection of Highway 401 and Highway 407
Then east along Highway 401 to the eastern border of the Region of Peel
Then south along the eastern border of the Region of Peel to Lake Ontario
Then west along the southern edge of the Region of Peel to the western border of the Region of Peel
Then north along the western border of the Region of Peel to the point of commencement.
(APPENDIX I)

(Continued overleaf)

MOTIONS FOR CONSIDERATION: PHYSICAL PLANNING, FINANCE AND BUILDING COMMITTEE

4. Science and Technology Regional Learning Choices Program (RLCP) Boundary Change: Morning Star Middle School (Grades 6-8); Centennial Senior Public School (Grades 6-8); Macville Public School (Grades 6-8)

That, the following boundary changes, effective September 2026, be approved:

1. The new boundary for the Science and Technology Regional Learning Choices Program at Morning Star Middle School, be as follows:

Commencing at the intersection of Highway 410 and Bovaird Drive East
Then east along Bovaird Drive East, continuing east along Castlemore Road to Old
Castlemore Road
Then east along Old Castlemore Road to the Region of Peel boundary
Then south along the Region of Peel boundary to Highway 401
Then west along Highway 401 to Highway 410
Then north along Highway 410 to the point of commencement.

2. A boundary change to the Science and Technology Regional Learning Choices Programs at Centennial Senior Public School

Commencing at the intersection of the western Region of Peel boundary and Mayfield
Road
Then east along Mayfield Road to Highway 410
Then south along Highway 410 to Highway 401
Then west along Highway 401 to the Region of Peel boundary at Winston Churchill
Boulevard
Then north along the Region of Peel boundary to the point of commencement.

3. A boundary change to the Science and Technology RLCP at Macville Public School

Commencing at the intersection Mayfield Road and the western Region of Peel boundary
Then north along the western Region of Peel boundary to the northern Region of Peel
boundary
Then east along the norther Region of Peel boundary to the eastern Region of Peel
boundary
Then south along the eastern Region of Peel boundary to Old Castlemore Road
Then west along Old Castlemore Road to Castlemore Road
Then west along Castlemore Road, continuing along Bovaird Drive East to Highway 410
Then north along Highway 410 to Mayfield Road
Then west along Mayfield Road to the point of commencement.
(APPENDIX II)

Submitted by:

Jaspal Gill
Chief Operating Officer and Associate Director, Operations and Equity of Access

9.1

Physical Planning, Finance & Building Committee Meeting, June 4, 2025

New Attendance Boundary: Glenhaven Senior P.S. Middle Years International Baccalaureate Regional Learning Choices Program

Strategic Alignment:

Education Act

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

Report Type:

Recommendation

Prepared by: Planning Staff

Mathew Thomas, Controller, Planning and Accommodation Support
Services

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

Overview

Recommendation

That the Board approve, effective September 2026, the new boundary for the Middle Years International Baccalaureate (MYIB) Regional Learning Choices Program (RLCP) at Glenhaven Sr. P.S. as follows:

Commencing at the intersection of Highway 401 and Highway 407
Then east along Highway 401 to the eastern border of the Region of Peel
Then south along the eastern border of the Region of Peel to Lake Ontario
Then west along the southern edge of the Region of Peel to the western border of the Region of Peel
Then north along the western border of the Region of Peel to the point of commencement.

Highlights:

- On May 28, 2025, the Board approved the relocation of the MYIB RLCP from Bristol Road M.S. to Glenhaven Sr. P.S., effective September 2026.
- The MYIB RLCP at Bristol Road M.S. will be phased out, beginning with grade 6 in September 2026.
- The MYIB RLCP at Glenhaven Sr. P.S. will be phased in, beginning with grade 6 in September 2026.
- The attendance boundary for the MYIB RLCP at Glenhaven Sr. P.S. will be the same as it exists at Bristol Road M.S.

Background:

At the May 13, 2025, Curriculum, Equity and Student Well-Being (CES) Committee meeting, a report recommending the re-location of the MYIB RLCP from Bristol Road M.S. to Glenhaven Senior P.S. was presented. The report detailed a proposal to phase out the current MYIB program at Bristol Road M.S. and phase in the program at Glenhaven Sr. P.S. The report (Appendix 2) is attached for reference.

Evidence

Findings/Key Considerations:

The following tables indicate the projected student enrolment, with and without the program/ boundary changes.

STATUS QUO (WITHOUT BOUNDARY CHANGE)				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Bristol Road M.S.	615	6-8	Regular	331	330	330	350	343	346	1	1
			FI	108	93	90	84	85	83		
			IB	158	168	168	168	168	168		
			Total	597	591	588	602	596	597		
Glenhaven Sr. P.S.	559	6-8	Regular	355	351	360	384	388	381	0	0
			IB	0	0	0	0	0	0		
			Total	355	351	360	384	388	381		

Note: Portable allocations in 2029 are estimates and will be reviewed annually.

STATUS QUO (WITHOUT BOUNDARY CHANGE)				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Bristol Road M.S.	615	6-8	Regular	331	330	330	350	343	346	1	0
			FI	108	93	90	84	85	83		
			IB	158	168	112	56	0	0		
			Total	597	591	532	490	428	429		
Glenhaven Sr. P.S.	559	6-8	Regular	355	351	360	384	388	381	0	2
			IB	0	0	56	112	168	168		
			Total	355	351	416	496	556	549		

Note: Portable allocations in 2029 are estimates and will be reviewed annually.

Impact Analysis

Community Impact:

The advantage of moving the program is the proximity of Glenhaven Sr. P.S. to Glenforest S.S. This allows for the pairing of these schools and the ability to offer entry of MYIB students attending Glenhaven Sr. P.S. and living within the Glenforest S.S. IB boundary directly into the Glenforest S.S. MYIB program for grade 9. Direct entry and proximity of the programs would contribute towards ensuring a high retention rate of PDSB students from grade 8 to grade 9.

Transportation will be provided in accordance with Transportation Policy TRN1400.

Next Steps

Action Required:

Following approval by the Board of Trustees, communication will be provided to families regarding the approved change in location for the MYIB RLCP. Information regarding the approved location changes will be updated on the Board's School Finder website. (<https://www.peelschools.org/school-finder>).

Communications:

Communication to families regarding the approved changes will be provided by the Superintendent of Education in coordination with the Curriculum Department.

Appendices

Appendix 1 – Map of attendance boundary for the Middle Years IB RLCP at Bristol Road M.S. and the new Glenhaven Sr. P.S. location

Appendix 2 – Curriculum, Equity and Student Well-Being Committee Report, May 13, 2025: 7.6 Regional Learning Choices Program Proposal: Glenhaven Senior P.S. and Middle Years Program Direct Entry



Middle Years IB RLCP Program Re-location

Bristol Road M.S. (6-8)
Glenhaven Sr. P.S. (6-8)



Prepared by: Peel District School Board Planning & Accommodation

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

Updated May 2025

7.6

Curriculum, Equity and Student Well-Being Committee Meeting May 13, 2025

Regional Learning Choices Program Proposal: Glenhaven Senior P.S. and Middle Years Program Direct Entry

Strategic Alignment:

Anti-Racism Policy

Human Rights Policy

Equity and Inclusive Education Policy

Ministry Directives 9 and 14 (March 2020)

Report Type: Recommendation

Prepared by:	Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Recommendation:

That the board approve, effective September 2026:

- 1) Phasing out the Middle Years Program International Baccalaureate (IB) at Bristol Road Middle School, commencing in the 2025-2026 school year
- 2) Offering a Middle Years Program International Baccalaureate (IB) at Glenhaven Senior Public School, commencing in the 2026-2027 school year
- 3) Offering direct entry for students in grade 8 Middle Years Programs at Bristol Road Middle School and W.G. Davis Senior Public School into grade 9 IB programs at Erindale Secondary School, Glenforest Secondary School, Harold Brathwaite Secondary School and Turner Fenton Secondary School, without having to participate in the secondary RLCP application process.

Overview

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

It is recommended that the current Middle Years Program (MYP) be phased out at Bristol Road Middle School. Bristol Road Middle School will not appear in the elementary RLCP application process in January 2026 and no additional students will be added into the MYP in the 2026-2027 school year.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

It is recommended that Glenhaven Senior Public School offer a Middle Years Program and proceed with the process of receiving accreditation from the International Baccalaureate Organization (IBO).

The boundary changes for the Middle Years Program will be presented to Physical Planning, Finance and Building Committee on June 4, 2025.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

It is recommended that students who begin the Middle Years Program in middle school have direct entry to IB programs at a secondary school based on their address. Currently, Erindale, Glenforest, Harold Brathwaite, and Turner Fenton Secondary Schools offer IB.

According to the IBO, the Middle Years Program spans grades 6-10 and students who gain admission to the MYP in grade 6 should be allowed to continue the program until its completion in grade 10.

Highlights:**Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)**

It is recommended that the current Middle Years Program (MYP) be phased out at Bristol Road Middle School. In the 2025-2026 school year, there will be students in grades 6-8 in MYP. In the 2026-2027 school year, there will be students in grades 7-8 in MYP. In the 2027-2028 school year, there will only be students in grade 8 in MYP.

Background:

Bristol Road Middle School is located in Mississauga and has 577 students currently registered. The school offers a Middle Years Program (MYP) with 168 seats across 6, 7, and 8 (56 in each grade) for the MYP. In addition, the school offers a French Immersion programs, with approximately 117 students currently registered.

It is recommended that the MYP program at Bristol Road Middle School be phased out. The French Immersion program will continue to operate as usual.

The impact on the school community is expected to be minimal, as many MYP students currently attending Bristol Road are not from the local area.

As of September 2026, Bristol Road Middle School will offer the MYP program only for Grades 7 and 8.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

We are recommending that we move the MYP at Bristol Road Middle School, to Glenhaven Senior PS to ensure continued access to the MYP in the Mississauga area. It is recommended that Glenhaven Senior Public School begin offering the program.

Glenhaven Senior P.S. will apply to the IBO as a MYP candidate school in 2025. The approval process typically takes a year. Once approved, Glenhaven Senior P.S. will become an accredited MYP school, and will offer 168 seats across 6, 7, and 8 (56 each grade) for the MYP. RLCP applications in Winter 2026 for the 2026-2027 school year will only list Glenhaven Senior PS as the MYP option for students who currently reside in Mississauga.

Background:

- Glenhaven Sr. P.S. is a grade 6-8 school located in the Glenforest community in Mississauga. The school is currently 56 years old and was established on May 10, 1968. Glenhaven focuses on promoting student well-being and achievement through equity and anti-oppressive education frameworks. It emphasizes academic development, particularly in literacy and numeracy, while fostering a safe, inclusive environment for learning.

- Glenhaven staff conducted consultations with parents in October 2024 via a Parent Council meeting whereby parents expressed a desire to introduce a RLCP, particularly the MYP at their school.
- Both Glenhaven Senior P.S. and Bristol Road M.S. will be listed on the elementary RLCP webpage as MYP sites until Glenhaven Senior P.S. receives full accreditation and until the program at Bristol Road M.S. is completely phased out.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

The Middle Years Program (MYP), as defined by the International Baccalaureate Organization (IBO), is designed to span Grades 6 through 10. Under our current structure, some students who begin the MYP are unable to complete it because they must reapply and be selected through a randomized process to continue in the MYP in secondary school.

Background:

The Middle Years Program (MYP) is an internationally standardized program that follows the philosophy of the International Baccalaureate (IB). The International Baccalaureate Organization (IBO) structures the MYP to span Grades 6 to 10. As the only Regional Learning Choice Program (RLCP) in PDSB that covers this full grade range, direct entry is recommended only for those students in the MYP.

Evidence

Findings/Key Considerations:

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Course selection data from myBlueprint shows that many students who complete the MYP in Grade 8 at Bristol Road Middle School choose to pursue high school opportunities outside of the Peel District School Board. As evidenced by the chart below:

March 2025- Transitions Data for Grade 8 MYP at Bristol Road Middle School (52 students in total):

Attending Erindale IB Program	1
Attending Glenforest IB Program	8
Attending a RLCP in the PDSB	11
Attending home school in PDSB	3
Leaving the PDSB	29

The majority of the 52 students in grade 8 MYP at Bristol Road MS have opted to leave the PDSB to attend secondary school. Most of these students enroll in the IB program at secondary school in the co-terminus board.

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

The proximity of Glenhaven Senior Public School to Glenforest Secondary School, which already offers the Grade 9–10 MYP, supports collaboration between the two sites. Additionally, the International Baccalaureate Organization (IBO) permits both schools to share the annual membership fee.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

Allowing direct entry from middle school MYP to secondary school MYP serves as a retention strategy to address the high number of students who leave the program before Grade 9. Course selection and Regional Learning Choice Program (RLCP) application data for Grade 8 students currently enrolled in the MYP at Bristol Road Middle School and W.G. Davis Senior Public School are as follows:

Current Bristol Road Grade 8 MYP Class by Grade 9 Destination (52 students in total)

Erindale- IB	Glenforest- IB	Other RLCP in PDSB	Home School in PDSB	Not Returning
1	8	11	3	29

Current W.G. Davis Grade 8 MYP Class by Grade 9 Destination (78 students in total)

Harold Brathwaite- IB	Turner Fenton- IB	Other RLCP in PDSB	Home School in PDSB	Not Returning
5	15	19	24	15

Most students in MYP at both Bristol Road and W.G. Davis will not be continuing in the IB program at secondary school. This means that they will not finish the MYP, despite completing more than half of the program while in middle school. In our current structure, students in MYP must complete the secondary RLCP application process and be successful through the randomized selection (if applicable) to complete the MYP.

Program Details

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

- The IB MYP at Glenhaven Senior Public School will develop students' key skills in communication, research, self-management, collaboration, and critical analysis. The program aligns with the Ontario curricula while fostering student agency, interdisciplinary learning, and real-world application of knowledge. Additionally, the Personal Project in

the final year of this program will allow students to demonstrate their learning through an independent, student-driven project.

- Glenhaven Senior Public School has some of the infrastructure to support the program's interdisciplinary and inquiry-based learning approach, including equipped classrooms, diverse library resources, and a scaffolded technology integration plan.
- Some Glenhaven teachers have undergone IB training. More Teachers will take IB-recognized training to ensure effective implementation of the MYP framework.

Program Rationale

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

The Peel District School Board offers MYP at W.G. Davis Senior Public School in Brampton. The IB program is offered at Erindale Secondary School and Glenforest Secondary School as well as at Harold Brathwaite Secondary School and Turner Fenton Secondary School.

A secondary school within the co-terminus board also offers the IB program and is located near several of our middle schools. Due to this proximity and the opportunity to continue in the IB pathway, many students from our middle schools may choose to attend that secondary school.

Program Transition

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Bristol Road Middle School will open the 2025-2026 school year with MYP students in grades 6-8. In the 2026-2027 school year, they will only offer grade 7 and 8 MYP, with the final MYP class graduating in the 2027-2028 school year.

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

Glenhaven Senior Public School will begin accepting student applications for the MYP in 2026 and will offer 56 seats for grade 6 students in the 2026-2027 school year. Pending final approval from the IBO, they will add an additional 56 seats in 2027-2028 and 2028-2029 respectively for a total of 168 MYP seats.

For additional information, please refer to Appendix 1.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

In the 2025-2026 school year, grade 8 students in the MYP at WG Davis Sr PS and Bristol Road MS will be allowed to select MYP courses at the closest IB secondary school based on their address as part of the course selection process in myBlueprint, without having to complete a RLCP application.

Program Enrolment and Boundary

Program boundaries will be addressed at the Physical Planning, Finance and Building Committee meeting on June 4, 2025.

Projected Student Enrolment

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

In the 2025-2026 school year, Bristol Road M.S. will maintain 56 spaces in grades 6, 7, 8 (each) for a total of 168 student spaces. In the 2026-2027 school year, 56 spaces will be maintained in grades 7 and 8 for a total of 112. In the 2027-2028 school, 56 spaces will be maintained in grade 8 for MYP.

Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

In the 2025-2026 school year, Glenhaven Senior P.S. will maintain 56 spaces in grade 6 for the MYP. In the 2026-2027 school year, 56 spaces will be maintained for grades 6 and 7, for a total of 112. In the 2027-2028 school year, 56 spaces will be maintained in grades 6-8 for a total of 168 spaces in MYP.

Impact Analysis

Equity & Human Rights Review:

Recommendation 1: Middle Years Program at Bristol Road Middle School (International Baccalaureate)

Phasing out the MYP at Bristol Road Middle School may result in a portable no longer being used by the school as of the 2028-2029 school year.

Recommendation 2: Ensuring Continued Access to Middle Years Programming for students in Mississauga (Offering a Middle Years Program at Glenhaven Senior Public School)

The introduction of an International Baccalaureate (IB) program at Glenhaven Senior Public School presents an opportunity to address systemic inequities by offering students from diverse backgrounds access to a globally recognized and rigorous academic framework. Currently, Glenhaven Sr P.S. loses students to neighboring schools. Bristol Middle School, a school located in Mississauga hosts the MYP IB program however their grade 8 students statistically attend St. Francis Xavier Catholic Secondary School IB program, in Mississauga because of its location and proximity to Bristol Road M.S. However, Glenhaven Sr P.S. is a feeder school of Glenforest Secondary School, which also offers the IB diploma program. This migration indicates a gap in enriched programming within Glenhaven, highlighting the need for a localized IB program to retain and support student talent.

The IB program's focus on intercultural understanding, respect, and global citizenship aligns with human rights principles and supports Peel District School Board (PDSB) policies on equity and inclusion. By creating a learning environment that centers on student identities and co-creation, the program ensures that all students feel empowered and valued in their education. For example, students from feeder schools like Forest Glen, Westacres, and Brian W. Fleming have expressed the desire for enriched programming at Glenhaven, recognizing the value of advanced learning opportunities within their community. During the October 2024 School Council meeting at Glenhaven Sr. P.S., parents and caregivers were consulted and expressed enthusiasm about the possibilities the IB program could offer. To further gauge interest, a detailed survey has been sent in April 2025 to families of Grade 4 students at Forest Glen and Brian W. Fleming.

Including student voices reinforces the necessity of this program. Students from Glenhaven's feeder schools have shared feedback during open house, noting the appeal of local RLCP at schools such as Tomken Middle School (French Immersion and SciTech) and Allan A. Martin Senior Public School (International Business and Technology program: IBT). They've highlighted their desire for an enriched program that reflects their academic aspirations and allows them to stay within their local school environment.

Additionally, students currently attending Glenhaven have voiced their interest in more global academic opportunities, emphasizing the need for programming that adds, challenges and prepares them for the future. The introduction of an IB program addresses this demand while fostering an inclusive space where diverse student perspectives are celebrated.

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

Given that the MYP is structured to begin in grade 6 and end in grade 10; instituting direct entry for students in grade 8 MYP to grade 9 MYP, allows all students to have an opportunity to complete the MYP.

Resource/Financial Implications:

Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

School Team

Please see Appendix 2: School Team

Required Resources

Please see Appendix 3: Funding Request

Recommendation 3: Direct Entry from Grade 8 to Grade 9 IB Programs

School Team

- Coordinating Principal of Student Success and Pathways Programming, Coordinating Vice Principal of Pathways Programming, Principals of MYP and IB schools, guidance staff at MYP and IB Schools.

Next Steps

Action Required:

Pending Trustee Approval:

- The boundary changes will be included as part of the June 4, 2025 Physical Planning, Finance and Building Meeting

References:

This includes citations to research and references in the report.

Appendices

Appendix 1 – Program Transition for Recommendation Two: Offering Middle Years Program at Glenhaven Senior Public School

Appendix 2 – School team for Offering Middle Years Program at Glenhaven Senior Public School

Appendix 3- Funding Requested for Offering Middle Years Program at Glenhaven Senior Public School

APPENDIX 1

Program Transition for Recommendation 2: Offering Middle Years Program at Glenhaven Senior Public School

Pathway chart – Provide a preliminary list of courses offered to students

Year 1 (September 2025-2026) Candidacy and consultation

Includes IB consultation, 2-day on-site visit, consultant visit report, end of consultancy report, access to the IB's Programme resource centre, direct support from the authorization department via Programme Relationship Manager

Year 2 (2026-2027) application for authorization services

2-day verification visit to the school (only one visit per candidacy is covered), a verification visit report, final authorization of the school, access to the IB's Programme resource centre, direct support from the authorization department via your Programme Relationship Manager.

Year 5 (2029-2030) Evaluation visit

APPENDIX 2

School team for Offering Middle Years Program at Glenhaven Senior Public School

Coordinator – Kelsey McIver – MYP certified (2024)

Math Lead – Ed Rego – MYP Certified (2024)

Lisa Brooks -Science

Maria Milonas – Social studies

Bianca -French

Janice Ahn – Design

Lilly Supaul – Language Arts

Rogene Reid- Principal – MYP Certified Cat 1- Head of School (2024)

APPENDIX 3

Funding Requested for Offering Middle Years Program at Glenhaven Senior Public School

[Regional Learning Choices Program Funding request March 2025.pdf](#)

9.2

Physical Planning, Finance & Building Committee Meeting, June 4, 2025

Science and Technology Regional Learning Choices Program (RLCP) Boundary Changes: Morning Star M.S. (6-8) Centennial Sr. P.S. (6-8) Macville P.S. (6-8)

Strategic Alignment:

Education Act

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

Report Type:

Recommendation

<i>Prepared by:</i>	Planning Staff Mathew Thomas, Controller, Planning and Accommodation Support Services
<i>Submitted by:</i>	Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access

Overview

Recommendation:

That the Board approve, effective September 2026:

1. The new boundary for the Science and Technology Regional Learning Choices Program at Morning Star M.S.
Commencing at the intersection of Highway 410 and Bovaird Drive East
Then east along Bovaird Drive East, continuing east along Castlemore Road to Old Castlemore Road
Then east along Old Castlemore Road to the Region of Peel boundary
Then south along the Region of Peel boundary to Highway 401
Then west along Highway 401 to Highway 410
Then north along Highway 410 to the point of commencement.
2. A boundary change to the Science and Technology Regional Learning Choices Programs at Centennial Sr. P.S.
Commencing at the intersection of the western Region of Peel boundary and Mayfield Road
Then east along Mayfield Road to Highway 410
Then south along Highway 410 to Highway 401
Then west along Highway 401 to the Region of Peel boundary at Winston Churchill Boulevard
Then north along the Region of Peel boundary to the point of commencement.
3. A boundary change to the Science and Technology RLCP at Macville P.S.
Commencing at the intersection Mayfield Road and the western Region of Peel boundary
Then north along the western Region of Peel boundary to the northern Region of Peel boundary
Then east along the norther Region of Peel boundary to the eastern Region of Peel boundary
Then south along the eastern Region of Peel boundary to Old Castlemore Road
Then west along Old Castlemore Road to Castlemore Road
Then west along Castlemore Road, continuing along Bovaird Drive East to Highway 410
Then north along Highway 410 to Mayfield Road
Then west along Mayfield Road to the point of commencement.

Highlights:

- On May 28, 2025, the Board approved the new Science and Technology (SciTech) RLCP at Morning Star M.S., effective September 2026.
- The Arts and Technology RLCP currently offered at Morning Star M.S. will be phased out, beginning September 2026. (Appendix 1)

- The new SciTech RLCP at Morning Star M.S. will be phased in, beginning September 2026. (Appendix 3)
- The boundary changes to the SciTech RLCP at Centennial Sr. P.S. and Macville P.S. would be phased in, beginning September 2026. (Appendix 3)

Background:

At the May 13, 2025, Curriculum, Equity and Student Well-Being (CES) Committee meeting, a report recommending the new Science and Technology RLCP at Morning Star M.S. was presented (Appendix 4). The report detailed a proposal to phase out the current Arts and Technology RLCP and phase in the new SciTech RLCP at Morning Star M.S. Morning Star M.S. will become the fourth SciTech RLCP program location in PDSB.

The new SciTech RLCP at Morning Star M.S. impacts the current catchment areas for the SciTech RLCPs at Centennial Sr. P.S. and Macville P.S. (Appendix 2). The recommended boundary changes would be phased in, beginning with grade 6 in September 2026 (Appendix 3).

Evidence

Findings/Key Considerations:

The following tables indicate the projected student enrolment, with and without the program/ boundary changes.

STATUS QUO (WITHOUT BOUNDARY CHANGE)				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Centennial Sr. P.S.	855	6-8	Regular	502	515	480	458	459	439	0	0
			SciTech	255	250	250	250	250	250		
			Total	757	765	730	708	709	689		
Macville P.S.	323	K-8	Regular	138	136	136	129	127	125	0	0
			SciTech	165	165	165	165	165	165		
			Total	303	301	301	294	292	290		
Morning Star M.S.	699	6-8	Regular	327	309	336	346	330	314	0	0
			Arts Tech	131	165	165	165	165	165		
			SciTech	0	0	0	0	0	0		
			Total	458	474	501	511	495	479		

Notes: i) Portable allocations in 2029 are estimates and will be reviewed annually. ii) The SciTech RLCP at Macville P.S. is only offered in grades 6-8.

WITH BOUNDARY CHANGE				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Centennial Sr. P.S.	855	6-8	Regular	502	515	480	458	459	439	0	0
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			Total	303	301	301	294	292	290		
Morning Star M.S.	699	6-8	Regular	327	309	336	346	330	314	0	0
			Arts Tech	131	165	109	54	0	0		
			SciTech	0	0	56	111	165	165		
			Total	458	474	501	511	495	479		

There will be 56 spaces in the SciTech RLCP at Morning Star M.S. This is the same number of spaces as at the existing Arts and Technology RLCP. Therefore, there will not be an increase in enrolment at Morning Star M.S. as a result of the change in RLCPs offered.

Based on historical and recent student interest in the SciTech RLCP, it is anticipated that even with the program boundary changes and addition of the SciTech RLCP at Morning Star M.S., Centennial Sr. P.S. and Macville P.S. will continue to have a significant number of applicants to fill the spots in their SciTech RLCP.

Impact Analysis

Community Impact:

The change to the RLCP at Morning Star M.S. from Arts and Technology to SciTech and the resulting recommended new boundary would create the need for corresponding boundary changes for the SciTech RLCPs at Centennial Sr. P.S. and Macville P.S. (Appendix 3). The amended, smaller boundaries of the two affected schools would have the benefit of fewer applications for the same number of spaces, as well as the average proximity of SciTech RLCP students being closer to their schools.

Transportation will be provided in accordance with Transportation Policy TRN1400.

Next Steps

Action Required:

Following Board approval, the affected RLCP boundaries will be updated on the PDSB School Finder website (<https://www.peelschools.org/school-finder>).

Communications:

Following Board approval, communication to families currently in the program will be made by school administration. Information regarding the new SciTech RLCP, including the application criteria and timelines, will follow the communication process for all other RLCPs.

