Dufferin-Peel Catholic District School Board

AGENDA

Board By-Law/Policies Review Committee Meeting

Tuesday, June 3, 2025, 7:00 p.m.

Boardroom, Catholic Education Centre

Mission: *Disciples of Christ, nurturing mind, body, and soul to the fullness of life.*
Vision: *Changing the world through Catholic education.*

		Pages
A.	**Routine Matters**	
1.	Call to Order and Attendance	
2.	Opening Prayer	3
3.	Land Acknowledgment	
4.	Approval of Agenda	
5.	Declaration of Interest	
6.	Approval of Board By-Law/Policies Review Committee Minutes, April 22, 2025	4
a.	Business Arising from the Minutes - Attached.	10
B.	**Awards and Presentations**	
C.	**Delegations**	
D.	**Updates/Information/Reports from Trustees for Receipt**	
1.	Regular Reports	
a.	Ontario Catholic School Trustees' Association	
2.	Good News	
E.	**Updates/Information/Reports from Committees for Receipt**	
F.	**Updates/Information/Reports from Administration for Receipt**	
G.	**Trustee/Committee/Administration Reports Requiring Action**	
1.	Revised Policy P-0014 Third Party In-School Learning Opportunities for Students - Superintendent Odo	12
2.	Policy P-0003 Code of Conduct - Trustees - Counsel Beck	48
3.	Rescission of Policy P-7013 Legal Expense Insurance Coverage - Counsel Beck	75
4.	Revised Policy P-4000 Public Health - Assistant Superintendent Wendling	77
5.	Revised Policy P-2010 Student Transportation Services (Home to School) - Acting Superintendent Moriah	98
6.	New Policy P-8009 Enrolment Management - Acting Superintendent Moriah	107
7.	Revised Policy P-2003 Assessment and Evaluation - Superintendent Murphy	121
8.	Revised Policy P-4005 Concussions - Superintendent Cusumano	125

9. Revised Policy P-2000 Admissions - Superintendent Odo 157
10. Revised Policy P-2007 Access to Regional Programs of Choice - Superintendent Odo 180
11. P-2008 Student Insurance - Superintendent Odo 189
12. Revised Policy P-4007 Physical Restraint - Superintendent Odo 194
13. Catholic School Council Procedures and Resources - Revised June 2025 - Superintendent Radic 211

H. Additional Business

1. Notices of Motion

I. Questions Asked by Trustees

J. Declared Interest Items

K. In Camera Session - Nil

L. Report from In Camera

M. Future Meetings

N. Adjournment

Board By-Law/Policies Review Committee Meeting – June 3, 2025

Sacred Heart of Jesus

In the name of the Father, and the Son and the Holy Spirit. Amen.

Let Us Pray,

Grant, we pray, almighty God

That we, who glory in the Heart of your beloved Son

And recall the wonders of His love for us,

May be worthy to receive

An overflowing measure of grace

From the fount of Heavenly gifts.

Through Christ our Lord.

Amen

Sacred Heart of Jesus, pray for us.

In the name of the Father, and the Son and the Holy Spirit. Amen.

ICE Document: Sacred Heart of Jesus

Dufferin-Peel
Catholic District
School Board

MINUTES

Board By-Law/Policies Review Committee Meeting

Tuesday, April 22, 2025, 7:00 p.m.
Boardroom, Catholic Education Centre

Trustees:	Stefano Pascucci	Chair
	Anisha Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Luz del Rosario	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Thomas Thomas	Trustee
	Herman Viloria	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Regrets:	Shawn Xaviour	Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education
	Daniel Del Bianco	Associate Director of Corporate Services
	Max Vecchiarino	Associate Director, Instructional Services
	Julie Cherepacha	Executive Superintendent of Finance, Chief Financial Officer and Treasurer
	Peter Cusumano	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Ivana MacIsaac	Chief Information Officer
	Laura Odo	Superintendent, Policy, Strategy, Research, Safe Schools
	Drago Radic	Superintendent, Family of Schools
	Viviana Varano	Superintendent, Family of Schools
	Margaret Beck	Counsel
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

   Chair Stefano Pascucci called the meeting to order at 7:00 p.m.

2. Opening Prayer

   Trustee Paula Dametto-Giovannozzi led a prayer for the repose of His Holiness Pope Francis.

Trustee Luz del Rosario led the Opening Prayer.

3. Land Acknowledgment - Trustee Darryl D'Souza

4. Approval of Agenda

Moved by Bruno Iannicca

THAT THE AGENDA BE APPROVED.

CARRIED

5. Declaration of Interest - Nil

6. Approval of Board By-Law/Policies Review Committee Minutes, January 21, 2025

Moved by Luz del Rosario

THAT THE MINUTES OF THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE MEETING, JANUARY 21, 2025, BE APPROVED.

CARRIED

a. Business Arising from the Minutes - Nil

B. Awards and Presentations - Nil

C. Delegations - Nil

D. Updates/Information/Reports from Trustees for Receipt

1. Regular Reports

a. Ontario Catholic School Trustees' Association (OCSTA)

Trustee Luz del Rosario: Reminder to all trustees that the OCSTA Annual General Meeting (AGM) is on May 1, 2 and 3. On Friday, May 2 from 2:00 to 4:00 p.m. the Regional Meeting will be held to discuss local concerns. If you are unable to attend, please forward your concerns to her to bring forward.

2. Good News – Nil

E. Updates/Information/Reports from Committees for Receipt - Nil

F. Updates/Information/Reports from Administration for Receipt - Nil

G. Trustee/Committee/Administration Reports Requiring Action

1. P-0000 Procedural By-Law

Counsel Beck presented the report.

Moved by Darryl D'Souza

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE PROCEDURAL BY-LAW BE APPROVED AND ENACTED AS AMENDED.

CARRIED

2. Revised Policy P-8006 Access to DPCDSB Properties

Counsel Beck presented the report.

Trustee Mario Pascucci joined the meeting at 7:08 p.m.

Associate Director Vecchiarino advised that there were no changes to the policy but revisions to the General Administrative Procedures (GAP).

1. Trustee Bruno Iannicca: Regarding Item G of GAP8012. To clarify, if I want to drop off items to a school that is not in my ward, I am to advise the principal in advance, and they are to advise the appropriate trustee(s) and Family of Schools (FOS) superintendent.

   Counsel Beck: That is correct. After the advance notice, the principal will notify the trustee(s) and FOS superintendent. Item G speaks to pre-approved visits by (i) municipal, provincial and or federal officials, (ii) member or representative from the Archdiocese, and/or (iii) any trustee in whose ward the school is not located.

Student Trustee Raheem White left the meeting at 7:12 pm to 7:15 pm.

2. Trustee Mario Pascucci: If I am passing a school not in my ward and they are having an event, this would prevent me from stopping by. I feel this will hold us back from relationship building. What does the *Education Act* say about trustees visiting schools?

   Director Mazzorato: The *Education Act* does not have a specific protocol governing school visits by trustees. Principals have the primary authority to determine access for visitors including trustees. It is a courtesy, and is not intended to prohibit visits, it ensures awareness if there is interaction with staff and students.

3. Trustee Mario Pascucci: How do we manage visits from trustees to regional schools?

   Director Mazzorato: All trustees are welcome to visit schools, it is a courtesy to let the principal know you are visiting. The other trustees will not be advised of your visit.

4. Trustee Darryl D'Souza: Commented that trustee should inform the trustee of the ward, rather than getting the principal involved.

5. Trustee Paula Dametto-Giovannozzi: Recently, I dropped off 1200 religious medals and rosaries to a school. I was doing this in my capacity as the Regional Director of the Rosary Apostolate. Is that allowed?

   Director Mazzorato: Under the *Education Act* the principal has the responsibility of the school and must be aware of intended or expected visitors. While we appreciate the suggestion of trustees advising each other of visits, the correct process is to advise principals of any upcoming visits.

6. Trustee Brea Corbet: I agree we do need perimeters.

Trustee Stefano Pascucci passed the chair to Trustee Anisha Thomas.

7. Trustee Stefano Pascucci: It has occurred that while I attended my children's school as a parent, not in my ward, that I am recognized as a trustee in an assembly.

8. Trustee Luz del Rosario: Teachers should be advised of this policy as they sometimes invite visitors outlined in the policy.

   Counsel Beck: Principals should always be aware of expected and invited visitors.

9. Trustee Mario Pascucci: If an MPP is invited to a school event, they should not be allowed to send a delegate.

10. Trustee Anisha Thomas: Can staff bring this policy back for revisions based on the discussions?

    Associate Director Vecchiarino: We will.

