

AGENDA

OPEN SESSION

Wednesday, December 10, 2025

5:30 p.m.

Hybrid Meeting, Brampton Room & MS Teams

Committee Members:

Karla Bailey, Chair
Susan Benjamin, Vice-Chair
Lucas Alves
Jeffery Clark
Kathy McDonald
Jill Promoli

David Green, Ex-officio

OPEN SESSION

1. Call to Order

2. Acknowledgement of Traditional Lands

3. Approval of Agenda

4. Declarations of Conflict of Interest

5. Approval of Minutes

5.1. Curriculum, Equity and Student Well-being Committee, October 8, 2025

6. Delegations

7. Staff Reports

7.1. FUSION: Student Leadership – *presented by Michelle Stubbings*

7.2. Advancing Artificial Intelligence in Education at Peel District School Board – *presented by Bernadette Smith*

7.3. Growing Healthy Places – *presented by Lara Chebaro*

8. Communications

9. Trustee Motions for Consideration

10. Trustee Notices of Motion

11. Adjournment

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board held on Wednesday, October 8, 2025, at 17:32 hours. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario, and by electronic means.

Members present:

Karla Bailey, Chair
Susan Benjamin, Vice Chair (electronic)
Lucas Alves
Jeffrey Clark
Kathy McDonald (electronic) (17:59 hours)
Jill Promoli

Also present:

Will Davies

Administration:

Lara Chebaro, Superintendent, Curriculum & School Improvement (Executive Member)
Harjit Aujla, Associate Director, School Improvement & Equity
Bernadette Smith, Superintendent, Innovation, Artificial Intelligence and Pathways

Lorelei Fernandes, 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

CESWB-29

moved by Lucas Alves
seconded by Jill Promoli

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, June 9, 2025

CESWB-30

moved by Jeffrey Clark
seconded by Susan Benjamin

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held June 9, 2025, be approved.

..... carried

6. Summer Learning Program Update

Superintendent of Curriculum & School Improvement, Lara Chebaro, provided an overview of Peel DSB's 2025 Summer Learning Program, which offered credit and non-credit courses, day school camps, experiential learning, and adult credits, provides ways for students to gain new knowledge and develop transferable skills for post-secondary pathways. Lara Chebaro advised that more than 16 programs were offered in approximately 35 schools across Peel in July and August 2025, and over 17,000 students participated. She spoke of partnerships with college and university level institutions and benefits of the summer programs which included transitions support, post-secondary pathway preparation, integration of cultural and identity affirming activities, minimizing learning loss during summer, opportunity to earn or recover credits, and focused learning for students with special needs. Lara Chebaro reviewed highlights of the program on credit earning success rate, paid leadership and learning opportunities, special needs student engagement, secondary school transition programs, and adult learner credit courses. She noted that the focused approach of summer learning is aligned with the Ministry's framework and Peel DSB's Multi-Year Strategic Plan. Positive feedback was shared with the Committee and next steps outlined in the report were reviewed.

Responses to questions of clarification from trustees included: 200 special needs students were virtual participants; Peel DSB works collaboratively with university partners to expand integrated work programs through an application process handled by Guidance teams at the schools; information on ESL classes for adults held at the Adult Education Centre is available on the Board's website. Regarding the question on selection of schools for summer programs it was clarified that various factors are considered, such as air conditioning, the number of enrolment registrations, space, summer renovation projects, and booking permits. The administration will apprise the trustee member on his query about the number of in-person special needs participants.

CESWB-31

moved by Lucas Alves
seconded Jeffrey Clark

Resolved, that the update report re Summer Learning Program, be received.

..... carried

7. Network of Black Studies Educators (NBSE) – Elementary Progress Report

Atheia Grant, Superintendent of Equity, Indigenous Education and Community Engagement introduced Equity Leaders Sandra Adebayo, Coordinating Principal, and Melissa Francis, Principal of Sunnyview Middle School and Chair of Peel Association of African Canadian Educators (PAACE). She advised that the Ministry has mandated Black studies in schools and the work done to support Black students also supports success of all students.

Melissa Francis provided an overview of the Network of Black Studies Educators (NBSE), which demonstrates a sustained commitment to curriculum decolonization through professional engagement and advocacy. She advised that the NBSE elementary initiative is aligned with Peel DSB's Multi-Year Strategic Plan and broader strategic commitments, empowers educators to integrate Black and Asian history meaningfully and is connected to Empowering Modern Learners documents. Melissa Francis described the use of technology, inquiry, and cross-curricular strategies to engage in critical thinking and remove barriers at school level to support student achievement. Sandra Adebayo stated that by the alignment of elementary practices with equity focus already underway in secondary schools ensures a seamless and consistent approach across the Peel system. She commented that approximately 18 resource teachers and instructional coaches are responsible for NBSE programming in all schools. Sandra Adebayo explained the classroom learning models and role of instructional coaches supporting capacity building of educators using various resources. Data was collected to determine the level of learning and experiences of staff and students. It was found that 65% of students reported an enjoyable experience with NBSE curriculum. Fourteen additional schools are expected to join the initiative in 2026.

The administration responded to trustees' questions of clarification regarding: sustainability of program expansion depends on resources and competency of educators; interest forms are sent out to school administrators by mass email with a memo; educators are provided with a framework that engages with the Ontario curriculum to celebrate Black Canadian contributions, Indigenous culture, or Muslim Canadians; most schools are familiar with Historically Responsive Literacy framework; the appropriate trained educators will be selected when the Ministry determines that the initiative is mandatory; quality of work can be maintained by creating a strategic plan, requesting funding for training, and working with the New Teacher Induction Program (NTIP); a list of resources are posted on the Equity SharePoint page and Curriculum department webpage.

CESWB-32

moved by Jeffrey Clark
seconded Susan Benjamin

Resolved, that the report re Network of Black Studies Educators (NBSE) – Elementary Progress Report, be received.

..... carried

8. eLearning in the Peel District School Board

Bernadette Smith, Superintendent, Innovation, Artificial Intelligence and Pathways, stated that as a member of the Ontario eLearning Consortium (OeLC) program, Peel DSB eLearning offers asynchronous learning opportunities to students meeting the Ministry of Education's requirements for graduation credits, as per Policy and Program Memorandum PPM 167. Indicating that there is substantial growth and interest in the Peel Virtual Secondary School (PVSS) program, she reviewed the data in the report regarding increased enrolment, waitlist numbers, course offerings, and retention rate. Bernadette Smith advised that the program is designed to eliminate systemic barriers as well as providing professional learning to embed equity, anti-oppression and Accessibility for Ontarians with Disabilities Act (AODA) compliance to facilitate student success. She outlined the next steps to meet increasing demand, expand the program, provide professional development, and monitor trends. A short video on PVSS demonstrating eLearning experience through online platforms was viewed.

Responses to members' questions of clarification included: the courses are offered to all Peel DSB students; with the expectation that eLearning will continue to grow, the 10 additional schools offering online courses will help build capacity across the Peel system; various models will be tried to determine how many additional courses can be offered to accommodate waitlisted students; waitlisted students receive support from Guidance Counsellors to complete required courses within the school; adult learners can enroll in the Adult Education in-person or virtual program.

CESWB-33

moved by Jill Promoli
seconded Jeffrey Clark

Resolved, that the report re eLearning in the Peel District School Board, be received.

..... carried

9. Adjournment

CESWB-34

moved by Lucas Alves
seconded Jill Promoli

Resolved, that the meeting adjourn (18:47 hours).

..... carried

..... Chair

7.1

Curriculum, Equity and Student Well-Being Committee Meeting, December 10, 2025

FUSION: Student Leadership

Strategic Alignment:

This report aligns with Policy 48 Safe and Caring Schools, PPM 144 Bullying prevention and intervention and PPM 145 Progressive Discipline and promoting positive student behaviour

Report Type: For Information

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

Overview

For Information:

To provide an overview of the student leadership FUSION (Fostering Unity, Safety, Inclusion and ONeness) and the impact of this work on school climate.

Highlights:

- Program was launched in February 2024 by the Safety and Well-Being (SWB) Department Resource Teachers (RT)
- Year 1- 27 schools with 5-10 students per school team
- Year 2- 47 schools, 5-50 students per school team
- Three main meetings per school year to encourage, motivate and celebrate students' accomplishments include an opening conference, a mid-year follow up and check in and a closing conference

Background:

FUSION is a student leadership program that helps students make their schools safer, kinder, and more inclusive. The program encourages students to take the lead on issues like school safety, community building, and fostering a stronger sense of belonging.

Middle school students (Grades 4–8, mostly 6–8), with support from SWB Resource Teachers and school staff, participate in workshops and discussions to identify their school's biggest needs around safety, inclusion, and community. Students then design and lead projects that create real change. Examples include:

Launching mental health clubs and mindfulness workshops that give students tools to manage stress and support one another

Producing student-led podcasts on topics like emotional regulation and positive thinking, sparking meaningful conversations among peers

Organizing school-wide assemblies and pep rallies that energize the community, promote inclusion, and teach the Code of Conduct while inviting parents to be partners in this work

Midway through the year, students across the board reconvene to share their progress, exchange feedback, and showcase what's working, spreading successful strategies across schools.

The program culminates with the FUSION closing conference, celebrating student leadership and the tangible impact they have had on school climate. Through FUSION, students prove that their voices matter, that their work can transform school climate, and that meaningful change begins with one idea and a team willing to bring it to life.

Evidence

Findings/Key Considerations:

The FUSION model has proven to be a significant success. Initially, field Superintendents of Education selected schools for SWB RT support and were invited to participate in FUSION. Each of the schools with a 0.5 SWB support teacher also have a team that's often led by the 0.5 teachers. Student teams are then mobilised to provide student voice, cohesion and action. FUSION is growing and demand is clear as June 2025 was a record year for participation.

Some schools are still participating and continuing FUSION work even though they are no longer SWB RT supported schools as school climate is now positive, safe, inclusive and sustained by student action plans.

Impact Analysis

Board or Ministry Policy Alignment:

FUSION aligns with the MYSP:

Students leading FUSION teams positively impact their school environments by affecting safety, student well-being, and inclusion through creating opportunities for students to be seen, heard, and create change directly. Students and staff working together to address an identified need in school climate ultimately increase student engagement and sense of belonging, impacting their overall achievement academically. Healthy school environments lead to better student outcomes.