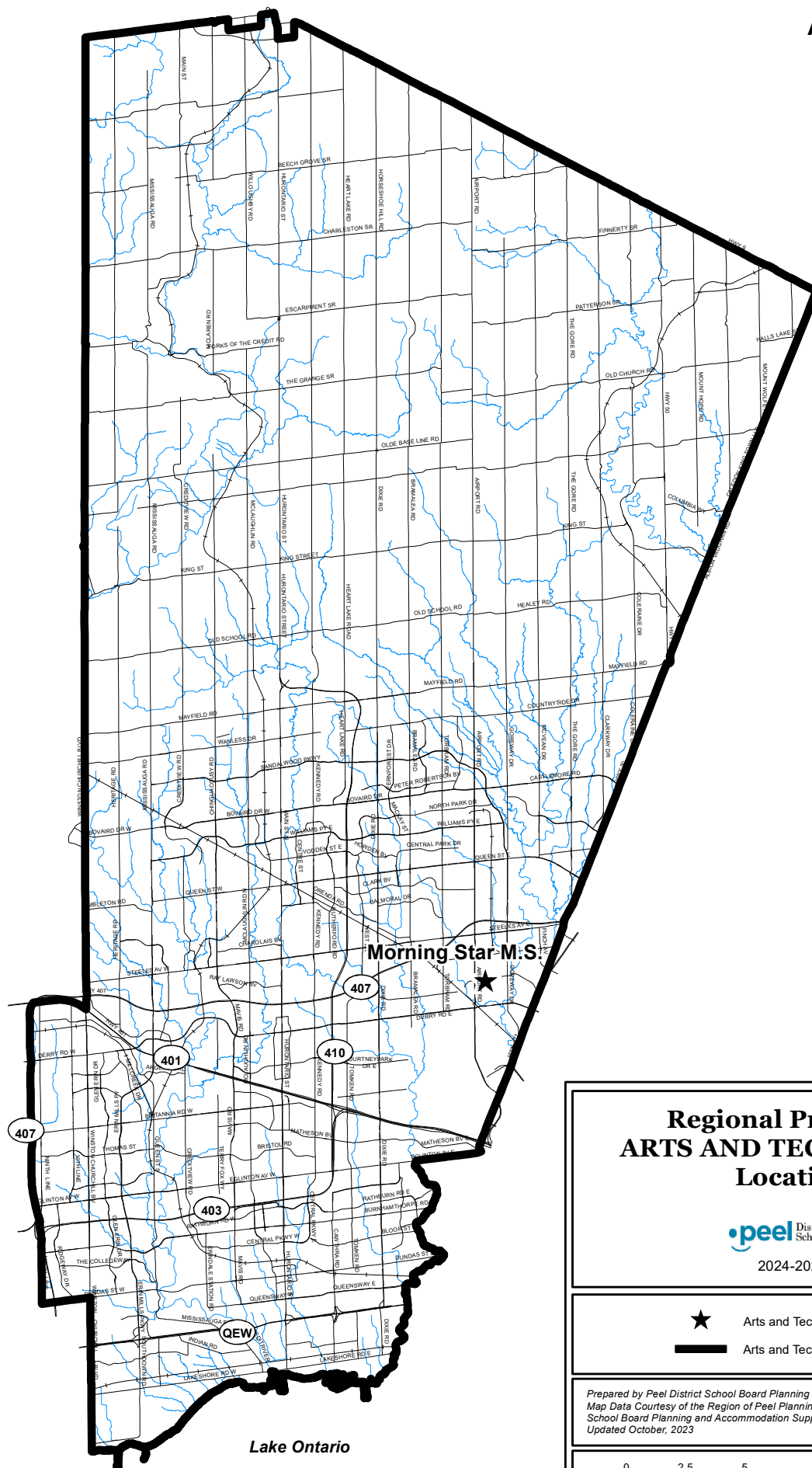
Appendices

Appendix 1 – Current Arts and Technology RLCP boundary

Appendix 2 – Current Science and Technology RLCP boundaries

Appendix 3 – Recommended Science and Technology RLCP boundaries

Appendix 4 – Curriculum, Equity and Student Well-Being Committee Report from May 13, 2025
7.5 Regional Learning Choices Program Proposal: Morning Star Middle School



Regional Programs ARTS AND TECHNOLOGY Location

peel District
School Board

2024-2025



Arts and Technology Location

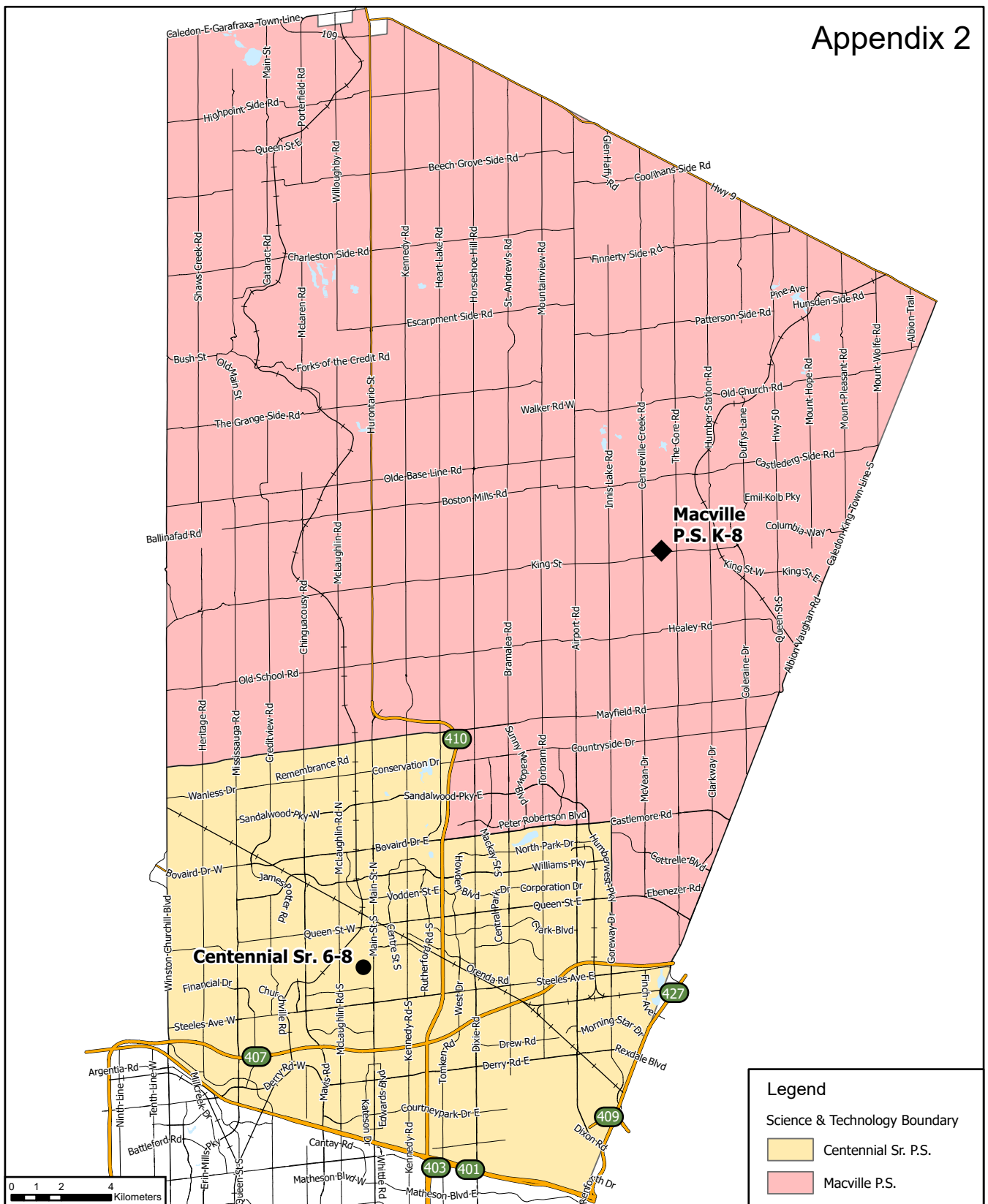


Arts and Technology Boundary

Prepared by Peel District School Board Planning and Accommodation Support Services
Map Data Courtesy of the Region of Peel Planning Department and the Peel District
School Board Planning and Accommodation Support Services Department.
Updated October, 2023

0 2.5 5 10 Kilometres

Lake Ontario



Existing Elementary Science & Technology Boundaries 2024/2025

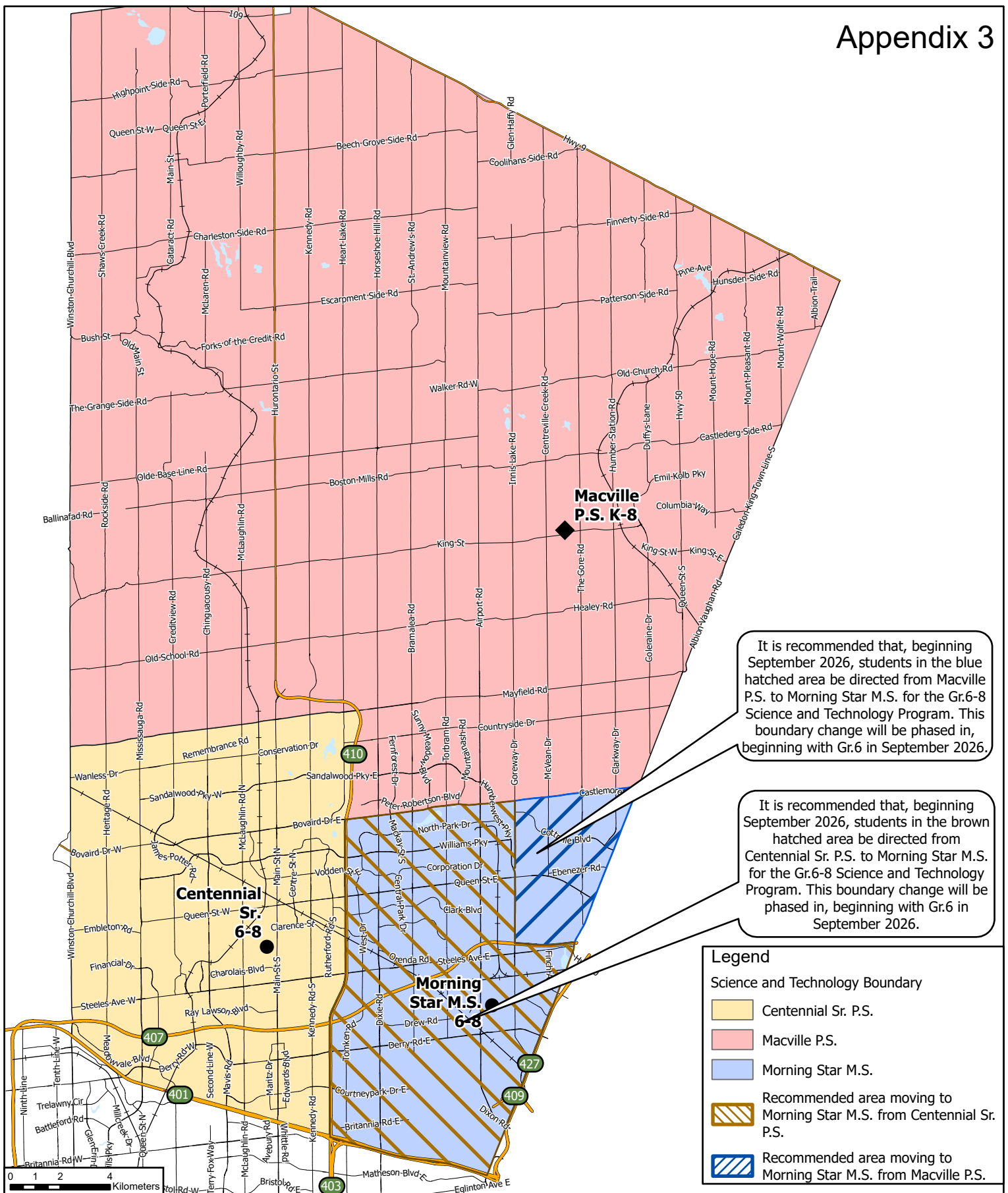
Centennial Sr. P.S. (6-8)
Macville P.S. (6-8)

Prepared by: Peel District School Board Planning & Accommodation

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

Updated May 2025





Recommended Elementary Science & Technology Boundary Change - September 2026

Centennial Sr. P.S. (6-8)
Macville P.S. (6-8)
Morning Star M.S. (6-8)

Prepared by: Peel District School Board Planning & Accommodation

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

Updated May 2025

7.5

Curriculum, Equity and Student Well-Being Committee Meeting May 13, 2025

Regional Learning Choices Program Proposal: Morning Star Middle School

Strategic Alignment:

Anti-Racism Policy
Human Rights Policy
Equity and Inclusive Education Policy
Ministry Directives 9 and 14 (March 2020)

Report Type: Recommendation

Prepared by:	Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity
Submitted by:	Rashmi Swarup, Director of Education

Recommendation:

That the board approve, effective September 2026:

1. Phasing out of the Arts and Technology Regional Learning Choices Program (RLCP) at Morning Star M.S.
2. Opening of a SciTech RLCP at Morning Star M.S.

Overview

Recommendation: RLCP Program

Background:

It is recommended that the current Arts and Technology Regional Learning Choices Program (RLCP) be phased out at Morning Star Middle School. This school will then offer the SciTech RLCP, with a proposed catchment area, effective September 2026.

The boundary changes for the Arts and Technology Program (ATP) will be presented to Physical Planning, Finance and Building Committee on June 4, 2025. See existing boundaries and proposed new boundaries in Appendix 1-3.

Highlights:

- Morning Star Middle School currently offers an Arts and Technology Regional Learning Choice Program. The school is requesting to phase out this program and offer a SciTech program.
- Current grade 6 and 7 students in the Arts and Technology program will complete the Arts and Technology program.
- Morning Star will advertise a SciTech program in the Fall of 2025 and accept SciTech applications in January 2026 for program implementation in September 2026.
- Impact to the community is minimal as Morning Star will continue to offer an RLCP, however the program will now change to SciTech allowing Morningstar to make connections with existing SciTech programs in both panels.
- Morning Star staff conducted a parent consultation on December 7, 2023

Changes in programming include:

Arts and Technology Programming (ATP)	SciTech
<ul style="list-style-type: none">• Develop arts, media and technology skills, while engaging in cross-curricular inquiry-based learning opportunities.• Opportunity to be innovative and imaginative in their thinking while engaged in the creative and critical analysis processes, embracing social justice issues and promoting reflective learning	<ul style="list-style-type: none">• Collaboration with industry partners to provide a dynamic, hands-on STEAM approach to learning• Opportunity to use industry-standard technology, dialogue with guest speakers, and participate in special excursions, competitions and clubs

	<ul style="list-style-type: none"> • Technological Education enrichments, like video editing, animation, coding, robotics, 3D printing, AR Sandbox
--	---

Transportation

- Refer to [Transportation Policy](#)

Morning Star M.S. is a grade 6-8 school located in the Malton community in Mississauga. It has offered ATP since 2014. This is currently the only location offering this program in the PDSB (see map Appendix 1).

When the ATP was introduced, it offered a novel approach to modern learning. However, many of the key elements of ATP have been successfully embedded into curriculum delivery across schools. Notably, the SciTech program now includes a strong and intentional focus on the Arts, ensuring continued opportunities for students to explore creativity alongside science and technology.

Currently PDSB has three middle schools that offer SciTech programs (Macville P.S., Centennial Sr. P.S., and Tomken Road M.S.). These three schools receive a significant number of applications; however, space is limited. Families have been advocating for additional SciTech programs.

Centennial Senior P.S. currently offers 84 seats in the SciTech program in each grade from grades 6-8, they received 859 applications in February 2025.

Macville P.S. and Tomken Road M.S. both currently offer 56 seats in the SciTech program; the programs received 372 and 615 applications in February 2025 respectively. As such, Morning Star Middle School is requesting that it phase out its Arts and Technology RLCP and phase in the SciTech RLCP.

Evidence

Findings/Key Considerations:

Program Details

While there is already a history of experiential learning in ATP, the change to a SciTech RLCP at Morning Star M.S. will allow for students to go deeper within this field. Many families send their children to ATP to deepen their SciTech skills. Many families expressed that the ATP program is often a third choice after International Baccalaureate (IB) and SciTech, leading to attrition rates. Currently, Morning Star has only 57% of their Grade 8 ATP spots occupied, despite filling 100% of the allocated spots in Grade 6.

Program Transition

Effective September 2025, the recommended boundaries for the SciTech RLCP's at Morning Star M.S., Centennial Sr. P.S. and Macville P.S. are shown on the map (see Appendix 3). ATP

at Morning Star M.S. will be phased out, beginning with grade 6, and the SciTech RLCP will be phased in, beginning with grade 6. Subsequent grades will be phased in/out over the following years. ATP will be fully phased out and the SciTech RLCP will be fully phased in by September 2028.

Effective September 2025;

- The phasing out of the Arts and Technology RLCP at Morning Star M.S.
- The opening of a SciTech RLCP at Morning Star M.S.
- The subsequent boundary changes for the SciTech RLCP at Centennial Sr. P.S. and Macville P.S. (see map in Appendix 3)

Program Enrolment and Boundary

The following tables indicate the projected student enrolment, with and without the program / boundary changes.

STATUS QUO (WITHOUT BOUNDARY CHANGE)				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
Centennial Sr. P.S.	855	6-8	Regular	502	515	480	458	459	439	0	0
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			Total	757	765	730	708	709	689		
Macville P.S.	323	K-8	Regular	138	136	136	129	127	125	0	0
			SciTech	165	165	165	165	165	165		
			Total	303	301	301	294	292	290		
Morning Star M.S.	699	6-8	Regular	327	309	336	346	330	314	0	0
			Arts Tech	131	165	165	165	165	165		
			SciTech	0	0	0	0	0	0		
			Total	458	474	501	511	495	479		

Notes: i) Portable allocations in 2029 are estimates and will be reviewed annually. ii) the SciTech RLCP at Macville P.S. is only offered in grades 6-8.

WITH BOUNDARY CHANGE				September 2024 Enrolment	Projected Enrolment					Portables	
School	Capacity	Grades	Program		2025	2026	2027	2028	2029	2024	2029
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			SciTech	0	0	56	111	165	165		
			Total	458	474	501	511	495	479		

Notes: i) Portable allocations in 2029 are estimates and will be reviewed annually. ii) the Science and Technology RLCP at Macville P.S. is only offered in grades 6-8.

The number of spaces in the SciTech RLCP at Morning Star M.S. will remain status quo (56 spots) as the current Arts and Technology RLCP. Therefore, there will not be an increase in enrolment at Morning Star M.S. because of the change in RLCP offered.

Based on historical and current student interest in the SciTech RLCP, it is anticipated that, even with the program boundary changes and addition of the SciTech RLCP at Morning Star M.S., Centennial Sr. P.S. and Macville P.S. will continue to have a significant number of applicants to fill the spots in their SciTech RLCP.

Impact Analysis

Equity & Human Rights Review:

At the December 7, 2023, School Council meeting, there was unanimous consensus that transitioning to a SciTech program would better meet the needs of students and families in this school. This would allow for a more focused curricula and targeting programming to develop skills within the SciTech program.

Throughout the Board, there are currently three middle school SciTech programs (Macville PS, Centennial Sr. PS, and Tomken Road MS). These schools are in high demand and receive a significant number of applications for limited spots. The addition of another SciTech program to the system would also allow for more of these to be captured into their program of choice.

Pathway chart

- The SciTech program follows the Ontario curriculum in grades 6-8, with an expanded exploration in the breadth and depth of both the science and technological education curricula, with a particular focus on inquiry-based and hands-on learning.

-
- Using a global context specifically connected to the UNESCO sustainable development goals, science and technological related topics, activities, and assessments are incorporated into all curricular areas.

Board or Ministry Policy Alignment:

There was unanimous consensus that transitioning to a SciTech program would better meet the needs of the students and families. This would allow for a more focused curricula and targeting programming to develop Science and Technology skills.

Resource/Financial Implications:

RLCPs should be self-sustaining, and the fees collected should cover any Board incurred expenses. As stated in the revised policy, funds may be available, based on criteria, to assist those for whom the cost of the program fee would be a barrier to access.

As a result of the investment already made by the school in creating an innovation hub, and existing investments in infrastructure that was needed for the ATP program, there are no major capital expenditures as it relates to changing from ATP to SciTech. As there is no anticipated increase in enrollment, no additional classrooms are needed.

School Team

- The administration team and ATP team will work closely together to ensure that the phasing in of the SciTech program maintains the integrity of both the SciTech program and the ATP program. We will meet with student and parent representatives from both the ATP program and SciTech programs to ensure that feedback is being received throughout the process.

Required Resources

Capital Needs and Budget Implications

Outline any capital needs or other costs related to the program (renovations, equipment needs, etc.). Include an estimated budget.

Community Impact:

The Morning Star community, through consultations conducted in December 2023 at a School Council meeting indicated a strong desire to offer a SciTech Regional Learning Choice Program.

This would be the fourth SciTech program offered in middle schools, however, there is a clear pathway as the SciTech program is also offered in two secondary schools.

Since the ATP is the only program of its kind, successful applicants register in the program from across Mississauga. By offering a SciTech program, the boundary for applicants to Morning Star would be much smaller.

Application Process

Morning Star will remain consistent with the application criteria of the other SciTech programs that operate in the system.

Next Steps

Action Required:

- Following Board approval:
 - Morning Star M.S. will hold an information night in October 2025
 - Elementary RLCP webpage and application portal will be updated accordingly
 - The Public Engagement and Communications Department will support advertising the new program via Board website and social media

References:

[Transportation Policy](#)

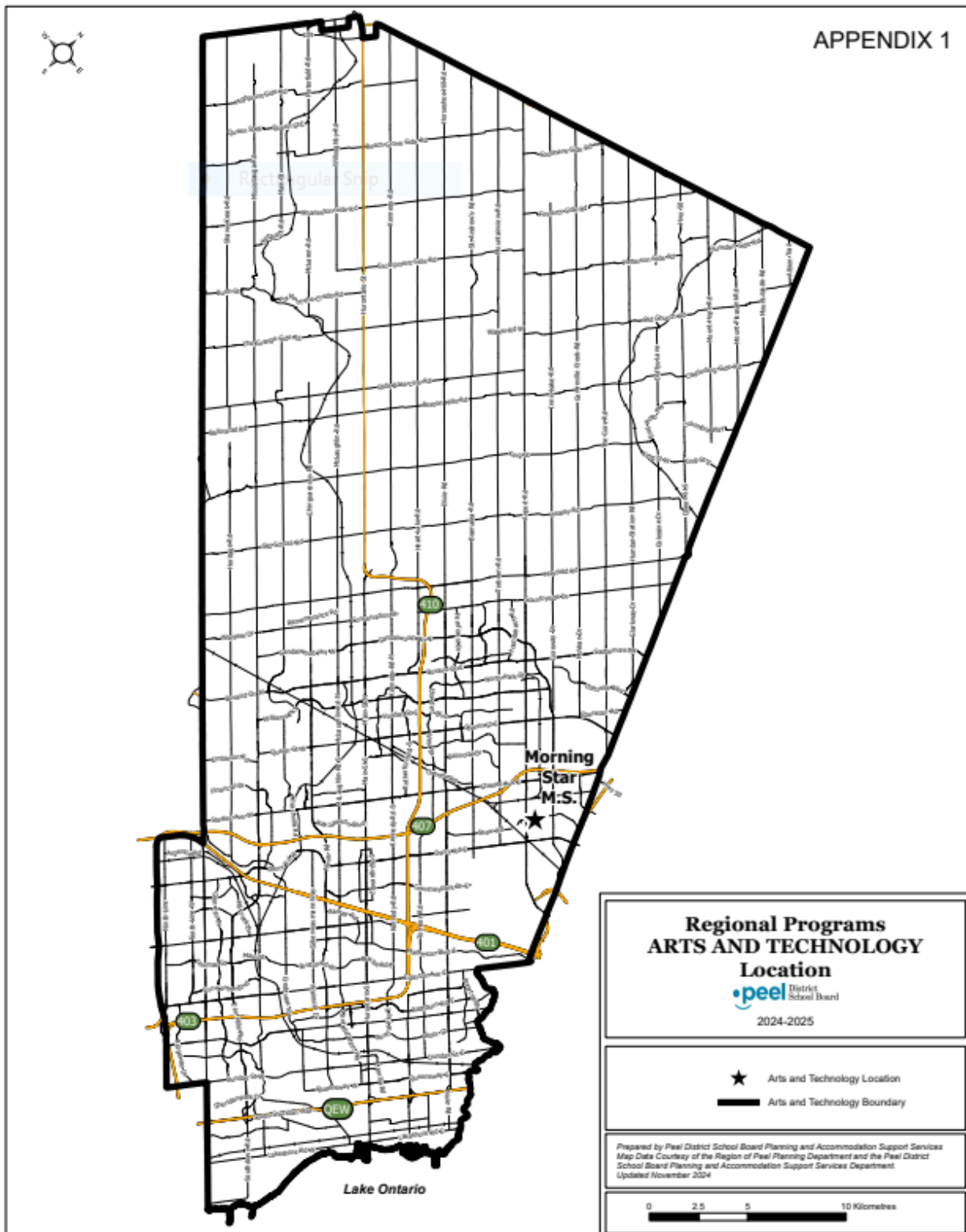
Appendices

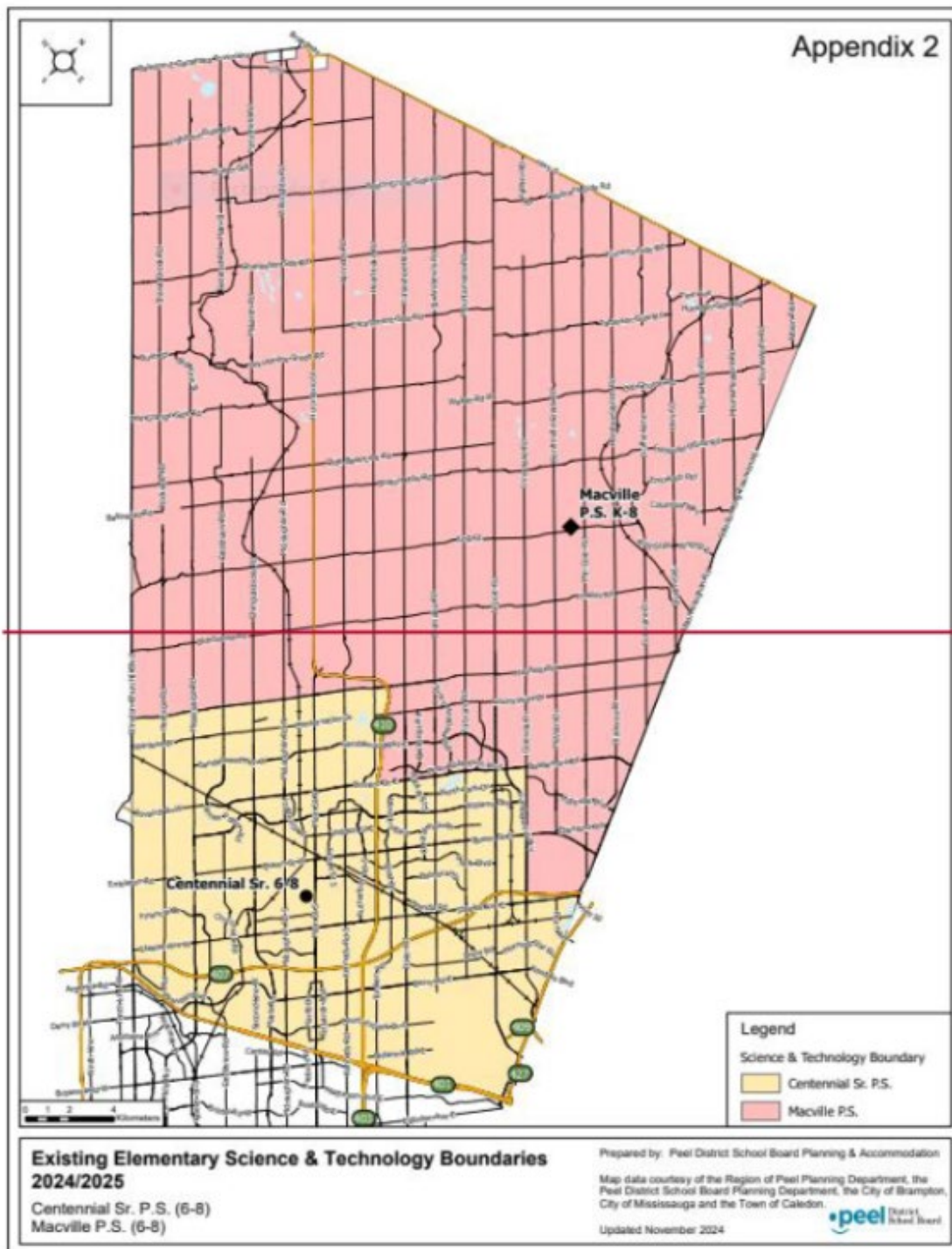
Appendix 1: Existing boundary for the Arts and Technology RLCP at Morning Star M.S.

Appendix 2: Existing boundaries for the SciTech RLCP at Centennial Sr. P.S. and Macville P.S.

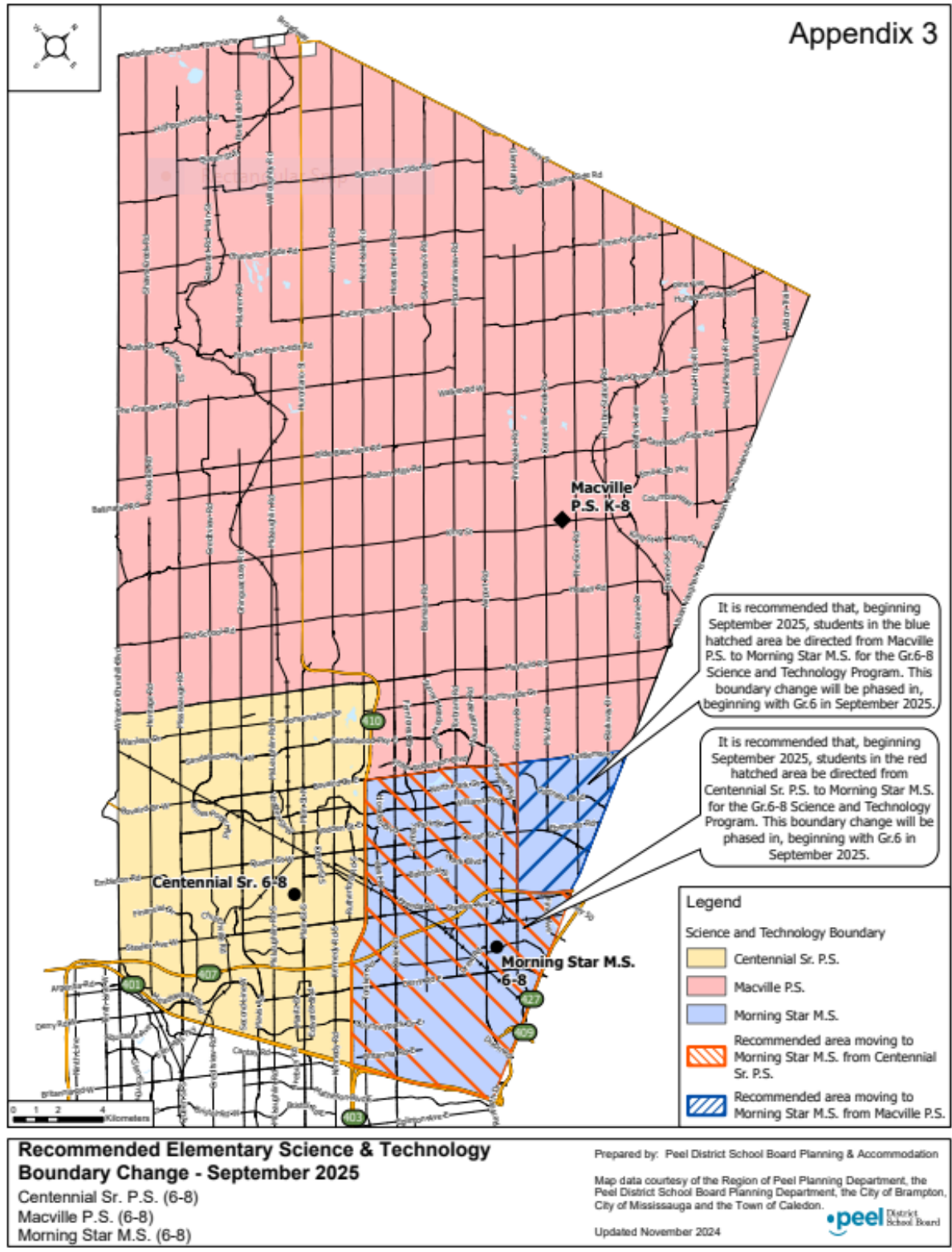
Appendix 3: Recommended boundaries for the SciTech RLCP at Morning Star M.S., Centennial Sr. P.S. and Macville P.S.

APPENDIX 1





Appendix 3



PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The meeting was held by electronic means on Monday, June 9, 2025, at 17:32 hours.

Members present:

Karla Bailey, Chair
Susan Benjamin, Vice Chair
Lucas Alves
Jeffrey Clark
David Green, Ex-officio
Satpal Singh Johal, Ex-officio
Kathy McDonald
Jill Promoli

Also present:

Stan Cameron
Will Davies
Brad MacDonald

Administration:

Harjit Aujla, Associate Director, School Improvement & Equity (Executive Member)
Lara Chebaro, Superintendent, Curriculum & School Improvement
Jasmine Vorkapic, Governance Officer

Linda Racicot, Board Reporter

1. Call to Order

Karla Bailey, Chair, called the meeting to order at 17:32 hours.

2. Land Acknowledgement

A video recording of the Acknowledgement of Traditional Lands was viewed.

3. Approval of Agenda

The agenda was reviewed.

CESWB-25

moved by Lucas Alves
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

4. Conflict of Interest

There were no declarations of conflict of interest.

5. Minutes of the Curriculum, Equity and Student Well-Being Committee, May 13, 2025

CESWB-26 moved by Jill Promoli
seconded by Jeffrey Clark

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held May 13, 2025, be approved.

..... carried

6. Program Item: Receipt of Petition from the Community

Three petitions signed by community members from Brampton, Caledon, and Mississauga were presented. Trustee Cameron read the petition.

CESWB-27 moved by Susan Benjamin
seconded Lucas Alves

Resolved, that the Petition from the community requesting the Board to initiate discussions with the Ministry of Education to create a plan to return to some form of police program in schools, be received.