Trustee Stefano Pascucci resumed the chair.

3. Policy P-0013 Research Studies Conducted in Dufferin-Peel Catholic District School Board (DPCDSB)

   Superintendent Odo presented the report.

   Moved by Bruno Iannicca

   THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, REVISED POLICY P-0013: RESEARCH STUDIES IN DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD (DPCDSB), BE APPROVED AND ADOPTED, AS AMENDED.

   CARRIED

4. Policy P-2000 Admissions

   Superintendent Odo presented the report.

   Moved by Thomas Thomas

   THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-2000 ADMISSIONS BE APPROVED AND ADOPTED, AS AMENDED.

   CARRIED

5. Revised Policy P-4006 Student Safe Arrival and Early Dismissal

   Superintendent Odo presented the report.

   1. Trustee Luz del Rosario: A principal called a parent to say that their child was absent from school when in fact the child was at school. The parent did not appreciate the manner of the principal.

      Associate Director Vecchiarino: We can discuss the particulars following the meeting if you wish. Principals are mentored on this kind of very sensitive situation that needs to be overseen compassionately and carefully. We will send a reminder through our Family of Schools superintendents to address these kinds of scenarios.

   2. Trustee Brea Corbet: I am very concerned about the timing of the attendance verification program for secondary students. The system calls out hours after first period

and subsequent periods. A student could be missing after first period, and the parents/guardians will not get notice until the end of the day.

Chief Information Officer MacIsaac: We can take a look at SchoolMessenger regarding timing of the callout and provide an update in Issues & Events.

Moved by Anisha Thomas

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT P-4008 SCHOOL CLOSURE/EARLY DISMISSAL BE RESCINDED.

CARRIED

Moved by Luz del Rosario

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-4006 STUDENT SAFE ARRIVAL AND EARLY DISMISSAL BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

6. Policy P-5004 Acceptable Network Use and Security

Chief Information Officer MacIsaac presented the report.

Moved by Bruno Iannicca

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-5004 ACCEPTABLE NETWORK USE AND SECURITY BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

7. Policy P-5006 Anti-Spam

Chief Information Officer MacIsaac presented the report.

Moved by Luz del Rosario

THAT BOARD THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-5006 ELECTRONIC COMMUNICATION, ANTI-SPAM POLICY BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

8. Policy P-6003 Community Planning Partnerships

Associate Director Del Bianco presented the report.

Moved by Bruno Iannicca

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY P-6003 COMMUNITY PLANNING AND PARTNERSHIPS BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

9. Policy P-7001 Signing Authority

Executive Superintendent Cherepacha presented the report.

1. Trustee Luz del Rosario: To clarify, agreements and contracts must have only two signatures?

   Executive Superintendent Cherepacha: Correct.

Moved by Darryl D'Souza

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT POLICY P-7001 FINANCIAL ACTIVITIES BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

H. Additional Business - Nil

1. Notices of Motion

I. Questions Asked by Trustees

1. Trustee Darryl D'Souza: At St. Edmund Campion CSS, the boulevard sign has Catholic Secondary School and on the wall of the school it reads Secondary School without the word Catholic.

   Associate Director Del Bianco: Recently we have made it clear that all new signage would be ***Catholic*** Elementary School or ***Catholic*** Secondary School. Moving forward as any signs are changed or repaired, we will ensure they include ***Catholic***.

2. Trustee Mario Pascucci: Noted that a black sash needs to be placed on His Holiness Pope Francis's photo in the boardroom.

3. Trustee Bruno Iannicca: Can staff provide an updated list of schools that have received electronic signs in 2024-2025 and those that will receive boulevard signs in 2025-2026?

   Associate Director Del Bianco: We will provide in in Issues & Events?

J. Declared Interest Items – Nil

K. In Camera Session - Nil

L. Report from In Camera – Nil

M. Future Meetings - June 3, 2025

N. Adjournment

Moved by Bruno Iannicca

THAT THE MEETING BE ADJOURNED AT 8:18 P.M. **CARRIED**

Dufferin-Peel Catholic District School Board

Business Arising from
Board By-Law/Policies Review Committee Meeting, April 22, 2025

G 5	Revised Policy P-4006 Student Safe Arrival and Early Dismissal	
Q 2	Trustee Brea Corbet: I am very concerned about the timing of the attendance verification program for secondary students. The system calls out hours after first period and subsequent periods. A student could be missing after first period, and the parents/guardians will not get notice until the end of the day.	Report will be provided in the Issues & Events on June 6, 2025.
I.	**Questions Asked by Trustees**	
Q 2	Trustee Mario Pascucci: Noted that a black sash needs to be placed on His Holiness Pope Francis's photo in the boardroom.	Michelle Vritsios has taken care of this.
Q 3	Trustee Bruno Iannicca: Can staff provide an updated list of schools that have received electronic signs in 2024-2025 and those that will receive boulevard signs in 2025-2026?	Please see **Appendix 1** which was provided in the Issues & Events of May 2

Dufferin-Peel Catholic District School Board

Boulevard Signs through the Plant Department

Boulevard Signs School	Ward	Will be done in 2024-2025	Expected in 2025-2026
Bishop Francis Allen CES	3 & 4	X	
Canadian Martyrs CES	4	X	
Christ the King CES	8	X	
Divine Mercy CES	9 & 11	X	
Father Francis McSpiritt CES	8 & 10	X	
Guardian Angels CES	5 & 6	X	
Mary Fix CES	7	X	
San Lorenzo Ruiz CES	5	X	
St. Alfred CES	3	X	
St. Barbara CES	11	X	
St. Basil CES	3	X	
St. Joachim CES	1	X	
St. John the Baptist CES	Caledon/Dufferin	X	
St. Philip CES	7	X	
St. Stephen CES	2	X	
Georges Vanier CES	8		X
Holy Family CES	Caledon/Dufferin		X
Lester B. Pearson CES	7		X
Metropolitan Andrei CES	4 & 7		X
Our Lady of Fatima CES	1		X
Our Lady of Good Voyage CES	6		X
Our Lady of Peace CES	4, 5 & 6		X
Sacred Heart CES	2		X
St. Albert of Jerusalem CES	10		X
St. Brigid CES	4		X
St. Charles Garnier CES	4		X
St. David of Wales CES	6		X
St. Edmund CES	1		X
St. Helen CES	2		X
St. Jerome CES	7		X
St. John Bosco CES	8 & 10		X
St. John of the Cross CES	9		X
St. John XXIII CES	6		X
St. Jude CES	5		X
St. Louis CES	2		X
St. Lucy CES	6		X
St. Mark CES	8		X
St. Richard CES	9		X

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee
June 3, 2025
REVISED POLICY P-0014 THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

"If you know what you are talking about, you have something more valuable than gold jewels."
Proverbs 21:15

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations provided by third party speakers and presenters may support DPCDSB's mission, vision, and values by enhancing learning opportunities for students. To efficiently and adequately govern the process of third party presenters coming into DPCDSB schools, DPCDSB established the policy *P-0014 Third Party In-School Learning Opportunities for Students*. Recently staff have reviewed and updated P-0014.

DISCUSSION

DPCDSB staff have reviewed and updated *P-0014: Third Party In-School Learning Opportunities for Students*, and an associated General Administrative Procedure (GAP), *GAP0006: External Presenters in Dufferin-Peel Catholic District School Board*. Updates to the policy relate to factors that are considered during the application review process. Updates to GAP0006 include renaming the GAP to *Third Party In-School Learning Opportunities for Students,* as well as clarify the definition of an External Program Provider, Onsite Activity Providers, Indigenous Topics Guest Speaker, and Catholic Faith and Morals Guest Speaker. The various processes and expectations have also been clarified and updated. Original versions of *P-0014 Third Party In-School Learning Opportunities for Students*, and *GAP0006 External Presenters in Dufferin-Peel Catholic District School Board* as well as revised versions are provided for review.

CONCLUSION

Policy P-0014 and GAP0006 have been updated to reflect factors that are considered during the application review process, as well as more clearly defining various types of presenters and the processes and expectations regarding presenters/presentations.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, *REVISED POLICY P-0014 THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS*, BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Jason Boily, Principal, Human Resources
Brad Kipfer, Researcher, Policy, Strategy, Research and Safe Schools
Laura Odo, Superintendent of Policy, Strategy, Research and Safe Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-0014**
SUBJECT:	Third Party In-School Learning Opportunities for Students
REFERENCE:	GAP0006 – Third Party In-School Learning Opportunities for Students~~External Presenters in Dufferin-Peel Catholic District School Board~~
EFFECTIVE DATE:	December 18, 2019
AMENDED DATE:	February 2024; June 18, 2024; August 27, 2024; June 2025

"If you know what you are talking about, you have something more valuable than gold jewels."
Proverbs 21:15

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance ~~external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners may enhance~~ the system's vision, mission, and strategic commitments to amplify learning opportunities for students, staff, and other members of the school community.