FUSION aligns with the Bullying Prevention and Intervention Plan:

Many student teams select anti-bullying as a focus area for their action plan. In concert with Safe and Accepting School teams, students work to discourage a culture of bullying and reduce incidents of bullying. FUSION teams often support other proactive BPIP initiatives in the school, such as peer mediation, restorative justice, consent culture and the Upstander program.

This program is the vision of the MYSP and BPIP IN ACTION on the ground every day. These are the visions brought to life actively with and for students.

Resource/Financial Implications:

The FUSION leadership conference requires funding for venue, transportation, materials, and facilitation. Costs do require funding through the Safety and Well Being Department with potential support from community partners like Peel Public Health.

Legal implications:

The initiative aligns with the Board's legal responsibilities under the Education Act and Ontario Human Rights Code to provide equitable access to leadership opportunities for all students and to ensure that all learning environments are safe, inclusive and free of discrimination. All students should be able to access learning and enjoy school experiences. All activities comply

with Board policies on student safety, privacy, and accessibility. No legal risks are identified as standard protocols for supervision and consent are followed.

Risk Assessment:

Limited follow-up and central support could reduce the sustainability of student-led initiatives. Failure to invest in leadership development could perpetuate disengagement and inequities in student voice. Mitigation strategies include clear planning, staff training, and ongoing budget support to enable FUSION to continue.

Community Impact:

Stakeholder Analysis: Students, families, school staff, and community partners benefit from enhanced leadership capacity.

Equity of Access: Intentional outreach ensures representation from diverse identities and schools recognizing students' lived experiences. The initiative acknowledges the diverse needs of SWB supported priority schools.

Disproportionate Impact: No negative disproportionate impact is identified as FUSION aims to increase student engagement and leadership and positively impact teaching and learning environments.

Consultation: Ongoing consultation with Safe and Accepting school teams as well as administration in planning and refining school-based student-led action plans meet student and community needs.

Next Steps

Action Required:

The long-term vision for FUSION is to integrate the program into every Peel District School Board (PDSB) school, ensuring that student voice and leadership are central to fostering inclusion, safety, a sense of belonging, and overall well-being. This approach aims to create a consistent and supportive environment across all schools where students feel empowered and engaged. In addition to school-based implementation, FUSION seeks to expand opportunities for collaboration with community partners, such as Peel Public Health, to strengthen resources and broaden the impact of the initiative.

Communications:

To ensure clarity and transparency, a comprehensive communication strategy will continue to be implemented. This strategy includes informing school administrators, staff, students, families, and community partners about the purpose, benefits, and timelines for FUSION. Communication will continue to occur through email updates to principals and staff, posts on the board's website and social media platforms, and virtual information sessions for school leaders and community partners through the facilitation of our SWB Resource Teaching Team.

Success Measures:

Success will be measured through key performance indicators such as the number of schools implementing FUSION, student engagement metrics including participation rates and feedback surveys, and the growth of community partnerships. Staff engagement will also be tracked through feedback acquired through participation surveys and follow-up conversations with staff attending workshops.

7.2

Curriculum, Equity and Student Well-Being Committee Meeting, December 10, 2025

Advancing Artificial Intelligence in Education at Peel District School Board

Strategic Alignment:

This report aligns with the PDSB Multi-Year Strategic Plan on digital citizenship, and Ministry of Education legislative requirements for privacy, equity, technology enabled learning and innovation in education. It supports board priorities of fostering responsible technology use, advancing equity, and preparing students for a digital future.

Report Type:

For Information

<i>Prepared by:</i>	Bernadette Smith, Superintendent, Innovation, Artificial Intelligence & Pathways Harjit Aujla, Associate Director, School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Objective:

To provide an overview of the Peel District School Board's current initiatives, guidance, and partnerships related to the integration of Artificial Intelligence (AI) in education, with a focus on ethical use, educator capacity-building, student well-being, and community engagement.

Background:

AI is transforming education globally, prompting PDSB to develop a comprehensive strategy that balances innovation with ethical, equitable, and secure practices. The board's approach includes annual review of AI guidance, alignment with provincial and federal regulations (e.g., Bill 194), and a commitment to privacy, transparency, and safe learning environments.

At PDSB, we work to ensure that all AI initiatives are designed to support diverse learners, eliminate systemic inequities, and foster inclusive learning environments to ensure equitable access and benefit for neurodiverse learners, multilingual learners, and historically underserved groups, with all tools reviewed for alignment with Universal Design for Learning and culturally responsive, accessible practices. The strategy is reviewed annually to remain aligned with evolving best practices and legislative requirements.

Highlights:

PDSB's AI Strategy is grounded in equity, Culturally Relevant and Responsive Pedagogy (CRRP), and Universal Design for Learning (UDL).

- **Governance: Information, Privacy, Security Committee (ISPC)**
 - The ISPC provides centralized oversight for the safe, ethical, and responsible use of technology and digital tools across the district, including all AI-enabled applications. As a collaborative governance body, the ISPC brings together representatives from Learning Technology Support Services (LTSS), Innovation, Artificial Intelligence & Pathways, and the Privacy/Governance Office. The committee evaluates proposed tools to ensure they comply with strict privacy, security, accessibility, and instructional-quality standards. Only tools that demonstrate strong data-protection practices, minimal risk to students and staff, and clear educational value receive approval for use in schools. This process helps maintain a secure digital learning environment and promotes consistent, responsible adoption of technology district wide.
- **Rigorous Software Review and Procurement Processes**
 - All AI tools and applications undergo a thorough review and procurement process. This includes Privacy Impact Assessments (PIA), Threat Risk Assessments (TRA), and alignment with board priorities. Staff requests for free and paid applications are vetted for privacy, security, and compliance, and only those on the PDSB Approved

Software List are permitted for use. The process is designed to prevent duplication, ensure fiscal responsibility, and maintain high standards for student data protection.

- **Professional Learning and Capacity Building**

Over 5,000 educators & leaders have received AI training through summits, conferences, and professional learning networks. Key initiatives include:

- **SPARK Sessions and Leading Innovation Education Projects (LEIP):** Educators from across 13 Family of Schools participate in professional learning, inquiry-based learning, and cycles of learning led by the EdTech Innovation team, often in partnership with industry, business and community partners.
- **AI Summit Series and Conferences:** More than 5,000 educators have received AI training through summits, conferences, virtual sessions, Family of Schools meetings, and job embedded learning through the EdTech Innovation Resource Teachers.
- **EML Lead Teacher Sessions:** 350 educators have participated in specialized AI training.
- **Ongoing Virtual Drop-Ins:** Weekly and drop-in sessions provide continuous support and updates on AI tools and pedagogy.

Partnership and Pilots

- Partnerships with over 80 industry and community partners and post-secondary institutions support educator and student AI literacy, including pilots and specialized courses. These collaborations ensure that PDSB remains at the forefront of educational innovation and that students and staff have access to the latest AI tools and resources.
- Collaborations with industry and post-secondary institutions (e.g., University of Guelph CARE-AI, Sheridan College, York University Lassonde School of Engineering) support educators and student AI literacy, including pilots and specialized courses.

- **Innovation Student Advisory Council and Innovation Parent Advisory Council**

- The Innovation Student Advisory Council and newly established Innovation Parent Advisory Council provide ongoing feedback and co-design opportunities for AI initiatives, ensuring student and family voices shape digital learning and innovation. These councils are central to PDSB's commitment to community engagement and responsive leadership.

- **Commitment to advancing human rights, equity, and lifelong learning through responsible AI use**

- PDSB is committed to advancing human rights, equity, and lifelong learning through responsible AI use. All initiatives are designed to uphold the legal and mandated commitment to equity, anti-racism, and anti-oppression, benefiting all students and stakeholders.

Evidence

Findings/Key Considerations:

1. Growing System Capacity and Artificial Intelligence (AI) Adoption Across Peel District School Board (PDSB)

System data from January to June 2025 demonstrates increasing staff awareness, confidence, and use of Artificial Intelligence in teaching and learning. The percentage of educators using AI “often or all the time” nearly doubled (from 13% to 24%), and the percentage reporting “no use” declined significantly (from 25% to 17%). Educator confidence in understanding how AI can enhance learning also improved, along with an increased belief that AI can positively impact student achievement and well-being.

This growth aligns with the more than 5,000 educators and leaders who have participated in AI-focused professional learning through summits, conferences, Leading Education Innovation Projects (LEIP), SPARK Sessions, Family of Schools meetings, and job-embedded support offered by the Educational Technology (EdTech) Innovation Resource Teachers. Collectively, these opportunities demonstrate a broadening foundation of AI literacy across the system.

2. Major System Learning Events Reinforcing AI Literacy

The 2024–25 **Technology Enabled Learning Conference** engaged more than 200 educators through dedicated booths focused on AI training, resources, responsible use guidance, and hands-on demonstrations. This event served as a key touchpoint to improve educator fluency and bring attention to PDSB’s Interim Guidance on Artificial Intelligence in Education.

Additionally, participation from more than 300 **Teacher-Librarians** during Fall and Spring Teacher-Librarian Network sessions supported deeper exploration of AI in education. These sessions provided structured professional learning on digital literacy, critical media evaluation, emerging AI tools, and strategies to strengthen AI-informed instructional support within school libraries. Teacher-Librarians, as digital learning leaders, play a significant role in extending AI literacy in schools.

3. Systemwide Digital Citizenship, Privacy, and Cyber Awareness Initiatives

Throughout the 2024–25 school year, PDSB led three major system initiatives—**Cybersecurity Awareness Month**, **Digital Literacy Week**, and **Data Privacy Week**—each incorporating explicit focus on the safe and ethical use of AI. Across these campaigns, over 100 resources were developed and shared to support schools in understanding data protection, algorithmic decision-making, digital safety, privacy-preserving practices, and responsible use of AI-enabled tools.

These initiatives reinforce PDSB’s commitment to cultivating a secure, ethical, and informed digital learning environment and align with the broader work of the Information, Privacy and Security Committee (ISPC).