..... carried

7. Adjournment

CESWB-28 moved by Lucas Alves
seconded Susan Benjamin

Resolved, that the meeting adjourn (17:39 hours).

..... carried

..... Chair

MOTIONS FOR CONSIDERATION: GOVERNANCE AND POLICY COMMITTEE

Arising from a meeting of the Governance and Policy Committee, held June 11, 2025, the following recommendations are brought for Board approval:

**1. Delegation by Madison Stewart re Food for Good, regarding Feeding Minds:
Strengthening Oversight in school Food Policy**

That, the delegation of Madison Stewart re Food for Good, regarding Feeding Minds: Strengthening Oversight in school Food Policy, be referred to the Director of Education for a response.

2. Human Rights Policy

That, the revised Human Rights Policy, attached as Appendix 2, be approved.
(APPENDIX I)

3. Extra-Curricular Activity Policy

That, the Extra-Curricular Activity Policy, attached as Appendix 1, be approved.
(APPENDIX II)

4. Amendments to Trustee Code of Conduct

- (i) That, the revised Trustee Code of Conduct, attached as Appendix 2, be approved;
- (ii) That, the Trustee Code of Conduct Enforcement Procedure, attached as Appendix 3, be approved.
(APPENDIX III)

**5. Referral from Curriculum, Equity and Student Well-Being Committee meeting, held
May 13, 2025, re Delegation by Danielle Humayun, OSSTF District 19, on Better
Schools, Stronger Communities**

That, the delegation of Danielle Humayun, OSSTF District 19, on Better Schools, Stronger Communities, be referred to the Director of Education for a response.

Prepared by:

Lorelei Fernandes
Board Reporter

Submitted by:

Jasmine Vorkapic
Governance Officer

7.1

Governance and Policy Committee Meeting, June 11, 2025

Human Rights Policy

Strategic Alignment:

This updated policy aligns with the Peel District School Board's (PDSB) mission to uphold, cultivate and sustain a culture of human rights that resonates positively throughout all levels of PDSB.

Report Type:

Recommendation

Prepared by: Jasmine Dunn, Executive Lead, Human Rights

Submitted by: Rashmi Swarup, Director of Education

Overview

Recommendation:

That the updated Human Rights Policy, Appendix 2, be recommended for approval.

Highlights:

The updated Human Rights Policy continues to set out expectations for upholding human rights at the PDSB. Primary updates following the review of this policy include an integration of recommendations made by the recent Employment Systems Review and minor amendments to names of relevant PDSB departments, policies and procedures.

Background:

The Human Rights Policy was last reviewed in 2022. Recognizing the harmful impact of discrimination on students and employees, PDSB is committed to fostering inclusive learning and working environments free from discrimination contrary to the Ontario *Human Rights Code* (the “**Code**”). This policy aims to prevent discrimination by educating the PDSB community on their roles and responsibilities in connection to human rights and what constitutes discrimination under the *Code*. The purpose of this policy is to:

- Meaningfully address and remedy discrimination effectively and expediently.
- Acknowledge the effect of discrimination where it occurs.
- Restore relationships in an effort to foster and maintain cohesive learning and working environments.
- Implement appropriate remedial, disciplinary and restorative actions to meaningfully address and prevent discrimination under the *Code*.

The policy applies to all PDSB Community Members and covers the conduct of PDSB Community Members which interferes with learning and working environments.

Evidence

Findings/Key Considerations:

The Human Rights Office led the review of the Human Rights Policy in consultation with feedback shared by external parties through an ongoing public feedback call out, internal parties and informed feedback from the unions/associations.

Changes to the policy include:

- Defining “condonation”, identifying condonation as a violation of the policy, and further clarifying accountability expectations for managers that fail to intervene in discriminatory conduct.
- Clarifying that protection under the policy extends beyond the human rights protected grounds to include the perception that one of the grounds apply.

-
- Updating sections related to a “poisoned environment” to include reference to the working environment along with the learning environment.
 - Defining “undue hardship” in accordance with the *Code* and related jurisprudence.
 - Updating to the name of referenced PDSB departments, policies and procedures.

All updates and modifications have been made in alignment with Ontario’s *Human Rights Code*.

Impact Analysis

Equity & Human Rights Review:

PDSB community members are required to follow this policy to ensure we create learning and working environments that are free from discrimination. This is reflective of the PDSB’s legal responsibilities under the *Code*. It is also consistent with its commitment to equity and inclusion under the Multi-Year Strategic Plan. The Human Rights Policy and the connected procedures build and maintain a culture of human rights at PDSB. The policy creates an increased awareness of each community member’s responsibilities, establishing a foundation for upholding, respecting and preserving human rights at PDSB.

Board or Ministry Policy Alignment:

The Human Rights Policy and the definition of discrimination are written in a manner that is informed and guided by the *Code* and draws on principles from the *Canadian Charter of Rights and Freedoms*. The policy was drafted with regard to the principles set out by the Ontario Human Rights Commission, and principles in relevant international human rights instruments to which Canada is a signatory including the Universal Declaration of Human Rights and the United Nations Declaration on the Rights of Indigenous Peoples.

The policy ensures compliance with the *Code* and the Board’s legal obligations to respond to and address concerns of discrimination in violation of the *Code*.

In addition to the above, the policy has been updated in 2025, to reflect feedback from the Employment Systems Review with changes pertaining to clarifying definitions of condonation, perceived grounds, and a poisoned environment. Clarifying the act of condonation as a violation of the policy and specifying manager responsibilities.

Resource/Financial Implications:

No significant financial costs are expected in the approval of this policy.

As approved, the Human Rights Policy demonstrates PDSB’s commitment to learning and working environments free from discrimination. The policy is a foundational piece that works towards this commitment. The PDSB also has the Human Rights Office as an arm’s length and impartial resource for the PDSB community. The Office provides an opportunity for transparency and access for PDSB community members to raise and initiate concerns and complaints. The Human Rights Policy, and Human Rights OP1 will be subject to regular review and revision to ensure it meets the needs of the PDSB community.

Legal implications:

The Human Rights Policy is a fundamental resource for building and upholding human rights at PDSB. The policy supports the Board's legal obligation to respond to and address concerns of discrimination and violations of the Ontario *Human Rights Code*. Members of the PDSB community are able to utilize this policy to guide their response to human rights-based concerns while ensuring they are addressed. Further, there is a level of accountability, with specific focus on responsibilities of all PDSB community members including staff, managers, students, and families.

Risk Assessment:

Failure to maintain the Human Rights Policy can incur the following risks:

- A lack of clarity and confusion for PDSB community members around obligations, responsibilities and commitments to human rights.
- Confusion around rights to protection from discrimination.
- Arbitrary and disparate responses to human rights concerns.
- Legal and reputational risk to the Board.

Community Impact:

The updated policy recognizes the importance of accountability and transparency in sustaining a culture of human rights among staff and students and instilling confidence in the functioning and handling of human rights complaints.

Next Steps

Action Required:

- Approval of the updated Human Rights Policy by the Board of Trustees.

Communications:

- Upon approval, post the policy on both the internal and external Board websites.

Success Measures:

The Policy increases staff awareness of their rights to be free from discrimination under the *Code*. It contributes to PDSB's ongoing commitment to uphold learning and working environments free from discrimination.

Appendices

Appendix 1 - Human Rights Policy (Tracked Changes)

Appendix 2 - Human Rights Policy (clean)

POLICY TITLE: ~~Policy 51~~ — Human Rights Policy

RESPONSIBILITY: ~~Executive Lead — Human Rights,~~ Human Rights Office

APPROVAL DATE:

EFFECTIVE DATE: June 1, 2022

APPROVAL: Board of Trustees

REVIEW SCHEDULE: Every ~~three~~^{two} (32) years

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1. PURPOSE

The Peel District School Board (“**PDSB**” or the “**Board**”) recognizes that discrimination in Canada and in the education system continues to adversely impact the right of individuals to equality in services and employment, and is committed to dismantling oppressive practices and structures in service of PDSB students and staff.

PDSB is committed to providing an inclusive learning and working environment that is free from discrimination contrary to the Ontario *Human Rights Code* (the “**Code**”) through appropriate responses to discrimination and proactive steps to actively encourage and foster a culture of respect, dignity, and inherent worth for all people and communities at PDSB and around the world. ~~Policy 51—Human Rights~~The Human Rights Policy (or this “**Policy**”), its Operating Procedures, and the definition of discrimination are informed and guided by the *Human Rights Code* and the Canadian *Charter of Rights and Freedoms*. ~~Policy 51—Human Rights~~The Human Rights Policy will have regard to the principles set out in relevant international human rights instruments to which Canada is a signatory including the *Universal Declaration of Human Rights* and the *United Nations Declaration on the Rights of Indigenous Peoples*.

All forms of discrimination based on a protected ground of discrimination under the *Code* in PDSB learning and working environments are unlawful and prohibited by ~~Policy 51—Human Rights~~the Human Rights Policy. It is not acceptable from a human rights perspective to choose to remain unaware of the potential existence of discrimination or to fail to act to address discrimination, whether or not a complaint has been made.

The goal of ~~Policy 51—Human Rights~~the Human Rights Policy is to meaningfully address and remedy discrimination effectively and expediently by recognizing unconscious biases, acknowledge the effect of discrimination where it occurs, restore relationships to foster and maintain cohesive learning and working environments, and implement appropriate remedial, disciplinary and restorative actions to meaningfully address and prevent discrimination under the *Code*.

~~Policy 51—Human Rights~~The Human Rights Policy is also aimed at preventing discrimination by providing PDSB community members with information and instruction on what constitutes discrimination contrary to the *Code*, the responsibilities of all PDSB community members with respect to human rights, and how incidents/complaints of discrimination adversely impacting PDSB community members will be addressed and resolved ~~under Policy 51—Human Rights~~.

1.1. The *Code* and the Goals of Public Education

All actions, decisions, or applications of ~~Policy 51—Human Rights~~the Human Rights Policy by all PDSB ~~C~~community ~~m~~Members, particularly employees, school staff and managers/supervisors will be consistent with the *Code* and with the goals of public education in Ontario. This includes actions or decisions with respect to curriculum accommodation requests further to a protected *Code* ground.

a) In accordance with s. 169.1 (1) of the *Education Act*, the Board shall:

- promote student achievement and well-being;

- promote a positive school climate that is inclusive and accepting of all students, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
 - promote the prevention of bullying.
- b) ~~The Board~~PDSB recognizes that public education is not morally neutral and that schools play a significant role in actively combatting all forms of racism, intolerance, and discrimination to contribute to a strengthening social fabric.
- c) Students are to be provided with learning materials that are bias-free and that reflect the diversity of the school's population, including diversity of sexual orientation and gender identity, so that all students can see themselves reflected in their learning environments. Diversity, equity, inclusion, and anti-discrimination are to be fully integrated into the curriculum so that acceptance of difference becomes common-place and expected at PDSB.
- d) Being exposed to anti-discriminatory, anti-oppressive ideas that contradict one's own, including those relating to homophobia, transphobia, sexism, gender expression and identity, anti-Black racism, anti-Indigenous racism, Islamophobia, or other communities protected by a *Code* ground, is not necessarily contrary to a student, parent or employees' rights under the *Code* or the *Charter*.¹

2. GUIDING PRINCIPLES

- This Policy is to be applied in a manner that is trauma-informed and consistent with the *Code*, policies and guidelines from the Ontario Human Rights Commission, and jurisprudence from Canadian and Ontario courts and tribunals.
- Discrimination and harassment are in most cases, conscious or unconscious misuses of power or privilege connected to one's social positionality.
- While freedom of expression under the Canadian *Charter of Rights and Freedoms* (the "*Charter*") are fundamental to critical dialogue and a diversity of perspectives, *Charter* rights are not absolute, and can be reasonably limited through Board policies and procedures where they impede PDSB's legal responsibility under the *Code* to provide substantive equality of services and employment under the *Code*.
- The *Code* does not assume that all adverse treatment or failures to be kind or professional are discriminatory.² While systemic discrimination and racism have manifestations in all aspects of society, not all manifestations of discrimination will result in discrimination under the *Code*.
- A primary purpose of human rights laws and policies in Ontario is to assist members of groups that have been historically disadvantaged and disempowered in our society and continue to experience adverse outcomes, including through equity initiatives, programs and professional learning aimed at redressing historical disadvantage created by systemic discrimination.

¹ *E.T. v. Hamilton-Wentworth District School Board*, 2017 ONCA 893

² *O'Neill v. Campus Community Police Service*, 2021 HRTO 940

- All complainants and respondents in a process under Human Rights ~~Operating Procedure 1 (“Human Rights OP1”)~~^{P4} are entitled to a fair process that provides an opportunity to respond, and ~~to~~ findings and decisions made based on a standard of reasonableness and informed by the *Code*.
- Appropriate accommodations will be provided where required regarding any step in a process set out in ~~Policy 51—the~~ Human Rights ~~Policy~~ or its Operating Procedures.

3. SCOPE AND APPLICATION

Discrimination contrary to the *Code* is prohibited by ~~Policy 51—Human Rights~~^{the Human Rights Policy}. All complaints of ~~d~~Discrimination contrary to ~~Policy 51—Human Rights~~^{the Human Rights Policy} will be addressed in accordance with ~~the relevant~~ Operating Procedures.

~~Policy 51—Human Rights~~^{The Human Rights Policy} informs the application of all ~~PDSB~~ policies and procedures ~~of the Board~~, including the Anti-Racism Policy, Staff Code of Conduct, ~~School Code of Conduct~~^{Policy 65}, Workplace Harassment Procedure ~~EHS 4.2~~, Safe and ~~Accepting Caring~~^{Schools Policy 48}, Digital Citizenship Policy ~~85~~, Equity and Inclusive Education Policy ~~54~~.

This Policy applies to all PDSB ~~c~~community ~~m~~members which consists of students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to or who work on Board property.

~~Policy 51—Human Rights~~^{The Human Rights Policy} covers the conduct of PDSB ~~c~~Community ~~m~~Members which interferes with the learning and working environment, PDSB's operational interests, and/or public reputation. The conduct does not have to take place within the physical confines of PDSB's premises and includes the “extended workplace” or “extended learning environment”. This includes conduct online, on social media websites or applications (~~apps~~), or events that occur outside of the physical learning or working environment or regular work/school hours but impact the learning or working environment such as work or school trips, company parties or other work/school related functions.

This Policy applies to all ongoing and future complaints made under ~~Policy 51—Human Rights~~^{the Human Rights Policy} as of the Effective Date.

3.1. Anti-Racism Policy

~~Policy 51—Human Rights~~^{The Human Rights Policy} covers adverse differential treatment that results in discrimination under the *Code*. The Anti-Racism Policy covers all manifestations of racism at PDSB, including those that do not result in discrimination under the *Code* and are therefore not covered under ~~Policy 51—Human Rights~~^{the Human Rights Policy}, but which contribute to fostering racial discrimination. ~~Policy 51—Human Rights~~^{The Human Rights Policy} and its Operating Procedures form part of ~~the Board's~~^{PDSB's} anti-racism framework as it pertains to comment or conduct resulting in discrimination under the *Code*.

3.2. Safe and ~~Caring-Accepting~~ Schools Policy 48

Discrimination engaged in by students, including the use of discriminatory statements, are serious student incidents under the *Education Act* which negatively impact school climate and culture. Discrimination by students will be addressed in accordance with Safe and ~~Accepting-Caring~~ Schools Policy ~~48~~ and its procedures through a whole-school approach which will include progressive discipline up to and including suspension or expulsion in addition to learning and supports, restoration, and service.

3.3. Workplace Harassment Procedure ~~EHS-4.2~~

Workplace Harassment Procedure ~~EHS-4.2~~ is informed and aligned with ~~Policy 51— Human Rights the Human Rights Policy~~ and covers all workplace harassment, including harassment not connected to a protected *Code* ground. Complaints will be addressed under the Board policy most applicable to the alleged comment or conduct and consider whether they are connected to a protected *Code* ground.

3.4. Accommodations

~~The Board~~PDSB has a duty to accommodate staff and students based on *Code*-protected grounds such as disability and creed ~~up to the point short~~ of undue hardship and in accordance with principles of accommodation under the *Code*.

All parties, including the student, staff and/or parent/guardian seeking a *Code*-based accommodation, and PDSB as the accommodation provider, have responsibilities under the *Code* in the accommodation process, including a duty to cooperate and consider solutions that achieve respect and dignity, individualization and full and integration and full participation at PDSB aligns with the accommodation needs. Accommodations will be provided ~~up to the point short~~ of undue hardship in accordance with ~~Board~~PDSB policies and procedures. Failure to accommodate ~~up to the point short~~ of undue hardship is a violation of ~~the Policy 51—~~ Human Rights Policy.

3.5. Professionalism, Civility and Respect

Whether or not connected to discrimination, all PDSB community members are responsible for maintaining professionalism, civility, and respect in PDSB's learning/working environments. This includes refraining from counter-productive, resistant, derailing, yelling, shouting, swearing, aggressive, abusive, intimidating, uncooperative, harassing and/or threatening behaviour, whether in-person, in writing, virtually or anonymously towards any PDSB community member, including students, parents/guardians, colleagues, ~~Board~~PDSB support offices and staff, managers and supervisors, facilitators delivering professional learning, members of ~~Board~~PDSB leadership and all other PDSB community members. This includes anonymous comment or conduct on social media that can be identified and connected to a PDSB community member.

Comment or conduct that does not meet this standard of civility and respect will be addressed under the appropriate ~~Board~~PDSB policy or procedure, including but not limited to: Code of Conduct Policy 65, Anti Racism Policy ~~xx~~, Digital Citizenship Policy 85, Workplace Harassment Procedure ~~EHS-4.2~~, and Safe and ~~Accept~~Caring Schools Policy ~~48~~. Where this conduct relates to discrimination under the *Code*, it will be addressed under the Human Rights Policy~~Policy. 51— Human Rights~~.

64. RESPONSIBILITIES

64.1. All PDSB Community Members

- a) Are responsible for engaging in respectful, collaborative, and restorative communication and relationships with PDSB employees, students, parents/guardians, and other PDSB community members in a manner that respects and promotes human rights, dignity and the inherent worth of every individual, and contributes to a positive and productive learning and working environment free of discrimination.
- b) Are responsible for refraining from comment or conduct that infringes the rights of others under the Code and ~~Policy 51—Human Rights~~the Human Rights Policy, including the use of discriminatory statements, including the use of slurs, impacting PDSB's learning/working environments under any circumstances.
- c) Are responsible for adhering to ~~Policy 51—Human Rights~~the Human Rights Policy and utilizing PDSB complaint mechanisms responsibly and with merit.
- d) Are responsible for cooperating fully in a process under ~~Policy 51—Human Rights~~the Human Rights Policy and in PDSB's efforts to address or, where required, investigate an incident/complaint of discrimination, whether as a complainant, respondent, or witness.
- e) Are responsible for keeping information disclosed or communicated in a process under ~~Policy 51—Human Rights~~the Human Rights Policy confidential and not improperly disclosing or releasing the information to anyone to preserve the integrity of a process under ~~Policy 51—Human Rights~~the Human Rights Policy and contribute to a positive and productive learning and working environment.

64.2. Students

In addition to the responsibilities of all PDSB community members, students:

- a) Are responsible for refraining from discriminatory comment or conduct and other conduct that violates PDSB's Student Code of Conduct, negatively impact school climate and culture, and poisons PDSB's learning environments, including the use of discriminatory statements, whether through a single incident or pattern or behaviour, bullying or cyberbullying, and/or virtually or on social media.
- b) Are responsible for contributing to a culture of human rights at PDSB by embodying and demonstrating PDSB's character attributes of being caring, cooperative, honest, inclusive, respectful and responsible at school and in their interactions with others.

46.3. Parents/Guardians

In addition to the responsibilities of all PDSB community members, parents/guardians:

- a) Are responsible for cooperating and collaborating with school administration in the accommodation process for Code-related needs e.g. disability or creed, by proposing and being ready to consider and explore different, ~~reasonable ideas~~ options and

~~suggestions~~solutions that are aligned with the *Code* and the goals of education as set out in ~~sSections~~ 1.1 and 2.4 of this ~~Policy~~procedure.

- b) Are responsible for partnering with school administration in implementing a whole-school approach to address discriminatory comments or conduct by students that has a negative impact on school climate and culture.

46.4. PDSB Employees

46.4.1. The Reasonable Professional

The discretion the ~~Board~~PDSB entrusts to PDSB employees under this ~~procedure~~Policy must be exercised at the standard of the reasonable professional in society today, employed by an Ontario public school board, acting in furtherance of the goals of a public education system, and operating in compliance with the *Code* and the legislative requirements, regulations, rules, and standards of their profession.

It is also informed by the reasonable professional's awareness and regard for the diversity of PDSB's classrooms and workplaces and must consider all relevant context. These are the minimum standards of the reasonable professional at PDSB, particularly those in positions of trust, responsibility, authority and/or supervision over students and/or staff.

In addition to the responsibilities of all PDSB community members, employees:

- a) Are responsible for actively contributing to a positive and productive learning and working environment and should report discriminatory incidents to an appropriate manager/supervisor and/or the Human Rights Office in accordance with ~~Policy 51— Human Rights~~the Human Rights Policy.
- b) Are responsible for contributing to PDSB's human rights obligations and objectives by actively and respectfully contributing to, participating in and fostering and maintaining inclusive learning and working environments through equity initiatives, professional learning, culturally responsive and relevant pedagogy and efforts to account for historical disadvantage.
- c) Are responsible for educating themselves on information, statistics, research, and data confirming the disparate outcomes for Black and Indigenous students and their historical ties to colonialism in Canada and globally.
- d) Are responsible for using PDSB's medical and other authorized leaves responsibly, with merit, and not for the purpose of avoiding cooperation or participation in a process under ~~Policy 51— Human Rights~~the Human Rights Policy.
- e) Where possible and practicable, are responsible for making responsible efforts to resolve interpersonal conflict, disagreement or discomfort, including in instances that may result in discrimination under the *Code*, in a mutually respectful, professional and restorative manner prior to making a complaint under ~~Policy 51— Human Rights~~the Human Rights Policy, with the goal of avoiding further escalation of the situation and fostering and maintaining a positive and productive learning and working environment.

f) Incidents involving students:

- i) In accordance with s. 300.2(1) of the *Education Act*, all [BoardPDSB](#) employees who becomes aware that a student may have engaged in a serious student incident under the *Education Act*, including the inappropriate use of discriminatory statements, shall report to the principal of the school in accordance with [BoardPDSB](#) policies and procedures.
- ii) In accordance with s. 303.1 (1) of the *Education Act*, all [BoardPDSB](#) employees shall support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,
 - activities or organizations that promote gender equity;
 - activities or organizations that promote anti-racism;
 - activities or organizations that promote the awareness and understanding of, and respect for, persons with disabilities; or
 - activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
- iii) All school staff and employees in positions of trust, responsibility, authority, or supervision over students must:
 - Respond appropriately to all incidents/complaints of discriminatory comment or conduct impacting PDSB students that they become aware of, including those involving students and staff, e.g. by appropriately addressing incidents/complaints of discriminatory comment or conduct impacting students and reporting such incidents to an appropriate manager or supervisor and/or the Human Rights Office in accordance with [BoardPDSB](#) procedures;
 - lead by example through comment and conduct by embodying inclusive, respectful, positive, and productive comment and conduct in PDSB learning environments and taking all necessary steps to foster and maintain equitable, inclusive, respectful, positive and productive learning environments for students.
- g) PDSB employees that are subject to duties and responsibilities under the *Education Act* and/or *Ontario College of Teachers Act* (e.g. Teachers, Principals, etc.) and the regulations therein including relevant Professional Misconduct Regulations are responsible for fulfilling those duties and responsibilities in a manner aligned with the *Code* and [Policy 51—Human Rights](#)[the Human Rights Policy](#).

46.5. Managerial/Supervisory Staff

In addition to the responsibilities of all PDSB community members and employees, managers/supervisors:

- a) Are responsible for addressing and responding appropriately to all incidents/complaints of discriminatory comment or conduct that they knew or ought to have known about impacting PDSB students and staff ~~that they become aware of~~, e.g. by appropriately ~~addressing-resolving~~ and/or investigate incidents/complaints of discriminatory comment or conduct in accordance with Board PDSB procedures;
- b) Must respond to all incidents/complaints of discrimination impacting students or employees seriously, in a timely manner, and in accordance with Board PDSB policies and procedures;
- c) Are responsible for leading by example through comment and conduct by embodying inclusive, respectful, positive, and productive comment and conduct in PDSB learning/working environments and taking all necessary steps to foster and maintain equitable, inclusive, respectful, positive and productive learning/working environments for students and staff.
- d) Are responsible for holding employees under their supervision, responsibility and/or authority accountable for ~~adherence~~adherence to discrimination reporting and response requirements under the *Education Act* and ~~Policy 51— Human Rights~~the Human Rights Policy;
- e) Are responsible for implementing appropriate remedial, corrective and/or disciplinary action with any person found in violation of ~~Policy 51— Human Rights~~the Human Rights Policy;
- f) Are responsible for applying a critical framework to their operations and reviewing policies, practices, and decision-making processes for discriminatory adverse impact;
- g) Are responsible for complying with PDSB's legal duty to accommodate the needs of individuals based on a protected *Code* ground;
- h) Are responsible for utilizing the Board's PDSB's available resources and supports, including a next-level reporting supervisor or the Human Rights Office for support in engaging in informed decision-making in compliance with the *Code* and their responsibilities under ~~Policy 51— Human Rights~~the Human Rights Policy;
- i) Are responsible for identifying actual or perceived conflicts of interest and other factors that would warrant referral of a concern, incident or complaint of discrimination to the Human Rights Office, and making such referral in a timely manner.

46.6. The Director of Education

In addition to the responsibilities of all PDSB community members, employees, and managerial/supervisory staff, the Director of Education:

- a) Is responsible for implementing and operationalizing ~~Policy 51— Human Rights~~the Human Rights Policy and allocating sufficient resources to ensure its proper implementation;
- b) Is responsible for fostering and maintaining a positive, productive, equitable, and inclusive learning and working environment at PDSB by:

- i) Creating accountability and ensuring compliance with ~~Policy 51—Human Rights~~the Human Rights Policy;
 - ii) Working proactively to ensure a positive and productive learning and working environment rooted in human rights and taking all necessary steps to prevent Discrimination contrary to ~~Policy 51—Human Rights~~the Human Rights Policy;
 - iii) Assessing the effectiveness of PDSB procedures and processes for addressing discrimination and implementing measures, as required, to ensure PDSB's compliance with its human rights obligations under the *Code*;
- c) Ensuring the independence and impartiality of the Human Rights Office at PDSB and communicating the Human Rights Office as a resource to PDSB Community Members;
 - d) Referring PDSB ~~c~~Community ~~m~~Members to the Human Rights Office where appropriate.

46.7. The Human Rights Office at PDSB

- a) Is responsible for serving PDSB community members on issues relating to discrimination contrary to the *Code* and ~~Policy 51—Human Rights~~the Human Rights Policy;
- b) Is responsible for addressing or, where required, investigating, incidents/complaints of discrimination, including through alternate resolution, where appropriate, or by investigation in accordance with its Operating Procedures;
- c) Is responsible for providing confidential and impartial information, support and ~~advice~~ guidance to students, employees, ~~m~~Managerial/~~S~~Supervisory ~~s~~Staff, and PDSB community members on human rights matters;
- d) Is responsible for overseeing the maintenance of ~~Policy 51—Human Rights~~the Human Rights Policy;
- e) Is responsible for implementing human rights related education and activities at PDSB;
- f) Is responsible for addressing systemic barriers impacting~~to~~ students and employees progress at PDSB;
- g) May engage in inquiries, policy or procedure reviews, or processes under ~~Policy 51—Human Rights~~the Human Rights Policy, at its discretion, in the absence of a complaint for the purpose of fostering human rights at ~~the Board~~PDSB and/or where there is reason to believe the *Code* may have been violated;
- h) May make remedial recommendations to the Director of Education to proactively address concerns of discrimination and in the absence of a complaint.

The Human Rights Office is an unbiased and impartial department of the Board and does not take sides in a complaint or represent any PDSB community member in a process under ~~Policy 51—Human Rights~~the Human Rights Policy. The Human Rights Office provides ~~s~~ information, support and consult from an impartial, progressive human rights perspective informed and guided by the *Code* as it evolves through case law to support PDSB community members in making informed decisions aligned with the *Code*. The Human Rights Office:

- a) Is independent of any other PDSB~~Board~~ department or office;

- b) does not act in service of PDSB's operational interests where such interests conflict with its human rights obligations;
- c) does not serve as legal counsel to PDSB and/or the Director of Education regarding human rights matters in any ~~Legal~~ Proceeding;
- d) does not make remedial recommendations relating to monetary compensation or formal discipline further to a process set out in Operating Procedure 1 under ~~Policy 51— Human Rights~~ the Human Rights Policy.
- ~~d) —~~

Actions or decisions taken by ~~m~~Managerial/~~s~~Supervisory ~~S~~Staff further to a consultation with the Human Rights Office regarding a human rights matter are made and held solely by Managerial/Supervisory Staff and not the Human Rights Office. All steps will be taken by the Human Rights Office to ensure independence and impartiality in addressing incidents/complaints made to the Human Rights Office under ~~Policy 51— Human Rights~~ the Human Rights Policy.

57. VIOLATION OF ~~THE HUMAN RIGHTS POLICY~~ POLICY 51— HUMAN RIGHTS AND PROCEDURES

The goal of ~~Policy 51— Human Rights~~ the Human Rights Policy is to meaningfully address and remedy discrimination, in order to prevent discrimination from occurring again in the future through the appropriate application of remedial, disciplinary and restorative actions. While intent is not necessary for a finding of discrimination, intent and acknowledgment of comment or conduct resulting in a discriminatory impact will be relevant to the action to be taken.

Violations of ~~Policy 51— Human Rights~~ the Human Rights Policy may include:

- All forms of discrimination;
- Violating a responsibility under ~~Policy 51— Human Rights~~ the Human Rights Policy, e.g. with respect to confidentiality, interim measures, requirements to report and/or appropriately address incident(s) of discrimination, etc.

~~Failure by employees in positions of trust, responsibility, authority or supervision over students and/or staff to report and respond appropriately to discrimination with Board PDSB procedures, including by addressing/investigating an incident;~~

- ~~Failure by staff in positions of trust, responsibility, authority or supervision over students and/or staff who know or ought reasonably to have known of incidents/complaints of discriminatory comment, conduct or Code based harassment, adversely impacting students and/or staff over whom they exercise such responsibility, and who permit it to continue, may be considered to have permitted or condoned the behaviour, even if they themselves are not involved in the incident.~~
-
- Acts of reprisal or threats of reprisal;

- Frivolous, vexatious, and/or bad faith complaints, ~~e.g.i.e.~~ complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a PDSB community member;
- Failure to reasonably cooperate in a process under ~~Policy 51—Human Rights~~the Human Rights Policy, e.g. by unreasonably refusing to engage in a process.