2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.

3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.

   a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the DPCDSB website) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.

   b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
- Support for the teachings of the Roman Catholic Church.
- Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
- Human, facility, and financial resources requested by the presenter; and
- Anticipated outcomes.

~~(i) that external presentations adhere to the moral teachings of the Catholic Church;~~

~~(ii) operational implications, if any;~~

~~(iii) alignment with the Board's mission, vision, and strategic commitments.~~

4. **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.~~are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities.~~

5. On-Site Activity Providers are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)

a) Individuals, groups, or organizations wishing to be on-site activity providers for DPCDSB must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online On-Site Activity Provider application (found on the DPCDSB website). The Risk Management Department must review and approve all on-site activity providers, prior to being engaged by the DPCDSB community.

6. **Guest Speakers on Catholic Faith and Morals:** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
~~5. The DPCDSB supports the use of guest speakers to enhance student well-being, and to deepen the understanding of the Catholic faith. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.~~

~~6.~~7. **Guest Speakers on Indigenous Topics**: The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.

~~7.~~8. **Community Collaborations:** Collaborations with community service providers are generally mandated by applicable laws or governed by inter- ministerial agreements as per *P-6004: Collaborative Partnerships*.

~~8.~~9. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.

Draft

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-0014**
SUBJECT:	Third Party In-School Learning Opportunities for Students
REFERENCE:	GAP0006 – Third Party In-School Learning Opportunities for Students
EFFECTIVE DATE:	December 18, 2019
AMENDED DATE:	February 2024; June 18, 2024; August 27, 2024; June 2025

"If you know what you are talking about, you have something more valuable than gold jewels."
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1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities for students, staff, and other members of the school community.

2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.

3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.

   a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the DPCDSB website) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.

   b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
- Support for the teachings of the Roman Catholic Church.
- Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
- Human, facility, and financial resources requested by the presenter; and
- Anticipated outcomes.

4. **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.

5. **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)

a) Individuals, groups, or organizations wishing to be on-site activity providers for DPCDSB must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online On-Site Activity Provider application (found on the DPCDSB website). The Risk Management Department must review and approve all on-site activity providers, prior to being engaged by the DPCDSB community.

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7. **Guest Speakers on Indigenous Topics**: The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.

8. **Community Collaborations:** Collaborations with community service providers are generally mandated by applicable laws or governed by inter- ministerial agreements as per *P-6004: Collaborative Partnerships*.

9. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.

Draft

Dufferin-Peel Catholic District School Board

GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**~~500~~ 0000 ~~SCHOOL ORGANIZATION AND MANAGEMENT~~BOARD GOVERNANCE**
GAP NUMBER:	GAP~~525.00~~0006
SUBJECT:	**Third Party In-School Learning Opportunities for Students~~External Presenters in Dufferin-Peel Catholic District School Board~~**
REFERENCE:	~~Policy 1.77 – Guest Speaker Approval for Ministering on Faith and Morals~~ Policy ~~7.12~~8006 – Access to DPCDSB Properties Policy ~~35.00~~0014 – Third Party In-School Learning Opportunities for Students ~~External Presenters in Dufferin-Peel Catholic District School Board~~ GAP6001– Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support GAP1009– Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
~~REVISED/AMENDED~~AMENDED DATE:	February 2024~~;~~ ~~June~~June 2025 ~~TBD, 2024~~

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Proverbs 21:15

1 Introduction

~~1.1~~ The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system's vision, mission, and strategic commitments. Thes~~r~~e are processes in place with regards to engaging third party providers.~~Such presentations are subject to prior review and approval by the External Presenters Review Committee, as per Board policies and procedures (see Policy 35.00 – *External Presenters in Dufferin-Peel Catholic District School Board*).~~

1.1

2 ~~Terms Defined:~~Definitions

2.1 ~~An~~ **External Presenters** ~~is someone~~are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.

2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.

2.3 ~~**External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator. and could include a variety of activities. ***External Program Providers are not reviewed by the External Presenters Review Committee.***~~**On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)

- -Note: If an On-Site Activity Provider is engaged to provide an enhancement to an activity that is a normal part of the school experience: (i.e. food, dance, art activities, performances etc.) the activity may not appear on the approved activities list.

~~**External Activity Providers are not reviewed by the External Presenters Review Commi**~~

2.4 ~~**ttee**~~**Indigenous Topics Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to anything related to Indigenous Studies/Culture/Practices. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.

2.5 **Catholic Faith and Morals Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.

~~2.2~~ **Community Collaborators:** are Health or Social Services organizations and their respective staff as defined in GAP6001 - - Approved Community Collaborators List.

2.6

~~3~~ **Process to Engage Third Party Providers**

3

3.1 ***External Presenter Process***

3.1.1 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:

3.1.1.1 Subject to Sections 3.1.3 and 3.1.4, to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.

3.1.1.2 External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).

3.1.1.3 The DPCDSB works cooperatively with organizations and agencies as required by applicable

laws or inter-ministerial agreements. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memorandum of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB. (Please see Sections 2.6 and 3.6)

3.1.1.4 In exigent circumstances, an External Presenter Application may undergo an expedited review. These External Presenters may be included on the centrally approved list.

3.1.1.5 The Director of Education or designate(s) may grant an exemption to the requirement to submit an application to the committee for review and approval at their sole discretion. The Director may also exempt an External Presenters~~external presenter~~ from any applicable DPCDSB policies and GAP's including the requirements of this GAP. All such exemptions by the Director of Education must be documented.

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3.1.2 *External Presenters Review Committee*

3.1.2.1 Members of the External Presenters Review Committee review applications for external presentations when referred to and requested by a Principal or other DPCDSB employees when wishing to engage or use an External Presenters~~external presenter~~ (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the External Presenters webpage for more information.

3.1.2.2 The External Presenters Review Committee shall consist of representation from the following departments:

- Policy, Strategy, Research and Safe Schools
- Well-Being and Mental Health Program and Learning Services
- Communications and Community Relations
- Clinical Services and Special Education
- Equity and Indigenous Education
- Religious Education and Faith Formation
- Supply Chain Management

3.1.2.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.

3.1.2.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. The External Presenters Review Committee will consider system impacts that include the following:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
- Support for the teachings of the Roman Catholic Church.
- Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
- Human, facility, and financial resources requested by the presenter; and
- Anticipated outcomes.

3.1.2.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3.1.2.4 and ~~are~~is deemed to be an appropriate fit. Compliance with Section 3.1.2.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 (Approved External Presenters L~~l~~ist).

3.1.2.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.

3.1.3 When engaging approved External Presenters~~external presenters~~, Principals should ensure that the speaker being engaged is on the Approved External Presenters List~~approved external presenters list~~. They should also ensure:

- The topic is the approved topic included on the presenters list
- The grade level the speaker is approved for is reviewed and followed
- The speaker approved is the person giving the presentation
- The presenter's approval has NOT expired
- The topic being presented is not of a sensitive nature
- The presenter will not be selling merchandise

3.1.4 *External Presenter Agreements*

3.1.4.1 External Presenters must complete and submit a DPCDSB Speaker Engagement Agreement prior to presenting at a DPCDSB site.

3.1.4.2 As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance.

3.1.4.3 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

3.1.4.4 A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.

3.1.4.5 *Schedule A*, which is part of the speaker agreement, includes all supplementary materials provided by the speaker to the principal for review including presentation, speaker notes, etc.

3.1.4.6 The principal should review all materials provided in *Schedule A* and request any necessary adjustments from the presenter.

3.1.5 Pre and post activities should be facilitated by staff.

3.1.6 At least one school administrator must be present for the duration of the presentation – to take appropriate action, if necessary, in the event the presenter deviates from the agreed upon topic.

3.1.7 *Monitoring and review*

3.1.7.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: Survey Access.

3.1.7.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

3.1.7.3 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

3.2 External Pprogram Pprovider ~~process~~Process

3.2.1 If a school Principal is interested in engaging an ~~e~~External ~~p~~Program Pprovider, the principal must contact and consult with their Family of Schools Superintendent. Depending on the nature of the program being provided, principals may request that the External Program Provider~~external program provider~~ apply to be on the on-site activity provider list (Section 3.3).