4. Increased Access to High-Quality Professional Learning

Survey results show a clear upward trend in access to professional learning related to AI:

- “No training” decreased substantially
- District-led training almost doubled
- Participation in conferences tripled
- Self-directed learning also increased significantly

These findings highlight that improvements in communication, resource curation, and access to multiple learning entry points—such as virtual drop-ins, job-embedded sessions, department training/cross collaborations and Family of Schools meetings—are translating into meaningful professional learning gains for educators. Staff continue to express a desire for structured, grade-specific models and PDSB-developed examples that demonstrate safe and effective classroom integration.

5. Evidence of Shifting Classroom Practice and Instructional Design

Educators increasingly report deeper and more varied uses of AI in instructional design, lesson modification, Universal Design for Learning (UDL), and differentiated instruction. Examples include the use of AI tools for literacy scaffolding, translation, formative feedback, content creation, and visual design.

Qualitative responses also reveal reduced uncertainty about AI’s benefits, growing recognition of AI’s potential to personalize learning and reduce workload, and a stronger understanding of how to integrate AI responsibly. Educators consistently identify the need for continued guidance on ethics, privacy, equity, data security, and classroom-ready examples rooted in PDSB contexts.

6. Evidence-Based Piloting and Impact Measurement

Rather than adopting Artificial Intelligence (AI) tools wholesale, PDSB employs a rigorous piloting process that emphasizes evidence, equity, and iterative refinement. Pilots are selected using clear criteria—alignment with board priorities, potential to enhance Universal Design for Learning (UDL), and the capacity to meaningfully support educator and student learning. Recent pilot projects include AI-enabled literacy support tools that assist students with reading fluency, vocabulary development, and multilingual translation; teacher planning and workflow tools that help educators design differentiated lessons, generate success criteria, and create assessment rubrics; and app development tools that allow students to design and prototype AI-informed solutions using no-code or low-code platforms. Each pilot undergoes evaluation focused on student engagement, accessibility, data privacy, and ethical use, with insights informing decisions on broader adoption. This evidence-based approach ensures that innovation is purposeful, reduces risk, and supports the responsible scaling of AI-enabled learning across the district.

7. Strengthened Governance, Safety, and Ethical Oversight

All AI adoption within PDSB is supported by a robust governance structure that includes:

- The Information, Privacy and Security Committee (ISPC)

- Privacy Impact Assessments (PIA)
- Threat Risk Assessments (TRA)
- A rigorous procurement and review process
- The PDSB Approved Software List
- Annual updates to the PDSB Interim Guidance on Artificial Intelligence in Education
- Alignment with legislative requirements such as Ontario's Bill 194

This comprehensive oversight ensures that increasing levels of experimentation and educator engagement are matched with strong ethical guardrails, privacy protections, cybersecurity safeguards, and responsible use expectations for staff and students.

Impact Analysis

Equity & Human Rights Review:

AI initiatives are designed to eliminate systemic inequities, uphold human rights, and benefit underserved students. This includes ensuring that AI-enabled tools provide meaningful support for students with disabilities, multilingual learners, and equity-deserving groups, and that no tools are approved unless they demonstrate accessible design, reduced barriers to learning, and alignment with anti-oppressive practices. The guidance emphasizes Universal Design for Learning and culturally responsive pedagogy.

Board or Ministry Policy Alignment:

All AI activities are aligned with board policies on digital citizenship, privacy, PDSB Interim Guidance for Use of Artificial Intelligence in Education and Ministry directions for technology in education.

Resource/Financial Implications:

Investments include professional learning, partnerships, and ongoing review of digital tools. Cost reductions are anticipated with new AI licensing models (e.g., Microsoft Copilot).

Legal implications:

AI use is governed by privacy laws and board policies, with ongoing review to ensure compliance and mitigate risks. Bill 194 mandates updated cybersecurity and privacy practices.

Risk Assessment:

	Description	Mitigation Strategies
Short Term	Misunderstanding of AI capabilities; inconsistent adoption, privacy/security breaches	Professional learning, clear resources, feedback loops, pilot programs
Medium Term	Equity gaps in access if tools are not consistently deployed and professional learning not funded and available	Accessibility audits, deployment monitoring, advisory council input, alignment with digital citizenship, artificial intelligence, and equity policies
Long Term	Failure to prepare students for AI-driven workforce demands	Curriculum integration, partnerships, strategy review, outcome tracking

Community Impact:

PDSB continues to engage educators, students, families, and community partners in ongoing consultation to shape the responsible implementation of Artificial Intelligence (AI) across the system. Feedback gathered through professional learning sessions, student voice forums, the Parent Involvement Committee (PIC), and the Innovation Parent Advisory Council ensures that AI practices remain transparent, equitable, and responsive to community needs. To further support understanding and safe use of AI, PDSB has created AI resources for families as well as student-friendly resources that promote digital citizenship, algorithmic awareness, and responsible technology use. These materials, along with updates to the PDSB website and opportunities for continued input, strengthen community trust and ensure that PDSB's AI strategy reflects the values and priorities of the communities we serve.

Next Steps

Action Required:

- Continue implementation of the AI Strategy (2025–2027) with expanded implementation support.
- Scale district-wide professional learning modules.
- Expand LEIP and SPARK to include more AI-focused student projects.
- Finalize partnerships with CARE-AI, Sheridan College and York Lassonde School of Engineering for asynchronous learning modules for staff.

Communications:

- Ongoing communication via EML Magazine (monthly), school leader memos, and PDSB website.
- Public-facing resources to be developed for families (2025).

Success Measures:

- Increased staff confidence and safe adoption of AI tools.
- Documented improvement in instructional design efficiency.
- Increased student engagement and innovation outputs.
- Evidence of AI literacy embedded in SIEP cycles and curriculum planning.
- Annual reporting to CEWSB.

Appendices

Appendix 1 – PDSB Interim Guidance on Artificial Intelligence in Education

Appendix 2 – PDSB AI Strategy

Appendix 3 – Privacy and Data Security Guidance

Appendix 4 - Digital Citizenship Policy

Governance and Policy Committee Meeting, May 21, 2024

Artificial Intelligence: Final Update

Strategic Alignment:

Digital Citizenship and Use of IT Resources Policy

Report Type:

Update

<i>Prepared by:</i>	LaShawn Murray, Policy Analyst Tony Moscone, Coordinating Principal, Innovation & Research Bernadette Smith, Superintendent of Education, Innovation & Research Paul Da Silva, Associate Director, School Improvement & Equity
<i>Submitted by:</i>	Rashmi Swarup, Director of Education

Overview

Update:

To provide the final update on the status of Artificial Intelligence (AI) within the PDSB in response to the January 2023 Trustee Motion.

Highlights:

- PDSB staff continue to monitor the regulatory environment pertaining to AI.
- In May 2024, Director's Council approved the Interim Guidance on Generative Artificial Intelligence within the PDSB which will be communicated to PDSB prior to the end of the school year.
- Innovation and Research has also led a series of initiatives pertaining to AI including professional development opportunities, the establishment of the Innovation Student Advisory Group, and the development of AI resources for staff and students.

Background:

With the widespread adoption of Artificial Intelligence (AI), education systems are exploring ways to integrate AI to advance teaching and learning. Within the PDSB, staff have been engaging in a series of actions to:

- Deepen awareness and build capacity on the benefits, risks and limitations of AI systems;
- Support innovation in the classroom through meaningful integration of AI; and
- Ensure the use of AI tools within learning environments uphold PDSB's commitments to protection of privacy, equity, human rights, ethics, anti-oppression, and accessibility.

At the April 12, 2023, Governance and Policy Committee meeting, PDSB staff presented the AI and Plagiarism report, which provided an "overview of the recognition of Artificial Intelligence (AI) systems in any Peel District School Board (PDSB) policy regarding plagiarism", with a focus on student policy implications.

In response to the AI and Plagiarism Report, the Governance and Policy Committee passed a motion at the May 17, 2023, committee meeting, for staff to "bring back a report on the status of the Policy for staff use of Artificial Intelligence (AI)." The Artificial Intelligence (AI) and Plagiarism: Employee Implications report was subsequently presented in November 2023.

The November 2023 report provided an update on the status of an AI policy for staff and presented the draft interim guidance on for PDSB staff and students on the use of AI within the PDSB. Staff also committed to providing updates to the Board of Trustees on the status of AI within the PDSB.

This report provides the final update for the 2023-2024 school year on the status of AI within the PDSB.

Evidence

Findings/Key Considerations:

Interim Guidance on Generative Artificial Intelligence for Staff

Commencing in Spring 2023, an AI Steering Committee was established with representatives from Legal and Governance Services, Innovation and Research, Learning Technology Support Services, the Virtual Schools and Curriculum, Instruction, and Assessment. The objectives of this steering committee were to:

- Continuously monitor the regulatory, technology and local environments as it relates to artificial intelligence and its potential impact on the PDSB.
- Develop the Interim Guidance on Artificial Intelligence within the PDSB.
- Develop a companion resource for students to support their ethical use of AI.

The draft Interim Guidance on AI within the PDSB document was shared with Trustees in November 2023. Since that time, the document has undergone a series of consultations with educators, administrators, students, and the central superintendencies. This document has been supported with research in partnership with the Ottawa Carleton Policy program. The document also received an external legal opinion which informed the final version.

In May 2024, the Director's Council approved the Interim Guidance on Generative Artificial Intelligence within the PDSB. This document establishes a framework and guidelines for PDSB staff and educators on their use of AI and generative AI in a manner that is ethical, transparent, and upholds the values of the board. This document also supports the implementation of the newly revised Digital Citizenship and Use of IT Resources Policy.

The Interim Guidance on Generative Artificial Intelligence within the PDSB applies to all staff and outlines expectations on the use of Generative AI within the following framework:

- Equity and Human Rights
- Instruction and Pedagogy
- Assessment and Evaluation
- Content Development
- Accessibility
- Security
- Privacy
- Mental Health and Well-Being
- Legal and Policy Compliance
- Ethics and Bias
- Education and Training
- Communications
- Accountability, Monitoring and Adaptation of Use

The Interim Guidance on Generative Artificial Intelligence within the PDSB is attached for information as Appendix 1.