Discrimination contrary to the *Code* is strictly prohibited at PDSB. Discrimination and other violations of ~~Policy 51—Human Rights~~the Human Rights Policy, including violations of the responsibilities of PDSB community members as set out in this Policy may be the subject of a process under ~~Policy 51—Human Rights~~the Human Rights Policy and may result in remedial and/or disciplinary action, depending on the circumstances and where appropriate, up to and including: verbal or written reprimand, performance management, progressive discipline up to and including termination of employment, reporting to the Ontario College of Teachers, and/or restricted access to PDSB learning and working environments.

For violations of ~~Policy 51—Human Rights~~the Human Rights Policy by non-employees, the appropriate action to be taken will be determined in consultation with the appropriate member of ~~m~~Managerial/~~S~~supervisory ~~S~~staff and ~~Board~~PDSB departments.

The Human Rights Office provides remedial recommendations aimed at remedying ~~d~~Discrimination and supports their implementation. The ~~HRO~~Human Rights Office is not involved in the implementation or determination of disciplinary action, if any.

68. CODE GROUNDS OF DISCRIMINATION

The *Code* prohibits discrimination in the social areas of services such as education services, employment, contract, and vocational association on the following grounds of discrimination in accordance with the definitions applied by the Ontario Human Rights Commission and in human rights jurisprudence:

Race	Creed
Colour	Sex/pregnancy
Place of origin	Family status
Ancestry	Marital status
Ethnic origin	Sexual orientation
Citizenship	Gender identity and gender expression
Disability/<u>Perceived disability</u>	Record of offences (in employment only)
Age	

Perceived Grounds: A person is protected under the Human Rights Policy if they are perceived to identify with an abovementioned Code protected ground and experience discrimination as a result.

Intersecting grounds: A person's experience of discrimination is often linked to the compounding effects of multiple grounds of discrimination, called intersecting grounds. For example, discrimination based on myths or stereotypes regarding race/ancestry and mental disabilities, creed and sex, sexual orientation and family status, etc.

Association: PDSB ~~C~~community ~~m~~Members who are subject to discrimination because of their association with a person protected under the *Code* can make a complaint under ~~Policy 51~~ Human Rights the Human Rights Policy. The protection applies even if the PDSB ~~C~~community ~~M~~member could not otherwise claim protection based on one of the grounds of discrimination or does not share the same grounds of discrimination as the person they are associated with. Taking reprisal action against someone who has objected to discriminatory comments aimed at another group may be found to be discrimination because of association.

Socioeconomic status is not a protected ground of discrimination under the *Code*. However, differential impact based on socioeconomic status may be connected to a protected *Code* ground. Bullying or discrimination based on socioeconomic status is prohibited under PDSB Safe and Accepting Caring Schools Policy 48 under the responsibilities of the Board, ~~p~~Principals, ~~t~~Teachers and ~~O~~ther ~~s~~School ~~s~~Staff, and ~~S~~tudents.

79. WHAT IS DISCRIMINATION?

Discrimination is adverse differential treatment based on a protected ground of discrimination under the *Code* that results in harm in a protected social area. The *Code* protects against differential impact that is more than trivial and causes interference with a person's right to equality in services and employment.

Discrimination is not defined in the *Code* but usually includes the following elements:

- ~~not~~ individually assessing the unique merits, capacities, and circumstances of a person
- ~~instead~~, making stereotypical assumptions based on a person's presumed traits
- having the impact of excluding persons, denying benefits, or imposing burdens.

Examples of discrimination include:

- imposing disproportionate treatment, outcomes or discipline for certain students or staff based on their race, colour, creed, etc.
- excluding students or staff based on race, colour, creed, etc. by enforcing a dress code requirement prohibiting head wraps or other head coverings without considering racial, cultural, or religious groups who wear head wraps or other head coverings as an expression of their *Code*-protected identity.
- exposing students to discriminatory curriculum or statements that inaccurately portrays historical events in a manner that imposes burdens and excludes students based on their race, colour, creed, or other *Code* grounds, etc.
- denying opportunities to students or staff based on criteria where a *Code* ground is found to be a factor in the decision to deny the opportunity.

The following are critical principles of discrimination that inform ~~Policy 51—Human Rights~~ [the Human Rights Policy](#):

- Discrimination does not need to be intended or on purpose.
- The focus of discrimination is on the effect, not the cause or intent of the differential impact.
- Direct evidence of discrimination is not always required. Some forms of discrimination are subtle and will more often be proven through circumstantial evidence, inference and/or the absence of a credible, non-discriminatory explanation.
- Discrimination can occur when the *Code* ground is but one factor in the adverse differential impact. It need not be the sole factor.

With respect to allegations of racial discrimination, the *Code* recognizes that the nature of racial discrimination will usually be the result of subtle unconscious beliefs, biases, prejudices and learned attitudes that operate on an unconscious level.

What is not discrimination?

The *Code* does not assume that all adverse or unfair treatment, including failures to be kind, friendly, or professional, are connected to discrimination under the *Code*. Discrimination requires more than identifying with a *Code*-protected group. The adverse treatment must be connected to the protected *Code* ground. The following are generally not discrimination and are not appropriately addressed under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#):

- a) General allegations of unfair treatment based only on speculation, accusation, suspicion, or belief with no information establishing a connection to a protected *Code* ground.
 - For example, decisions within the discretion of Managerial/Supervisory Staff made for a legitimate operational reason (e.g. changes to schedules, assignments, teaching/support packages, supervision duties, organizational restructuring, performance management, non-selection for an opportunity or benefit due to legitimate, non-discriminatory assessments of qualifications, performance, interpersonal attributes etc).
- b) Conflict, disagreements, or differing ~~of~~ opinions relating to personality clashes. All PDSB ~~Community~~ ~~m~~Members are expected to attempt to resolve interpersonal conflicts, where possible, in a respectful, restorative, and professional manner. This may include professional, solution-oriented dialogue and/or by avoiding unnecessary communication with or regarding the other to avoid the potential of conflict.
- c) PDSB efforts to account for historical disadvantage to redress systemic wrongs through special programs under the *Code*, equity programs and initiatives, professional learning, and other measures aimed at proactively dismantling discrimination. Adverse reaction, hurt feelings, or personal discomfort associated with these efforts are not discrimination, nor are they harassment under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#) or Workplace Harassment Procedure [EHS 4.2](#).
- d) Non-*Code* Workplace Harassment, i.e. a course of vexatious comment or conduct against an employee that is known or ought reasonably to be known to be unwelcome that has no connection to a protected *Code* ground. Complaints of this nature should be made under [the Workplace Harassment Procedure EHS 4.2](#).

79.1. **Code-based Harassment**

~~Policy 51— Human Rights~~ The Human Rights Policy incorporates the *Code*'s definition of harassment as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome". ~~Policy 51— Human Rights~~ The Human Rights Policy covers workplace harassment that is connected to a protected ground of discrimination under the *Code*.

Examples of *Code*-based harassment under these definitions may include, but are not limited to:

- Unwelcome words or actions that are known to be offensive, embarrassing, humiliating, or demeaning to a group based on a *Code* ground, including:
 - o Screaming or yelling behaviour
- ⊖ Gossiping or disparaging an employee in the workplace
 - o Saying or repeating an explicit slur in full in the presence of others in circumstances where its known or ought reasonably be known to be unwelcome.
- Behaviour that intimidates or isolates a community member or group;
- Bullying, intimidating, offensive or threatening jokes or innuendos, display or circulating offensive pictures or materials, phone calls, emails or social media posts, whether from an identifiable or anonymous account;
- Repeated words or actions, or a pattern of behaviour, against a worker or groups or workers in the workplace that are unwelcome;

It should be understood that some types of comments or behaviour are unwelcome based on the response of the person subjected to the behaviour, even when the person does not verbally object. For example, a person walking away in disgust after a co-worker uses a discriminatory statement, going silent and showing discomfort, a person noticeably withdrawing and avoiding you, a person blocking you on social media, etc. If similar behaviour is repeated despite indications from the person that it is unwelcome, *Code*-based harassment may be found. Initiating or engaging in the conduct alleged as harassment may indicate that the behaviour was not unwelcome or known to be unwelcome.

What is not Code-based harassment?

Harassment does not typically include:

- Performance management;
- Operational directives;
- Job assignments;
- Inadvertent management errors;
- A single incident;
- Any other action taken by an employer or supervisor relating to the management of workers or the workplace.

79.2. Sexual Harassment

The definition of harassment under the *Code* includes sexual harassment. This can include:

- Asking for sex in exchange for a benefit or a favour;
- Making unnecessary physical contact, including unwanted touching
- Unwanted questions about a person's sexuality, sex life, or partner
- Unwanted comments on a person's hair, style of dress, weight, body, physical features that are known or ought reasonably to be known to be unwelcome and uncomfortable
- Following or stalking a person without their consent
- Persistent unwanted text messaging or communications

Sexual harassment includes making a sexual solicitation or advances where the person making the solicitation or advances is in a position to confer, grant or deny a benefit or advancement to an employee and the person knows or ought reasonably to know or ought to have known that the solicitation or advance is unwelcome.

Sexual harassment is also covered under the definition of harassment in the Workplace Harassment Procedure [EHS 4.2](#).

840. FORMS OF DISCRIMINATION

The *Code* prohibits discrimination based on protected *Code grounds* in the following forms of discrimination where they result in adverse differential treatment. These forms of discrimination are informed by the definitions applied by the Ontario Human Rights Commission and jurisprudence:

Stereotyping and prejudice

Racial profiling

Direct Discrimination

Indirect Discrimination

Adverse effect Discrimination

Subtle Discrimination

Harassment

Poisoned environment

Systemic or institutional Discrimination

840.1. Poisoned Environment

A poisoned environment can specifically arise in the context of educational services or employment. The creation of a poisoned environment is a form of discrimination and is contrary to the Human Rights Policy.

Schools have a duty to maintain a positive non-discriminatory learning environment. Students are entitled to be free from a poisoned educational environment created either by inappropriate behaviour of an education provider or by other students.

Education providers have a responsibility to take immediate steps to intervene in situations where ~~racial-Code-based~~ teasing, bullying or harassment may be taking place³.

It is the responsibility of every employer to take steps to ensure that its working environment is free from discriminatory conduct or harassment, even if no one raises a complaint.

~~Education providers have a responsibility to take immediate steps to intervene in situations where racial teasing, bullying or harassment may be taking place.~~

A poisoned environment:

- a) may be created when unwelcome conduct or comments are pervasive within the learning or working environment, which may result in a hostile or oppressive atmosphere for one or more people from a *Code*-protected group.
- b) is based on the nature of the discriminatory comment or conduct;
- c) is based on the adverse impact on an individual or group of individuals;
- d) is not about the number of times the behaviour occurs. Sometimes a single remark or action can be so severe or substantial that it results in a poisoned environment;
- e) can be created by the comment or conduct of any person, regardless of their position of authority or status in the learning or working environment, which poisons the learning and working environment for students or staff;
- f) does not have to be directed at any one individual in order to create a poisoned environment;
- g) a student or employee can experience a poisoned environment even if they are not a fo member of the *Code*-protected group that is adversely impacted;
- h) Failure by Managerial/sSupervisory sStaff and those in positions of authority e.g. sSchool sStaff with respect to students in learning environments, to respond to and appropriately address discriminatory conduct, comment, or Code-based harassment ~~tion~~ may itself cause a poisoned environment that permits and condones a discriminatory environment for students and/or staff.

911. **PROTECTION FROM REPRISAL**

No party to an incident/complaint of discrimination shall be negatively treated by a PDSB community member for reporting an incident, asserting their rights, making a complaint, providing information relating to an incident/complaint, or helping to resolve an incident/complaint under Policy 51—Human Rights the Human Rights Policy. Students, employees, and other PDSB community members are protected from reprisal under ~~Policy 51—the~~ Human Rights Policy.

³ "Policy and guidelines on racism and racial discrimination", (June 9, 2005), online: *Ontario Human Rights Commission*

<http://www3.ohrc.on.ca/sites/default/files/attachments/Policy_and_guidelines_on_racism_and_racial_discrimination.pdf>

Reprisal is strictly prohibited, is a violation of ~~Policy 51—Human Rights~~ the Human Rights Policy, and will be addressed by PDSB.

Reprisal may include adverse or differential treatment experienced by a party such as a student or employee during or following a process under ~~Policy 51—Human Rights~~ the Human Rights Policy, for example, adverse or differential treatment impacting future hiring, contracts or job assignments, job duties, responsibilities, assignments, privileges, advancement, authorizations, grades, evaluations, etc. Violating confidentiality by discussing a complaint under ~~Policy 51—Human Rights~~ the Human Rights Policy with other PDSB community members may also be considered reprisal if it encourages a hostile learning or working environment e.g. through gossiping or rumour-mongering.

Reprisal may be the subject of a complaint under ~~Policy 51—Human Rights~~ the Human Rights Policy, and persons found to have engaged in ~~Reprisal may be subject to disciplinary action, up to and including termination of employment.~~

102. CONFIDENTIALITY

Confidentiality is very important and will be maintained to the greatest extent possible, unless the safety of a PDSB community member is at risk, legal obligations require disclosing information, or for the purpose of facilitating a process under ~~Policy 51—Human Rights~~ the Human Rights Policy in accordance with Board procedures. Human rights complaints under ~~Policy 51—Human Ri~~ the Human Rights Policy ~~ghts~~ will be treated in a confidential manner in accordance with applicable legislation, including the *Municipal Freedom of Information and Protection of Privacy Act*, *Personal Health Information Protection Act*, *Ontario Student Record (OSR) Guidelines*, and the provisions of any applicable collective agreement. All efforts to maintain confidentiality will be made. The ~~Board-PDSB~~ does not make any guarantee of total confidentiality or anonymity during a process under ~~Policy 51—Human Rights~~ the Human Rights Policy.

All parties who participate in a process under the Human Rights Policy have a responsibility to preserve the integrity of the process and contribute to a positive and productive learning and working environment by keeping information disclosed or communicated confidential and not disclosing or releasing this information to anyone.

The confidentiality obligations between ~~P~~S~~D~~S~~B~~ staff and ~~the Board~~PDSB through their employment relationship will be adhered to at all times during a process under ~~Policy 51—Human Rights~~ the Human Rights Policy. Confidentiality may be breached by:

- Directly or indirectly discussing a complaint/investigation on social media, e.g. Facebook, Twitter, Instagram, threads etc.
- Informing a colleague that may be a witness that you're involved in a complaint and/or sharing details about the complaint with them that may bias them as witnesses.
- Forwarding, disclosing, distributing, or posting documents or emails relating to a complaint.

113. DEFINITIONS

Allegation is an unproven claim or assertion based on an individual's belief that a PDSB community member has done something discriminatory contrary to ~~Policy 51– Human Rights~~ the Human Rights Policy. Incidents/complaints of discrimination are allegations until they have been determined through a process set out in Operating Procedure 1 under ~~Policy 51– Human Rights~~ the Human Rights Policy.

Balance of Probabilities is the civil standard of proof upon which findings of fact will be made and is satisfied where a reasonable proposition is more probable than not and more probable than any other proposition based on the evidence.

Complainant is any PDSB community member who makes a complaint under ~~Policy 51– Human Rights~~ the Human Rights Policy.

Condonation ~~occurs~~ is when behaviour (discriminatory conduct or comment) that is not addressed, —becomes accepted, or “condoned” behaviour. The purpose of —responding to incidents that can have a negative impact on school or workplace climate (i.e., inappropriate and disrespectful behaviour) is to stop and take steps to correct it so that the students and/or staff involved can learn that it is unacceptable.

Discrimination is adverse differential treatment based on a protected ground of discrimination under the *Code* that results in harm in a protected social area. *Code*-based harassment is included in the definition of discrimination.

Grounds of Discrimination, also referred to in this Policy as protected *Code* grounds, are the seventeen (17) enumerated categories upon which discrimination is prohibited under the *Code* and ~~Policy 51– Human Rights~~ the Human Rights Policy. See Grounds of Discrimination above.

Harassment (also referred to as *Code*-based harassment) is a course of vexatious comment or conduct based on a protected *Code* ground that is known or ought reasonably to be known to be unwelcome.

Hate and/or Bias Motivated Occurrences is any activity targeting a *Code*-protected group, publicly communicated, and willfully intended to promote or incite bias or hatred against such a group.

Human Rights Office (HRO) is an office within PDSB which serves PDSB community members from an independent, arms-length, and impartial human rights perspective informed by human rights law and policy.

~~Policy 51– Human Rights~~ Human Rights Policy includes reference to Operating Procedures under ~~Policy 51– Human Rights~~ the Human Rights Policy.

Investigator may be (i) an appropriate member of Managerial/Supervisory Staff; (ii) ~~an investigator with~~ member of the Human Rights Office; or (iii) an external investigator. All external investigators will report to the Director of Education and/or their designate. An ~~i~~investigator may also facilitate an Alternate Resolution in appropriate circumstances.

Legal Proceeding includes a grievance process pursuant to an applicable collective agreement or a court or tribunal proceeding e.g., a Ministry of Labour complaint, application to the Human Rights Tribunal of Ontario.

Managerial/Supervisory Staff includes all staff in PDSB learning and working environments who exercise supervisory authority, de facto supervisory authority, or significant responsibility over students and/or employees and carry responsibility for addressing incidents/complaints of Discrimination contrary to ~~Policy 51—Human Rights~~ [the Human Rights Policy](#).

Non-Code Workplace Harassment, is a course of vexatious comment or conduct against an employee that is known or ought reasonably to be known to be unwelcome that has no connection to a protected Code ground. Complaints of this nature should be made under [the Workplace Harassment Procedure](#). ~~EHS 4.2.~~

Party includes any individual who participates in a process under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#) e.g., a complainant, respondent, witness, support person, Investigator, individuals involved in an Alternate Resolution process, etc.

PDSB Community Members are students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to or who work on ~~Board~~ [PDSB](#) property.

PDSB Complaint Mechanism is a PDSB process, as established through applicable PDSB policies, procedures, collective agreements and/or terms and conditions, for addressing complaints based on the application and scope of the PDSB process. Grievance processes, [harassment complaints](#) and the processes under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#) are included in the definition of PDSB Complaint Mechanism.

Reprisal is an action, or threat, implied or explicit, that is intended as retaliation against a PDSB community member for reporting an incident, asserting their rights, or making a complaint of Discrimination under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#), or against someone who has participated in a process under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#). This could include an action ~~of~~ threat against a complainant, respondent, witness, or investigator.

Respondent is any PDSB ~~c~~Community ~~m~~Member who has a complaint under ~~Policy 51—Human Rights~~ [the Human Rights Policy](#) made against them which meets the Initial Assessment set out in ~~this~~ [Human Rights](#) Operating Procedure [1](#).

Sexual Harassment is engaging in a course of vexatious comment or conduct against an individual because of sex, sexual orientation, gender identity, or gender expression where the course of comment or conduct is known or ought reasonably to be known to be unwelcome. Sexual harassment includes making a sexual solicitation or advances where the person making the solicitation or advances is in a position to confer, grant or deny a benefit or advancement to an employee and the person knows or ought reasonably to know ~~a~~ that the solicitation or advance is unwelcome.

School Staff are PDSB employees in positions of trust, supervision, responsibility, or authority over students—~~students~~, including but not limited to: Teachers, Principals, Vice-Principals, Superintendents, Educational Assistants, Administrative Staff, Early Childhood Educators, Lunchroom Supervisors, Library Staff, etc.

Social Areas are the five (5) enumerated parts of society under the *Code*, which individuals have the right to ~~experience-be~~ free ~~from of~~ discrimination based on protected *Code* ground. The social areas under the *Code* are: services, employment, vocational associations, contracts and housing.

Student is anyone regardless of age, who is enrolled in any educational program offered by PDSB.

Undue Hardship is the measure for any limitations to the duty to provide human rights accommodations. Accommodations need not be provided if it causes undue hardship. Undue hardship is assessed in terms of overall cost, outside sources of funding (if any) and health and safety factors. The nature of the evidence required to prove undue hardship must be objective, real, direct and, in the case of cost, quantifiable.

Frivolous, Vexatious and/or Bad-Faith Reports/Complaints are reports or complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a PDSB Community Member or abuse a PDSB complaint mechanism. Reports or complaints of such nature are an abuse of ~~Policy 51— Human Rights~~ the Human Rights Policy and its Operating Procedures aimed at addressing adverse differential treatment that rises to the level of discrimination under the *Code*.

Examples include reports/complaints:

- In retaliation against a PDSB community member for having made a complaint against them.
- regarding the same subject matter under ~~Policy 51— Human Rights~~ the Human Rights Policy, Workplace Harassment Procedure ~~EHS 4.2.~~, and/or a grievance.
- regarding a matter that has already been addressed or is currently being addressed through a PDSB complaint mechanism, creating a duplicity of processes;
- against a PDSB community member due to a personal adverse reaction, hurt feelings or discomfort with the content or delivery of ~~PDSBBoard~~-directed training, education and/or professional development aligned with PDSB's commitment to equity, anti-racism, anti-oppression, de-colonized perspectives, dismantling discrimination, addressing historical disadvantage, promoting and supporting human rights, cultural responsive and relevant pedagogy, etc.;
- that is made irresponsibly with no basis, merit, or connection to discrimination contrary to the *Code*, to harass, annoy and/or abuse PDSB's complaint mechanisms;
- To improperly circumvent a ~~PDSBBoard~~ process.

Witness includes PDSB community members with relevant information regarding an incident under investigation under ~~Policy 51— Human Rights~~ the Human Rights Policy.

124. FOUNDATIONAL TERMS AND CONCEPTS

Anti-Oppressive: An approach that recognizes the power imbalance within society that attributes benefits to some groups and excludes others. This approach seeks to develop strategies to create an environment free from oppression, racism, and other forms of discrimination. It acknowledges the intersections of identities protected under the *Code* and aims to promote equity.

Anti-Racism: is the proactive commitment to creating safe and inclusive spaces across society, especially public spaces, and to attaining race and educational equity. Race-based data informs efforts to identify, disrupt and dismantle longstanding practices, procedures and behaviours that produce and sustain racialized outcomes and to achieve a fair degree of parity.

Bias: A personal preference for or against an individual or group, whether conscious or unconscious. Bias can interfere with one's judgement and decision-making.

Duty to Accommodate: Under the *Code*, people identified by protected *Code* grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in social areas, such as employment, housing, and education.

Equality under the *Code* is based on an understanding of substantive equality. The concept of equality does not necessarily mean identical treatment and, the formal ‘like treatment’ model of discrimination may in fact produce inequality.⁴

Racism: is the assertion of a belief in the superiority of one socially perceived racial group over others. It may manifest in the form of negative interpersonal attitudes and treatment, towards members of the race perceived as inferior; with forms of expression ranging from racial microaggressions to acts of hate.

Racism is a wider phenomenon than racial discrimination. While the *Code* seeks to combat racism through public education and the advancement of human rights, not every manifestation of racism can be dealt with through the current human rights complaint mechanism and process or will result in discrimination under the *Code*. Racism and forms of oppression become racial discrimination under the *Code* where they result in adverse, differential treatment based on a protected *Code* ground. Racism plays a major role in fostering racial discrimination contrary to the *Code*.⁵

135. REVIEW AND REVISION

~~Policy 51—Human Rights~~ The Human Rights Policy is subject to review and revision every ~~two~~ three (32) years by the Human Rights Office.

146. REFERENCE DOCUMENTS

Policies

~~Policy 48: Safe and Accepting Schools and Caring Schools~~ Policy
~~54: Equity and Inclusive Education~~

⁴ *R v. Kapp*, Supreme Court of Canada [2008] 2 SCR 483

⁵ “Racial discrimination, race and racism (fact sheet), online: *Ontario Human Rights Commission* <<http://www.ohrc.on.ca/en/racial-Discrimination-race-and-racism-fact-sheet>>

~~Policy 56~~: Occupational Health and Safety

~~Policy 65~~: Staff Code of Conduct

School Code of Conduct

~~Policy 76~~: Accessibility

~~Policy 78~~: Digital Citizenship

~~Policy 83~~: Whistleblower

Procedures

Workplace Harassment Procedure, EHS 4.2

Human Rights OP1 under ~~Policy 51~~ Human Rights Policy

Human Rights OP2: Discriminatory Statement Response Procedure under Human Rights Policy

Legislation

- *Ontario Human Rights Code*
- *Education Act*
- *Accessibility for Ontarians with Disabilities Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Teaching Profession Act*
- *Personal Health Information Protection Act*

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POLICY TITLE: Human Rights Policy
RESPONSIBILITY: Human Rights Office
APPROVAL DATE:
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APPROVAL: Board of Trustees
REVIEW SCHEDULE: Every three (3) years

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1. PURPOSE

The Peel District School Board (“**PDSB**” or the “**Board**”) recognizes that discrimination in Canada and in the education system continues to adversely impact the right of individuals to equality in services and employment, and is committed to dismantling oppressive practices and structures in service of PDSB students and staff.

PDSB is committed to providing an inclusive learning and working environment that is free from discrimination contrary to the Ontario *Human Rights Code* (the “**Code**”) through appropriate responses to discrimination and proactive steps to actively encourage and foster a culture of respect, dignity, and inherent worth for all people and communities at PDSB and around the world. The Human Rights Policy (or this “**Policy**”), its Operating Procedures, and the definition of discrimination are informed and guided by the *Human Rights Code* and the Canadian *Charter of Rights and Freedoms*. The Human Rights Policy will have regard to the principles set out in relevant international human rights instruments to which Canada is a signatory including the *Universal Declaration of Human Rights* and the *United Nations Declaration on the Rights of Indigenous Peoples*.

All forms of discrimination based on a protected ground of discrimination under the *Code* in PDSB learning and working environments are unlawful and prohibited by the Human Rights Policy. It is not acceptable from a human rights perspective to choose to remain unaware of the potential existence of discrimination or to fail to act to address discrimination, whether or not a complaint has been made.

The goal of the Human Rights Policy is to meaningfully address and remedy discrimination effectively and expediently by recognizing unconscious biases, acknowledge the effect of discrimination where it occurs, restore relationships to foster and maintain cohesive learning and working environments, and implement appropriate remedial, disciplinary and restorative actions to meaningfully address and prevent discrimination under the *Code*.

The Human Rights Policy is also aimed at preventing discrimination by providing PDSB community members with information and instruction on what constitutes discrimination contrary to the *Code*, the responsibilities of all PDSB community members with respect to human rights, and how incidents/complaints of discrimination adversely impacting PDSB community members will be addressed and resolved .

1.1. The *Code* and the Goals of Public Education

All actions, decisions, or applications of the Human Rights Policy by all PDSB Community Members, particularly employees, school staff and managers/supervisors will be consistent with the *Code* and with the goals of public education in Ontario. This includes actions or decisions with respect to curriculum accommodation requests further to a protected *Code* ground.

a) In accordance with s. 169.1 (1) of the *Education Act*, the Board shall:

- promote student achievement and well-being;
- promote a positive school climate that is inclusive and accepting of all students, including pupils of any race, ancestry, place of origin, colour, ethnic origin,

citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;

- promote the prevention of bullying.
- b) PDSB recognizes that public education is not morally neutral and that schools play a significant role in actively combatting all forms of racism, intolerance, and discrimination to contribute to a strengthening social fabric.
- c) Students are to be provided with learning materials that are bias-free and that reflect the diversity of the school's population, including diversity of sexual orientation and gender identity, so that all students can see themselves reflected in their learning environments. Diversity, equity, inclusion, and anti-discrimination are to be fully integrated into the curriculum so that acceptance of difference becomes common-place and expected at PDSB.
- d) Being exposed to anti-discriminatory, anti-oppressive ideas that contradict one's own, including those relating to homophobia, transphobia, sexism, gender expression and identity, anti-Black racism, anti-Indigenous racism, Islamophobia, or other communities protected by a *Code* ground, is not necessarily contrary to a student, parent or employees' rights under the *Code* or the *Charter*.¹

2. GUIDING PRINCIPLES

- This Policy is to be applied in a manner that is trauma-informed and consistent with the *Code*, policies and guidelines from the Ontario Human Rights Commission, and jurisprudence from Canadian and Ontario courts and tribunals.
- Discrimination and harassment are in most cases, conscious or unconscious misuses of power or privilege connected to one's social positionality.
- While freedom of expression under the Canadian *Charter of Rights and Freedoms* (the "*Charter*") are fundamental to critical dialogue and a diversity of perspectives, *Charter* rights are not absolute, and can be reasonably limited through Board policies and procedures where they impede PDSB's legal responsibility under the *Code* to provide substantive equality of services and employment under the *Code*.
- The *Code* does not assume that all adverse treatment or failures to be kind or professional are discriminatory.² While systemic discrimination and racism have manifestations in all aspects of society, not all manifestations of discrimination will result in discrimination under the *Code*.
- A primary purpose of human rights laws and policies in Ontario is to assist members of groups that have been historically disadvantaged and disempowered in our society and continue to experience adverse outcomes, including through equity initiatives, programs and professional learning aimed at redressing historical disadvantage created by systemic discrimination.
- All complainants and respondents in a process under Human Rights Operating Procedure 1 ("**Human Rights OP1**") are entitled to a fair process that provides an opportunity to

¹ *E.T. v. Hamilton-Wentworth District School Board*, 2017 ONCA 893

² *O'Neill v. Campus Community Police Service*, 2021 HRTO 940

respond, and to findings and decisions made based on a standard of reasonableness and informed by the *Code*.

- Appropriate accommodations will be provided where required regarding any step in a process set out in –the Human Rights Policy or its Operating Procedures.

3. SCOPE AND APPLICATION

Discrimination contrary to the *Code* is prohibited by the Human Rights Policy. All complaints of discrimination contrary to the Human Rights Policy will be addressed in accordance with the relevant Operating Procedures.

The Human Rights Policy informs the application of all PDSB policies and procedures, including the Anti-Racism Policy, Staff Code of Conduct, School Code of Conduct, Workplace Harassment Procedure, Safe and Caring Schools Policy, Digital Citizenship Policy, Equity and Inclusive Education Policy.

This Policy applies to all PDSB community members which consists of students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to or who work on Board property.

The Human Rights Policy covers the conduct of PDSB community members which interferes with the learning and working environment, PDSB's operational interests, and/or public reputation. The conduct does not have to take place within the physical confines of PDSB's premises and includes the "extended workplace" or "extended learning environment". This includes conduct online, on social media websites or applications (apps), or events that occur outside of the physical learning or working environment or regular work/school hours but impact the learning or working environment such as work or school trips, company parties or other work/school related functions.

This Policy applies to all ongoing and future complaints made under the Human Rights Policy as of the Effective Date.