3.2.2 The External Program Provider approval through the FOSSO for an External Program Provider~~External Program provider~~ would include consultation with:

- Program Department – consultation on curriculum/training being delivered
- Legal Department – contracts/agreements
- Health and Safety – risk management, insurance requirements
- Supply Chain – depending on costs or if there is a tendered provider
- Clinical Services – collaborative partners as defined in GAP6001

~~External program provider process:~~

~~If a school Principal is interested in engaging an external program provider, the Principal~~

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~~must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:~~

~~Program Department – consultation on curriculum/training being delivered~~
~~Legal Department – contracts/agreements~~
~~Health and Safety – risk management, OPHEA~~
~~Supply Chain – depending on costs or if there is a tendered provider~~
~~Clinical Services – collaborative partners as defined in GAP 118~~

3.2.3 As per GAP~~318.00~~1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

~~3.1.1~~3.2.4 Insurance must be provided (Minimum of two million CGL).

~~3.1.1.1~~3.2.4.1 In the event the provider is not charging a fee the insurance may be waived with Supervisory Officer approval.

~~3.1.2~~3.2.5 **Invited Representatives**: Individuals from Institutions, Community Organizations, Cultural Groups that come to schools to provide information to students and parents in a large group setting on a topic beneficial to members of the school community. (Expo's, Fairs etc.) See GAP~~318.00~~1009

~~3.1.2.1~~3.2.5.1 To be considered an invited representative, individuals must be approved by the Principal, provide a copy of the information provided to students at the Fair/Expo, and their booth/station must be in a large space with supervision by at least one DPCDSB employee at all times.

~~3.1.2.2~~3.2.5.2 External Program Providers~~External Program providers~~ that are engaged in the school as invited representatives (3.2.5) are not required to provide a CBC/VSS if the conditions outlined in section 3.2.5.1 are followed.

3.3 ~~**EXTERNAL**~~ **On-Site A~~a~~ctivity P~~p~~rovider P~~p~~rocess~~:~~**

3.3.1 If a school Principal is interested in engaging an ~~o~~On-S~~s~~ite A~~a~~ctivity P~~p~~rovider, the principal must complete the following steps:

3.3.1.1 ***Step 1***: Prior to beginning the approval process, please refer to the DPCDSB Board Approved Activities List to determine approval status of activity. To request an activity be added to the approved list, see 3.3.4 below.

3.3.1.2 ***Step 2:*** After confirming activity is pre-approved, please refer to the approved On-Site Activity Provider List to determine if the chosen provider has been pre-approved by DPCDSB for use. If the activity provider is not on the approved list, refer to 3.3.2 prior to proceeding to Step 3.

3.3.1.3 ***Step 3:*** If the On-Site Activity Provider is pre-approved, proceed with the processes outlined below:

- Arrangements with the Pre-Approved On-Site Activity Provider can be made following any specific requirements/notations on the Approved On-Site Activity Providers list.

- On Site Activities that will be completed within the school day, or an extended school day require an appropriate element of risk approval form on file.
- Activities that are not on the DPCDSB board approved activity list can be considered by the principal making a request to the Risk Management and Insurance Officer. If approved following consideration the activity will be added to the list.

3.3.2 If a Principal wishes to engage an On-Site Activity Provider that is not on the On-Site Activity Provider List, the Principal must arrange for the proposed On-Site Activity Provider to complete the DPCDSB On-Site Activity Provider Application for consideration by Risk Management. The link is available on DPCDSB's public website and should be forwarded to the Activity Provider for completion.

3.3.3 On-Site Activity Providers that require the use of their waiver of liability form cannot be approved by the Risk Management Department and cannot be added to the On-Site Activity Provider List.

3.3.4 Where the Principal still wishes to arrange for the use of the On-Site Activity Provider or approve an activity not on the Board Approved activities list, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational value of the activity is worth the risk DPCDSB will assume. The Associate Director – Instructional Services or designate may grant an exemption at their sole discretion. Such an exemption by the Associate Director – Instructional Services or designate must be documented.

3.3.5 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

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~~4.1 **If a school Principal is interested in engaging an external activity provider, the Principal**~~

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4.2 must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:

(i) Program Department – consultation on curriculum/training being delivered
(ii) Legal Department – contracts/agreements
(iii) Health and Safety – risk management, OPHEA
(iv) Supply Chain – depending on costs or if there is a tendered provider
(v) Clinical Services – collaborative partners as defined in GAP 118

4.3 As per GAP 318.00, a Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

5 EXCEPTIONS TO THE EXTERNAL PRESENTER PROCESS:

5.1 Indigenous Topics: Proposals for external presentations related to Indigenous topics follows a separate process and are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department (require a Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) on file with the Equity Department).

5.2 Topics related to Faith and Morals: For External presenters interested in ministering to DPCDSB students, staff, and/or the school community, regarding faith and morals, they must also comply with to Policy 1.77: *Guest Speaker Approval for Ministering on Faith and Morals* and contact the Program Department (require a CBC with VSS on file with the Archdiocese)

5.3 Community Collaborators: Third party services mandated by applicable laws or governed by inter-ministerial agreements as listed in GAP 118 would not require application through the External Presenter Committee. Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP 118 Section A. All other presenters require a CBC/VSS as per GAP 318. (See Section 5.1 (ii)).

REQUIREMENTS

5.4 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:

(i) Subject to Sections 6.1(ii) and 6.1(iii), to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.

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~~(ii) In addition, External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).~~

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~~(iii)~~ ~~**The DPCDSB works cooperatively with organizations and agencies as required by**~~

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(iv) applicable laws or inter-ministerial agreement. The nature of these relationships is

(v) documented within, for example, inter-ministerial agreements, legislation, or memoranda of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB.

(vi) At the discretion of the External Presenters Review Committee, an External Presenter may not be required to submit an External Presenter Application or may undergo an expedited review based on their extensive record of delivering presentations to the DPCDSB community. These External Presenters may be included on the Centrally Approved List (see Section 8 of this document.)

(vii) An External Presenter who is exempted pursuant to this Section 5(iv) must still comply with all applicable DPCDSB policies and GAPs, including the requirements of this GAP.

(viii) The Director of Education or designate(s) may grant an exemption under Section 5(iv) above at their sole discretion. Such an exemption by the Director of Education must be documented.

6 External presenters review committee PROCESS

6.1 Members of the External Presenters Review Committee review applications for external presentations when referred and requested by a Principal or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the External Presenters webpage for more information.

6.2 The External Presenters Review Committee shall consist of representation from the following departments:

(i) Policy, Strategy, Research and Global Learning Experiential Learning

(ii) Well-Being and Mental Health Program and Learning Services

(iii) Communications and Community Relations Clinical Services and Special Education Equity and Indigenous Education

(iv) Religious Education and Faith Formation Supply Chain Management

6.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.

6.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. Proposals will be reviewed based on an assessment checklist (see Appendix 1 – Protocol for External Presenters

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~~to the Board). When reviewing proposals, the External Presenters Review Committee will consider system impacts that include the following:~~

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~~(i) Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws;~~

~~(ii) Support for the teachings of the Roman Catholic Church;~~

~~(iii) Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments;~~

~~(iv) Human, facility, and financial resources requested by the presenter; and~~

~~(v) Anticipated outcomes.~~

~~6.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 7.4 and is deemed to be an appropriate fit. Compliance with Section 7.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 (Approved External Presenters list).~~

~~6.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3) year period.~~

~~6.7 External Presenters must complete and submit a DPCDSB Speaker Engagement Agreement prior to presenting at a DPCDSB site. As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance, as well as a CBC with VSS. The CBC must be dated within the past 6 months (unless issued through the Ontario Provincial Police) and must be provided to a school Principal prior to a presentation. A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.~~

3.4 **Guest Speakers on Indigenous Topics Process**

3.4.1 External presentations related to Indigenous topics are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department.

3.4.2 All presenters wishing to present on indigenous topics must apply using the appropriate application form. Application

3.4.3 Schools wishing to engage a guest speaker on an indigenous topic should access the Equity Department SharePoint – Click Here

3.4.4 Required Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) of approved indigenous speakers are kept on file with the Equity Department. See GAP1009.

3.5 Guest Speakers on Catholic Faith and Morals Process

3.5.1 Schools interested in engaging speakers on the topic of Catholic Faith and Morals must contact the Program Department.

3.5.2 When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals, approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.

3.5.3 Approved speakers on Catholic Faith and Morals require a CBC with VSS on file with the Archdiocese of Toronto or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

3.6 Community Collaborator Process

3.6.1 Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP6001 Section A/B. Approved Community Collaborators List.