System Actions Regarding AI

- PDSB has established the Information Privacy Security Committee, with representatives from Innovation & Research, Learning Technology Support Services, and Legal and Governance Services. This Committee oversees the processes for the approval of digital tools, including AI tools, that will be used to support students.
- Professional development opportunities are being offered for administrators to deepen their understanding of AI and its application within learning environments.
- AI tools are being integrated to support personalized learning paths for students tailored to their individual needs.
- Innovation & Research is providing AI resources to facilitate access to AI tools for educators and students.
- An Innovation Student Advisory Group has been established to provide insights on the integration of AI tools that can support their learning experiences.
- PDSB staff have been engaging in cross-district collaborations to establish a community of practice for the exchange of best practices regarding the adoption of AI within educational environments.

Impact Analysis

Equity & Human Rights Review:

While AI can enhance the teaching and learning environment, it can also present risks including reinforcing or exacerbating biases and prejudices and compromising privacy. The Interim Guidance document establishes expectations to ensure the educators, staff and students are engaging with generative AI systems in a responsible manner that upholds the PDSB's commitment to protection of privacy, equity, human rights, children's rights, ethics, anti-oppression, safety, and accessibility.

Board or Ministry Policy Alignment:

The Interim Guidance on Generative AI within the PDSB supports the implementation of recently updated board policies including the Digital Citizenship and Use of IT Resources Policy and the Assessment, Evaluation, and Reporting Policy.

Resource/Financial Implications:

Capacity building on the adoption of AI within teaching and learning environments is supported by the Innovation and Research Department. Learning Technology Support Services and Legal and Governance Services provide system guidance on the integration of AI throughout PDSB working environments.

Legal implications:

It is necessary for the board to remain compliant with the governing legislation. As a result, staff will continue to monitor the regulatory environments to ensure that any actions taken adhere to provincial and federal legislation. This will inform any future decisions regarding the creation of an AI policy.

Community Impact:

The use of AI within the PDSB has a direct impact on staff, students, and the PDSB community. It is paramount that the board's approach to AI adoption is informed and compliant with the relevant legislation and upholds the board's commitment to protection of privacy, equity, human rights, children's rights, ethics, anti-oppression, safety, and accessibility.

Next Steps

Action Required:

Through the AI Steering Committee, PDSB staff continue to monitor the regulatory, technology and local environments as it relates to artificial intelligence.

The AI Steering Committee is also designing a series of infographics for students.

Communications:

The Guidance documents will be posted on PDSB internal and external websites and shared with PDSB staff through existing mechanisms.

Appendices

Appendix 1 – Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board

PEEL DISTRICT SCHOOL BOARD

Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board

ID: TBD

PARENT POLICY: Digital Citizenship and Use of IT Resources

RESPONSIBILITY: Director's Office

APPROVAL: Director's Council

APPROVAL DATE: 5/7/2024

EFFECTIVE DATE: 5/7/2024

PROJECTED REVIEW DATE: 2024-2025

REVIEW SCHEDULE: Annual

Introduction

Advancements in Artificial Intelligence (AI), and particularly generative AI, have sparked conversations throughout K-12 and higher education on the disruption of these systems, whether positive or negative, on education. These discussions explore the tensions regarding the impact of AI on how staff engage in teaching, how students engage in learning and assessment, and how institutions can drive operational efficiency and AI governance. The rapid evolution of technology has also caused external agencies, including provincial and federal governments, to revisit regulations to ensure effective AI governance that fosters ethical, transparent, trustworthy, and safe development and use of AI tools while protecting individuals' privacy and upholding human rights. The development and adoption of AI systems are outpacing our ability to understand the impacts of these systems and regulate their usage. Yet, AI technology is here and sparks the need for Peel District School Board (PDSB) staff, students, and community to deepen their AI and digital literacy skills to maximize their participation in the ever-increasing digital society.

Purpose

This document provides interim guidance on the use of Generative Artificial Intelligence within the Peel District School Board. Further, it establishes a framework and guidelines for PDSB staff and educators on their use of AI and generative AI in a manner that is ethical, transparent and upholds the values of the board. Some of this guidance may be updated as recommendations evolve.

Defining AI

1. **An artificial intelligence system** refers to a computer system that can imitate or execute tasks commonly requiring human intelligence including but not limited to reasoning, problem solving, making predictions, and producing creative work (European Union, 2022; Rekdal, 2023; UNESCO, 2019).
2. **Generative AI** means any foundational computer model or algorithmic tool that can create writing, computer code, and/or images using minimal human prompting. Examples include writing assistant programs like ChatGPT, GPT-4, Microsoft Bing, Google Bard, Jasper, Notion AI, and Cactus ai, image creation programs like DALL-E 2, Midjourney, and Stable Diffusion, and computer coding assistants, like GitHub Copilot.

Guiding Principles

Equity and Human Rights

Understanding equity, inclusion, and anti-oppressive frameworks aids in recognizing and addressing any biased or discriminatory narratives perpetuated by the tool, fostering a more inclusive educational environment. It's crucial to ensure the AI tool not only supports students' strengths, aligns with UDL principles, and caters to diverse learning needs but also respects students' data agency, allowing control over their personal data in accordance with their maturity and age.

When considering and implementing the use of an AI tool, PDSB staff and educators should:

- Deepen their understandings of equity, diversity, inclusion, anti-oppression, anti-racism, and anti-colonialism to enhance their ability to identify discriminatory, oppressive, or dominant narratives/content/worldviews produced by the tool.
- Consider the extent to which the AI tool enhances or adapts to students' strengths and not just the ways in which it aligns to their deficits.
- Ensure that the use of the AI tool does not lead to discrimination, amplify biases, nor reinforce stereotypes based on students' identities and consider mitigation approaches. This aligns with the UDL principle of providing multiple means of representation and expression.
- Ensure the AI tool enables the participation of all learners including students with exceptionalities and students who are English Language Learners.
- Support students' data agency – their ability to “maintain agency over their personal data, with the capacity to access, securely share, understand the use of, control and delete their data, in accordance with their age and maturity” (UNICEF, 2021).

Ethics and Bias

Peel District School Board is committed to upholding ethical standards in the utilization of AI tools. When using AI tools, PDSB staff and educators should be critically evaluating these AI technologies for their reliability, fairness, and trustworthiness, ensuring their alignment with the board's priorities. Staff must be accountable for whatever content is generated with proper attribution as necessary. Staff review and oversight of all content produced by Generative AI is required.

When considering and implementing the use of an AI tool, PDSB staff and educators must:

(i) Accuracy Issues

- Demonstrate vigilance and question the reliability, fairness, safety, and trustworthiness of AI tools to ensure they are used ethically and responsibly.
- Follow established policies and procedures to ensure the protection and use of personal information.
- Review generated output of AI tools for factual and contextual accuracy rather than consider this content to be authoritative and encourage users to verify content that is generated by an AI tool.

(ii) Requirement for human review and oversight for all content produced by Generative AI

- Clearly indicate when an AI tool has been used to develop content.
- Give proper attribution or remove copyright-protected material when using a generative AI tool. For purposes of attribution:
 - Identify which Generative AI tool(s) were used;
 - Identify how they were used, including the prompts used to generate the content; and
 - Identify how the results were incorporated into work, including a full reproduction and citation of any Generative AI content which was directly incorporated (Please note that MLA, APA and Chicago have all been updated with Generative AI citation guidelines).
- Note that content inputted into ChatGPT becomes the property of OpenAI.

Instruction and Pedagogy

AI is a tool that supports learner-centered instruction and pedagogy. Educators are to ensure learners are empowered through AI by engaging in practices aligning with the Empowering Modern Learners vision (EML). EML 2021 is based on the Universal Design for Learning and Culturally Responsive and Relevant Pedagogy frameworks to

reduce barriers to learning, honor lived experiences, and center intersectionality's. AI allows educators to personalize learning experiences for learners so they have agency and ownership over their learning.

When considering and implementing the use of an AI tool, PDSB staff and educators should:

- Build their AI literacy and critical consciousness to be able to detect biases of AI, understanding the strengths, abilities, limitations, and outputs/content of these tools.
- Use AI tools and generative AI tools as aids to instruction and not as substitutes.
- Learn to write prompts for generative AI tools that increase the likelihood of content that offers a holistic perspective and minimizes biases. (Note: Prompt Engineering is the process of crafting queries for AI to generate relevant information. It serves as a form of assisted inquiry, supporting understanding, effective questioning, and critical analysis of the produced content. Additionally, it involves refining both the queries and generated answers to make them more relevant and accurate.)
- Teach students to cite AI-generated content and to include the prompt used.
- Understand and incorporate student agency and ownership when selecting AI tools for learning.
- Consider the ways in which the AI tool supports the whole learner. As per ODE (n.d.), “does AI contribute to aspects of student collaboration we value like shared attention, mutual engagement, peer help, self-regulation, and building on each other’s contributions”?
- Leverage the Universal Design for Learning (UDL) framework in designing learning experiences using an AI tool that can provide multiple means of engagement, representation, and expression.
- Consider the extent to which the AI tool fosters learning across various settings (school, home, community).
- Consider the extent to which the AI tool supports the full range of learning and assessment activities including inquiry-based learning, project-based learning, design thinking, “learning from visualizations, simulations, and virtual reality” (ODE, n.d.).
- Clearly indicate when generative AI tools have been used to generate instructional content and/or meet students’ and families’ needs.
- Foster the development of global competencies/transferrable skills, including digital literacy, AI literacy, critical thinking, and problem-solving skills in students to promote responsible, ethical and criticality with use of AI.
- Use age-appropriate language when describing the functionalities of an AI tool to students to enhance transparency.

Assessment and Evaluation

As stated in *Growing Success*, the primary purpose of assessment and evaluation is to improve student learning. AI tools contribute to improved learning outcomes when intentionally employed to augment and extend the learning process, rather than circumvent it. Educators support students in using these tools effectively by instructing them to be transparent about their use of AI, ensuring proper attribution, and holding them accountable for providing authentic evidence of their learning.