3.1. Anti-Racism Policy

The Human Rights Policy covers adverse differential treatment that results in discrimination under the *Code*. The Anti-Racism Policy covers all manifestations of racism at PDSB, including those that do not result in discrimination under the *Code* and are therefore not covered under the Human Rights Policy, but which contribute to fostering racial discrimination. The Human Rights Policy and its Operating Procedures form part of PDSB's anti-racism framework as it pertains to comment or conduct resulting in discrimination under the *Code*.

3.2. Safe and Caring Schools Policy

Discrimination engaged in by students, including the use of discriminatory statements, are serious student incidents under the *Education Act* which negatively impact school climate and culture. Discrimination by students will be addressed in accordance with Safe and Caring Schools Policy

and its procedures through a whole-school approach which will include progressive discipline up to and including suspension or expulsion in addition to learning and supports, restoration, and service.

3.3. Workplace Harassment Procedure

Workplace Harassment Procedure is informed and aligned with the Human Rights Policy and covers all workplace harassment, including harassment not connected to a protected *Code* ground. Complaints will be addressed under the Board policy most applicable to the alleged comment or conduct and consider whether they are connected to a protected *Code* ground.

3.4. Accommodations

PDSB has a duty to accommodate staff and students based on *Code*-protected grounds such as disability and creed short of undue hardship and in accordance with principles of accommodation under the *Code*.

All parties, including the student, staff and/or parent/guardian seeking a *Code*-based accommodation, and PDSB as the accommodation provider, have responsibilities under the *Code* in the accommodation process, including a duty to cooperate and consider solutions that align with the accommodation needs. Accommodations will be provided short of undue hardship in accordance with PDSB policies and procedures. Failure to accommodate short of undue hardship is a violation of the – Human Rights Policy.

3.5. Professionalism, Civility and Respect

Whether or not connected to discrimination, all PDSB community members are responsible for maintaining professionalism, civility, and respect in PDSB's learning/working environments. This includes refraining from counter-productive, resistant, derailing, yelling, shouting, swearing, aggressive, abusive, intimidating, uncooperative, harassing and/or threatening behaviour, whether in-person, in writing, virtually or anonymously towards any PDSB community member, including students, parents/guardians, colleagues, PDSB support offices and staff, managers and supervisors, facilitators delivering professional learning, members of PDSB leadership and all other PDSB community members. This includes anonymous comment or conduct on social media that can be identified and connected to a PDSB community member.

Comment or conduct that does not meet this standard of civility and respect will be addressed under the appropriate PDSB policy or procedure, including but not limited to: Code of Conduct Policy, Anti Racism Policy, Digital Citizenship Policy, Workplace Harassment Procedure, and Safe and Caring Schools Policy. Where this conduct relates to discrimination under the *Code*, it will be addressed under the Human Rights Policy.

4. RESPONSIBILITIES

4.1. All PDSB Community Members

- a) Are responsible for engaging in respectful, collaborative, and restorative communication and relationships with PDSB employees, students, parents/guardians, and other PDSB

community members in a manner that respects and promotes human rights, dignity and the inherent worth of every individual, and contributes to a positive and productive learning and working environment free of discrimination.

- b) Are responsible for refraining from comment or conduct that infringes the rights of others under the *Code* and the Human Rights Policy, including the use of discriminatory statements, including the use of slurs, impacting PDSB's learning/working environments under any circumstances.
- c) Are responsible for adhering to the Human Rights Policy and utilizing PDSB complaint mechanisms responsibly and with merit.
- d) Are responsible for cooperating fully in a process under the Human Rights Policy and in PDSB's efforts to address or, where required, investigate an incident/complaint of discrimination, whether as a complainant, respondent, or witness.
- e) Are responsible for keeping information disclosed or communicated in a process under the Human Rights Policy confidential and not improperly disclosing or releasing the information to anyone to preserve the integrity of a process under the Human Rights Policy and contribute to a positive and productive learning and working environment.

4.2. Students

In addition to the responsibilities of all PDSB community members, students:

- a) Are responsible for refraining from discriminatory comment or conduct and other conduct that violates PDSB's Student Code of Conduct, negatively impact school climate and culture, and poisons PDSB's learning environments, including the use of discriminatory statements, whether through a single incident or pattern or behaviour, bullying or cyberbullying, and/or virtually or on social media.
- b) Are responsible for contributing to a culture of human rights at PDSB by embodying and demonstrating PDSB's character attributes of being caring, cooperative, honest, inclusive, respectful and responsible at school and in their interactions with others.

4.3. Parents/Guardians

In addition to the responsibilities of all PDSB community members, parents/guardians:

- a) Are responsible for cooperating and collaborating with school administration in the accommodation process for *Code*-related needs e.g. disability or creed, by proposing and being ready to consider and explore different options and solutions that are aligned with the *Code* and the goals of education as set out in Sections 1.1 and 2 of this Policy.
- b) Are responsible for partnering with school administration in implementing a whole-school approach to address discriminatory comments or conduct by students that has a negative impact on school climate and culture.

4.4. PDSB Employees

4.4.1. The Reasonable Professional

The discretion the PDSB entrusts to PDSB employees under this Policy must be exercised at the standard of the reasonable professional in society today, employed by an Ontario public school board, acting in furtherance of the goals of a public education system, and operating in compliance with the *Code* and the legislative requirements, regulations, rules, and standards of their profession.

It is also informed by the reasonable professional's awareness and regard for the diversity of PDSB's classrooms and workplaces and must consider all relevant context. These are the minimum standards of the reasonable professional at PDSB, particularly those in positions of trust, responsibility, authority and/or supervision over students and/or staff.

In addition to the responsibilities of all PDSB community members, employees:

- a) Are responsible for actively contributing to a positive and productive learning and working environment and should report discriminatory incidents to an appropriate manager/supervisor and/or the Human Rights Office in accordance with the Human Rights Policy.
- b) Are responsible for contributing to PDSB's human rights obligations and objectives by actively and respectfully contributing to, participating in and fostering and maintaining inclusive learning and working environments through equity initiatives, professional learning, culturally responsive and relevant pedagogy and efforts to account for historical disadvantage.
- c) Are responsible for educating themselves on information, statistics, research, and data confirming the disparate outcomes for Black and Indigenous students and their historical ties to colonialism in Canada and globally.
- d) Are responsible for using PDSB's medical and other authorized leaves responsibly, with merit, and not for the purpose of avoiding cooperation or participation in a process under the Human Rights Policy.
- e) Where possible and practicable, are responsible for making responsible efforts to resolve interpersonal conflict, disagreement or discomfort, including in instances that may result in discrimination under the *Code*, in a mutually respectful, professional and restorative manner prior to making a complaint under the Human Rights Policy, with the goal of avoiding further escalation of the situation and fostering and maintaining a positive and productive learning and working environment.
- f) **Incidents involving students:**
 - i) In accordance with s. 300.2(1) of the *Education Act*, all PDSB employees who becomes aware that a student may have engaged in a serious student incident under the *Education Act*, including the inappropriate use of discriminatory statements, shall report to the principal of the school in accordance with PDSB policies and procedures.

- ii) In accordance with s. 303.1 (1) of the *Education Act*, all PDSB employees shall support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including,
 - activities or organizations that promote gender equity;
 - activities or organizations that promote anti-racism;
 - activities or organizations that promote the awareness and understanding of, and respect for, persons with disabilities; or
 - activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
- iii) All school staff and employees in positions of trust, responsibility, authority, or supervision over students must:
 - Respond appropriately to all incidents/complaints of discriminatory comment or conduct impacting PDSB students that they become aware of, including those involving students and staff, e.g. by appropriately addressing incidents/complaints of discriminatory comment or conduct impacting students and reporting such incidents to an appropriate manager or supervisor and/or the Human Rights Office in accordance with PDSB procedures;
 - lead by example through comment and conduct by embodying inclusive, respectful, positive, and productive comment and conduct in PDSB learning environments and taking all necessary steps to foster and maintain equitable, inclusive, respectful, positive and productive learning environments for students.
- g) PDSB employees that are subject to duties and responsibilities under the *Education Act* and/or *Ontario College of Teachers Act* (e.g. Teachers, Principals, etc.) and the regulations therein including relevant Professional Misconduct Regulations are responsible for fulfilling those duties and responsibilities in a manner aligned with the *Code* and the Human Rights Policy.

4.5. Managerial/Supervisory Staff

In addition to the responsibilities of all PDSB community members and employees, managers/supervisors:

- a) Are responsible for addressing and responding appropriately to all incidents/complaints of discriminatory comment or conduct that they knew or ought to have known about impacting PDSB students or staff, e.g. by appropriately resolving and/or investigate incidents/complaints of discriminatory comment or conduct in accordance with PDSB procedures;
- b) Must respond to all incidents/complaints of discrimination impacting students or employees seriously, in a timely manner, and in accordance with PDSB policies and procedures;

- c) Are responsible for leading by example through comment and conduct by embodying inclusive, respectful, positive, and productive comment and conduct in PDSB learning/working environments and taking all necessary steps to foster and maintain equitable, inclusive, respectful, positive and productive learning/working environments for students and staff.
- d) Are responsible for holding employees under their supervision, responsibility and/or authority accountable for adherence to discrimination reporting and response requirements under the *Education Act* and the Human Rights Policy;
- e) Are responsible for implementing appropriate remedial, corrective and/or disciplinary action with any person found in violation of the Human Rights Policy;
- f) Are responsible for applying a critical framework to their operations and reviewing policies, practices, and decision-making processes for discriminatory adverse impact;
- g) Are responsible for complying with PDSB's legal duty to accommodate the needs of individuals based on a protected *Code* ground;
- h) Are responsible for utilizing the PDSB's available resources and supports, including a next-level reporting supervisor or the Human Rights Office for support in engaging in informed decision-making in compliance with the *Code* and their responsibilities under the Human Rights Policy;
- i) Are responsible for identifying actual or perceived conflicts of interest and other factors that would warrant referral of a concern, incident or complaint of discrimination to the Human Rights Office, and making such referral in a timely manner.

4.6. The Director of Education

In addition to the responsibilities of all PDSB community members, employees, and managerial/supervisory staff, the Director of Education:

- a) Is responsible for implementing and operationalizing the Human Rights Policy and allocating sufficient resources to ensure its proper implementation;
- b) Is responsible for fostering and maintaining a positive, productive, equitable, and inclusive learning and working environment at PDSB by:
 - i) Creating accountability and ensuring compliance with the Human Rights Policy;
 - ii) Working proactively to ensure a positive and productive learning and working environment rooted in human rights and taking all necessary steps to prevent Discrimination contrary to the Human Rights Policy;
 - iii) Assessing the effectiveness of PDSB procedures and processes for addressing discrimination and implementing measures, as required, to ensure PDSB's compliance with its human rights obligations under the *Code*;
- c) Ensuring the independence and impartiality of the Human Rights Office at PDSB and communicating the Human Rights Office as a resource to PDSB Community Members;
- d) Referring PDSB community members to the Human Rights Office where appropriate.

4.7. The Human Rights Office at PDSB

- a) Is responsible for serving PDSB community members on issues relating to discrimination contrary to the *Code* and the Human Rights Policy;
- b) Is responsible for addressing or, where required, investigating, incidents/complaints of discrimination, including through alternate resolution, where appropriate, or by investigation in accordance with its Operating Procedures;
- c) Is responsible for providing confidential and impartial information, support and guidance to students, employees, managerial/supervisory staff, and PDSB community members on human rights matters;
- d) Is responsible for overseeing the maintenance of the Human Rights Policy;
- e) Is responsible for implementing human rights related education and activities at PDSB;
- f) Is responsible for addressing systemic barriers impacting students and employees at PDSB;
- g) May engage in inquiries, policy or procedure reviews, or processes under the Human Rights Policy, at its discretion, in the absence of a complaint for the purpose of fostering human rights at PDSB and/or where there is reason to believe the *Code* may have been violated;
- h) May make remedial recommendations to the Director of Education to proactively address concerns of discrimination and in the absence of a complaint.

The Human Rights Office is an unbiased and impartial department of the Board and does not take sides in a complaint or represent any PDSB community member in a process under the Human Rights Policy. The Human Rights Office provides information, support and consult from an impartial, progressive human rights perspective informed and guided by the *Code* as it evolves through case law to support PDSB community members in making informed decisions aligned with the *Code*. The Human Rights Office:

- a) Is independent of any other PDSB department or office;
- b) does not act in service of PDSB's operational interests where such interests conflict with its human rights obligations;
- c) does not serve as legal counsel to PDSB and/or the Director of Education regarding human rights matters in any legal proceeding;
- d) does not make remedial recommendations relating to monetary compensation or formal discipline further to a process set out in Operating Procedure 1 under the Human Rights Policy.

Actions or decisions taken by managerial/supervisory staff further to a consultation with the Human Rights Office regarding a human rights matter are made and held solely by Managerial/Supervisory Staff and not the Human Rights Office. All steps will be taken by the Human Rights Office to ensure independence and impartiality in addressing incidents/complaints made to the Human Rights Office under the Human Rights Policy.

5. VIOLATION OF THE HUMAN RIGHTS POLICY AND PROCEDURES

The goal of the Human Rights Policy is to meaningfully address and remedy discrimination, in order to prevent discrimination from occurring again in the future through the appropriate application of remedial, disciplinary and restorative actions. While intent is not necessary for a finding of discrimination, intent and acknowledgment of comment or conduct resulting in a discriminatory impact will be relevant to the action to be taken.

Violations of the Human Rights Policy may include:

- All forms of discrimination;
- Violating a responsibility under the Human Rights Policy, e.g. with respect to confidentiality, interim measures, requirements to report and/or appropriately address incident(s) of discrimination, etc.
- Failure by staff in positions of trust, responsibility, authority or supervision over students and/or staff who know or ought reasonably to have known of incidents/complaints of discriminatory comment, conduct or *Code* based harassment, adversely impacting students and/or staff over whom they exercise such responsibility, and who permit it to continue, may be considered to have permitted or condoned the behaviour, even if they themselves are not involved in the incident.
- Acts of reprisal or threats of reprisal;
- Frivolous, vexatious, and/or bad faith complaints, e.g. complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a PDSB community member;
- Failure to reasonably cooperate in a process under the Human Rights Policy, e.g. by unreasonably refusing to engage in a process.

Discrimination contrary to the *Code* is strictly prohibited at PDSB. Discrimination and other violations of the Human Rights Policy, including violations of the responsibilities of PDSB community members as set out in this Policy may be the subject of a process under the Human Rights Policy and may result in remedial and/or disciplinary action, depending on the circumstances and where appropriate, up to and including: verbal or written reprimand, performance management, progressive discipline up to and including termination of employment, reporting to the Ontario College of Teachers, and/or restricted access to PDSB learning and working environments.

For violations of the Human Rights Policy by non-employees, the appropriate action to be taken will be determined in consultation with the appropriate member of managerial/supervisory staff and PDSB departments.

The Human Rights Office provides remedial recommendations aimed at remedying discrimination and supports their implementation. The Human Rights Office is not involved in the implementation or determination of disciplinary action, if any.

6. CODE GROUNDS OF DISCRIMINATION

The *Code* prohibits discrimination in the social areas of services such as education services, employment, contract, and vocational association on the following grounds of discrimination in accordance with the definitions applied by the Ontario Human Rights Commission and in human rights jurisprudence:

Race	Creed
Colour	Sex/pregnancy
Place of origin	Family status
Ancestry	Marital status
Ethnic origin	Sexual orientation
Citizenship	Gender identity and gender expression
Disability/Perceived disability	Record of offences (in employment only)
Age	

Perceived Grounds: A person is protected under the Human Rights Policy if they are perceived to identify with an abovementioned *Code* protected ground and experience discrimination as a result.

Intersecting grounds: A person's experience of discrimination is often linked to the compounding effects of multiple grounds of discrimination, called intersecting grounds. For example, discrimination based on myths or stereotypes regarding race/ancestry and mental disabilities, creed and sex, sexual orientation and family status, etc.

Association: PDSB community members who are subject to discrimination because of their association with a person protected under the *Code* can make a complaint under the Human Rights Policy. The protection applies even if the PDSB community member could not otherwise claim protection based on one of the grounds of discrimination or does not share the same grounds of discrimination as the person they are associated with. Taking reprisal action against someone who has objected to discriminatory comments aimed at another group may be found to be discrimination because of association.

Socioeconomic status is not a protected ground of discrimination under the *Code*. However, differential impact based on socioeconomic status may be connected to a protected *Code* ground. Bullying or discrimination based on socioeconomic status is prohibited under PDSB Safe and Caring Schools Policy under the responsibilities of the Board, principals, teachers and other school staff, and students.

7. WHAT IS DISCRIMINATION?

Discrimination is adverse differential treatment based on a protected ground of discrimination under the *Code* that results in harm in a protected social area. The *Code* protects against differential impact that is more than trivial and causes interference with a person's right to equality in services and employment.

Discrimination is not defined in the *Code* but usually includes the following elements:

- not individually assessing the unique merits, capacities, and circumstances of a person
- instead, making stereotypical assumptions based on a person's presumed traits
- having the impact of excluding persons, denying benefits, or imposing burdens.

Examples of discrimination include:

- imposing disproportionate treatment, outcomes or discipline for certain students or staff based on their race, colour, creed, etc.
- excluding students or staff based on race, colour, creed, etc. by enforcing a dress code requirement prohibiting head wraps or other head coverings without considering racial, cultural, or religious groups who wear head wraps or other head coverings as an expression of their *Code*-protected identity.
- exposing students to discriminatory curriculum or statements that inaccurately portrays historical events in a manner that imposes burdens and excludes students based on their race, colour, creed, or other *Code* grounds, etc.
- denying opportunities to students or staff based on criteria where a *Code* ground is found to be a factor in the decision to deny the opportunity.

The following are critical principles of discrimination that inform the Human Rights Policy:

- Discrimination does not need to be intended or on purpose.
- The focus of discrimination is on the effect, not the cause or intent of the differential impact.
- Direct evidence of discrimination is not always required. Some forms of discrimination are subtle and will more often be proven through circumstantial evidence, inference and/or the absence of a credible, non-discriminatory explanation.
- Discrimination can occur when the *Code* ground is but one factor in the adverse differential impact. It need not be the sole factor.

With respect to allegations of racial discrimination, the *Code* recognizes that the nature of racial discrimination will usually be the result of subtle unconscious beliefs, biases, prejudices and learned attitudes that operate on an unconscious level.

What is not discrimination?

The *Code* does not assume that all adverse or unfair treatment, including failures to be kind, friendly, or professional, are connected to discrimination under the *Code*. Discrimination requires more than identifying with a *Code*-protected group. The adverse treatment must be connected to the protected *Code* ground. The following are generally not discrimination and are not appropriately addressed under the Human Rights Policy:

- a) General allegations of unfair treatment based only on speculation, accusation, suspicion, or belief with no information establishing a connection to a protected *Code* ground.
 - For example, decisions within the discretion of Managerial/Supervisory Staff made for a legitimate operational reason (e.g. changes to schedules, assignments,

teaching/support packages, supervision duties, organizational restructuring, performance management, non-selection for an opportunity or benefit due to legitimate, non-discriminatory assessments of qualifications, performance, interpersonal attributes etc).

- b) Conflict, disagreements, or differing opinions relating to personality clashes. All PDSB community members are expected to attempt to resolve interpersonal conflicts, where possible, in a respectful, restorative, and professional manner. This may include professional, solution-oriented dialogue and/or by avoiding unnecessary communication with or regarding the other to avoid the potential of conflict.
- c) PDSB efforts to account for historical disadvantage to redress systemic wrongs through special programs under the *Code*, equity programs and initiatives, professional learning, and other measures aimed at proactively dismantling discrimination. Adverse reaction, hurt feelings, or personal discomfort associated with these efforts are not discrimination, nor are they harassment under the Human Rights Policy or Workplace Harassment Procedure .
- d) Non-*Code* Workplace Harassment, i.e. a course of vexatious comment or conduct against an employee that is known or ought reasonably to be known to be unwelcome that has no connection to a protected *Code* ground. Complaints of this nature should be made under the [Workplace Harassment Procedure](#).

7.1. **Code-based Harassment**

The Human Rights Policy incorporates the *Code*'s definition of harassment as “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome”. The Human Rights Policy covers workplace harassment that is connected to a protected ground of discrimination under the *Code*.

Examples of *Code*-based harassment under these definitions may include, but are not limited to:

- Unwelcome words or actions that are known to be offensive, embarrassing, humiliating, or demeaning to a group based on a *Code* ground, including:
 - ◦ Screaming or yelling behaviour

Gossiping or disparaging an employee in the workplace

- ◦ Saying or repeating an explicit slur in full in the presence of others in circumstances where its known or ought reasonably be known to be unwelcome.
- Behaviour that intimidates or isolates a community member or group;
- Bullying, intimidating, offensive or threatening jokes or innuendos, display or circulating offensive pictures or materials, phone calls, emails or social media posts, whether from an identifiable or anonymous account;
- Repeated words or actions, or a pattern of behaviour, against a worker or groups of workers in the workplace that are unwelcome;

It should be understood that some types of comments or behaviour are unwelcome based on the response of the person subjected to the behaviour, even when the person does not verbally object. For example, a person walking away in disgust after a co-worker uses a discriminatory statement, going silent and showing discomfort, a person noticeably withdrawing and avoiding

you, a person blocking you on social media, etc. If similar behaviour is repeated despite indications from the person that it is unwelcome, *Code*-based harassment may be found. Initiating or engaging in the conduct alleged as harassment may indicate that the behaviour was not unwelcome or known to be unwelcome.

What is not *Code*-based harassment?

Harassment does not typically include:

- Performance management;
- Operational directives;
- Job assignments;
- Inadvertent management errors;
- A single incident;
- Any other action taken by an employer or supervisor relating to the management of workers or the workplace.

7.2. Sexual Harassment

The definition of harassment under the *Code* includes sexual harassment. This can include:

- Asking for sex in exchange for a benefit or a favour;
- Making unnecessary physical contact, including unwanted touching
- Unwanted questions about a person's sexuality, sex life, or partner
- Unwanted comments on a person's hair, style of dress, weight, body, physical features that are known or ought reasonably to be known to be unwelcome and uncomfortable
- Following or stalking a person without their consent
- Persistent unwanted text messaging or communications

Sexual harassment includes making a sexual solicitation or advances where the person making the solicitation or advances is in a position to confer, grant or deny a benefit or advancement to an employee and the person knows or ought reasonably to know or ought to have known that the solicitation or advance is unwelcome.

Sexual harassment is also covered under the definition of harassment in the Workplace Harassment Procedure .

8. FORMS OF DISCRIMINATION

The *Code* prohibits discrimination based on protected *Code* grounds in the following forms of discrimination where they result in adverse differential treatment. These forms of discrimination are informed by the definitions applied by the Ontario Human Rights Commission and jurisprudence:

Stereotyping and prejudice

Subtle Discrimination

Racial profiling***Harassment******Direct Discrimination******Poisoned environment******Indirect Discrimination******Systemic or institutional Discrimination******Adverse effect Discrimination***

8.1. Poisoned Environment

A poisoned environment can specifically arise in the context of educational services or employment. The creation of a poisoned environment is a form of discrimination and is contrary to the Human Rights Policy.

Schools have a duty to maintain a positive non-discriminatory learning environment. Students are entitled to be free from a poisoned educational environment created either by inappropriate behaviour of an education provider or by other students.

Education providers have a responsibility to take immediate steps to intervene in situations where *Code*-based teasing, bullying or harassment may be taking place³.

It is the responsibility of every employer to take steps to ensure that its working environment is free from discriminatory conduct or harassment, even if no one raises a complaint.

A poisoned environment:

- a) may be created when unwelcome conduct or comments are pervasive within the learning or working environment, which may result in a hostile or oppressive atmosphere for one or more people from a *Code*-protected group.
- b) is based on the nature of the discriminatory comment or conduct;
- c) is based on the adverse impact on an individual or group of individuals;
- d) is not about the number of times the behaviour occurs. Sometimes a single remark or action can be so severe or substantial that it results in a poisoned environment;
- e) can be created by the comment or conduct of any person, regardless of their position of authority or status in the learning or working environment, which poisons the learning and working environment for students or staff;
- f) does not have to be directed at any one individual in order to create a poisoned environment;
- g) a student or employee can experience a poisoned environment even if they are not a member of the *Code*-protected group that is adversely impacted;

³ "Policy and guidelines on racism and racial discrimination", (June 9, 2005), online: *Ontario Human Rights Commission*

<http://www3.ohrc.on.ca/sites/default/files/attachments/Policy_and_guidelines_on_racism_and_racial_discrimination.pdf>

- h) Failure by managerial/supervisory staff and those in positions of authority e.g. school staff with respect to students in learning environments, to respond and appropriately address discriminatory conduct, comment, or Code-based harassment may itself cause a poisoned environment that permits and condones a discriminatory environment for students and/or staff.

9. PROTECTION FROM REPRISAL

No party to an incident/complaint of discrimination shall be negatively treated by a PDSB community member for reporting an incident, asserting their rights, making a complaint, providing information relating to an incident/complaint, or helping to resolve an incident/complaint under the Human Rights Policy. Students, employees, and other PDSB community members are protected from reprisal under the Human Rights Policy. Reprisal is strictly prohibited, is a violation of the Human Rights Policy, and will be addressed by PDSB.

Reprisal may include adverse or differential treatment experienced by a party such as a student or employee during or following a process under the Human Rights Policy, for example, adverse or differential treatment impacting future hiring, contracts or job assignments, job duties, responsibilities, assignments, privileges, advancement, authorizations, grades, evaluations, etc. Violating confidentiality by discussing a complaint under the Human Rights Policy with other PDSB community members may also be considered reprisal if it encourages a hostile learning or working environment e.g. through gossiping or rumour-mongering.

Reprisal may be the subject of a complaint under the Human Rights Policy, and persons found to have engaged in reprisal may be subject to disciplinary action.

10. CONFIDENTIALITY

Confidentiality is very important and will be maintained to the greatest extent possible, unless the safety of a PDSB community member is at risk, legal obligations require disclosing information, or for the purpose of facilitating a process under the Human Rights Policy in accordance with Board procedures. Human rights complaints under the Human Rights Policy will be treated in a confidential manner in accordance with applicable legislation, including the *Municipal Freedom of Information and Protection of Privacy Act*, *Personal Health Information Protection Act*, *Ontario Student Record (OSR) Guidelines*, and the provisions of any applicable collective agreement. All efforts to maintain confidentiality will be made. The PDSB does not make any guarantee of total confidentiality or anonymity during a process under the Human Rights Policy.

All parties who participate in a process under the Human Rights Policy have a responsibility to preserve the integrity of the process and contribute to a positive and productive learning and working environment by keeping information disclosed or communicated confidential and not disclosing or releasing this information .

The confidentiality obligations between PDSB staff and PDSB through their employment relationship will be adhered to at all times during a process under the Human Rights Policy. Confidentiality may be breached by:

- Directly or indirectly discussing a complaint/investigation on social media, e.g. Facebook, Twitter, Instagram, threads etc.
- Informing a colleague that may be a witness that you're involved in a complaint and/or sharing details about the complaint with them that may bias them as witnesses.
- Forwarding, disclosing, distributing, or posting documents or emails relating to a complaint.

11. DEFINITIONS

Allegation is an unproven claim or assertion based on an individual's belief that a PDSB community member has done something discriminatory contrary to the Human Rights Policy. Incidents/complaints of discrimination are allegations until they have been determined through a process set out in Operating Procedure 1 under the Human Rights Policy.

Balance of Probabilities is the civil standard of proof upon which findings of fact will be made and is satisfied where a reasonable proposition is more probable than not and more probable than any other proposition based on the evidence.

Complainant is any PDSB community member who makes a complaint under the Human Rights Policy.

Condonation occurs when behaviour (discriminatory conduct or comment) that is not addressed, becomes accepted, or "condoned" behaviour. The purpose of responding to incidents that can have a negative impact on school or workplace climate (i.e., inappropriate and disrespectful behaviour) is to stop and take steps to correct it so that the students and/or staff involved can learn that it is unacceptable.

Discrimination is adverse differential treatment based on a protected ground of discrimination under the *Code* that results in harm in a protected social area. *Code*-based harassment is included in the definition of discrimination.

Grounds of Discrimination, also referred to in this Policy as protected *Code* grounds, are the seventeen (17) enumerated categories upon which discrimination is prohibited under the *Code* and the Human Rights Policy. See [Grounds of Discrimination](#) above.

Harassment (also referred to as *Code*-based harassment) is a course of vexatious comment or conduct based on a protected *Code* ground that is known or ought reasonably to be known to be unwelcome.

Hate and/or Bias Motivated Occurrences is any activity targeting a *Code*-protected group, publicly communicated, and willfully intended to promote or incite bias or hatred against such a group.

Human Rights Office (HRO) is an office within PDSB which serves PDSB community members from an independent, arms-length, and impartial human rights perspective informed by human rights law and policy.

Human Rights Policy includes reference to Operating Procedures under the Human Rights Policy.

Investigator may be (i) an appropriate member of Managerial/Supervisory Staff; (ii) a member of the Human Rights Office; or (iii) an external investigator. All external investigators will report to the Director of Education and/or their designate. An investigator may also facilitate an Alternate Resolution in appropriate circumstances.

Legal Proceeding includes a grievance process pursuant to an applicable collective agreement or a court or tribunal proceeding e.g., a Ministry of Labour complaint, application to the Human Rights Tribunal of Ontario.

Managerial/Supervisory Staff includes all staff in PDSB learning and working environments who exercise supervisory authority, de facto supervisory authority, or significant responsibility over students and/or employees and carry responsibility for addressing incidents/complaints of Discrimination contrary to the Human Rights Policy.

Non-Code Workplace Harassment, is a course of vexatious comment or conduct against an employee that is known or ought reasonably to be known to be unwelcome that has no connection to a protected *Code* ground. Complaints of this nature should be made under the [Workplace Harassment Procedure](#).

Party includes any individual who participates in a process under the Human Rights Policy e.g., a complainant, respondent, witness, support person, Investigator, individuals involved in an Alternate Resolution process, etc.

PDSB Community Members are students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to or who work on PDSB property.

PDSB Complaint Mechanism is a PDSB process, as established through applicable PDSB policies, procedures, collective agreements and/or terms and conditions, for addressing complaints based on the application and scope of the PDSB process. Grievance processes, harassment complaints and the processes under the Human Rights Policy are included in the definition of PDSB Complaint Mechanism.

Reprisal is an action, or threat, implied or explicit, that is intended as retaliation against a PDSB community member for reporting an incident, asserting their rights, or making a complaint of Discrimination under the Human Rights Policy, or against someone who has participated in a process under the Human Rights Policy. This could include an action or threat against a complainant, respondent, witness, or investigator.