3.6.2 Approved community collaborators from section A/B of GAP6001 require a CBC with VSS on file with their respective agency or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

4 COMMUNICATION TO PARENTS AND GUARDIANS

4.1 When a school engages third party in-school learning opportunity providers (See Section 2 for definitions) they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.

4.2 This requirement applies to a school event that takes place during the school day:

- involving a third-party speaker or group.
- organized by a school, a department, a teacher or other staff member, school council, or a student group.
- that involves all students in a school, or students in multiple classes.

4.3 Parents and guardians shall be adequately informed of the content of these learning opportunities in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. Required communication regarding third party learning opportunities can be included in newsletters but a separate parent notification letter for each presenter should be sent home as well. The message must include:

- Date and time of the activity.
- Name(s) of the guest speaker(s) and the organization they represent, if any.
- Title and location of the activity, together with the names of the presenters or performers.
- Topic or focus of the activity.
- Connections to the curriculum and/or the purpose of the activity.
- Details of any handout materials or literature that will be provided.

4.4 If, at any time, there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.

4.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

5 IMPORTANT ~~SCHOOL~~ CONSIDERATIONS REGARDING ~~EXTERNAL PRESENTATIONS AND EVENTS~~THIRD PARTY LEARNING OPPORTUNITIES

5.1 When ~~an External Presenter or an External Program Provider, or other approved guest speaker~~ third party in-school learning opportunity providers (See Section 2) ~~is~~are engaged ~~and are~~ in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by ~~the External Presenter or External Program Provider or other guest speaker.~~all third party providers.

~~6.8~~5.1.1.1 Note: As per section 3.1.6 – A school administrator MUST be present for all External Presenters (2.1)

~~6.9~~5.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent ~~has~~have the right to request modification of any ~~presentation~~ third part learning opportunity and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).

~~6.10~~ Where, during the ~~presentation~~third party learning opportunity, a concern arises related to the appropriateness or acceptability of the ~~presentation~~learning opportunity, the Administrator or teacher(s) shall stop the presentation immediately. The Administrator shall communicate with the appropriate Family of Schools Superintendent, who, in turn, will advise the appropriate Instructional Superintendent, Associate Director, and the Director's Office. The Superintendent(s) will communicate with the appropriate Trustee concerning the issue ~~and~~

6.115.3 undertake steps to address the concern, if necessary and undertake steps to address the concern, if necessary.

MONITORING AND REVIEW

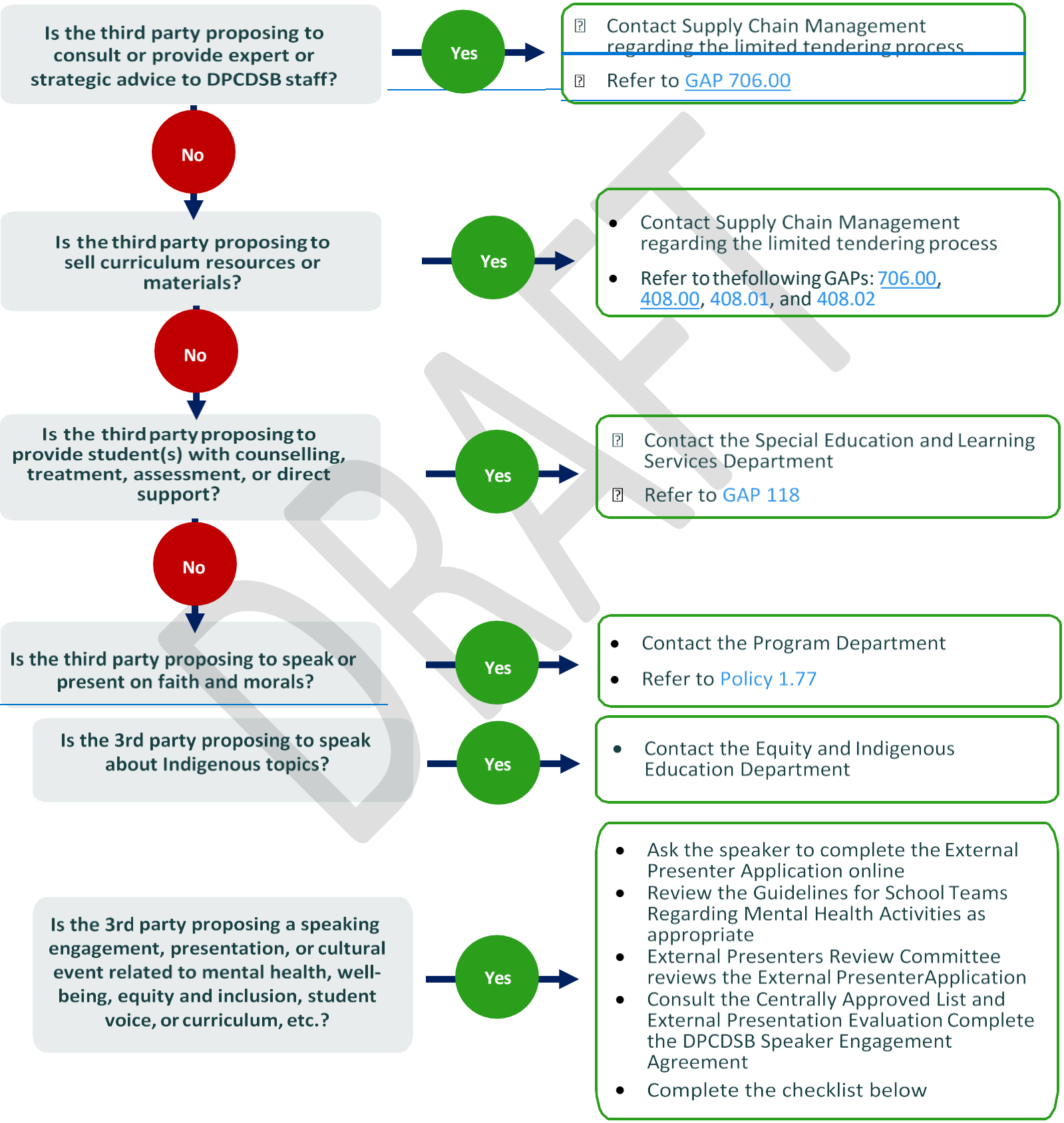
6.12 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: Survey Access.

6.13 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

6.14 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

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Appendix 1
Protocol for External Presenters in DPCDSB



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Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:	~~Yes~~	~~No~~
purposeful within a Catholic context and aligned with the CBILC?	☐	☐
positive and hope-filled?	☐	☐
respectful of student voice and diversity, and inclusive of equity-seeking groups?	☐	☐
evidence-based or evidence-informed?	☐	☐
recommended by DPCDSB staff who have personally seen the presentation?	☐	☐
offered by speakers with appropriate credentials and training for the topic?	☐	☐
connected to support by trained school board personnel?	☐	☐
~~an existing signed legal agreement using the~~ _____ ~~on file?~~ safe for students, parents, and staff who may be triggered by sensitive subjects?	☐	☐
~~free of conflict of interest as defined by Policy 1.01?~~ scheduled at a time that minimizes risks for vulnerable students?	☐	☐
~~complies with the Catholic Code of Conduct?~~ DPCDSB template	☐	☐
~~does the External Presenters Application include all necessary fields, including information about insurance and GST number?~~	☐	☐
	☐	☐
~~Please include any additional comments below~~	☐	☐

Dufferin-Peel Catholic District School Board

GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**0000 BOARD GOVERNANCE**
GAP NUMBER:	GAP0006
SUBJECT:	**Third Party In-School Learning Opportunities for Students**
REFERENCE:	Policy 8006 – Access to DPCDSB Properties Policy 0014 – Third Party In-School Learning Opportunities for Students GAP6001– Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support GAP1009– Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
AMENDED DATE:	February 2024; June 2025

"If you know what you are talking about, you have something more valuable than gold jewels."
Proverbs 21:15

1 Introduction

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations and activities provided by an outside organization, group, or individual may enhance the system's vision, mission, and strategic commitments. These are processes in place with regards to engaging third party providers.

2 Definitions

2.1 **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.

2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator.

2.3 **On-Site Activity Providers** are organizations that facilitate and/or provide equipment for approved activities that will take place at the school. (OPHEA governed activities, Hospitality (Food Truck), etc.)

- Note: If an On-Site Activity Provider is engaged to provide an enhancement to an activity that is a normal part of the school experience: (i.e. food, dance, art activities, performances etc.) the activity may not appear on the approved activities list.