In relation to assessment and evaluation, educators should:

- Provide students with resources to help them understand the principles of transparent and equitable use of AI.
- Create an assessment culture that fosters transparency about the use of AI tools to support their learning.
- Ensure students are aware of how to properly attribute content that has been produced using generative AI.
- Develop assessment tools that leverage the capabilities of AI and support students' development of digital literacy skills.
- Explain any instances in which evidence of learning must be demonstrated without the support of generative AI, including the curricular learning goal being assessed, and ensure the assessment opportunity is conducted using an anti-oppressive approach.
- Ensure that confidential student data is not shared through AI tools, in alignment with the Information, Access and Privacy Policy.
- Consider that tools to detect AI content generation are often inaccurate and can flag plagiarism where it does not exist.
- Reimagine how learning is to be assessed and validated given the capabilities of different AI tools.
- Confirm the validity of assessment of learning data collected using AI tools by triangulating evidence of student learning.

Content Development

Peel District School Board recognizes the importance of equipping its staff and educators with the necessary tools and knowledge to navigate the complexities of AI in content development. It is critical that staff be versed in AI's implications, especially concerning bias, equity, diversity, inclusion, anti-racism, and anti-oppression. PDSB is committed to ongoing professional development focused on AI education so that content development aligns with PDSB's core values and priorities, ensuring that all educational materials reflect PDSB's dedication to fostering an inclusive and equitable learning environment.

- PDSB staff and educators engaged in content development should emphasize the importance of continuous professional development for staff to stay informed and skilled in AI education.

- Professional development topics are to incorporate topics related to AI in relation to bias, equity, diversity, inclusion, anti-racism, anti-oppression, anti-colonialism, Empowering Modern Learning (EML) - Universal Design for Learning (UDL) and Culturally Relevant and Responsive Pedagogy (CRRP), and promoting safe and caring schools in the context of AI usage, aligning with PDSB values and priorities.
- Professional development needs to align with PDSB values and priorities, equipping staff with the knowledge and skills necessary to guide students responsibly in the AI landscape.
- Staff are to professionally assess AI content to ensure accuracy, ethical standards, and alignment with board and ministry priorities and upholding the board's commitment to equity, inclusion, and anti-racism, fostering an inclusive learning environment.
- Staff are to report concerns related to content that may perpetuate bias or stereotypes.
- PDSB staff and educators engaged in content development should collaborate with AI experts and educational stakeholders from various industries. They provide insights into real-world AI applications, share experiences, and offer guidance for integrating AI into the curriculum, aligning with PDSB's vision for excellence.

Accessibility

Educators exploring AI for accessibility should prioritize solutions for students in collaboration with resource teachers, caregivers, and students themselves. The goal of leveraging AI should promote and foster an inclusive learning environment where AI becomes a tool for empowerment, not exclusion.

In relation to accessibility, educators should:

- Prioritize AI solutions designed with accessibility in mind (I.e., text to speech, speech to text, screen readers and voice recognition and oral response)
- Ensure that AI platforms have adjustable settings to accommodate individual learning needs.
- Be inclusive, differentiating to the needs of students with disabilities or those who require special education services and should comply with AODA.
- Work collaboratively with special education professionals, parent(s)/caregiver(s), and the students themselves to create a supportive learning environment that leverages AI as a tool for empowerment and inclusion.
- Generate closed captions for videos and transcribe spoken content in real-time. This benefits deaf and hard-of-hearing students and also aids in making educational materials more accessible to all.

Security

With increased integration of the use of AI in educational practices, it is vital for staff to be mindful of safeguarding student information. By being aware of district policies and guidelines, staff need to ensure strict adherence to security protocols and procedures.

When considering and implementing the use of an AI tool, PDSB staff and educators should:

- Understand age restrictions, personal information that will be collected, and how the data will be used.
- Collaborate with LTSS for matters relating to security audits, data encryption and access controls.

Privacy

In a rapidly evolving landscape of technology use in education, the protection of privacy remains of paramount importance. As Peel District School Board integrates AI tools in the educational and administrative processes, it becomes essential to adopt a proactive approach towards ensuring the confidentiality and integrity of personal information.

When considering and implementing the use of an AI tool, PDSB staff and educators must:

- Refrain from entering personal or sensitive information about any individual into the AI tool.
- Instruct and advise students not to input any content containing identifying information, such as names, ages, locations, birthdates, school names, school board names, and personal experiences. Anonymizing information may not be sufficient to make information de-identifiable.
- Use “opt-out” feature where possible to ensure prompts and content are not used to further train the system.
- Determine the extent to which a Privacy Impact Assessment is required for use of the AI tool.

Mental Health and Well-Being

Peel District School Board recognizes that fostering a supportive and inclusive environment is not only a moral imperative but also a fundamental prerequisite for effective learning and personal growth. As AI becomes increasingly integrated into our educational practices, we need to continue to prioritize the mental health and well-being of all students. AI technologies are to be used to harness and enhance, rather than replace human interactions and emotional support. We remain committed to promoting digital literacy and responsible AI usage, ensuring that students use the technology safely and ethically.

Legal and Policy Compliance

When considering and implementing the use of an AI tool, PDSB staff and educators must:

- Recognize that OpenAI programs, including ChatGPT and DaLLE, stipulate that users must be 13 years of age or older. The exact wording from OpenAI is: "You must be at least 13 years old or the minimum age required in your country to consent to use and Services. If you are under 18, you must have your parent or legal guardian's permission to use the Services." This requirement underscores the importance of ensuring that the deployment of these AI technologies aligns with age-appropriate use guidelines, safeguarding the interests and well-being of all students. Students under 13 shall be permitted to use Generative AI only within a supervised educational context or under parental supervision. Generative AI can only be used by students with educator approval.
- Emphasize the need to be critical readers of information generated by AI, actively look for bias and oversimplification in the content.
- Understand and ensure their adherence to all applicable legislation *including but not limited to Education Act* and related PPMs, *Municipal Freedom of Information and Protection of Privacy Act, Personal Health Information Protection Act, Copyright Act, Accessibility for Ontarians with Disabilities Act, Human Rights Code, and Occupational Health and Safety Act.*
- Understand and ensure their compliance with PDSB policies and procedures *including but not limited to, Digital Citizenship and Use of IT Resources Policy, Social Media Policy, Safe and Caring Schools Policy, Staff Code of Conduct, Staff Conflict of Interest Policy, Assessment, Evaluation and Reporting Policy, Anti-Racism Policy, Human Rights Policy, Equity and Inclusive Education Policy, and the Information, Access, and Privacy Policy.*

Education and Training

As the integration of AI becomes more prevalent in the educational sector, the Peel District School Board emphasizes the importance of comprehensive education and training for its staff and educators. Through ongoing professional learning, PDSB staff should be deeply aware of the ethical considerations surrounding its use.

PDSB staff and educators should:

- Engage in training opportunities that provide at least a basic understanding of AI and data usage to be able to engage positively, critically, and ethically with this technology and exploit its full potential.
- Ensure training opportunities include the technical aspects of AI and ethical considerations and implications for its adoption.
- Stay up to date on developments in AI to provide students with accurate and relevant information, fostering a dynamic learning environment.

Communications

Effective communication within the Peel District School Board community about the use of AI in education is essential. Clear and transparent dialogue ensures staff, students, and caregivers are collectively informed and engaged, facilitating a collaborative approach to understanding and navigating AI's role and impact in the learning spaces.

When considering and implementing the use of an AI tool, PDSB staff and educators should:

- Clearly communicate when and how they are using generative AI tools in interactions with students, families, and the community
- Inform students, families, and the community, when content addressed to them is generated by a generative AI tool.
- Involve students, families, and community in discussions about AI use in schools – encouraging open dialogue and creating feedback mechanisms to address concerns and ensure transparency.

Accountability, Monitoring and Adaptation of Use

Peel District School Board emphasizes the need to establish clear roles for overseeing AI tools and addressing concerns. We underscore the importance of educating all users about AI tools' capabilities and associated risks, whether managed by the board or not. Moreover, we stress the obligation of PDSB staff and educators to ensure content accuracy, legal compliance, and alignment with board values. This proactive approach demonstrates our commitment to responsible AI integration in the service of education and well-being.

PDSB leadership should:

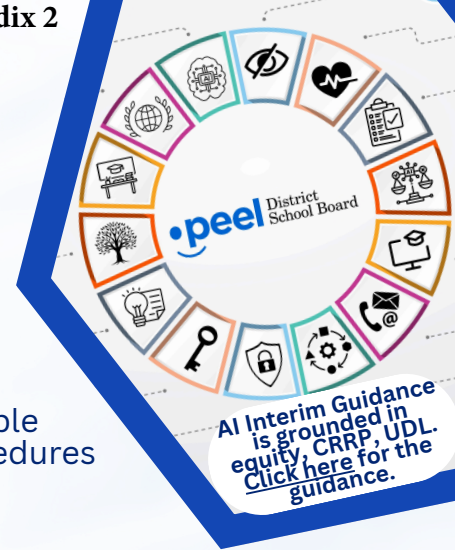
- Establish responsibilities for various stakeholders and roles within the board for overseeing the use and evaluation of AI tools and addressing concerns that may arise.
- Ensure that all users are aware of the importance and capabilities of AI tools, including generative AI tools that are managed by the board and ensure an understanding of the risks associated with their use, and with the use of AI tools that are not managed by the board.
- Ensure that PDSB staff and educators take responsibility for the content produced by an AI tool including ensuring its factual and contextual accuracy, compliance with legal and privacy regulations, and adherence to board values and expectations.