Respondent is any PDSB community member who has a complaint under the Human Rights Policy made against them which meets the Initial Assessment set out in Human Rights Operating Procedure 1.

Sexual Harassment is engaging in a course of vexatious comment or conduct against an individual because of sex, sexual orientation, gender identity, or gender expression where the

course of comment or conduct is known or ought reasonably to be known to be unwelcome. Sexual harassment includes making a sexual solicitation or advances where the person making the solicitation or advances is in a position to confer, grant or deny a benefit or advancement to an employee and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

School Staff are PDSB employees in positions of trust, supervision, responsibility, or authority over students, including but not limited to: Teachers, Principals, Vice-Principals, Superintendents, Educational Assistants, Administrative Staff, Early Childhood Educators, Lunchroom Supervisors, Library Staff, etc.

Social Areas are the five (5) enumerated parts of society under the *Code*, which individuals have the right to be free from discrimination based on protected *Code* ground. The social areas under the *Code* are: services, employment, vocational associations, contracts and housing.

Student is anyone regardless of age, who is enrolled in any educational program offered by PDSB.

Undue Hardship is the measure for any limitations to the duty to provide human rights accommodations. Accommodations need not be provided if it causes undue hardship. Undue hardship is assessed in terms of overall cost, outside sources of funding (if any) and health and safety factors. The nature of the evidence required to prove undue hardship must be objective, real, direct and, in the case of cost, quantifiable.

Frivolous, Vexatious and/or Bad-Faith Reports/Complaints are reports or complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a PDSB Community Member or abuse a PDSB complaint mechanism. Reports or complaints of such nature are an abuse of the Human Rights Policy and its Operating Procedures aimed at addressing adverse differential treatment that rises to the level of discrimination under the *Code*.

Examples include reports/complaints:

- In retaliation against a PDSB community member for having made a complaint against them.
- regarding the same subject matter under the Human Rights Policy, Workplace Harassment Procedure, and/or a grievance.
- regarding a matter that has already been addressed or is currently being addressed through a PDSB complaint mechanism, creating a duplicity of processes;
- against a PDSB community member due to a personal adverse reaction, hurt feelings or discomfort with the content or delivery of PDSB-directed training, education and/or professional development aligned with PDSB's commitment to equity, anti-racism, anti-oppression, de-colonized perspectives, dismantling discrimination, addressing historical disadvantage, promoting and supporting human rights, cultural responsive and relevant pedagogy, etc.;
- that is made irresponsibly with no basis, merit, or connection to discrimination contrary to the *Code*, to harass, annoy and/or abuse PDSB's complaint mechanisms;
- To improperly circumvent a PDSB process.

Witness includes PDSB community members with relevant information regarding an incident under investigation under the Human Rights Policy.

12. FOUNDATIONAL TERMS AND CONCEPTS

Anti-Oppressive: An approach that recognizes the power imbalance within society that attributes benefits to some groups and excludes others. This approach seeks to develop strategies to create an environment free from oppression, racism, and other forms of discrimination. It acknowledges the intersections of identities protected under the *Code* and aims to promote equity.

Anti-Racism: is the proactive commitment to creating safe and inclusive spaces across society, especially public spaces, and to attaining race and educational equity. Race-based data informs efforts to identify, disrupt and dismantle longstanding practices, procedures and behaviours that produce and sustain racialized outcomes and to achieve a fair degree of parity.

Bias: A personal preference for or against an individual or group, whether conscious or unconscious. Bias can interfere with one's judgement and decision-making.

Duty to Accommodate: Under the *Code*, people identified by protected *Code* grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or "accommodations" to take part equally in social areas, such as employment, housing, and education.

Equality under the *Code* is based on an understanding of substantive equality. The concept of equality does not necessarily mean identical treatment and, the formal 'like treatment' model of discrimination may in fact produce inequality.⁴

Racism: is the assertion of a belief in the superiority of one socially perceived racial group over others. It may manifest in the form of negative interpersonal attitudes and treatment, towards members of the race perceived as inferior; with forms of expression ranging from racial microaggressions to acts of hate.

Racism is a wider phenomenon than racial discrimination. While the *Code* seeks to combat racism through public education and the advancement of human rights, not every manifestation of racism can be dealt with through the current human rights complaint mechanism and process or will result in discrimination under the *Code*. Racism and forms of oppression become racial discrimination under the *Code* where they result in adverse, differential treatment based on a protected *Code* ground. Racism plays a major role in fostering racial discrimination contrary to the *Code*.⁵

13. REVIEW AND REVISION

The Human Rights Policy is subject to review and revision every three (3) years by the Human Rights Office.

⁴ *R v. Kapp*, Supreme Court of Canada [2008] 2 SCR 483

⁵ "Racial discrimination, race and racism (fact sheet), online: *Ontario Human Rights Commission* <<http://www.ohrc.on.ca/en/racial-Discrimination-race-and-racism-fact-sheet>>

14. REFERENCE DOCUMENTS

Policies

Safe and Caring Schools Policy
 Equity and Inclusive Education
 Occupational Health and Safety
 Staff Code of Conduct
 School Code of Conduct
 Accessibility
 Digital Citizenship
 Whistleblower

Procedures

Workplace Harassment Procedure, EHS 4.2
 Human Rights OP1 under Human Rights Policy
 Human Rights OP2: Discriminatory Statement Response Procedure under Human Rights Policy

Legislation

- *Ontario Human Rights Code*
- *Education Act*
- *Accessibility for Ontarians with Disabilities Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Teaching Profession Act*
- *Personal Health Information Protection Act*

Approved March 25, 1969	Revised April 9, 1991
Revised February 22, 1973	Revised October 8, 1996
Revised October 9, 1973	Revised August 26, 1997
Revised December 1974	Revised January 1, 1998 (to reflect change in Board name)
Revised June 9, 1976	Revised April 11, 2000 (replaces former Policy #17)
Revised May 24, 1977	Revised February 25, 2003
Revised April 13, 1982	Approved January 8, 2008 (replaces former Policy #17)
Revised February 26, 1985	Approved January 26, 2010
Revised September 8, 1987	Approved November 26, 2013
Revised September 2019	Approved November 19, 2019 (replaces former Policy 51)
Revised May 2020	Approved May 26, 2020
Revised August 2021	Approved August 25, 2021
Revised May 2022	Approved June 1, 2022 (" Effective Date ")

Governance and Policy Committee Meeting, June 11, 2025

Extra-Curricular Activity Policy

(2025)

Strategic Alignment:

Human Rights Policy
Anti-Racism Policy
Equity and Inclusive Education Policy
Safe and Caring Schools Policy
Gender Expression Guidelines
Student Clubs and Organizations Procedure

Report Type: Recommendation

<i>Prepared by:</i>	Lara Chebaro, Superintendent, Curriculum and School Improvement Sumble Kaukab, Coordinating Principal, Secondary Education
<i>Submitted by:</i>	Harjit Aujla, Associate Director, School Improvement & Equity

Overview

Recommendation:

That the Extra-Curricular Activity Policy (Appendix 1) be approved.

Highlights:

- This policy upholds PDSB's commitment to equity, inclusion, accessibility and anti-racism.
- The Curriculum and School Improvement Department has led the revision of this policy in collaboration with the Special Education Department, Safety and Well-Being Department, Equity and Innovation departments.
- The PDSB sought and applied input from a variety of collaborative partners to inform the revision of this policy both internally and externally.
- The PDSB values the voluntary work of its staff and community members in supporting extra-curricular activities for students and is committed to providing an environment in which their work can enhance the students' learning experiences outside the classroom.
- The PDSB recognizes the expertise and commitment of students who are involved in participating and leading extra-curricular activities to enhance student experiences beyond the classroom.

Background:

The PDSB's existing Extra-Curricular Activity Policy was written in 2018 and is currently scheduled for revision. The Curriculum and School Improvement Department led the review and revision of the PDSB Extra-Curricular Policy to ensure alignment with all other existing policies, operating procedures and guidelines.

Evidence

Findings/Key Considerations:

This policy currently replaces SAW1203, formally Policy 58. This policy now includes a definition of and examples for, extra-curricular activities. It outlines the broad scope of the policy and ensures alignment with all other board policies, procedures and guidelines.

The policy includes the guiding principles and expectations for extra-curricular activities in PDSB. These guiding principles centre student participation and addresses equity, inclusion and accessibility.

The Extra-Curricular Activity Policy will ensure consistency in implementation and accountability of those involved in supporting activities. It also outlines the supervision parameters, ensures communication measures for students and families, and clarifies roles and responsibilities.

In addition, this policy has undergone internal and external consultation in March/April where over 200 responses were received from members of the PDSB community. Feedback was reviewed and implemented in this policy revision.

Impact Analysis

Equity & Human Rights Review:

The Extra-Curricular Activity Policy supports the PDSB's commitment to an equitable, inclusive and supportive educational environment that centers the diverse identities and intersectional experiences of all students and staff.

This policy will provide the guiding principles to ensure that students have opportunities to engage meaningfully in educational and enriching opportunities that support student leadership, teamwork, personal growth, achievement, and a sense of belonging.

Board or Ministry Policy Alignment:

The Extra-Curricular Activity Policy is aligned with, and supports, the principles and expectations of the Board's Human Rights Policy, Equity and Inclusive Education Policy, and the Anti-Racism Policy. At all times, this policy should be interpreted to be consistent with the Board's policies, operating procedures, guidelines, and the Human Rights Code.

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Resource Implications:

School and board staff will ensure that availability of extra-curricular activities will be based on sufficient interest and capacity of voluntary staff, available resources and appropriate supervision to support extra-curricular activities.

Legal implications:

Staff, students and parents need to be familiar with all the applicable policies, operating procedures, and guidelines that impact extra-curricular activities and ensure alignment of practices when designing, implementing, or participating in extra-curricular activities.

Risk Assessment:

This policy sets clear and consistent expectations for students and staff on their responsibilities in relation to organizing, supporting and supervising extra-curricular activities in PDSB.

Community Impact:

Student safety and well-being, and sense of belonging is a shared responsibility between schools, students, caregivers, parent(s)/guardian(s), teachers, and the PDSB community. The Extra-Curricular Activity Policy supports a collaborative approach to enhance students' learning experiences beyond the classroom, while recognizing that extra-curricular activities rely on the voluntary participation of staff and students.

Next Steps

Communications:

The Curriculum and School Improvement Department will collaborate with central departments, as well as the principals' and vice principals' associations to establish a plan to ensure the Extra-Curricular Activity Policy is consistently implemented effectively throughout the PDSB.

Success Measures:

The Extra-Curricular Activity Policy governs the extra-curricular activities that are supported by the PDSB and supports student engagement beyond the academic scope of school to support the whole student.

References:

Human Rights Policy
Anti-Racism Policy
Equity and Inclusive Education Policy
Safe and Caring Schools Policy
Religious Accommodation Procedure
Gender Expression Guidelines
Student Clubs and Organizations Procedure

Documents pertaining to Student Safety and Well-being:
Concussions Policy and Procedures
Supporting Students with Prevalent Medical Conditions Policy
PDSB School and Board Code of Conduct
Child Abuse and Protection Policy
Ontario Physical Education Safety Guidelines

Documents pertaining to fundraising, sponsorships and partnerships Educational Partnerships:
Fundraising Policy
Sponsorships Policy

Documents pertaining to volunteer involvement:

Use of Volunteer Supervisors for Extra-curricular Activities in Schools Procedure

Criminal Background Checks Policy

Conflict of Interest Policy

Documents pertaining to one-time events and excursions

Excursions Policy and Procedure

Documents pertaining to communications:

Communications Policy

Guest Speaker Procedure

Social Media Policy

PEEL DISTRICT SCHOOL BOARD POLICY

Extra-Curricular Activity

POLICY ID: SAW1203

FUNCTIONAL CATEGORY: Student Achievement and Well-Being

RESPONSIBILITY: Superintendent, Curriculum and School Improvement

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2029-2030

REVIEW SCHEDULE: 5 years

1. Purpose

The Peel District School Board (PDSB) is committed to fostering an equitable, inclusive, and supportive educational environment that recognizes and values the diverse identities and intersectional experiences of all students and staff. While instructional programs build knowledge, skills and prepare students for future success, Peel District School Board recognizes the role of extra-curricular activities in extending and enhancing student experiences. PDSB recognizes and values the voluntary work of staff and community members in facilitating extra-curricular activities and is committed to providing an environment where their involvement enhances students' learning experiences beyond the classroom.

The purpose of this policy is to:

- 1.1 Outline guiding principles and expectations for extra-curricular activities in PDSB schools.
- 1.2 Empower students and staff to engage meaningfully in educational and enriching extra-curricular opportunities that support student leadership, teamwork, personal growth, achievement, safety and well-being, and a sense of belonging.
- 1.3 Acknowledge that participation in extracurricular activities is voluntary for staff and students.

2. Application and Scope

This policy applies to PDSB staff, students, and volunteers in both physical and virtual school settings. It governs extra-curricular activities, interschool activities, and intramural activities during and outside the instructional day, whether on or off school property, and whether in-person or virtual. This policy applies to extra-curricular one-time events organized by the school.

This policy will, at all times, be interpreted in a manner consistent with Board policies, the *Education Act* and its regulations, relevant Ministry PPMs and guidance documents, the Ontario *Human Rights Code*, the *Municipal Freedom of Information and Privacy Protection Act*, the *Accessibility for Ontarians with Disabilities Act* and other applicable legislation. This policy is aligned with and supports the principles and expectations of PDSB's Human Rights Policy, Equity and Inclusive Education Policy, Anti- Racism Policy, and Safe and Caring Schools Policy.

3. Definitions

3.1 **Extra-Curricular Activities** are school-sponsored, voluntary, non-graded programs or activities that fall outside the curriculum or program where students connect around shared interests, thereby fostering social connection, skill-building, and personal growth beyond the classroom curriculum. Extra-curricular activities include interschool and intramural activities. Extra-curricular activities can include but are not limited to:

- a) Academic Clubs & Competitions
- b) Community Service & Volunteering
- c) Creative & Interest-Based Clubs
- d) Identity-based Clubs, Cultural Clubs or Student Affinity Spaces
- e) Performing Arts & Music
- f) Sports Teams & Athletics
- g) Student Government & Leadership

3.2 **Interschool activity:** is an organized event or competition involving students from multiple schools, such as sports games, academic contests, or arts

showcases. These activities promote teamwork, community, skill development, and school spirit beyond individual schools.

- 3.3 **Intramural activity:** is an organized event or competition held within a single school, where students participate in teams or groups from the same school. These activities, often in sports or clubs, promote teamwork, community, and skill development.
- 3.4 **Supervisor:** a designated individual who is responsible for overseeing and supporting the safe, inclusive and effective delivery of an extra-curricular activity. Supervisors ensure that extra-curricular activities are delivered in a manner that aligns with PDSB policies and procedures and upholds students' safety and well-being. Supervisors provide appropriate guidance and supervision throughout the duration of the activity.
- 3.5 **ROPSSAA:** Region of Peel Secondary Schools Athletic Association
- 3.6 **OFSA:** Ontario Federation of Schools Athletic Association
- 3.7 **NPPHEA:** North Peel Physical and Health Education Association
- 3.8 **SPESPHEA:** South Peel Elementary Schools Physical and Health Education Association
- 3.9 **PEVA:** Peel Elementary Visual Arts Association
- 3.10 **PSEA:** Peel Society for Educators of Art (secondary)
- 3.11 **PDTA:** Peel Dance Teacher's Association
- 3.12 **JEMMS:** Junior Elementary Music Makers Society
- 3.13 **PIMTA:** Peel Intermediate Music Teachers Association
- 3.14 **PSSMTA:** Peel Secondary School Music Teachers Association\
- 3.15 **DECA:** Distributive Education Clubs of America
- 3.16 **YANA:** You Are Not Alone

4. Policy

Guiding Principles

- 4.1 Extra-Curricular activities in PDSB will:
- a) Increase the richness of school life for students;
 - b) Enhance students' learning experiences outside the classroom;
 - c) Promote a positive school environment;
 - d) Reflect the interests and needs of students of diverse backgrounds;
 - e) Provide opportunities for student leadership;
 - f) Prioritize student safety.
- 4.2 All extra-curricular activities must be planned and implemented in a manner that upholds the protections outlined in the Ontario *Human Rights Code*. Schools must ensure that student participation is free from discrimination and harassment, and that all students have equitable access to opportunities.
- 4.3 Extra-curricular activities operate under the approval, leadership, direction and overall supervision of the principal. Interschool activities will operate under the leadership of the convening school principal, association or central department (e.g., DECA, JEMMS, NPPHEA, PEVA, PSEA, PDTA, PIMTA, PSSMTA, ROPSSAA, SPESPHEA, YANA) in collaboration with participating principals and partners/associations.
- 4.4 The availability of extracurricular activities will be based on sufficient interest, capacity of voluntary staff, available resources and appropriate supervision.
- 4.5 Extra-curricular activities can be supported through a combination of financial resources, including school funds, team/activity fees, school-generated funds, and donations. The principal will need to determine the distribution of the available funds to the variety of the activities and clubs the school can support and must abide by related financial policies and procedures.
- 4.6 Extra-curricular activities are an extension of the school activities and are subject to Board policies and operating procedures. The school's and/or board's code of conduct applies during all extracurricular activities, whether they occur on or off

school/board premises. Extra-curricular activities must also adhere to any applicable safety standards.

- 4.7 Staff and/or approved volunteer community members who support extra-curricular activities that are approved by the Principal will act as agents of the Board and are subject to board policies and procedures.
- 4.8 When organizing school- or board-wide events, consideration should be given to inviting collaboration with relevant partners (e.g., student interest and affinity groups, school councils, parents/guardians, partner community organizations) where appropriate, while ensuring shared responsibility for event support.
- 4.9 Where extra-curricular activities include both staff and non-staff participants, all individuals are expected to adhere to the Code of Conduct and Conflict of Interest Policy, ensuring that no actions, including recruitment or solicitation, compromise the integrity of the board and school environment.

Student Participation

- 4.10 Extra-curricular activities are voluntary and can be initiated by students and/or staff with demonstrated student interest and staff availability.
- 4.11 Participation in extra-curricular activities should not be reported on or assessed in the Report Card Learning Skills.
- 4.12 The Board encourages collaboration between student groups including opportunities to connect and work towards shared common goals.
- 4.13 When there is a maximum capacity based on physical space limitations, supervision ratios, or the nature of the activity, there could be a maximum number of participants (i.e. sports team, band), then an equitable selection process must be in place to support student inclusion (i.e. tryouts for teams and clubs).

Equity, Inclusion and Accessibility

- 4.14 The principal will strive to ensure that extra-curricular activities offered by the school reflect the diverse interests and unique needs of all students within the

school community so that the collective summation of extra-curricular activities is inclusive to students and the school community. The Peel District School Board will make all reasonable efforts to ensure that extra-curricular activities are inclusive and accessible to all students.

- 4.15 Equitable access for students should consider a range of supports to ensure inclusive participation, accommodating diverse needs and fostering an accessible environment for all. Where possible, school teams and clubs should seek input from students and families regarding any access needs to support participation in extra-curricular activities.
- 4.16 Considerations for extra-curricular activities should include possible provisions to ensure that students who might not otherwise have access to these opportunities are able to participate.
- 4.17 The Board has a duty to accommodate staff and students based on *Code*-protected grounds such as disability and creed short of undue hardship and in accordance with principles of accommodation under the *Code*. Failure to accommodate short of undue hardship is a violation of the Human Rights Policy.
- 4.18 All parties, including the student, staff and/or parent/guardian seeking accommodation, and PDSB as the accommodation provider, must meet their *Code*-based duties and obligations during the accommodation process.
- 4.19 School staff should reference the Days of Significance Calendar when scheduling activities, meetings, practices and events.

Supervision

- 4.20 Supervision of extracurricular activities and clubs relies on the goodwill of staff and is voluntary in nature.
- 4.21 The designated supervisor monitors the club on a voluntary basis outside of their regularly assigned duties.
- 4.22 The principal, through the designated supervising members of school staff, is responsible and accountable for the overall supervision of all student clubs and activities.

- 4.23 The principal will approve the designation of supervisors to oversee extra-curricular activities, considering the following criteria:
- a) Staff and/or community volunteers who volunteer for the role;
 - b) The voices of students participating in the extra-curricular activity, considering their relationship of trust and comfort with the proposed staff or community members;
 - c) With respect to *Code*-protected student identity clubs and associations, the identity and lived experience of the supervisor as it relates to creating safety and comfort for students in the student club or association;
 - d) The skills, talents, and special interests of the staff member or community volunteer.
 - e) Completion of any applicable training.
 - f) With respect to community volunteers, taking into account the restrictions and requirements outlined in PDSB policies and procedures, including the Criminal Background Checks Policy. A staff supervisor must be present at all times.
- 4.24 Principals shall ensure that an appropriate number of supervisors are in place for the extracurricular activity with consideration of factors including but not limited to, number of participants, nature of the activity and level of risk. Decisions regarding supervision will align with board policies, procedures and guidelines.

Communication

- 4.25 An annual list of the available or potential extra-curricular activities, based on current student data and resources, will be available for students and families with brief details outlining the goals of the club or activity, frequency of the meetings and any significant events related to the club or activity.
- 4.26 The principal should review and approve any information that the club would like to distribute to students and the school community, using the most updated policies and procedures.

- 4.27 The Superintendent and the Communications Department should approve any distribution of materials to external media related to the planned activities.
- 4.28 For events, timely communication will be provided to students and families, detailing the activity's goals and clearly outlining expectations for participants before the event begins.
- 4.29 Principals should address available and/or applicable accommodations in communication on extracurricular activities and events.

Roles and Responsibilities

- 4.30 The Board of Trustees holds responsibility for approval of Policy.
- 4.31 The Executive Council holds responsibility for approval of related operating procedures.
- 4.32 The Director of Education holds primary responsibility for the implementation of this policy.
- 4.33 Superintendent of Curriculum and School Improvement holds responsibility for providing oversight of this policy.
- 4.34 Superintendent of Education holds primary responsibility for ensuring adherence to this policy for extra-curricular activities organized within their area of responsibility and for oversight of any applicable contractual agreements in relation to extra-curricular activities.
- 4.35 Principal shall be responsible for:
 - a) Overseeing processes related to all extra-curricular activities as outlined within this policy.
 - b) Ensuring extra-curricular activities embed the principles of fairness, equity, safety, communication and other principles that may be required to fulfill the Board's legal requirements with respect to staff, students, and community.
 - c) The overall supervision of all extra-curricular activities through the designated supervising member of school staff.

- d) Reviewing, approving, and communicating, on an annual and ongoing basis, extracurricular activities in accordance with the expectations set out in this policy.
 - e) The resolution of any issues arising from the activities related to the club or group, including when the activity extends beyond the school itself.
- 4.36 Staff, designated supervisors, students, parents and guardians, community members, volunteers and third-party providers shall each be responsible for adherence to the policy.

Appendices

Reference Documents

Human Rights Policy

Anti-Racism Policy

Equity and Inclusive Education Policy

Safe and Caring Schools Policy

Religious Accommodation Procedure

Gender Expression Guidelines

Student Clubs and Organizations Procedure

Documents pertaining to Student Safety and Well-being

Concussions Policy and Procedures

Supporting Students with Prevalent Medical Conditions Policy

PDSB School and Board Code of Conduct

Child Abuse and Protection Policy

Ontario Physical Education Safety Guidelines

Documents pertaining to fundraising, sponsorships and partnerships

Educational Partnerships

Fundraising Policy

Sponsorships Policy

Documents pertaining to volunteer involvement

Use of Volunteer Supervisors for Extra-curricular Activities in Schools Procedure

Criminal Background Checks Policy

Conflict of Interest Policy

Documents pertaining to one-time events and excursions

Excursions Policy and Procedure

Documents pertaining to communications

Communications Policy

Guest Speaker Procedure

Social Media Policy

5. Revision History

Review Date	Approval Date	Description
	June 29, 1995	Approved.
January 1, 1998		Revised to reflect change in Board name.
June 2001		Reviewed.
2003		Reviewed.
December 2005		Reviewed.
February 25, 2014		Revised.
November 13, 2018		Reviewed.
November 27, 2023		Housekeeping amendment – Template migration.

Governance and Policy Committee Meeting, June 11, 2025

Amendments to the Trustee Code of Conduct: June 2025

Strategic Alignment:

Education Act

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

Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the 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 2, be recommended for approval by the Board of Trustees; and

That the Trustee Code of Conduct Enforcement Procedure, attached as Appendix 3, be recommended for approval by the Board of Trustees.

Highlights:

- *Ontario Regulation 246/18: Members of School Boards – Code of Conduct* was revoked and replaced 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 and provides a consistent standard across the province.
- *Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* came into effect on January 1, 2025.
- *Ontario Regulation 306/24* provides for an Integrity Commissioner led investigation process to be implemented if an alleged breach cannot be resolved by the board.
- The Ministry of Education has launched a mandatory professional development program for all school board trustees and directors of education.

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.

Provisions in the *Education Act* establishing the process for resolving alleged trustee code of conduct complaints were proclaimed on January 1, 2025, along with *Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct*.

In 2025, the Essential Governance program was launched. This is a Ministry of Education-mandated professional development training program designed by OESC for Ontario trustees and directors of education.

Evidence

Findings/Key Considerations:

In March 2025, a new Complaint Protocol was drafted as an Appendix to the Trustee Code of Conduct. This Complaint Protocol has been recently revised as an operating procedure (*Trustee Code of Conduct Enforcement Procedure*) further to the Trustee Code of Conduct to ensure compliance with the regulatory changes and demonstrate the board's commitment to working together to resolve matters. The Trustee Code of Conduct Enforcement Procedure is attached as Appendix 3, and additions/revisions are highlighted in yellow. The new Trustee Code of Conduct Enforcement Procedure:

- Updates the notification of alleged breach section regarding individuals to receive notice.
- Includes an informal complaint procedure to provide an opportunity for the board to resolve complaints internally.
- Provides clarification on the board's responsibility for both appointing the Integrity Commissioner and funding the Commissioner.
- Clarifies that the imposition of a sanction barring a Trustee from attending all or part of one meeting of the board shall be deemed, to be authorization for the Trustee to be absent from the meeting.
- Updates the Publication Records and Information requirements.

Additionally, existing language and subheadings have been modified to align with the new procedure format, where necessary.

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

Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct

Legal implications:

The completion of this work aligns with the legislative obligations and responsibilities of *Ontario Regulation 312/24*, *Ontario Regulation 306/24* and the *Education Act*.

Risk Assessment:

There is a risk of legal non-compliance and reputational risk if the Trustee Code of Conduct and the accompanying Trustee Code of Conduct Enforcement Procedure is not reviewed and approved by resolution.

Community Impact:

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

Next Steps

Communications:

The revised Trustee Code of Conduct Enforcement Procedure, once approved, will be posted on the Peel website.

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>

Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct. Retrieved from <http://www.ontario.ca/laws/regulation/r24306>

Appendices

Appendix 1 – Trustee Code of Conduct - Tracked Changes

Appendix 2 – Trustee Code of Conduct

Appendix 3 - Trustee Code of Conduct Enforcement Procedure

Appendix 4 – Ontario Regulation 312/24 – Members of Schools Board – Code of Conduct

Appendix 5 – Ontario Regulation 306/24 – Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Code of Conduct

POLICY ID: GOV108

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE: ~~3/26/2025~~

EFFECTIVE DATE: ~~3/27/2025~~

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: 4 years

1. 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 and the Equity and Inclusive Education Policy 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, antisemitism, 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 also support the Mission, Vision and Values, and any strategic plan of the Peel District School Board.
- 1.5 The Appointment, Selection and Jurisdiction of an Integrity Commissioner shall be in accordance with *O. Regulation 306/24 "Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct"*.
- 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 as Appendix A, at the beginning of their term of office or the inaugural meeting of the Board, as applicable.

2. 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. Responsibility

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

~~3.1~~—

4. Application and Scope

- 4.1 The Trustee Code of Conduct, and the Trustee Code of Conduct Enforcement Procedure-Complaint Protocol attached as Appendix B, apply to all municipally elected members of the Board of Trustees currently in office, and to members of the Board's Audit Committee in relation to their functions, powers and duties as members of the committee. Student Trustees, and members of other Committees of the Board, are also expected to comply with the provisions herein.

5. Definitions

- 5.1 **"Board"** means the Peel District School Board, which is also referred to as the PDSB.
- 5.2 **"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*.
- 5.3 **"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.
- 5.4 **"Inquiry"** includes an investigation.
- 5.5 **"Integrity Commissioner"** means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Trustee Code of Conduct Enforcement Procedure. Complaint Protocol attached hereto as Appendix B.
- 5.6 **"Official Business"** means duties and responsibilities of Trustees as prescribed by the *Education Act* and regulations thereunder, Board By-Laws, and Governance Directives, policies and procedures.
- 5.7 **"Presiding Officer"** means the person who presides over a meeting of the Board or Committee of the Board.
- 5.8 **"Staff Members"** means any employee or contractor of the Peel District School Board.

- 5.9 **“Supply Chain Activities”** means all activities directly or indirectly related to the Board’s planning, sourcing, procurement, moving, and payment processes.
- 5.10 **“Trustee”** means a member of the board, as defined in the *Education Act*.
- 5.11 **“Trustees Office”** means the authority and public duties attached to the position of being elected or appointed as a PDSB Trustee.

6. 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 anti-racism 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 By-Laws; 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 complies with provincial and federal legislation which also govern the conduct of Trustees, including:
- a) *Charter of Rights and Freedoms*
 - b) *Criminal Code of Canada*
 - c) *Education Act*
 - d) *Municipal Conflict of Interest Act*
 - e) *Municipal Elections Act, 1996*
 - f) *Municipal Freedom of Information and Protection of Privacy Act*
 - g) *Occupational Health and Safety Act*

- h) *Ombudsman Act*
- i) *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 complaint requires adjudication with respect 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 estate 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 governance 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 confidence in the Board as a whole.
- 6.26 Each Trustee shall comply with Board policies, procedures, By-Laws, Governance Directives and Rules of Order, as well as all applicable legislation.
- 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 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

(The BPS 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 – To the extent that Trustees may have any involvement with Supply Chain Activities they 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 who are directly or indirectly involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. The Board must continuously work to improve supply chain policies and procedures, to improve 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 is 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.

Use of Board Property, Services and Other Resources

- 6.36 No Trustee should use, or permit the use of Board resources, including but not limited to the time and/ or services of 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

- 6.37 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.38 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). 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

- 6.39 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.
- 6.40 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.

~~6.41~~—No Trustee shall use the influence of their office for any purpose other than for the exercise of their official duties.