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2.4 **Indigenous Topics Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to anything related to Indigenous Studies/Culture/Practices. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.

2.5 **Catholic Faith and Morals Guest Speaker** are individuals invited by the school to share their expertise or knowledge related to Catholic faith and morals. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding Catholic faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.

2.6 **Community Collaborators:** are Health or Social Services organizations and their respective staff as defined in GAP6001 - Approved Community Collaborators List.

3 Process to Engage Third Party Providers

3.1 *External Presenter Process*

3.1.1 Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:

3.1.1.1 Subject to Sections 3.1.3 and 3.1.4, to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.

3.1.1.2 External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).

3.1.1.3 The DPCDSB works cooperatively with organizations and agencies as required by applicable laws or inter-ministerial agreements. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memorandum of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB. (Please see Sections 2.6 and 3.6)

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3.1.1.4 In exigent circumstances, an External Presenter Application may undergo an expedited review. These External Presenters may be included on the centrally approved list.

3.1.1.5 The Director of Education or designate(s) may grant an exemption to the requirement to submit an application to the committee for review and approval at their sole discretion. The Director may also exempt an External Presenters from any applicable DPCDSB policies and GAPs including the requirements of this GAP. All such exemptions by the Director of Education must be documented.

3.1.2 *External Presenters Review Committee*

3.1.2.1 Members of the External Presenters Review Committee review applications for external presentations when referred to and requested by a Principal or other DPCDSB employees when wishing to engage or use an External Presenters (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the External Presenters webpage for more information.

3.1.2.2 The External Presenters Review Committee shall consist of representation from the following departments:

- Policy, Strategy, Research and Safe Schools
- Well-Being and Mental Health Program and Learning Services
- Communications and Community Relations
- Clinical Services and Special Education
- Equity and Indigenous Education
- Religious Education and Faith Formation
- Supply Chain Management

3.1.2.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.

3.1.2.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. The External Presenters Review Committee will consider system impacts that include the following:

- Compliance with DPCDSB and Ministry of Education policies and procedures and applicable laws.
- Support for the teachings of the Roman Catholic Church.
- Feasibility and relevance of presentation as it relates to system vision, mission, and strategic commitments.
- Human, facility, and financial resources requested by the presenter; and
- Anticipated outcomes.

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3.1.2.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 3.1.2.4 and is deemed to be an appropriate fit. Compliance with Section 3.1.2.4 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 (Approved External Presenters List).

3.1.2.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.

3.1.3 When engaging approved External Presenters, Principals should ensure that the speaker being engaged is on the Approved External Presenters List. They should also ensure:

- The topic is the approved topic included on the presenters list
- The grade level the speaker is approved for is reviewed and followed
- The speaker approved is the person giving the presentation
- The presenter's approval has NOT expired
- The topic being presented is not of a sensitive nature
- The presenter will not be selling merchandise

3.1.4 *External Presenter Agreements*

3.1.4.1 External Presenters must complete and submit a DPCDSB Speaker Engagement Agreement prior to presenting at a DPCDSB site.

3.1.4.2 As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance.

3.1.4.3 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

3.1.4.4 A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.

3.1.4.5 *Schedule A*, which is part of the speaker agreement, includes all supplementary materials provided by the speaker to the principal for review including presentation, speaker notes, etc.

3.1.4.6 The principal should review all materials provided in *Schedule A* and request any necessary adjustments from the presenter.

3.1.5 Pre and post activities should be facilitated by staff.

3.1.6 At least one school administrator must be present for the duration of the presentation – to take appropriate action, if necessary, in the event the presenter deviates from the agreed upon topic.

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3.1.7 *Monitoring and review*

3.1.7.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: Survey Access.

3.1.7.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

3.1.7.3 Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

3.2 **External Program Provider Process**

3.2.1 If a school Principal is interested in engaging an External Program Provider, the principal must contact and consult with their Family of Schools Superintendent. Depending on the nature of the program being provided, principals may request that the External Program Provider apply to be on the on-site activity provider list (Section 3.3).

3.2.2 The External Program Provider approval through the FOSSO for an External Program Provider would include consultation with:

- Program Department – consultation on curriculum/training being delivered
- Legal Department – contracts/agreements
- Health and Safety – risk management, insurance requirements
- Supply Chain – depending on costs or if there is a tendered provider
- Clinical Services – collaborative partners as defined in GAP6001

3.2.3 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

3.2.4 Insurance must be provided (Minimum of two million CGL).

3.2.4.1 In the event the provider is not charging a fee the insurance may be waived with Supervisory Officer approval.

3.2.5 **Invited Representatives**: Individuals from Institutions, Community Organizations, Cultural Groups that come to schools to provide information to students and parents in a large group setting on a topic beneficial to members of the school community. (Expo's, Fairs etc.) See GAP1009

3.2.5.1 To be considered an invited representative, individuals must be approved by the Principal, provide a copy of the information provided to students at the Fair/Expo, and their booth/station must be in a large space with supervision by at least one DPCDSB employee at all times.

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3.2.5.2 External Program Providers that are engaged in the school as invited representatives (3.2.5) are not required to provide a CBC/VSS if the conditions outlined in section 3.2.5.1 are followed.

3.3 On-Site Activity Provider Process

3.3.1 If a school Principal is interested in engaging an On-Site Activity Provider, the principal must complete the following steps:

3.3.1.1 ***Step 1***: Prior to beginning the approval process, please refer to the DPCDSB Board Approved Activities List to determine approval status of activity. To request an activity be added to the approved list, see 3.3.4 below.

3.3.1.2 ***Step 2:*** After confirming activity is pre-approved, please refer to the approved On-Site Activity Provider List to determine if the chosen provider has been pre-approved by DPCDSB for use. If the activity provider is not on the approved list, refer to 3.3.2 prior to proceeding to Step 3.

3.3.1.3 ***Step 3:*** If the On-Site Activity Provider is pre-approved, proceed with the processes outlined below:

- Arrangements with the Pre-Approved On-Site Activity Provider can be made following any specific requirements/notations on the Approved On-Site Activity Providers list.
- On Site Activities that will be completed within the school day, or an extended school day require an appropriate element of risk approval form on file.
- Activities that are not on the DPCDSB board approved activity list can be considered by the principal making a request to the Risk Management and Insurance Officer. If approved following consideration the activity will be added to the list.

3.3.2 If a Principal wishes to engage an On-Site Activity Provider that is not on the On-Site Activity Provider List, the Principal must arrange for the proposed On-Site Activity Provider to complete the DPCDSB On-Site Activity Provider Application for consideration by Risk Management. The link is available on DPCDSB's public website and should be forwarded to the Activity Provider for completion.

3.3.3 On-Site Activity Providers that require the use of their waiver of liability form cannot be approved by the Risk Management Department and cannot be added to the On-Site Activity Provider List.

3.3.4 Where the Principal still wishes to arrange for the use of the On-Site Activity Provider or approve an activity not on the Board Approved activities list, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational value of the activity is worth the risk DPCDSB will assume. The Associate Director – Instructional Services or designate may grant an exemption at their sole discretion. Such an exemption by the Associate Director – Instructional Services or designate must be documented.

3.3.5 As per GAP1009, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

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3.4 Guest Speakers on Indigenous Topics Process

3.4.1 External presentations related to Indigenous topics are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department**.**

3.4.2 All presenters wishing to present on indigenous topics must apply using the appropriate application form. Application

3.4.3 Schools wishing to engage a guest speaker on an indigenous topic should access the Equity Department SharePoint – Click Here

3.4.4 Required Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) of approved indigenous speakers are kept on file with the Equity Department. See GAP1009.

3.5 Guest Speakers on Catholic Faith and Morals Process

3.5.1 Schools interested in engaging speakers on the topic of Catholic Faith and Morals must contact the Program Department.

3.5.2 When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals, approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.

3.5.3 Approved speakers on Catholic Faith and Morals require a CBC with VSS on file with the Archdiocese of Toronto or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

3.6 Community Collaborator Process

3.6.1 Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP6001 Section A/B. Approved Community Collaborators List.

3.6.2 Approved community collaborators from section A/B of GAP6001 require a CBC with VSS on file with their respective agency or as per GAP1009, provide a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months.

4 COMMUNICATION TO PARENTS AND GUARDIANS

4.1 When a school engages third party in-school learning opportunity providers (See Section 2 for definitions) they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.

4.2 This requirement applies to a school event that takes place during the school day:

- involving a third-party speaker or group.
- organized by a school, a department, a teacher or other staff member, school council, or a student group.