References

- European Union. (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*. Publication Office of the European Union. Retrieved from <https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en>
- Government of Canada. (2023). Guide on the use of Generative AI. Retrieved from <https://www.canada.ca/en/government/system/digital-government/digital-government-innovations/responsible-use-ai/guide-use-generative-ai.html>
- Iriondo, R. (2023, February 14). *Generative AI: The Future of Artificial Intelligence (AI)*. Medium. <https://pub.towardsai.net/generative-ai-the-future-of-artificial-intelligence-ai-c634e02f9095>
- Oregon Department of Education [ODE]. (n.d.). *Developing Policy and Protocols for the use of Generative AI in K-12 Classrooms*. State of Oregon. Retrieved from https://www.oregon.gov/ode/educator-resources/teachingcontent/Documents/ODE_Developing_Policy_and_Protocols_for_the_use_of_Generative_AI_in_K-12_Classrooms_2023.pdf
- Rekdal, A. (2023, March 3). *What is Artificial Intelligence?*. Built In. Retrieved from <https://builtin.com/artificial-intelligence>
- Routley, N. (2022, February 6). *What is generative AI? An AI explains*. World Economic Forum. Retrieved from <https://www.weforum.org/agenda/2023/02/generative-ai-explain-algorithms-work/>
- Toronto Police Services Board. (2022). *Use of Artificial Intelligence Technology*. Toronto Police Services Board. Retrieved from <https://tpsb.ca/policies-by-laws/board-policies/195-use-of-artificial-intelligence-technology>
- UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000386693>
- UNESCO. (2021). *AI and Education: Guidance for Policy Makers*. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000376709>
- UNESCO. (2019). *Steering AI and Advanced ICTs for Knowledge Societies: A Rights, Openness, Access, and Multi-stakeholder Perspective*. UNESCO Publishing. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000372132>
- UNICEF. (2021). *Policy Guidance on AI for Children*. UNICEF. Retrieved from <https://www.unicef.org/globalinsight/media/2356/file/UNICEF-Global-Insight-policy-guidance-AI-children-2.0-2021.pdf>
- U.S. Department of Education, Office of Educational Technology, *Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations*, Washington, DC, 2023.

AI Strategy (Draft)

Connections to Empowering Modern Learners (EML) and Board Priorities



VISIT THE EML AI SHAREPOINT FOR MORE INFORMATION & RESOURCES

Privacy and Data Security Guidance (2025-2026)

Introduction

This guidance contains information to support accountability in the areas of privacy and security compliance:

1. Information Privacy and Data Security
2. Requesting Additions to the PDSB Digital Landscape
3. Synchronous Conferencing Tools
4. Cyber Safety and Security Breach Protocol *NEW*

1. Information Privacy and Data Security

Aligned with the [Empowering Modern Learners Vision](#), the PDSB encourages and supports the use of technology for instructional, assessment, and evaluation practices to support learning environments and learning experiences that are [anti-oppressive and anti-racist](#). School boards, educators, and administrators in Ontario's education system are responsible for making sure their students' personal information is secure and protected at all times, including cloud-based services in classroom practice. We have a legal obligation to follow these rules based on the statutes in the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), and the Personal Health Information Protection Act (PHIPA) in addition to PDSB's [Digital Citizenship and Use of IT Resources policy](#) and the [Safe and Caring Schools policy](#).

Legislation allows school boards to collect certain personal information, provided the data is necessary for the provision of programming, maintained in a secure environment; not accessible by unauthenticated third parties, maintained only as long as is required and deleted when no longer required. It is important to note, that all data collected and stored is the property of the Peel Board. The ability of educators to control student personal information is essential to meeting the legislative requirements of ensuring student data security and privacy, including [Bill 194](#). The Board shares information about the digital tools that may be in use and [how educators, students and families](#) will work collectively to ensure the security and safety of student personal information.

Table 1: Personal Information

Information that CAN be shared outside of PDSB Digital Landscape	Information that CANNOT be shared outside of PDSB Digital Landscape
<ul style="list-style-type: none"> • Peel DSB student number • Peel DSB student or staff email address • Student initials • Student grade, home school name & 	<ul style="list-style-type: none"> • Student's first and/or last name • Student's or Teacher's date of birth • Personal address(es) • Parent/guardian name(s)

address of home school	<ul style="list-style-type: none"> • Parent/guardian contact information • Health information • Special Education information • Ontario Education Number (OEN) • Student likeness i.e. picture, voice, video (If there is no signed Media Consent form)
------------------------	--

To support educators in using tools known to be safe and secure, the PDSB supports four digital environments (Microsoft, Google, Apple & D2L:Brightspace) in the PDSB Digital Landscape.

Staff are reminded that:

- Only D2L Brightspace and Google Classroom are to be used as Virtual Learning Environments and associated documentation of student learning
- Only MS Teams is to be used as a video conferencing tool

Table 2: PDSB Digital Landscape and Process for 2025-2026

Environment	Example Tools Available	Audience	Privacy & Security Considerations
Microsoft	<ul style="list-style-type: none"> • Office 365 tools • MS Teams 	Educator to: -Educator -Student -Family -Business Staff	<ul style="list-style-type: none"> • Data security/privacy is managed by the PDSB • Health information should be recorded in the Microsoft environment • Encryption of health information is recommended
Google Workspace for Education	<ul style="list-style-type: none"> • Docs • Slides • Sheets • Classroom 	Educator to: -Student -Family	<ul style="list-style-type: none"> • Data security/privacy is managed by the PDSB • Health information cannot be recorded in the Google environment • Add-ons/extensions for use must be submitted via the Digital Tool Review Process as these services can gain access to a student's Google Drive where personal information could potentially be shared (e.g., names in Docs) • Approved Extensions/Add-ons are listed here and the list is updated based on requests
D2L	<ul style="list-style-type: none"> • Brightspace 	Educator to: -Student -Family	<ul style="list-style-type: none"> • Data security and privacy is managed by PDSB • <u>Note</u>: D2L privacy policy – D2L does not own educator work entered in the VLE
Apple	<ul style="list-style-type: none"> • Keynote • Pages • Clips • App Store 	Educator to: -Student -Family	<ul style="list-style-type: none"> • Shared Apple devices in Peel use local storage, if an application is using cloud storage, educators should review the End User License Agreement/Privacy Policy (EULA) and take appropriate steps to ensure protection of

			<p>personal information as outlined in Table 2</p> <ul style="list-style-type: none"> • A curated list of secure applications has been created for shared school iPads; requests for additional applications will be reviewed via the Digital Tool Review Process • NOTE: Educator iPads have access to the App Store. Educators are responsible for ensuring applications downloaded align with the PDSB Acceptable Use Procedure and the Privacy and Security Guidance. The Digital Tool Review Process provides educators with considerations.
Single Sign-On (SSO)	<ul style="list-style-type: none"> • Adobe Express • SketchUp • Minecraft Education 	Educator to: -Student	<ul style="list-style-type: none"> • Use of the @pdsb.net account is to be reserved for education purposes only • Educators should review the EULA/Privacy Guidance and must ensure the protection of personal information as outlined in Table 1
Stand Alone	<ul style="list-style-type: none"> • Audacity • Python 	All	<ul style="list-style-type: none"> • Educators should review the EULA/Privacy Policy and must ensure the protection of personal information as outlined in Table 1
Third Party Web Tools	<ul style="list-style-type: none"> • Digital Photo ID 	All	<ul style="list-style-type: none"> • Staff are to submit to the Digital Tools Review Process before usage/purchase

2. Requesting Additions to the PDSB Digital Landscape

To allow for the secure integration of additional digital tools, staff must submit completed forms provided via the Digital Tool Review Process. The Board's Information Security Privacy Committee will review applications to approve tools for use, or recommend alternate tools. Additional approved tools can be found within the Peel Digital Landscape document. The updated Digital Tool Review Process and Table 3 support educators in understanding the various items related to student privacy and data security that must be considered prior to utilizing a tool not in the PDSB Digital Landscape.

Table 3: Considerations for Digital Tools - Key Reference Guide

Educator Considerations	Sample Questions to Support Decision Making
PDSB Policies	<ul style="list-style-type: none"> • Does it align with PDSB applicable policies? • Is it accessible and supports learner variability? • Does it use principles of Universal Design for Learning (UDL) and Culturally Relevant & Responsive Pedagogy (CRRP)
Personal Information	<ul style="list-style-type: none"> • How do students register?

Required	<ul style="list-style-type: none"> • Will students upload personal information outlined in Table 1?
Age Requirements	<ul style="list-style-type: none"> • Is there a minimum age requirement to use the tool?
Parental/Guardian Consent	<ul style="list-style-type: none"> • Educators may be required to obtain parent/guardian consent for the use of digital tools if the terms of service or agreement of a third-party digital tool provider require it.
In-app Purchases	<ul style="list-style-type: none"> • Is the app a free version? • Does the app often direct to paid purchases.
In-app Advertisements	<ul style="list-style-type: none"> • Does it have advertisements? Free versions of tools often include advertisements that cannot be previewed for suitability
Education Versions Available	<ul style="list-style-type: none"> • Is it an Education version or EDU version? They often have limited, or completely removed, purchases and advertisements

3. Synchronous Conferencing Tools

To further support synchronous learning, the approved audio/video conferencing tool available for use by PDSB staff is MS Teams. The tool is within the PDSB environment and meets the standards of the Privacy and Security Guidance. Any meeting that could potentially disclose student health information should be conducted within the MS Teams environment. No other platforms (e.g., Zoom) should be used for audio/video conferencing.

4. Cyber Safety and Security Breach Protocol ***NEW***

[The Cyber Safety & Security Breach Protocol](#) is a resource to guide Educators, Administrators and Superintendents through a decision-making process when they encounter a cyber security incident. As these incidents vary in seriousness, so do the aligned steps that ensure student and staff safety, careful and timely documentation and reporting of incidents and communication to our families guided by the Communications Department.

Examples of reportable incidents include, but are not limited to:

- Intrusion and disruption to the learning environment
- Unauthorized access or use
- Unauthorized access or changes to data or files
- Misuse of VLE or technology

Please note that all staff will have access to the resource however the Cyber Security Incident Reporting needs to be completed by the Administrator, in partnership with the Educator and Superintendent.

Sample Table for Section 4: Cyber Safety and Security Breach Protocol

Role	Responsibilities
Educator	<ul style="list-style-type: none">- Report incidents to administrator immediately- Assist with documentation
Administrator	<ul style="list-style-type: none">- Lead completion of Cyber Incident Reporting form- Notify Superintendent
Superintendent	<ul style="list-style-type: none">- Review breach details- Liaise with IT and Communications as needed
IT Services	<ul style="list-style-type: none">- Investigate system breaches- Provide technical containment/support
Communications	<ul style="list-style-type: none">- Craft family-facing messages for broad-impact incidents

PEEL DISTRICT SCHOOL BOARD POLICY

Digital Citizenship and Use of IT Resources Policy

POLICY ID: SAW1207 (*Formerly Policy 78*)

FUNCTIONAL CATEGORY: Student Achievement and Well-Being

RESPONSIBILITY: Chief Information Officer

APPROVAL: Board of Trustees

APPROVAL DATE: 3/27/2024

EFFECTIVE DATE: 3/28/2024

PROJECTED REVIEW DATE: 2027-2028

REVIEW SCHEDULE: 5 years

1. Purpose

- 1.1 The Peel District School Board is committed to providing and maintaining safe and appropriate environments conducive to learning and working for all. To improve student success and achievement, we must ensure that students feel safe, welcomed, respected, and included.
- 1.2 We want our students to be well-prepared for success in an evolving society. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct, and share knowledge in a modern world. It is imperative that we support our students as modern learners.
- 1.3 The Board provides users with access to technology to support teaching and learning, to accommodate learner variability and accessibility requirements, and to enable efficient Board administration and communication. Board technology must be used appropriately for these intended purposes.