6.41

Conduct Regarding Current and Prospective Employment

- 6.42 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

- 6.43 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

- 6.44 Harassing or discriminatory behaviour as defined in the PDSB's Human Rights Policy, the Equity and Inclusive Education Policy, 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, constitutes a contravention of this Code of Conduct.
- 6.45 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.
- 6.46 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.
- 6.47 Trustees shall be respectful of the role of the office of the Integrity Commissioner.

Acting On Advice of Integrity Commissioner

- 6.48 If there is uncertainty about whether an action or activity constitutes a breach of this Code of Conduct, a Trustee may seek the guidance of the Integrity Commissioner.

Chair/Presiding Officer

- 6.49 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.

- 6.50 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 and the Equity and Inclusive Education Policy, and the Ontario *Human Rights Code*.
- 6.51 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. 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 the *Education Act* and Regulations made there under. Specifically, the Board will review the Code of Conduct by 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. Appendices

8.1 Appendix A: Trustee Code of Conduct Acknowledgement and Undertaking

~~8.2 Appendix B: Trustee Code of Conduct Complaint Protocol~~

9. Reference Documents

Policies

Anti-Racism Policy

Trustee Expenses Policy

Trustee Honoraria Policy

Human Rights Policy

Use of Board Resources Policy

By-Laws and Governance Directives

Peel District School Board By-Laws and Governance Directives

Procedures

Trustee Code of Conduct Enforcement Procedure

Workplace Violence EHS 4.1

Workplace Harassment EHS 4.2

Legislation

Charter of Rights and Freedoms

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

10. Revision History

Review Date	Approval Date	Description
	October 19, 2022	
November 27, 2023		Housekeeping Amendment – template migration.
August 28, 2024		Revised to reflect change in legislation.
March 26, 2025		Revised to reflect change in legislation.

**Trustee Code of Conduct
Acknowledgement and Undertaking**

I, _____, as Trustee of the Board, shall uphold this Code of Conduct.

I confirm that I have read, understood, and agree to abide by the PDSB's Trustee Code of Conduct Policy and ~~Complaint Protocol~~Enforcement Procedure and agree to abide by any applicable Board resolution, policy or procedure.

TRUSTEE SIGNATURE: _____

NAME: _____

DATE: _____

**~~Peel District School Board
Trustee Code of Conduct Complaint Protocol~~**

~~An alleged breach of the Trustee Code of Conduct shall be addressed in accordance with the procedures set out in the paragraphs that follow.~~

~~1. NOTICE~~

~~1.1 — A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may notify the following persons in writing of the alleged breach:~~

- ~~a) — the Vice Chair, if the notice relates to the conduct of the Chair;~~
- ~~b) — another Trustee, who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice Chair;~~
- ~~c) — In all other situations, the Chair.~~

~~1.2 — A Trustee who submits a written notification of an alleged breach of the Code shall provide a copy of the notification to the Director of Education.~~

~~1.3 — A person receiving a written notification of an alleged breach shall immediately provide a copy of the notice to the Trustee who is alleged to have breached the Code.~~

~~1.4 — A written notification alleging a breach of the code of conduct shall include:~~

- ~~a) — the name and contact information of the member alleging the breach;~~
- ~~b) — the name and contact information of the Trustee whose conduct is the subject of the notification;~~
- ~~c) — the date of the alleged breach;~~
- ~~d) — a description of the alleged breach; and~~
- ~~e) — the provision of the Code of Conduct that was allegedly breached.~~

~~1.5 — Any complaint of an alleged breach that does not satisfy all of the above requirements will not be accepted.~~

~~2. INFORMAL RESOLUTION~~

~~2.1 — 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, Trustees are encouraged, but not required, to make best efforts to resolve such matters informally.—~~

~~2.2 — Informal resolution is conducted in private and shall remain confidential, and may involve some or all of the following steps:—~~

- ~~a) — seeking legal advice with respect to whether an Integrity Commissioner would be likely to find that the conduct amounts to a breach of the Code;—~~
- ~~b) — requesting assistance from the Chair, Vice Chair, Governance Officer or a neutral third party who may be able to mediate any outstanding concerns.—~~
- ~~c) — facilitating a meeting between the Trustee who brought the complaint, and the Trustee alleged to have breached the Code;—~~
- ~~d) — discussing possible remedial measures with the Trustee who is alleged to have breached the Code of Conduct, for example an apology or access to professional development training.—~~

~~3. REFERRAL TO INTEGRITY COMMISSIONER~~

~~3.1 — If the matter has not been resolved informally within twenty (20) business days of the providing a copy of the notice to the Trustee who is alleged to have breached the Code, the person to whom the notice was originally submitted shall refer the matter to an Integrity Commissioner, as recommended by the Director and appointed by resolution of the Board.—~~

- ~~a) — If the Minister of Education has created a roster of Integrity Commissioners, the person appointed by the Board shall be from the roster.—~~
- ~~b) — If the Minister has not created a roster of Integrity Commissioners, the Board shall appoint a person who meets the criteria for Integrity Commissioners~~

~~outlined in O. Regulation 306/24 “Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct”.~~

~~4. INVESTIGATION~~

~~4.1—The Integrity Commissioner appointed by the Board shall conduct an investigation into the alleged breach of the Board’s Code of Conduct, to commence no later than fourteen (14) days after their appointment.~~

~~4.2—The Integrity Commissioner may refuse to conduct an investigation if:~~

- ~~a) The complaint was submitted more than sixty (60) days after the later of the date that the alleged breach occurred, or was discovered;[†] unless the Integrity Commissioner is satisfied that the delay was in good faith and no substantial prejudice will result to any person affected by the delay; or~~
- ~~b) In the opinion of the Integrity Commissioner, the complaint is made in bad faith, or is frivolous or vexatious;~~

~~4.3—A breach is deemed to have been discovered on the earlier of:~~

- ~~a) The day on which the Trustee notifying the Board first knew that the breach had occurred; and~~
- ~~b) The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board ought to have known of the occurrence.~~

~~4.4—The decision of the Integrity Commissioner to refuse to conduct an investigation is final.~~

~~4.5—In conducting their investigation, the Integrity Commissioner shall have the power to:~~

- ~~a) Require the production of any records that may in any way relate to the investigation;~~

~~[†] If a breach relates to a series of incidents the 60-day period runs from the day the last incident in the series was discovered.~~

- ~~b) Examine and copy any such records; and~~
- ~~c) Require any officer of PDSB, or any other person, to appear before them and give evidence, on oath or affirmation, relating to the investigation.~~

~~Section 33 of the *Public Inquires Act, 2009* shall apply to an investigation under this Code.~~

~~5. DECISION~~

~~5.1 The Integrity Commissioner shall make a determination with respect to the alleged breach of the Code of Conduct no later than ninety (90) days after commencing the investigation, unless the Integrity Commissioner notifies the Board and the Trustee who is the subject of the complaint that an extension is necessary, and the reasons for the extension.~~

~~6. SANCTIONS~~

~~6.1 If the Integrity Commissioner determines that the Board's Code of Conduct has been breached, the Integrity Commissioner may impose one or more of the following sanctions:~~

- ~~a) **Censure:** The trustee is reprimanded.~~
- ~~b) **Reduction of Honorarium:** the Trustee's honorarium may be reduced by up to 25% of the Trustee's combined base and enrollment amount for the year of the term of office in which the breach occurred, and the Trustee may be ordered to repay any amount already received for that year.~~
- ~~c) **Barring from meetings:** The Trustee may be barred from attending all or part of one or more meetings of the Board, or one or more meetings of a committee of the Board, for up to a maximum of ninety (90) days, or the balance of the Trustee's term, whichever is less.~~
- ~~d) **Barring from committees:** The Trustee may be barred from sitting on one or more committees of the Board, for up to ninety (90) days, or the balance of the Trustee's term, whichever is less.~~

- e) ~~**Barring from Chair/Vice Chair:** The Trustee may be barred from becoming Chair or Vice Chair of the Board, or of any committee of the Board, or removed from such a position if the position is already held.—~~
- f) ~~**Barring from Representing the Board:** The Trustee may be barred from exercising the privileges of a Board member or from acting as a Board representative or removed from such a position if it is already held.—~~
- g) ~~**Other:** The Trustee may be subject to any other sanction that in the opinion of the Integrity Commissioner is reasonable and appropriate under the circumstances, and/or would promote compliance with the Board's Code of Conduct.—~~

6.2 ~~—A Trustee who is barred from attending a meeting or part of a meeting is not entitled to receive any materials that relate to that meeting, or that part of the meeting, from which they are barred, except such materials as are available to the general public.—~~

6.3 ~~—The Integrity Commissioner shall provide the Trustee who was the subject of the complaint, and the Board of Trustees, written notice of their determination as to whether or not there was a breach of the Code, which shall include:~~

- a) ~~the reasons for the determination;~~
- b) ~~the reasons for the sanctions, if any; and~~
- c) ~~information about the right to appeal the decision.~~

—

~~**7. NOTICE OF APPEAL**~~

7.1 ~~—Either the Board of Trustees, or the Trustee who has been found by an Integrity Commissioner to have breached the Code of Conduct, may appeal the determination, the sanctions, or both.—~~

7.2 ~~—A decision by the Board of Trustees to appeal shall be by Board resolution. The Trustee found to have breached the Code may not participate in the vote.—~~

~~7.3—The Board of Trustees and the Trustee found to have breached the Code shall be the parties to the appeal.~~

~~7.4—The Appellant shall give written notice of the appeal to the other party, and the Deputy Minister, no later than fifteen (15) business days after receiving written notice of the integrity commissioner's determination.~~

~~8. APPEAL PANEL~~

~~8.1—The Appeal shall be heard by a panel of three (3) Integrity Commissioners appointed by the Deputy Minister or delegate and shall not include the Integrity Commissioner whose decision is under appeal.~~

~~9. WRITTEN APPEAL~~

~~9.1—Appeals shall be held in writing, as follows:~~

- ~~a) The appellant shall provide written submissions to the Appeal Panel and the respondent no later than twenty (20) business days after receiving notice that the Panel has been appointed.~~
- ~~b) The respondent shall provide written submissions to the Appeal Panel and the appellant no later than twenty (20) business days after receiving the appellant's submissions.~~
- ~~c) The appellant shall provide their written reply to the respondent's submissions no later than ten (10) business days after receiving the respondent's submissions.~~
- ~~d) The chair of the Appeal Panel may extend any of the above timelines at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.~~
- ~~e) A decision to extend a timeline shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister.~~

~~9.2—The Appeal Panel may,~~

- ~~a) define or narrow the scope of the appeal;~~

- ~~b) limit the length of submissions from the parties;~~
- ~~c) make interim decisions and orders; and~~
- ~~d) on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith.~~

~~9.3 The chair of the Appeal Panel shall notify the parties of any decisions made by the panel with respect to the foregoing.~~

~~10. DECISION~~

~~10.1 The Appeal Panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than thirty (30) business days after receiving the respondent's submission.~~

~~10.2 The Appeal Panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister.~~

~~10.3 If the Appeal Panel overturns the decision of the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.~~

~~10.4 If the Appeal Panel upholds the decision of the Integrity Commissioner that there was a breach of the Code, the Panel may uphold, vary or overturn any sanctions imposed.~~

~~10.5 A decision of the Appeal Panel is final.~~

~~11. PUBLICATION~~

~~11.1 Subject to Section 207(2) of the *Education Act*, the Board shall publish the following on its website:~~

- ~~a) Notice that there has been a written allegation of a breach of the Code.~~
- ~~b) A decision by an Integrity Commission with respect to the alleged breach.~~
- ~~c) A decision by an Integrity Commission with respect to the imposition of a sanction.~~
- ~~d) A determination by an Appeal Panel.~~

~~11.2—Where the alleged breach of the board’s code of conduct or the determination regarding the breach involves any of the matters described in Section 207(2) of the Act, the Board shall publish only such information as is appropriate.~~

~~12. STATUTORY POWER PROCEDURES ACT~~

~~12.1—The Ontario *Statutory Powers Procedures Act* R.S.O. 1990, c S.22 does not apply to anything done regarding the enforcement of the Code of Conduct.~~

~~13. LEGAL COSTS~~

~~13.1—The PDSB is not authorized by statute to reimburse legal costs incurred in alleging or defending against a Code of Conduct complaint.~~

Peel District School Board Member Code of Conduct—Complaint Form

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

Nature of Complaint:—

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 Board Member of the Peel District School Board, has contravened Section(s)

_____ of the Trustee Code of Conduct.

3. Date of the alleged breach _____.

4. Date when the alleged breach came to my attention _____.

Please include a detailed statement describing the alleged breach, and attach any documents, along with the names of witnesses and/or persons who may have information relevant to an investigation into the alleged conduct.—

DATED THIS _____ DAY OF _____, 20 __,

—

(Signature of person making the complaint)

PEEL DISTRICT SCHOOL BOARD POLICY

Trustee Code of Conduct

POLICY ID: GOV108

FUNCTIONAL CATEGORY: Governance

RESPONSIBILITY: Governance Officer

APPROVAL: Board of Trustees

APPROVAL DATE:

EFFECTIVE DATE:

PROJECTED REVIEW DATE: 2026-2027

REVIEW SCHEDULE: 4 years

1. 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 and the Equity and Inclusive Education Policy 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, antisemitism, 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 also support the Mission, Vision and Values, and any strategic plan of the Peel District School Board.
- 1.5 The Appointment, Selection and Jurisdiction of an Integrity Commissioner shall be in accordance with *O. Regulation 306/24 "Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct"*.
- 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 as Appendix A, at the beginning of their term of office or the inaugural meeting of the Board, as applicable.

2. 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. Responsibility

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

4. Application and Scope

- 4.1 The Trustee Code of Conduct, and the Trustee Code of Conduct Enforcement Procedure, apply to all municipally elected members of the Board of Trustees

currently in office, and to members of the Board's Audit Committee in relation to their functions, powers and duties as members of the committee. Student Trustees, and members of other Committees of the Board, are also expected to comply with the provisions herein.

5. Definitions

- 5.1 **“Board”** means the Peel District School Board, which is also referred to as the PDSB.
- 5.2 **“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*.
- 5.3 **“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.
- 5.4 **“Inquiry”** includes an investigation.
- 5.5 **“Integrity Commissioner”** means the Integrity Commissioner appointed by the Board of Trustees in accordance with the Trustee Code of Conduct Enforcement Procedure.
- 5.6 **“Official Business”** means duties and responsibilities of Trustees as prescribed by the *Education Act* and regulations thereunder, Board By-Laws, and Governance Directives, policies and procedures.
- 5.7 **“Presiding Officer”** means the person who presides over a meeting of the Board or Committee of the Board.
- 5.8 **“Staff Members”** means any employee or contractor of the Peel District School Board.
- 5.9 **“Supply Chain Activities”** means all activities directly or indirectly related to the Board's planning, sourcing, procurement, moving, and payment processes.

- 5.10 **“Trustee”** means a member of the board, as defined in the *Education Act*.
- 5.11 **“Trustees Office”** means the authority and public duties attached to the position of being elected or appointed as a PDSB Trustee.

6. 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 anti-racism 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 By-Laws; 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 complies with provincial and federal legislation which also govern the conduct of Trustees, including:
- a) *Charter of Rights and Freedoms*
 - b) *Criminal Code of Canada*
 - c) *Education Act*
 - d) *Municipal Conflict of Interest Act*
 - e) *Municipal Elections Act, 1996*
 - f) *Municipal Freedom of Information and Protection of Privacy Act*
 - g) *Occupational Health and Safety Act*
 - h) *Ombudsman Act*
 - i) *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 complaint requires adjudication with respect 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 estate 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 governance 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 confidence in the Board as a whole.

- 6.26 Each Trustee shall comply with Board policies, procedures, By-Laws, Governance Directives and Rules of Order, as well as all applicable legislation.
- 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 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

(The BPS 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 – To the extent that Trustees may have any involvement with Supply Chain Activities they 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 who are directly or indirectly involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. The Board must

continuously work to improve supply chain policies and procedures, to improve 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 is 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.

Use of Board Property, Services and Other Resources

- 6.36 No Trustee should use, or permit the use of Board resources, including but not limited to the time and/ or services of 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

- 6.37 Election activity refers to campaigns for municipal, provincial and federal office or campaigns on a question on a ballot.
- 6.38 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). 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

- 6.39 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.

- 6.40 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.
- 6.41 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

- 6.42 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

- 6.43 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

- 6.44 Harassing or discriminatory behaviour as defined in the PDSB's Human Rights Policy, the Equity and Inclusive Education Policy, 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, constitutes a contravention of this Code of Conduct.
- 6.45 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.

6.46 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.

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

Acting On Advice of Integrity Commissioner

6.48 If there is uncertainty about whether an action or activity constitutes a breach of this Code of Conduct, a Trustee may seek the guidance of the Integrity Commissioner.

Chair/Presiding Officer

6.49 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.

6.50 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 and the Equity and Inclusive Education Policy, and the Ontario *Human Rights Code*.

- 6.51 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. 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 the *Education Act* and Regulations made there under. Specifically, the Board will review the Code of Conduct by 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. Appendices

- 8.1 Appendix A: Trustee Code of Conduct Acknowledgement and Undertaking

9. Reference Documents

Policies

Anti-Racism Policy

Trustee Expenses Policy

Trustee Honoraria Policy

Human Rights Policy

Use of Board Resources Policy

By-Laws and Governance Directives

Peel District School Board By-Laws and Governance Directives

Procedures

Trustee Code of Conduct Enforcement Procedure

Workplace Violence EHS 4.1

Workplace Harassment EHS 4.2

Legislation

Charter of Rights and Freedoms

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

10. Revision History

Review Date	Approval Date	Description
	October 19, 2022	
November 27, 2023		Housekeeping Amendment – template migration.
August 28, 2024		Revised to reflect change in legislation.
March 26, 2025		Revised to reflect change in legislation.

Trustee Code of Conduct
Acknowledgement and Undertaking

I, _____, as Trustee of the Board, shall uphold this Code of Conduct.

I confirm that I have read, understood, and agree to abide by the PDSB's Trustee Code of Conduct Policy and Enforcement Procedure and agree to abide by any applicable Board resolution, policy or procedure.

TRUSTEE SIGNATURE: _____

NAME: _____

DATE: _____

PEEL DISTRICT SCHOOL BOARD PROCEDURE

Trustee Code of Conduct Enforcement Procedure

PROCEDURE ID: GOV108A

PARENT POLICY: Trustee Code of Conduct

RESPONSIBILITY: Board of Trustees

APPROVAL: Board of Trustees

APPROVAL DATE: Click for date

EFFECTIVE DATE: Click for date

PROJECTED REVIEW DATE: 2028-2029

REVIEW SCHEDULE: 4 years

1. Purpose

This document outlines the procedures to establish a fair, transparent and consistent process for reporting, investigating and resolving alleged breaches of the Trustee Code of Conduct (the “Code”).

2. Application and Scope

This procedure applies to all Trustees of the Peel District School Board.

The *Statutory Powers Procedure Act* does not apply to anything done regarding the enforcement of the Code as particularized in s. 218.3.2(13) of the *Education Act*.

3. Definitions

3.1 Appellant: the party appealing the Integrity Commissioner’s determination.

3.2 Business Day: a day from Monday to Friday, excluding holidays.

3.3 Holiday: Defined in the Legislation Act, 2006.

3.4 Integrity Commissioner: a person appointed by the Board from the Minister of Education’s roster of integrity commissioners or during the time no such roster exists, a person appointed by the Board who holds the qualifications to be appointed an integrity commissioner prescribed by Regulation 306/24 Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct.

3.5 Respondent: the party responding to an appeal of the Integrity Commissioner's determination.

4. Procedure

A. Informal Complaint Procedure

It is expected that whenever possible, allegations of a breach of the Code by a Trustee shall be investigated following the Informal Complaint Procedure, prior to initiating a Formal Complaint Procedure.

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. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure. However, a Trustee does not have to first attempt an informal resolution of a complaint before commencing a formal complaint described below.

A.1. The Chair of the Board, on their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the alleged breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private and shall remain confidential.

A.2. At the discretion of the Chair, they may include the Vice-Chair of the Board, or another Trustee of the Board in the above meeting.

A.3. If the allegation of a breach of the Code involves the Chair of the Board, the Vice-Chair of the Board may carry out the duties described in **section A.1**. At the Vice-Chair's discretion, they may include another Trustee of the Board to attend the above meeting.

A.4. Informal resolution may involve some or all of the following steps:

- a) seeking legal advice with respect to whether an Integrity Commissioner would be likely to find that the conduct amounts to a breach of the Code;
- b) requesting assistance from the Chair, Vice Chair, Governance Officer or a neutral third party who may be able to mediate any outstanding concerns.
- c) facilitating a meeting between the Trustee who brought the complaint, and the Trustee alleged to have breached the Code;
- d) discussing possible remedial measures with the Trustee who is alleged to have breached the Code of Conduct.

A.5. The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees.

A.6. If a resolution of the informal complaint cannot be achieved, a Formal Complaint Procedure may be commenced.

B. Formal Complaint Procedure

B.1. A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:

- a) the Chair of the Board; or
- b) the Vice-Chair of the Board, if the notice is related to the conduct of the Chair; or
- c) another Trustee of the Board, who is neither the complainant nor the subject of the complaint, if the notice relates to both the conduct of the Chair and the Vice-Chair.

B.2. A Trustee who submits a written notification of an alleged breach of the Code shall provide a copy of the notification to the Director of Education.

B.3. A person receiving a written notification of an alleged breach (Chair, Vice-Chair, or other Trustee, as applicable) shall immediately (i) provide a copy of the written notice to the Trustee who is alleged to have breached the Code and (ii) provide a copy of the written notice of the alleged breach to the entire Board of Trustees. The notice shall not be public or published until published by the Board in accordance with the *Records and Information section*.

B.4. No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.

B.5. No Trustee shall engage in reprisal or the threat of reprisal against:

- a) A Trustee who gave notice of an alleged breach of the Code; or
- b) Any person who provides information about the alleged breach to the person appointed by the PDSB to investigate the breach.

C. Notice of an alleged breach

C.1. The written notice of a breach of the Code shall include:

- a) the name of the Trustee alleging the breach and their contact information;
- b) the name and contact information of the Trustee whose conduct is the subject of the notification;
- c) the date of the alleged breach;
- d) a description of the alleged breach;
- e) the provision of the Code that was allegedly breached;
- f) the date on which the Trustee alleging the breach first knew that the alleged breach occurred;
- g) the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.

C.2. Any complaint of an alleged breach that does not satisfy all of the above requirements will not be accepted.

C.3. A complaint of an allegation of a breach of the Code should generally be made within 60 days after the alleged breach occurred or was discovered, whichever is later. See particulars of this timeline below under Refusal to Commence an Investigation and Discovery of Breach.

D. Informal Resolution of Notice of Breach

D.1. When a formal complaint is brought against a Trustee of the Board, during the 20 Business Day period prior to an Integrity Commissioner being appointed as described below, the Board may attempt to resolve the matter as follows:

- a) the Chair of the Board, or in the absence of the Chair or if the notice of the breach relates to the conduct of the Chair, the Vice-Chair of the Board or if the notice relates to the conduct of the Chair and the Vice-Chair then another Trustee appointed by the Board who is neither the complainant nor the subject of the complaint may attempt to resolve the matter in private as between the parties.
- b) this process may include the Chair/Vice Chair/Trustee, through the Director of Education or their designate, retaining legal counsel and/or a mediator to assist in resolving the matter.
- c) the process may also include a discussion and the use of remedial measures including, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees.
- d) if the matter is resolved to the satisfaction of the Trustee alleging the breach, the Trustee shall withdraw their notice of the breach.
- e) the Board of Trustees will be advised whether the matter has been resolved and any agreed upon remedial measures or other basis for resolving the matter.

D.2. The Trustee (Chair, Vice-Chair or other Trustee) to whom the notification of the breach was given shall refer the complaint to the Integrity Commissioner appointed and paid for by the Board:

a) if the complaint described in the notice of breach is not resolved within 20 Business Days after the Trustee alleged to have breached the Code has received the notice, or

b) at their discretion.

D.3. This referral should be done as soon as reasonably possible.

E. Appointment of Integrity Commissioner

E.1. If a roster of Integrity Commissioners has been created by the Minister of Education, an appointment of an Integrity Commissioner shall be from the roster of Integrity Commissioners.

E.2. If a roster of Integrity Commissioners has not been created by the Minister of Education, then the Board shall appoint an external independent person who has the qualifications set out in *Regulation 306/24 Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* and in consultation with the Director of Education.

E.3. The appointment of an Integrity Commissioner by the Board is hereby delegated to the Trustee (Chair, Vice-Chair or other Trustee, as the case may be) in consultation with the Director of Education.

F. Investigation

F.1. The Integrity Commissioner appointed by the Board shall conduct an investigation into the alleged breach of the Code, to commence no later than fourteen (14) days after their appointment.

F.2. The Integrity Commissioner shall provide the Trustee with the opportunity to respond to the allegations as well as the right of reply, where appropriate.

F.3. The Integrity Commissioner to whom the alleged breach is referred to by the Board to investigate may define the scope of the investigation.

G. Refusal to Commence Investigation

G.1. The Integrity Commissioner may refuse to conduct an investigation if:

- a) The complaint was submitted more than sixty (60) days after the later of the date that the alleged breach occurred, or was discovered, unless the Integrity Commissioner is satisfied that the delay was in good faith and no substantial prejudice will result to any person affected by the delay; or
- b) In the opinion of the Integrity Commissioner, the complaint is made in bad faith or is frivolous or vexatious.

G.2. If a breach relates to a series of incidents, the 60-day period runs from the day the last incident in the series occurred or was discovered.

G.3. The Integrity Commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and the Board.

G.4. The decision of the Integrity Commissioner to refuse to conduct an investigation is final.

H. Discovery of Breach

H.1. A breach is deemed to have been discovered on the earlier of:

- a) The day on which the Trustee notifying the Board of the alleged breach first knew that the breach had occurred; and
- b) The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the occurrence.

I. Powers of the Integrity Commissioner

I.1. In conducting their investigation, the Integrity Commissioner shall have the power to:

- a) Require the production of any records that may in any way relate to the investigation;
- b) Examine and copy any such records; and,

- c) Require any officer of PDSB, or any other person, to appear before them and give evidence, on oath or affirmation, relating to the investigation.
- I.2. Section 33 of the *Public Inquiries Act, 2009* shall apply to an investigation under this Code.

J. Decision Process

- J.1. The Integrity Commissioner shall make any determination with respect to a complaint of alleged breach of the Code no later than ninety (90) days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the Integrity Commissioner notifies the Board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.
- J.2. The Integrity Commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Code and any of the sanctions imposed.
- J.3. The written notice must include:
 - a) The reasons for the determination;
 - b) The reasons for any sanctions; and
 - c) Information about the right to appeal.

K. Potential Sanctions

- K.1. If the Integrity Commissioner determines, following an investigation, that the Trustee has breached the Code, the Integrity Commissioner may impose one or more of the following sanctions:
 - a) **Censure:** The trustee is reprimanded.
 - b) **Reduction of Honorarium:** the Trustee's honorarium may be reduced by up to 25% of the Trustee's combined base and enrollment amount for the year of the term of office in which the breach occurred, and the Trustee may be ordered to repay any amount already received for that year.

- c) **Barring from meetings:** The Trustee may be barred from attending all or part of one or more meetings of the Board, or one or more meetings of a committee of the Board, for up to a maximum of ninety (90) days, or the balance of the Trustee's term of office, whichever is less.
- d) **Barring from committees:** The Trustee may be barred from sitting on one or more committees of the Board, for up to ninety (90) days, or the balance of the Trustee's term of office, whichever is less.
- e) **Barring from Chair/Vice Chair:** The Trustee may be barred from becoming Chair or Vice Chair of the Board, or of any committee of the Board, or removed from such a position if the position is already held.
- f) **Barring from Representing the Board:** The Trustee may be barred from exercising the privileges of a Board member or from acting as a Board representative or removed from such a position if it is already held.
- g) **Other:** The Trustee may be subject to any other sanction that in the opinion of the Integrity Commissioner is reasonable and appropriate under the circumstances, and/or would promote compliance with the Board's Code of Conduct.

K.2. For greater certainty, the imposition of a sanction barring a Trustee from attending all or part of one meeting of the board shall be deemed, to be authorization for the Trustee to be absent from the meeting.

K.3. A Trustee who is barred from attending a meeting or part of a meeting is not entitled to receive any materials that relate to that meeting, or that part of the meeting, from which they are barred, except such materials as are available to the general public.

L. Appeal

L.1. Either the Board of Trustees or the Trustee whose conduct was the subject of an investigation may appeal the Integrity Commissioner's decision, the sanctions imposed, or both, and the Board and the Trustee are the parties to an appeal.

- L.2. A decision by the Board of Trustees to appeal shall be by Board resolution. The Trustee whose conduct was the subject of the investigation shall not vote on the Board resolution to determine whether the Board will appeal the Integrity Commissioner's decisions on breach or sanctions.
- L.3. The Board of the Trustees who appeals the Integrity Commissioner's determinations shall give written notice of the appeal to the other party and the Deputy Minister of Education no later than fifteen (15) Business Days after receiving written notice of the Integrity Commissioner's determination.

M. Hearing of the Appeal

- M.1. The appeal shall be heard by a panel of three (3) Integrity Commissioners appointed by the Deputy Minister of Education or their designate, **no later than fifteen (15) Business Days after the Deputy Minister or delegate receives the notice of appeal.** The panel should not include the Integrity Commissioner whose determination is the subject of the appeal.
- M.2. **One of the appointed Integrity Commissioners shall be named by the panel to act as chair and coordinate the hearing of the appeal.**
- M.3. **The chair of the panel shall notify the parties to the appeal of:**
- a) **The appointment of the panel; and**
The requirements regarding written submissions of the parties and the requirements of the panel's written decision.
- M.4. **The panel shall hear the appeal in writing.**
- M.5. The Appellant shall provide written submissions to the Appeal panel and the Respondent no later than twenty (20) Business Days after receiving notice that the panel has been appointed.
- M.6. The Respondent shall provide written submissions to the Appeal panel and the Appellant no later than twenty (20) Business Days after receiving the Appellant's submissions.

- M.7. The Appellant shall provide their written reply to the Respondent's submissions no later than ten (10) Business Days after receiving the Respondent's submissions.
- M.8. The chair of the Appeal panel may extend any of the above timelines at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.
- M.9. A decision to extend a timeline above shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister of Education.
- M.10. The Appeal panel shall convene to consider the appeal at such times and in such places as they may determine. The panel may be convened by electronic means.
- M.11. Regarding processes during the appeal, the Appeal panel may:
- a) Define or narrow the scope of the appeal;
 - b) Limit the length of submissions from the parties;
 - c) Make interim decisions and orders; and
 - d) On its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith. A panel decision on its motion is final.
- M.12. The chair of the Appeal panel shall notify the parties of any decisions made by the panel in section M.11.