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- that involves all students in a school, or students in multiple classes.

4.3 Parents and guardians shall be adequately informed of the content of these learning opportunities in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. Required communication regarding third party learning opportunities can be included in newsletters but a separate parent notification letter for each presenter should be sent home as well. The message must include:

- Date and time of the activity.
- Name(s) of the guest speaker(s) and the organization they represent, if any.
- Title and location of the activity, together with the names of the presenters or performers.
- Topic or focus of the activity.
- Connections to the curriculum and/or the purpose of the activity.
- Details of any handout materials or literature that will be provided.

4.4 If, at any time, there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.

4.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

5 IMPORTANT CONSIDERATIONS REGARDING THIRD PARTY LEARNING OPPORTUNITIES

5.1 When third party in-school learning opportunity providers (See Section 2) are engaged in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by all third party providers.

5.1.1.1 Note: As per section 3.1.6 – A school administrator MUST be present for all External Presenters (2.1)

5.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent have the right to request modification of any third part learning opportunity and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).

5.3 Where, during the third party learning opportunity, a concern arises related to the appropriateness or acceptability of the learning opportunity, the Administrator or teacher(s) shall stop the presentation immediately. The Administrator shall communicate with the appropriate Family of Schools Superintendent, who, in turn, will advise the appropriate Instructional Superintendent, Associate Director, and the Director's Office. The Superintendent(s) will communicate with the appropriate Trustee concerning the issue and undertake steps to address the concern, if necessary.

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Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-0003 CODE OF CONDUCT – TRUSTEES
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"I will greatly rejoice in the Lord, my whole being shall exult in my God;
for he has clothed me with the garments of salvation, he has covered me with the robe of righteousness…"
Isaiah 61:10

BACKGROUND

Ontario Regulation 312/24 *Members of School Boards – Code of Conduct* (Regulation) sets out required changes to be made to Policy P-0003 *Code of Conduct - Trustees*.

DISCUSSION

The Policy has been revised, and a new general administrative procedure has been created to comply with the Regulation. Both the policy and general administrative procedure are attached to this Report.

CONCLUSION

The changes made to the Policy, including the contents of the new general administrative procedure are mandatory as per the Regulation, and, therefore, are legally required to be enacted.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *POLICY P-0003 CODE OF CONDUCT - TRUSTEES* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Frank Koziarz, Researcher, Policy, Strategy, Research, Safe Schools
Margaret Beck, Counsel

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	**P-0003**
Subject:	**Code of Conduct – Trustees**
Effective Date:	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; August 27, 2024, June 17, 2025

*"Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received." (*1 Peter 4:10)

1. PREAMBLE

~~Whereas the~~The aim of Catholic education and the Dufferin-Peel Catholic District School Board ~~(the "**Board**~~("**DPCDSB**") is ~~the development of each student toward~~to foster personal fulfillment and responsible citizenship in each student, motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ~~, each member of the board of trustees ("**trustee**~~. Each DPCDSB Trustee ("**Trustee**") shall~~, within the~~ accordingly perform their duties as prescribed by ~~applicable laws and regulations, and~~ law, reflecting a ministry within the Catholic Church~~.~~, and complying with this Code of Conduct,

a) ~~acknowledge~~acknowledging through their words and actions that Catholic schools are an expression of the teaching mission of the Catholic Church~~.~~;

b) ~~provide~~providing an example to the Catholic community by ~~active participation~~actively participating in the communal life of a parish, and by ~~a~~ personal lifestyle choices that reflects the teaching of the Catholic Church~~.~~;

c) ~~provide~~providing the best possible governance for Catholic education ~~according to~~;

~~c)~~d) Continuing to improve their understanding of current Catholic educational research and practices, including the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education~~.~~;

~~d) recognize and defend the democratic and corporate authority of the Board.~~

~~e) respect the confidentiality of the Board.~~

~~*f)* strictly comply with all Board policies, including this Policy 1.02: *Code of Conduct – Trustees* (Trustee Code of Conduct), and any applicable Board by-law, resolution, and/or procedure.~~

~~g) ensure the affairs of the board are conducted with openness, justice and compassion.~~

~~h) work to improve personal knowledge of current Catholic educational research and practices.~~

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~~i)~~e) ~~affirm~~affirming a strong sense of Christian Catholic community. ~~And~~

~~j)~~f) ~~provide~~providing support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

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~~Application~~

2. APPLICATION

This Trustee Code of Conduct is applicable to all ~~trustees. A trustee's failure to comply with this Trustee~~ DPCDSB municipally elected Trustees. Student Trustees are not bound by the Code of Conduct, but are strongly encouraged to be guided in their actions as Student Trustees by this Code.

3. PURPOSE

It is ~~may constitute a breach thereof~~important to recognize the public trust and ~~attract the consequences set out herein~~responsibility that the electorate place in each individual Trustee, and~~/or in appliable laws~~ in the Board of Trustees acting as a collective decision-making body. Trustees honour that trust and responsibility by acting in accordance with this Code of Conduct.

Adherence to this Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community.

4. INTEGRITY AND DIGNITY OF OFFICE

~~Trustees occupy positions of public trust and confidence and are expected to discharge their duties and responsibilities in a professional, impartial and Catholic manner, consistent with Gospel values, the teachings of the Catholic Church, the *Education Act* (Ontario) ("**Education Act**"), the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) ("**MFIPPA**"), the *Municipal Conflict of Interest Act* ("**MCIA**"), the Board's by-laws and policies and any other applicable laws.~~

It is imperative that ~~the trustees~~each Trustee be, and be seen to be, acting in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the school district by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-~~-~~being through the delivery of ~~effective and appropriate education~~educational programs and services, and effective stewardship of ~~the Board's~~DPCDSB resources.

Trustees are governors, advocates for Catholic education, and community leaders. As governors, ~~trustees~~Trustees provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students. As advocates for Catholic education, they can inform and influence public perceptions and ~~provincial education law and~~district school board policy. As community leaders, ~~trustees~~Trustees engage with the public to build understanding, guidance and active support for publicly funded Catholic education.

~~1.~~5. DECORUM AND STANDARDS

As elected representatives in a civil society, ~~trustees~~Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall, at all times, act with decorum and integrity, and shall be respectful of other ~~trustees~~Trustees, the ~~director~~Director of ~~education~~Education, staff, all members of the ~~Board's~~DPCDSB's community, ~~as well as~~and the public. As ~~stewards of the system, trustees~~fiduciaries, Trustees are held to a high standard of conduct and ~~should~~ serve as role models of exemplary behavior, reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

~~Among other things, trustees must:~~

- ~~respect and comply with allapplicable federal, provincial and municipal laws;~~
- ~~demonstrate honesty and integrity;~~
- ~~respect differences in people, their ideas, and their opinions;~~
- ~~treat one another with dignity and respect at all times, and especially when there is disagreement;~~

~~respect and treat others~~Trustees are expected to discharge their duties and responsibilities in a professional and impartial manner, consistent with Gospel values, the teachings of the Catholic Church, the *Education Act* (Ontario) ("***Education Act***"), the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) ("***MFIPPA***"), the *Municipal Conflict of Interest Act* ("***MCIA***"), the *Ontario Human Rights Code* ("OHRC"), Ministry of Education policies and directions, DPCDSB policies and general administrative procedures, and all other applicable statutes and regulations.

Trustees must further adhere to the following standards when acting as a member of the Board of Trustees and when holding themselves out as acting as a member of the Board of Trustees:

~~•~~a) Treat persons equally and without discrimination ~~based~~ on ~~a person's ,~~the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability; ~~and~~

b) Treat one another with dignity and respect, including when differing views are being expressed;

c) Avoid using offensive language;

d) Make every reasonable effort to ensure that all information communicated and relied upon is accurate and complete;

~~•~~e) Act within the ~~rights~~scope of ~~others; and~~a Trustee's statutory authority;

f) ~~conduct themselves~~Avoid attempting to exert individual influence over members of staff, or purporting to represent the interests of the Board of Trustees, unless expressly authorized to do so by resolution of the Board;

~~•~~g) Conduct oneself in a manner that would not discredit or compromise the integrity of the ~~board.~~Board of Trustees and/or the DPCDSB;

h) ~~Subject to~~Comply with the ~~duty of a trustee under~~Trustee duties described in section 218.1~~(e)~~ of the Education Act;

i) Recognize and defer to ~~uphold~~the authority of the Chair, as outlined in the Education Act and the Board's By-law;

j) Debate matters before the board in a manner that is respectful of the right of all Trustees to participate in robust discussion of the issues, without making disparaging remarks about another Trustee, including speculation on motive or ill-will;

k) Uphold the implementation of any resolution after it is passed by the Board of Trustees.