2. Application and Scope

- 2.1 The application of this Policy includes:

- a) the use of all Board-owned technology, such as computers, phones and mobile devices, networks, applications, and websites regardless of where they are used. This includes the use of Board-owned technology when used off Board property. Specifically, the Policy applies to home, remote, or wireless access to the Board network, websites, and applications.
- b) the use of personally owned technology, including personally owned computers and mobile devices, when used on Board property or when used to access Board resources. Inappropriate use of personally owned technology that has a negative impact on student and staff safety may result in a full investigation and necessary action will be taken, where appropriate.
- c) the use of third-party information technology services provided to the Board. This includes Internet services provided by the Ministry of Education.

This Policy will, at all times, be interpreted in a manner consistent with Board policies, the *Education Act* and its regulations, relevant Ministry PPMs, the *Ontario Human Rights Code*, the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*, the *Anti-Racism Act*, the *Accessibility for Ontarians with Disabilities Act (AODA)*, and other applicable legislation. This Policy is aligned with and supports the principles and expectations of PDSB Human Rights Policy, Equity and Inclusive Education Policy and the Anti-Racism Policy.

3. Definitions

- 3.1 **Technology** – Technology resources include, but are not limited to, computers, phones, cellular/mobile technology, servers, networks, Internet services, computer applications, data, email, and collaboration tools, as well as third-party Internet services provided to the Board. Examples of third-party web services include e-Learning Ontario and online textbook providers.

- 3.2 **User** – A user is any individual granted authorization to access technology, as defined above. Users may include students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.
- 3.3 **Digital citizenship** is defined as the norms of responsible behaviour related to the appropriate use of technology. These norms and responsibilities are an expectation in all Peel District School Board locations and are clearly outlined in each school's Code of Conduct.

4. Policy

- 4.1 As individuals, we live and work in a world where people are frequently connected to their devices, so we need to use technology effectively and respectfully. Digital citizenship is an important part of what students learn in school.
- 4.2 The Digital Citizenship policy supports the principles and expectations of the Board's character attributes—caring, respect, cooperation, honesty, responsibility, inclusion—to create positive climates for learning and working.
- 4.3 The PDSB is committed to creating environments that support and enhance innovation in learning. This includes establishing a learning culture that promotes curiosity, personalized inquiry-based learning and fosters digital literacy and medial fluency.
- 4.4 The PDSB is committed to supporting innovative teaching practices and instruction that leverages technology to accommodate learner variability and accessibility requirements and address the learning needs of all students. Students will see teachers incorporate digital resources into their lessons. Educational online resources may be accessed wirelessly through the Board's networks. As such, students will be encouraged to BYOD—Bring Your Own Device.
- 4.5 When relevant to curriculum and instruction, teachers may permit the use of any personal electronic device as a classroom learning device. During learning times, educators may determine when and how students within their assigned

teaching area are permitted to use technology resources, including personal devices and Board technology.

4.6 Students will also be able to access educational resources using their personal devices outside the classroom, in libraries, cafeterias, and other communal areas.

4.7 There are six guiding principles for digital citizenship and responsibility:

a) **Digital Citizen:** The PDSB recognizes the rights, responsibilities and opportunities of learning, working and participating in an ever-evolving digital world.

(i) Users should cultivate and manage their digital identity and reputation and recognize the long-term implications of their actions in the digital environment.

(ii) Users should demonstrate positive, safe, legal, and ethical behaviour when engaging with technology including through social interactions online and when using digital tools to collaborate with others.

(iii) Users should demonstrate respect, empathy and community when engaging with others online.

(iv) Users should understand and protect intellectual property rights when engaging with technology.

(v) Users should leverage technology to advance the PDSB's commitment to equity, inclusion, and accessibility.

(vi) Users should remain informed, evaluating the accuracy, perspectives, credibility and validity of digital resources.

(vii) Users should understand and foster a healthy balance in their use of technology.

b) **Intended use:** Board technology is provided for educational and administrative purposes. Prohibited uses of technology include, but are not limited to:

- (i) personal use that is not limited and/or occasional.
- (ii) use that violates federal or provincial laws.
- (iii) use of Board technology for commercial or political party purposes.
- (iv) use that contravenes Board Policies and/or Operating Procedures.
- (v) theft of resources, including electronic data theft.
- (vi) unauthorized access, alteration, destruction, removal and/or disclosure of Board data. This includes the unauthorized disclosure of Board email addresses, distribution lists, and user account information.
- (vii) unauthorized access or disclosure of personal and confidential information.
- (viii) creating, displaying, storing, or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials.
- (ix) cyberbullying.
- (x) unauthorized copying, downloading, transferring, renaming, adding, or deleting information protected under copyright law.
- (xi) use that could reasonably be expected to impair the Board's computing facilities or interfere with others' use of Board technology (e.g., viruses, spam) including the sending of electronic "chain" mail.
- (xii) agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the Board's Learning Technology Support Services staff. Purchasing of materials and services must comply with all procurement policies and procedures.

c) Security and safety of Board data

- (i) Users should take reasonable precautions to ensure that the data that they use is secure and safe.

- (ii) Users should protect information, including personal information, personal health information, and confidential information from unauthorized disclosure.
- (iii) Staff are given access to Board data to perform their job functions. Board data should be used for the purposes intended. Other uses of Board data are strictly prohibited.
- (iv) Board Data may include but is not limited to student records, employee records, confidential assessments, and other personal information. Data may be held in more than one format such as an electronic document (e.g., Word Document) or in a system such as email or the Student Information System. All Board data is included in this Policy.
- (v) Users are responsible for managing the accounts and passwords that provide access to Board data.
- (vi) Users are responsible for applying passwords to any personal device that accesses or holds Board data. Users will not attempt to gain unauthorized access to Board technology or data, nor will they attempt to disrupt or destroy data.
- (vii) Users must exercise reasonable care to ensure the safety of the Board data entrusted to them. All confidential Board data not held on Board-owned servers must be fully encrypted. This applies to all confidential Board data stored on Board and personally owned computers. The storage of confidential Board data on the Internet is strictly prohibited, unless the confidential data is stored on an approved, secure platform (eg. Microsoft OneDrive, Google Docs).
- (viii) Users must comply with any security measures implemented by the Board. All files downloaded to Board devices from the Internet must be scanned with Board-approved virus detection software—disabling virus scanning on Board devices is prohibited. All downloading of software from

the Internet to Board devices must be approved in advance by the Board's Learning Technology Support Services staff.

- (ix) Remote or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to by-pass the Board's security.
- (x) Users are responsible for taking steps to ensure personally owned devices that access Board technology resources are kept free of malware. These steps may include keeping their devices up-to-date and/or deploying virus scanning software.
- (xi) Users shall not take unauthorized actions to interfere with, disrupt, or alter the integrity of the Board's IT resources. Efforts to restrict or deny access by legitimate users of the Board's IT resources are unacceptable.
- (xii) The use of the Board's IT resources is restricted to Board business and incidental personal use. Incidental personal use may not interfere with Board work, nor may it result in additional direct cost to the Board. Unauthorized access to and use of PDSB's IT resources violates this policy. Please note that use of a personal device on a Board network constitutes use of Board IT resources and are therefore governed by the same regulations.

d) Responsible resource usage

- (i) The Board's technology resources are shared and limited. Users should use technology resources responsibly and should not waste Board resources.
- (ii) The Board reserves the right to limit any activity that consumes a high level of Board resources that may impact Board services or other users. Examples of shared resources include file storage, network bandwidth, and Internet access.

- (iii) Access to Internet websites and services that significantly impact the Board Internet or network performance will be limited. Users are not permitted to circumvent the Internet and network controls put in place when using Board resources.
- (iv) Personal materials not relevant to educational and administrative purposes will not be stored on Board servers at any time, for any reason.
- (v) With respect to information stored for the intended purposes, the Board may impose retention periods for various information classes, either temporarily or permanently. A user should not download, copy, or store files that exceed the user's data storage limit; users that do so may experience data loss.

e) Legal compliance and adherence to Board Policies

- (i) When using Board resources, users are expected to comply with federal and provincial legislation (e.g., Criminal Code, Education Act, Municipal Freedom of Information and Protection of Privacy Act, Copyright Act), as well as Board Policies and corresponding Operating Procedures.
- (ii) Users who manage or use IT resources of the Board must make every reasonable effort to protect information from unauthorized modification, disclosure, and destruction. Data and software are to be protected, regardless of the form, medium, or storage location of the information. The level of protection shall be commensurate with the risk of exposure and with the value of the information and of the IT resources and technology used.
- (iii) The storage of unlawful materials on Board property is strictly prohibited. Board resources may not be used in any manner to create, store, send, display, or make available to others material that contravenes federal or provincial laws or regulations.

- (iv) Destruction, alteration, or disclosure without authorization of data, programs, or other content that belongs to others but that is accessed through the Board's IT resources is also prohibited. The Peel District School Board may block an individual or group's access to its IT resources in order to protect its IT resources and the information contained in them.

f) Expectation of Privacy

- (i) Board data may be reviewed, monitored and accessed by authorized individuals, as required. Data stored on Board technology is also subject to relevant legislation and Board data may be accessed through Freedom of Information requests.
- (ii) Users should not expect privacy with respect to any of their activities when using the Board's computer and/or telecommunication property, systems, or services.
- (iii) Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted.
- (iv) The Board reserves the right to review, retrieve, read, and disclose any files, messages or communications that are created, sent, received, or stored on the Board's computer systems and/or equipment. The Board's right to review is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment.
- (v) Any staff who accesses information from records maintained by another individual without the individual's consent must seek prior approval from the Director of Education or Associate Director of Operations and Equity of Access/Chief Operating Officer, for such access and related disclosure.
- (vi) If policy violations are discovered, this will result in an investigation and necessary action will be taken, where appropriate.