N. Panel Decision

- N.1. The Appeal panel shall provide its decision and reasons, including any dissent, to the parties in writing no later than thirty (30) Business Days after receiving the Respondent's submission.
- N.2. The Appeal panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister of Education.

- N.3. If the Appeal panel overturns the determination as to whether there is a breach of the Code made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.
- N.4. If the Appeal panel upholds the determination made by the Integrity Commissioner, the Appeal panel shall, within thirty (30) Business Days after receiving the Respondent's submissions on the appeal, uphold, vary or overturn the sanction.
- N.5. If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date of the original determination made by the Integrity Commissioner.
- N.6. The decision of the Appeal panel respecting the determination of the Integrity Commissioner is final.

O. Publication Records and Information

- O.1. The PDSB shall keep records and publish information on its website about each of the following:
- a) A matter referred to an Integrity Commissioner for investigation and determination;
 - b) A decision of the Integrity Commissioner to refuse to commence an investigation;
 - c) Determination of an Integrity Commissioner that a Trustee has or has not breached the Code and any sanction(s) imposed; and
 - d) A determination by Appeal panel upholding or overturning an Integrity Commissioner's determination including any variation of a sanction.
- O.2. Where the alleged breach of the PDSB's Trustee Code of Conduct or the determination regarding the breach involves any of the matters described in clauses 207(2) (a) to (e) of the *Education Act*, the board shall publish only such information as is appropriate.

P. Statutory Powers Procedures Act

P.1. The Ontario Statutory Powers Procedures Act R.S.O. 1990, c S.22 does not apply to anything done regarding the enforcement of the Code of Conduct.

Q. Legal Costs

Q.1. The PDSB is not authorized by statute to reimburse legal costs incurred by a Trustee of the Board in alleging or defending against a Code of Conduct complaint.

5. Roles and Responsibilities

5.1 Board of Trustees

- a) Adhere to the Trustee Code of Conduct.
- b) Adhere to the processes outlined in this procedure.

6. Appendices

Appendix A – Peel District School Board Member Code of Conduct Complaint Form

7. Reference Documents

Education Act

Ontario Regulation 306/24

Trustee Code of Conduct

8. Revision History

Review Date	Approval Date	Description

Peel District School Board Member Code of Conduct – Complaint Form

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

Nature of Complaint:

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 Board Member of the Peel District School Board,
has contravened Section(s) _____
of the Trustee Code of Conduct.

3. Date of the alleged breach _____.

4. Date when the alleged breach came to my attention

_____ .

Please include a detailed statement describing the alleged breach, and attach any documents, along with the names of witnesses and/or persons who may have information relevant to an investigation into the alleged conduct.

DATED THIS _____ DAY OF _____, 20 __,

(Signature of person making the complaint)

Education Act

[ONTARIO REGULATION 312/24](#)

MEMBERS OF SCHOOL BOARDS - CODE OF CONDUCT

CURRENT Consolidation period: January 1, 2025 - e-Laws currency date (May 19, 2025)

Last amendment: [312/24](#).

This is the English version of a bilingual regulation.

Legislative History

Obligations

1. A code of conduct mentioned in subsection 218.2 (1) of the Act shall contain the following obligations:

1. A board member shall comply with the board's code of conduct and any applicable board by-law, resolution, policy or procedure.
2. When acting or holding themselves out as a board member, the member shall conduct themselves in a manner that would not discredit or compromise the integrity of the board.
3. When acting or holding themselves out as a board member, the member 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.

Prohibitions

2. (1) A code of conduct mentioned in subsection 218.2 (1) of the Act shall contain the following prohibitions:

1. No board member shall use or permit the use of board resources for any purpose other than the business of the board.
2. No board member shall disclose confidential information obtained or made available to them in their role as a board member except as authorized by law or by the board.
3. No board member shall use information described in paragraph 2 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 member's parent, spouse or child.
4. No board member shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,
 - i. the gift is of nominal value,
 - ii. the gift is given as an expression of courtesy or hospitality, and
 - iii. accepting the gift is reasonable in the circumstances.

4.1 No board member shall give notice of an alleged breach of the code of conduct under subsection 218.3 (1) of the Act if the allegation is frivolous or vexatious or the notice is given in bad faith.

4.2 No board member shall engage in reprisal or the threat of reprisal against,

- i. a member who gave notice of an alleged breach of the code of conduct under subsection 218.3 (1) of the Act, or
- ii. any person who provides information about the alleged breach to the integrity commissioner appointed under clause 218.3 (3) (b) of the Act.

5. No board member shall act as a spokesperson to the public on behalf of the board unless authorized to do so under clause 218.4 (e) of the Act. O. Reg. 312/24, s. 2 (1), 6.

(2) In this section, “child”, “parent” and “spouse” have the same meaning as in section 1 of the *Municipal Conflict of Interest Act*. O. Reg. 312/24, s. 2 (2).

Additional content

3. A board’s code of conduct may contain additional provisions if the provisions do not conflict with any of the required provisions set out in sections 1 and 2.

Review

4. (1) Every board shall periodically review its code of conduct for, among other things, compliance with this Regulation, and shall pass a board resolution setting out the required changes, or if no changes are required, confirming the code of conduct.

(2) The first review shall be completed within 30 days after this Regulation comes into force.

(3) The second review shall be completed no later than May 15, 2027.

(4) Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

(5) If one or more changes are set out in a board resolution under subsection (1), the board shall update its code of conduct to reflect the changes no later than August 31 in the year of the review.

Publicly available

5. (1) Every board shall make its code of conduct publicly available on its website.

(2) A board shall indicate on its website the effective date of every change it makes to its code of conduct, other than changes of a typographical or similar nature.

(3) A board shall 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.

6. OMITTED (PROVIDES FOR AMENDMENTS TO THIS REGULATION).

7. OMITTED (REVOKES OTHER REGULATIONS).

8. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION).

ONTARIO REGULATION 306/24

made under the

EDUCATION ACT

Made: July 25, 2024

Filed: July 29, 2024

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INTEGRITY COMMISSIONERS AND PROCESS FOR ALLEGED BREACHES OF THE CODE OF CONDUCT

Definitions

1. In this Regulation,

“appellant” means the party appealing the integrity commissioner’s determination; (“appelant”)

“business day” means a day from Monday to Friday, excluding holidays; (“jour ouvrable”)

“respondent” means the party responding to an appeal of the integrity commissioner’s determination. (“intimé”)

Qualifications

2. (1) A person is qualified to be appointed by an English-language public board as an integrity commissioner if,

(a) the person has a total of at least three years experience working as an integrity commissioner, a judicial or quasi-judicial adjudicator, an investigator or in a similar role in a legal context;

(b) in working in the role or roles mentioned in clause (a), the person applied professional ethics rules and the principles of natural justice and fairness; and

(c) the person demonstrates understanding of the rights set out in section 23 of the *Canadian Charter of Rights and Freedoms* and section 93 of the *Constitution Act, 1867*.

(2) A person is qualified to be appointed by an English-language Roman Catholic board as an integrity commissioner if the person,

- (a) holds the qualifications set out in subsection (1); and
- (b) is an English-language Roman Catholic board supporter.

(3) A person is qualified to be appointed by the Protestant separate school board as an integrity commissioner if the person,

- (a) holds the qualifications set out in subsection (1); and
- (b) is a Protestant separate school board supporter.

(4) A person is qualified to be appointed by a French-language public district school board as an integrity commissioner if the person,

- (a) holds the qualifications set out in subsection (1);
- (b) is fluent in French; and
- (c) is a French-language public district school board supporter.

(5) A person is qualified to be appointed by a French-language separate district school board as an integrity commissioner if the person,

- (a) holds the qualifications set out in subsection (1);
- (b) is fluent in French; and
- (c) is a French-language separate district school board supporter.

(6) A person is qualified to be appointed by the Centre Jules-Léger Consortium as an integrity commissioner if the person,

- (a) holds the qualifications set out in subsection (1);
- (b) is fluent in French; and
- (c) is a French-language district school board supporter.

Fees

3. A board shall pay all fees charged by an integrity commissioner appointed under the Act.

Notification of alleged breach

4. (1) For the purposes of subsection 218.3 (2) of the Act, the notification of an alleged breach of a board's code of conduct shall be provided to,

- (a) the vice-chair, if the notice relates to the conduct of the chair;
- (b) another member of the board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the chair and vice-chair; and
- (c) in all other situations, the chair.

(2) A member of a board who gives a notification under subsection 218.3 (2) of the Act shall provide a copy of the notification to the director of education.

(3) A notification alleging a breach of the code of conduct shall include,

- (a) the name and contact information of the member alleging the breach;
- (b) the name and contact information of the member whose conduct is the subject of the notification;
- (c) the date of the alleged breach;
- (d) a description of the alleged breach; and
- (e) the provision of the code of conduct that was allegedly breached.

Referral

5. (1) For the purposes of clause 218.3 (3) (b) of the Act, the time period within which a matter must be referred to an integrity commissioner is 20 business days.

(2) The integrity commissioner to whom an alleged breach is referred under subsection 218.3 (3) of the Act may define the scope of the investigation commenced under subsection 218.3 (7) of the Act.

Notice of appeal

6. For the purposes of subsection 218.3.2 (3) of the Act, the appellant shall give the written notice of appeal referred to in that subsection no later than 15 business days after receiving written notice of the integrity commissioner's determination.

Appointment of panel

7. (1) The panel of three integrity commissioners referred to in subsection 218.3.2 (4) of the Act shall be appointed no later than 15 business days after the Deputy Minister or

their delegate receives the notice of appeal under section 6.

(2) One of the integrity commissioners appointed under subsection 218.3.2 (4) of the Act shall be named by the panel to act as chair and co-ordinate the hearing of the appeal.

(3) The chair of the panel shall notify the parties to the appeal of,

(a) the appointment of the panel; and

(b) the requirements under subsections 8 (2) to (4) and section 11.

Written appeal, submissions

8. (1) The panel shall hear the appeal in writing.

(2) The appellant shall provide written submissions to the panel and the respondent no later than 20 business days after receiving notice that the panel has been appointed.

(3) The respondent shall provide written submissions to the panel and the appellant no later than 20 business days after receiving the appellant's submissions.

(4) The appellant shall provide their written reply to the respondent's submissions no later than 10 business days after receiving the respondent's submissions.

(5) The chair of the panel may extend any timeline set out in subsection (2), (3) or (4) at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.

(6) A decision to extend a timeline under subsection (4) shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister.

Consideration by panel

9. (1) The panel shall convene to consider the appeal at such times and in such places as they may determine.

(2) The panel may be convened by electronic means.

Panel decisions

10. (1) The panel may,

(a) define or narrow the scope of the appeal;

(b) limit the length of submissions from the parties;

(c) make interim decisions and orders; and

(d) on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith.

(2) A panel's decision made under clause (1) (d) is final.

(3) The chair of the panel shall notify the parties of any decisions made by the panel under subsection (1).

Decision

11. (1) The panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than 30 business days after receiving the respondent's submission.

(2) The panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister.

Commencement

12. This Regulation comes into force on the later of the day section 24 of Schedule 2 to the *Better Schools and Student Outcomes Act, 2023* comes into force and the day this Regulation is filed.



Peel Learning
Foundation

Together, we're creating hopeful tomorrows

IMPACT REPORT 2024



From Hardship to Hope

In Peel Region, over 25,000 students face barriers related to poverty that prevent them from fully participating in school. The Peel Learning Foundation was formed in 2019 to help students overcome these obstacles and have the same chance to succeed at their education as everyone else.

And every year, more and more Peel District School Board students turn to us in their time of need.

An uncertain economy, inflation and rising housing costs have created or magnified challenges in our community. Many families struggle to make ends meet. Sometimes financial issues emerge due to circumstances, like family illnesses, deaths or other emergencies. Other times, situations cause a major upheaval; an increasing number of Peel students are living in shelters.



BUT TOGETHER, WE CREATE HOPE.

What does it take for students to arrive at school in a better position to learn and succeed? Sometimes, help with food, clothing, transportation and other necessities can make a huge difference. Each year, the Peel Learning Foundation offers such support to students in need. Meet four of them.

S. kept passing out during the school day. It wasn't because of illness – S. was hungry.

Both parents had lost their jobs and weren't able to buy enough food, so S. wasn't eating properly. After every fainting spell, an embarrassed S. went home to recover and missed class time. Thanks to the Foundation's help, the family was able to get enough food to make ends meet until the parents landed jobs. A grateful S. began volunteering in school to give back.

For M., school attendance was becoming an issue. As the colder weather arrived, M. was missing more and more days. M. was a newcomer to Canada, and didn't have a winter jacket or boots.

At school, M. felt different, and was withdrawn and reluctant to

go outside. M.'s parent didn't have a family or friend network here to help, and had just modest savings to sustain the family. A grant from the Foundation's Student Emergency Needs Program helped M. get winter clothing. The attendance issues stopped, and M. began to thrive, making friends, loving school and always smiling.

L. was dealing with a foot injury that made it hard to walk to and from school. Absences started to pile up. With our help, L. was able to get a second-hand bike.

School attendance is no longer an issue. The bike has also helped L. to run errands, helping out his single mom, who is also raising two other children with special needs.

After D.'s mother was diagnosed with cancer and had to take extended time off work, money was tight. Meals were often mac and cheese or sandwiches, which D. made, but there was barely enough for the entire family.

When the Foundation provided support for a grocery card, D.'s mom was in tears. She was overwhelmed by the Foundation's support. Since then, she has been in and out of the hospital for treatment, but her spirits are high and D. and the other siblings are doing well and engaged in school.

No matter the obstacles in their way, every student deserves a chance to achieve their best. That's why the Peel Learning Foundation is here.



Supporting Students in Need

Imagine you are a student trying to learn while coming to school hungry. Or when your family is dealing with the stress of choosing between rent and food, and doesn't have enough for necessities. Or when you don't know where you're going to sleep tonight. It's no wonder that many students can find it hard to focus, participate or even show up.

In 2024, the Peel Learning Foundation assisted:



2,604

students through the Student Emergency Needs Program, with grants for food, clothing, hygiene items, medical supplies, eyeglasses, transportation and more.



763

students through the Student Backpack Program, with supplies ranging from pens and paper to calculators and binders – everything they need for the school year.



146

students with refurbished Chromebooks through the Student Backpack Program.



Along with the items that are much needed at the moment, students and their families receive something else that's invaluable. The sense that the school community and, by extension, the broader community, care about them.

Anyone can find themselves facing tough times. We can't solve all of the problems that led to someone requiring our help, but we can offer timely assistance. It's a piece of a larger solution, and it can help grant recipients to get from one moment to the next.

When students have the right supplies, a lunch to eat with their friends or proper clothing, "It does wonders for their self-esteem," says one school social worker. **This support has a material impact, but also adds to the feelings of belonging for students.**



“Help Them Feel Safe and Loved”



This past year, we received an unprecedented number of requests from school staff to support students who are experiencing homelessness. These are students whose families have been evicted, who are having difficulty getting settled in Canada or who’ve fled an abusive situation. Some are staying with family and friends, while others are living in a shelter.

P. stayed in an emergency shelter for six months after their family became homeless. As the parent didn’t have a source of income at the time, there wasn’t always enough to cover groceries. Microwaves weren’t allowed in the room, so there was no way to warm up food. A gift card from the Peel Learning Foundation enabled the parent to access groceries, fresh food and prepared meals for her children. The parent shared that this gift provided a sense of relief during a highly stressful time, and made the family feel less alone.

In one school, a high percentage of students experienced homelessness. The principal described what they confront, and how the Peel Learning Foundation has made an impact.

“Students living in shelters face many challenges. There’s food insecurity, stigma regarding their living situations and financial hardships. Students in some shelters deal with lice, bedbugs and cockroaches that cause skin and hair conditions. They don’t have access to cooking facilities so they can’t eat home-cooked meals.

“Support from Peel Learning Foundation provides dignity. Students have backpacks and school supplies, like their peers. They can get appropriate clothing, and daily care products to keep them healthy and looking and feeling good. Peel Learning Foundation gives the students support that helps them feel safe and loved.”



THE NEED IS GROWING – AND SO IS OUR RESPONSE



Since the Peel Learning Foundation started in 2019, the world we live in has changed a lot. The effects of the COVID-19 pandemic, an uncertain economy and inflation have created new challenges for some and made it even harder for others to meet basic needs.

Requests to the Student Emergency Needs Program have increased every year. We’re getting a greater number of requests from families who are living paycheck to paycheck, and for more students who are living in shelters.

	2020	2021	2022	2023	2024
Students supported through the Student Emergency Needs Program	1,121	1,363	1,761	2,662	2,604
Students supported through the Student Backpack Program	358	617	408	384	763



**Peel Learning
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**Hopeful Tomorrows
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Every dollar counts. We thank everyone in our community for their care and support, and we want to acknowledge and express our gratitude to our most generous donors.

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How to Support Us

Every day of the week, students in need turn to the Peel Learning Foundation for help. With your support, we can do even more to help students with food to eat, warm clothes, school supplies, bus fare and something else - hope.

To apply for support from the Peel Learning Foundation, contact any staff at your local Peel board school. All requests are submitted confidentially through the school's principal or vice-principal.





**To make a gift or learn more about
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12.2

Board Meeting- June 18th, 2025

Multi-year Strategic Plan Progress Report 10.1: Human Resources, Partnerships and Equity

Strategic Alignment:

Multi-Year Strategic Plan 2024-2028
Human Resources Goals and Objectives

Report Type:

For Information

Prepared by: Masuma Khangura, Executive Officer, Human Resources Partnerships and Equity
Jaspal Gill, Chief Operating Officer and Associate Director of Operations and Equity of Access

Submitted by: Rashmi Swarup, Director of Education

Overview

To present the Multi-Year Strategic Plan Progress Report including an update on the impact of various initiatives of the Human Resources, Partnerships and Equity Department.

Key Highlights:

- Successful planning and implementation of the ESR recommendations.
- Enhanced recruitment efforts yielding positive trends, including equity focused hiring
- Regular HR policy and procedure updates to ensure compliance with labor laws and regulations, minimizing legal risks.
- Conducting regular risk assessments and implementing measures to address potential HR-related risks, ensuring a safe and compliant workplace.
- Enhanced training and resource materials for careful planning and increased.
- Increased tracking of data and metrics within the HR focused areas of work.
- Successful implementation and completion of compensation related collective agreement requirements.
- Enhancing critical information systems within the department.

Background:

Human Resources (HR) plays a pivotal role in shaping the educational landscape, particularly within public school systems. In the context of the Peel District School Board (PDSB), HR is instrumental in fostering an inclusive, equitable, and high-performing environment that aligns with the board's Multi-Year Strategic Plan (MYSP) for 2024–2028. This report explores the multifaceted contributions of HR in enhancing organizational effectiveness and student outcomes, with a focus on key areas such as workplace equity and inclusion, safety and well-being, and student achievement.

The Human Resources department steadfast in its commitment to the Board's Multi-Year Strategic Plan and commitment to student success. While our efforts may not always be visible directly contributing to student achievement, however, all of our process, efforts and initiatives align with the outcomes for PDSB students.

By way of context and background, Human Resources (HR) departments encompass a variety of specialized areas, each playing a crucial role in maintaining a productive and supportive workplace. **Labour Relations** focus on managing the relationship between the employer and employees, including negotiations with unions and handling collective bargaining agreements. **Abilities, Wellness and Attendance** department ensures that employees with disabilities receive appropriate accommodations and support, promoting inclusivity and compliance with legal standards. **Health and Safety** department is dedicated to creating a safe work environment by implementing safety protocols, conducting risk assessments, and ensuring compliance with occupational health regulations. Additionally, **Workforce Planning** including recruitment and staffing to attract and retain talent, and compensation and continuous improvement to manage employee remuneration, pay equity and efficiency of processes. The **Human Resource Information System** (HRIS) function in HR involves managing and automating HR processes through technology, including employee data management, payroll, and collective agreement obligations. It enhances efficiency by streamlining workflows and providing valuable insights through data analytics. **Workplace Equity** aims to ensure fair treatment, access, opportunity, and advancement for all employees, while striving to identify and

eliminate barriers that have prevented the full participation of some groups. Each of these areas works together to foster a positive and efficient workplace.

This report outlines the key successes and efficient processes within the Human Resources (HR) department over the past year. Our focus has been on enhancing employee engagement, streamlining recruitment, and improving overall organizational efficiency. These efforts have contributed to a more motivated and productive workforce, aligning with our organizational goals. We will continue to build on these successes and explore new opportunities for improvement.

This reports highlights a few key areas and accomplishments within HR.

Equity and Inclusion

MYSP 2024-2028

Workplace Equity and Inclusion, HR is at the forefront of PDSB's efforts to promote equity and inclusion. In 2023, Workplace Equity and Inclusion was relaunched with a renewed mission and focus, informed by the Ministry Directives issued in 2020 and the findings of the Employment Systems Review (ESR). The re-alignment of Workplace Equity Office and the appointment of dedicated personnel, such as the Manager of Workplace Equity and Inclusion and the Workplace Partner, underscores the Board's commitment to addressing systemic barriers and fostering a culture of belonging . Additionally, the formation of Employee Resource Groups (ERGs) for various communities, including African & Afro Caribbean, and Indigenous employees, provides platforms for support, discussion, and professional development. The department supports continuous professional growth through targeted initiatives and training programs. We encourage all staff to visit the Workplace Equity and Inclusion's website for additional information and resources.

Student Achievement

MYSP 2024-2028

Recruitment and Workforce Planning, a diverse and well-equipped workforce is essential for delivering quality education. HR's strategic recruitment efforts aim to reflect the demographic diversity of the student population. Initiatives such as collecting voluntary self-identification data, enhanced resources for hiring managers, implementing the applicant tracking system, workforce census gather valuable data to inform hiring practices and ensure equitable representation across all employee groups.

Community Engagement

MYSP 2024-2028

Community engagement and staff attraction are vital components of our organizational strategy. By actively participating in job fairs and collaborating with educational institutions, we not only promote our values and mission but also build strong relationships with potential candidates. This proactive approach helps us attract a diverse and talented workforce, ensuring that we meet our staffing needs effectively. Engaging with the community fosters a sense of belonging and support, which is essential for creating a positive work environment and enhancing our overall impact. During the 2024-2025 school year, we attended a total of 19 job fairs, engaging with anywhere between 50 to 300 candidates at each event. These job fairs provided an opportunity for the Board's representatives to interact with students and promote PDSB. We visited various universities and colleges, including Toronto Metropolitan University, Brock University, Queens University, Lakehead University, University of Ottawa, York University, Sheridan College, Conestoga College, Loyalist College, among others. This year, we communicated the job

offerings at PDSB directly with the colleges and universities for their students and new graduates. Additionally, we have made focused efforts in attracting and hiring a variety of qualified Technology and French Teachers including Teacher candidates.

Safety and Well-being

MYSP 2024-2028

Employee Well-being and Support, recognizing the importance of a healthy work environment, HR implements comprehensive wellness programs that address the physical, mental, and emotional well-being of staff. These programs contribute to higher employee satisfaction, retention, and overall productivity, directly impacting the quality of education provided to students. The primary objective of the wellness initiatives is to promote physical, mental, and emotional well-being among employees. These initiatives aim to:

- Enhance employee productivity and engagement
- Reduce absenteeism and presenteeism
- Foster a support and positive work environment
- Support long-term health outcomes and a healthy work-life balance

Evidence: Indicators of Progress

Since the release of the 108 ESR recommendations in June 2023, Workplace Equity and Inclusion developed a three-phase, 3-to 4-year implementation plan, which was submitted to the Board of Trustees on March 27, 2024. The implementation plan detailed the creation of two different committees responsible for overseeing the ESR recommendations. With 72% of the ESR recommendations being Human Resources (HR)-related, a core committee of Human Resources (HR) leads was formed to promote coordination due to the collaborative nature of many of the recommendations. An ESR Advisory Committee consisting of heads of wide-ranging Peel District School Board (PDSB) departments was also established, to provide perspectives from their different areas of expertise. In the 1.5 years since the launch of these 2 committees, they have met 9 times cumulatively and will continue meeting to ensure that we are meaningfully and sustainably addressing the ESR recommendations.

The first phase of the implementation plan had a target of 25 recommendations to be completed or addressed by the end of June 2024, which was successfully met. The second phase of the implementation plan will end in June 2025, which has a target of 35 additional recommendations. The last phase of the implementation plan will account for the recommendations that require extensive coordination and planning, such as developing and piloting a workforce census and employee engagement survey.

Currently the department is in partnership and planning phase with the Assessment and Accountability department to launch the staff workplace census. The department is also engaged with developing the Fairness in Employment Equity Roadmap, a first for the Board. To inform the roadmap, we engaged staff and students to have their voice counted in 2024. A total of 2,050 employees participated and completed a survey, and nearly 23,000 students in Grades 6 to 12 completed the student survey. We are currently analyzing the data to identify commitments that will shape the final strategy. The roadmap is set to launch at the beginning of the 2025–2026 academic year.

Through the efforts of collaboration of the department with various Employee Resource Groups, we have continued to strengthen staff inclusion through the ongoing support of thirteen Employee Resource Groups (ERGs). The department has developed an ERG application and approval process, leading to the creation of five new ERGs focused on supporting equity-deserving

employee groups and also updated the ERG Terms of Reference to clarify expectations and ensure alignment with Peel District School Board (PDSB) policies.

Over the past 2 years, we have collaborated with the Leadership Development and School Partnerships Department to provide workshops during different Professional Learning Days and as part of the Mentoring Business and Support staff for Engagement and Development (MBED) Series. We also continue to collaborate with the New Teachers Induction Program (NTIP) with flyers in their monthly newsletters and with information booths and workshops. In the past two months, we have presented a workshop at Professional Activity Day for Business and Support Staff and at the two-day CUPE 2544 Wellness Expo in mid-March, where we interacted with over 200 employees.

The streamlining of Human Resources (HR) department's hiring efforts have yielded in decisions that are evidence based and responsive to the needs of the system. There has been steady growth in the casual pool size for the respective employee groups, casual pools play a crucial role in supporting Peel District School Board (PDSB) schools and students when vacancies arise due to staff absences. The department engages in four key methods for expanding these pools, for example – Human Resources (HR) lead recruitment, and Administrator lead recruitment through phased hiring, Talent Link recommended, recruitment of student placements. The most significant improvement is found with Elementary Teachers (141 added since September 2024) and with EAs (216 added since September 2024). As part of enhancing service, the Board transitioned its recruitment into an applicant tracking system (ATS), and one of the key benefits of using the ATS is the data and analytics available on the key priorities. Being responsive to the system, the Workforce Planning department has initiated recruitment for permanent French Teacher and Technological Studies Teacher roles. These positions have been actively promoted at Faculty of Education job fairs and have attracted a strong pool of candidates. The department continues to prioritize the short listing of Black and Indigenous identifying candidates for pool hiring who have met the job posting qualifications.

In 2024, and based on voluntary self-identification data shared by applicants with the Board:

- Approx. 68% of all new hires identified as racialized
- Approx. 15% of all new hires identified as Black and/or Indigenous
- These figures are consistent between hiring at school and non-school locations

These outcomes closely mirror the demographics of Peel Region, which is 69% racialized and 14% Black and/or Indigenous. The hiring data reflects significant progress towards fair and equitable hiring practices specifically for equity deserving groups. HR-driven data collection and analysis, such as workforce censuses and equity audits, inform strategic planning and support evidence-based decision-making of the organization.

Effective December 1, 2023, Peel District School Board (PDSB) switched Employee Family Assistance Programs (EFAP) provider from Homewood to ComPsych. Peel District School Board (PDSB) was able to expand access to confidential mental health services, including therapy sessions and counseling. Awareness campaigns about mental health were held to reduce stigma and encourage employees to seek support when needed. One of the key features of the new service provider is the expanded service to all members of the household thereby supporting employee with wrap around services. We also noticed that staff engage at higher rates with digital services than live services; Digital engagement edged out live engagement, accounting for 51.4 of total interactions, compared to 48.6% for live services.

The LifeSpeak program at Peel District School Board (PDSB) has been a success. For the period of August 29, 2023 through August 28, 2024, there were over 19,000 trainings. Peel District School Board (PDSB) was successful in creating a wellness calendar and promoting various LifeSpeak video series provided resources to employees on a continuous basis. With the new

feature of LifeSpeak Breathe and additional video series added to the Peel District School Board (PDSB) program for 2024-2025 program year, Peel District School Board (PDSB) looks forward to continued success with the increased scope of content. Here are some of the highly sought topics for support and guidance in supporting well-being in the workplace - Personal and professional development, Mental health, Resilience and Mindfulness, Physical Health etc.

Peel Perks Program - Peel Perks offers exclusive access to local and national deals, helping Peel District School Board (PDSB) employees save money on everyday expenses, enjoy meaningful experiences, and get recognized for their hard work. We have seen consistent engagement with our Peel Perks program. Key insights include that there is popular engagement in our Cellular, Fitness & Insurance partnerships; other features pages (like recreation or hotel offers) also attract solid engagement, emphasizing a diverse range of interest among users.

Wellness Fairs - The Wellness fair launched at the central board office was a success, bringing together a diverse group of individuals committed to improving their physical, mental, and emotional well-being. Attendees were greeted by local health experts who provided valuable and interactive booths that allowed participants to explore new wellness products and services. The events not only promoted healthy lifestyle choices but also fostered a sense of community, with people sharing tips and experiences. The positive feedback from participants highlighted the fair's impact, making it clear that such events are vital in raising awareness and empowering individuals to prioritize their health.

Next Steps

As the board strives to meet the goals set out in its 2024–2028 Multi-Year Strategic Plan, Human Resources (HR) plays an essential role in building the human capital required to drive change, uphold accountability, and foster an environment where every student and staff member can thrive.

By advancing inclusive hiring practices, nurturing leadership at all levels, and embedding equity across the employee lifecycle, Human Resources (HR) directly supports the creation of safe, identity-affirming learning and working environments. The department's commitment to staff development, well-being, enhancing partnerships with key stakeholders and representation also ensures that educators and support staff are not only prepared but empowered to meet the diverse needs of the student body.

Additionally, Human Resources (HR)'s role in collecting and analyzing workforce data strengthens the Board's ability to make informed, transparent decisions that align with its core commitments to anti-oppression, anti-racism, and reconciliation. As Peel District School Board (PDSB) continues to address complex systemic challenges, a responsive, equity-centered Human Resources (HR) strategy will remain key to the board's success.

Through the collective vision of the Senior Leadership team and the MYSP, Human Resources (HR) practices contribute to building a diverse, skilled, and culturally responsive workforce that mirrors and supports the student population served by the Peel District School Board (PDSB).

References

PDSB Multi-Year Strategic Plan 20204-2028
Key Highlights