- (vii) Information stored on personally owned devices is the responsibility of the device owner/user. However, personally owned devices which are used for creating, displaying, storing, or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials that impact school climate will result in a full investigation and necessary action will be taken, where appropriate.

5. Roles and Responsibilities

5.1 All users are responsible for:

- a) ensuring that Board technology is used in accordance with Board policies and procedures.
- b) ensuring that Board technology is used to support teaching and learning in accordance with Peel's teaching and learning expectations.
- c) using Board technology in a lawful, responsible, and ethical manner consistent with the purposes for which it is provided.
- d) their personal network login and password—it should not be shared with anyone other than a parent/guardian (students).
- e) ensuring that photos, videos, or images of an individual/group are not posted online/shared digitally unless consent from the individual(s)—over the age of 18—or parental consent (for those under the age of 18) has been obtained. Photos, videos, or images cannot be taken using any device unless authorized.
- f) ensuring that technology is not used for political or union business unless approved by the board.
- g) maintaining a secure digital environment by regularly updating and safeguarding personal devices that access Board technology resources.
- h) practicing digital literacy and maintaining awareness of the implications of their online activities. It is essential for users to understand the longer-term implications of their digital footprint/dossier and exercise discretion in

sharing personal information online, recognizing that online activities can have real-world consequences.

- i) Leveraging technology to advance the PDSB's commitment to equity, inclusion, accessibility and digital citizenship practices.

5.2 Superintendents, principals, and managers/supervisors are responsible for:

- a) Ensuring that staff are aware of the Board policy.
- b) Establishing and monitoring digital citizenship and responsibility through the school's Code of Conduct and employee Code of Conduct.
- c) Instructing and modeling, for staff and students, digital citizenship, and responsibility.
- d) Providing opportunities for staff to enhance their understanding of evolving digital technologies, and ensuring educators stay abreast of the latest tools, trends and best practices in digital citizenship education.
- e) Supporting, reviewing and assessing the use of virtual learning environments/learning management systems to ensure they are meeting educational goals.
- f) Implementing targeted educational interventions to enhance individuals' understanding of digital citizenship principles and responsible technology use. These educational interventions aim to foster a positive and supportive learning environment, empowering individuals to make informed choices and contribute positively to the digital community.

5.3 Teachers/Educators are responsible for:

- a) The supervision of student use of technology within the teacher's assigned teaching area.
- b) Instructing and modeling, for students, digital citizenship, and responsibility.

- c) Teaching students digital citizenship competencies and helping students to be informed, inclusive, engaged and alert.
- d) Communicating clear and consistent guidelines about when and how students within their assigned teaching area are permitted access to Board technology or their personally owned devices during learning times.
- e) Identifying digital learning content that is culturally relevant and responsive, developmentally appropriate and aligned with curriculum expectations.
- f) Collaborating with colleagues to share effective strategies for integrating technology into the curriculum, fostering a culture of innovation, and ensuring a consistent approach to digital citizenship education across different subject areas.
- g) Leveraging technology, virtual learning platforms and the learning management systems to centre students, enhance student learning and collaborate with parents.
- h) Engaging in ongoing digital literacy education programs within the school, fostering a deeper understanding of digital citizenship concepts.

5.4 Students are responsible for:

- a) Using Board technology for curriculum-related/educational purposes only, with the exception of authorized personal use that is limited and/or occasional.
- b) Using personally owned technology for approved curriculum-related/educational purposes only while on Board property during learning times.
- c) Demonstrating digital citizenship through the appropriate use of technology, as outlined in schools' codes of conduct.

- d) The care, maintenance, and security of their personal devices and Board devices in their care. The Board is not responsible for the replacement of lost, stolen, or damaged personal devices.
- e) Promoting a culture of responsible and informed technology use among peers.

6. Appendices

6.1 Appendix A – Consequences: Remedial and Disciplinary Action

7. Reference Documents

Acceptable Use of IT Resources Procedure

Code of Conduct

Interim Guidance on Generative Artificial Intelligence in Education within the Peel District School Board

8. Revision History

Review Date	Approval Date	Description
	April 26, 2011	Approved.
	February 12, 2013	Replaces former Policy #78 – Appropriate Use of Technology
November 27, 2023		Housekeeping Amendment - Template Migration.
	March 27, 2024	Approved and replaces former Policy #78 – Digital Citizenship and Policy #82 - Use of IT Resources (repealed).

Appendix A – Consequences: Remedial and Disciplinary Action

Individuals who do not comply with this Policy will be subject to appropriate consequences consistent with the school Code of Conduct, employee Code of Conduct, progressive discipline, and Safe Schools legislation. Consequences *may* include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- a) limitations being placed on access privileges to personal technology resources while on Board property.
- b) limitations being placed on access privileges to Board technology resources.
- c) suspension or revocation of access privileges to personal technology resources while on Board property.
- d) suspension or revocation of access privileges to Board technology resources.
- e) appropriate disciplinary measures (staff), up to and including dismissal.
- f) appropriate progressive discipline measures (students) within Bill 212 (Progressive Discipline and School Safety).
- g) legal action and prosecution by the relevant authorities.

7.3

Curriculum, Equity and Student Well-Being Committee Meeting, December 10, 2025

Growing Healthy Places

Strategic Alignment:

- Student Achievement Plan
- Multi-Year Strategic Plan
- Ministry Directives
- Equity and Inclusive Education

Report Type:

For Information

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

Overview

Objective:

This report provides an overview of the *Growing Healthy Places* (GHP) project, which the Peel District School Board (PDSB) is participating in from May 2025 to December 2027.

This project supports student and community engagement, well-being and sense of belonging, while providing inclusive and equitable access to physical activity and healthy eating programs in participating elementary school communities.

Context:

PDSB is participating in a global research project aligned with *Cities for Better Health* called *Growing Healthy Places* (GHP). This project is committed to accelerating change in health equity by building impactful local partnerships to support health and well-being in underserved school communities.

Growing Healthy Places is a part of a three-year, multi-country project guided by a global evidence-based approach. The aim is to support local partners in each country to co-design, deliver, and evaluate programs that support healthy eating and physical activity for students in Grade 3 to 8.

Schools applied for this project using the following criteria:

- Schools must be in Mississauga
- School population consists of students from underserved communities
- Schools should have a minimum enrollment of 120 students between Grades 3 to 8

Highlights:

- Peel District School Board (PDSB) is engaged in a collaborative partnership with the Ontario Physical Health Education Association (Ophea) in a global study on health equity.
- Local implementation and research partners include 880 Cities, Brock, Delivery Associates and the funding partner Novo Nordisk.
- PDSB is Canada's voice in this international study along with cities in Japan, Spain, Brazil and South Africa.

Scope:

- 22 PDSB elementary schools in the Mississauga area are currently participating in this project
- 10 school are participating as Activation schools
- 12 schools are participating as Reference schools

Activation Schools:

An Activation school will participate in a series of interventions and programs.

- Students have the opportunity to participate in student surveys to assess the outcomes of the activities
- Activation schools participated in a community co-design process to identify existing resources and local needs.
- Schools participate in an Activation package of programs to support healthy eating and physical activity
- Examples of Activation programs include: student nutrition programs, physical activity programs or infrastructure enhancement.

Reference Schools:

A Reference school is a school that provides baseline data about student health and well-being over time.

- 12 schools have been selected as Reference schools
- These schools will participate in three student surveys each Fall 2025-2027, which help measure the impact of the GHP Activation package
- Each Reference school will receive an honorarium to participate in the study

Timeline for 2025-26:

The GHP project timeline is from June 2025 - December 2027.

Outcomes

Goal	Supports	Anticipated Outcome
Community Engagement	-leveraging programs already in place -leveraging relationship with community members and organizations	-collaborative engagement with community members and families
Co-Design Process	-teacher and caregiver information hubs -facilitation of school specific toolkit resources -asset and community mapping	-enhanced wellbeing and sense of belonging
Activation Interventions	-resources provided -implementation and facilitation support -teacher training provided -leveraging programs already in place -leveraging relationship with community members and organizations	-access to physical activity programs -access to healthy eating -enhanced nutrition education for students and families -support student engagement, wellbeing and sense of belonging -potential sustainable programming

Impact Analysis

Equity & Human Rights Review:

The *Growing Healthy Places* project has the objective of identifying and addressing health inequities to support access to healthy eating and physical activity programs for PDSB school communities.

PDSB serves families who experience food insecurity and access to healthy eating, which has an effect on student well-being and health, and in turn student learning and achievement.

Many PDSB students have limited access to programs or equipment that support daily physical activity and safe areas for play. Physical activity interventions will provide access to equipment, programming, and inclusive play.

Board or Ministry Policy Alignment:

In alignment with PDSB's Multi-Year Strategic Plan, the Growing Healthy Places Project activities will:

1. Create safe, respectful, and positive environments.
2. Ensure barriers are identified and removed for students to create equitable and inclusive learning environments.
3. Incorporate community input in developing healthy school improvement plans that support equitable outcomes for students.
4. Collaborate with community partners to advocate for health-related support.

Community Impact:

The Growing Healthy Places project is a partnership with the Ontario Physical Education Association (OPHEA) and 880 Cities. This collaborative partnership aims to strengthen existing secondary community partnership with the following organizations:

1. City of Mississauga and Community Centres
2. Peel Public Health and Public Health Nurses
3. Local Food groups such as: President's Choice, Sai Dham Food Bank
4. Local physical activity vendors such as: Karate Kids

The GHP project aims to actively collaborate and partner with families and communities for improved outcomes for health and wellbeing for students.

Next Steps

The *Growing Healthy Places* project has just started.

PDSB will continue ongoing communication with GHP teams at participating schools as well as collaboration with community partners for the upcoming Activation package implementation. We will continue to gather information on effective implementation strategies as well as continue to develop and strengthen relationships with community partners, for future sustainable programs and partnerships.

Next steps will be monitoring and evaluating programming to gather information on effectiveness, theory of change, and impact.