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~~of any board resolution after it is passed by the board of trustees, a trustee may comment on, or disagree with, a decision taken by the board of trustees. A trustee may not make disparaging remarks about a trustee or a group of trustees in expressing such comment or disagreement or speculate on the motives of a trustee or a group of trustees.~~

~~Any trustee who fails or refuses to comply with the rules of the board, uses offensive language, disobeys the decisions of the chair or the board of trustees on points of order, or makes any disorderly noise or disturbance may be ordered by the chair, by motion to be put to a vote, to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the chair, be removed from the room where such meeting is taking place and/or the boardroom and Board office. Such a removal will be recorded in the minutes of the meeting (see section 207(3) of the *Education Act*).~~

~~2. COMPLYING WITH THE LAW~~

~~All trustees will and will be seen to comply with the letter and spirit of all of the laws of Canada and the Province of Ontario, and any contractual obligations of the Board.~~

~~The trustees acknowledge they may only act on behalf of the board of trustees through resolution and may not act individually or purport to represent the interests of the board of trustees without the knowledge and consent of the board of trustees shown through resolution.~~

l) Respect and defer to the corporate authority of the DPCDSB, and the role of staff;

m) Ensure the affairs of the DPCDSB Board of Trustees are conducted with openness, justice and compassion.

~~It is~~ ~~every trustee's responsibility to ensure that all information they communicate in the course of their duties is accurate and complete.~~

~~It is every trustee's responsibility to familiarize themselves with their duties and any requirements of them as prescribed by the *Education Act*, the *MFIPPA*, the *MCIA* and any other laws that may be applicable to the trustee's duties from time to time, and/or Ministry of Education requirements and the Board's by-law, policies and general administrative procedures.~~

~~3. SPECIFIC REQUIREMENTS UNDER PART VI OF THE *EDUCATION ACT* –~~

~~Each trustee must comply with the following duties as set out in section 218.1 of the *Education Act* with respect to student achievement, school board governance and certain other matters).~~
~~"A member of a board shall,~~

~~a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;~~

~~b) attend and participate in meetings of the board, including meetings of board committees of which they are a member;~~

~~c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);~~

~~d) bring concerns of parents, students and supporters of the board to the attention of the board of trustees;~~

~~e) uphold the implementation of any board of trustees' resolution after it is passed by the~~

~~board of trustees;~~

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f) entrust the day to day management of the Board to its staff through the Board's director of education;

g) maintain focus on student achievement and well-being; and

h) comply with the Board's code of conduct."

Additional Duties of the Chair

In addition to the duties of trustees set out in section 218.1 of the *Education Act*, the chair of the board of trustees is expected to comply with the additional duties set out in s. 218.4 of the *Act*:
"In addition to any other duties under the Act, the chair of a board shall,

a) preside over meetings of the board;

b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;

c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;

d) ensure that members of the board have the information needed for informed discussion of the agenda items;

act as spokesperson to the public on behalf of the board, unless otherwise determined by the board. For certainty no other trustee shall act as a spokesperson to the public on behalf of the board unless authorized to do so under clause 218.4 (e) of the Act.

e) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;

f) provide leadership to the board in maintaining the board's focus on the multi-year plan established under section 169.1;

g) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and

h) assume such other responsibilities as may be specified by the board."

Board Responsibility for Student Achievement and Effective Stewardship of Resources

The board must also be responsible for student achievement and effective stewardship of resources as set out in s. 169.1(1) of the *Act*:
"Every board shall,

(a) promote student achievement and well-being;

(a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex,

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~~sexual orientation, gender identity, gender expression, age, marital status, family status or disability;~~

~~(a.2) promote the prevention of bullying;~~

~~(b) ensure effective stewardship of the board's resources;~~

~~(c) deliver effective and appropriate education programs to its pupils;~~

~~(d) develop and maintain policies and organizational structures that,~~
~~(i) promote the goals referred to in clauses (a) to (c), and~~
~~(ii) encourage pupils to pursue their educational goals;~~

~~(e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;~~

~~(f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);~~

~~(g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education…"~~

~~4. UPHOLDING DECISIONS~~

~~Trustees shall:~~

~~a) accept that authority rests with the board and that they have no individual authority other than that delegated by the board of trustees;~~

~~b) uphold the implementation of any board resolution after it is passed by the board of trustees;~~

~~c) comply with Board policies and procedures; and~~

~~d) refrain from speaking on behalf of the Board or board of trustees unless authorized to do so as stated herein.~~

~~5.~~6. CONFLICT OF INTEREST AND PERSONAL ADVANTAGE

~~Each trustee must comply with *MCIA* (RSO 1990, c M.50 | Municipal Conflict of Interest Act | CanLII),~~Trustees are subject to the *Municipal Conflict of Interest Act,* which requires~~, among other things,~~ that ~~trustees~~a Trustee must declare ~~and disclose the general nature of the interest for all direct and indirect~~when their own pecuniary ~~conflicts of~~ interest ~~and abstain from making a decision.~~

~~Trustees are not permitted to vote on~~, or ~~discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect~~the pecuniary interest of a parent, spouse or child ~~is deemed~~, if known to ~~be~~ the Trustee, may conflict with an interest of the ~~trustee. Subsection 3(1) of the *MCIA* provides:~~Board.

~~"For the purposes of this Act, the pecuniary interest, direct or indirect, of a parent or the spouse or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member. ."~~

~~Any direct or indirect financial interest on the part of the trustee may raise a conflict of interest. A direct conflict of interest will arise where the trustee stands to benefit or suffer financially by a decision of the board of trustees.~~

Where a ~~trustee~~Trustee, either on ~~that trustee's~~their own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, ~~or any other conflict of interest in any matter and~~as defined by the MCIA, is present at a meeting of the ~~board~~Board of ~~trustees~~Trustees at which the matter is the subject of consideration, the ~~trustee~~Trustee shall:

a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;

b) not take part in the discussion of, or vote on any question in respect of the matter;

c) not discuss the issue with any other person;

d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and

e) where the meeting is *in camera*, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the ~~trustee~~Trustee has not been disclosed by reason of the ~~trustee's~~Trustee's absence from the meeting, the ~~trustee~~Trustee shall disclose the interest and otherwise comply with the above requirements ~~of~~at the first meeting of the ~~board~~Board of ~~trustees~~Trustees attended by the ~~trustee~~Trustee after the meeting referred to above.

When the meeting is open to the public, ~~every declaration~~declarations of interest shall be recorded in the minutes of the meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the ~~board~~Board of ~~trustees~~Trustees that is open to the public.

~~Trustees must not only comply with the requirements of the *MCIA*, but also avoid conflicts of interest as defined by this Trustee Code of Conduct.~~

At a meeting at which a Trustee discloses an interest, or as soon as possible thereafter, the Trustee shall also file a written statement of the interest and its general nature with the Secretary of the Board. The Board shall establish and maintain a registry in which it will keep a copy of each statement of interest filed with the Secretary, and a record of each declaration of an interest. The register shall be available for public inspection.

Every ~~trustee~~Trustee is also responsible and accountable for exercising good judgement and avoiding situations that might ~~present a conflict of interest or~~create the appearance of a conflict of interest~~, and where a conflict of interest might exist each trustee has an affirmative duty to disclose such conflict when it becomes apparent~~.

No ~~trustee~~Trustee shall use their position, authority or influence for personal, financial or material gain~~. Every trustee shall uphold and enhance all Board business operations by:~~

~~a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board.~~

~~b) fostering the highest standard of profession~~competence amongst those for whom they are

~~responsible.~~

~~c) complying with and being seen to comply with the letter and spirit of:~~

~~(i) The laws of Canada and the Province of Ontario,~~
~~(ii) Contractual obligations applicable to the Board. And~~

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~~d) rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.~~

~~A trustee shall not use their position, authority or influence to~~ , or to give any person or organization special treatment that might~~, or might~~ be perceived as resulting in personal advantage to~~, advance~~ the ~~interests~~Trustee, or a relative, friend or business associate of the ~~trustee~~Trustee.

~~A trustee must not participate in any decision or recommendation in which he or she may have a financial, commercial or business interest.~~

~~All trustees~~No Trustee shall ~~disclose a conflict~~use or permit the use of ~~interest and/or the general nature~~ Board resources for any purpose other than the business of the ~~interest,~~Board.

In accordance with with the *Broader Public Sector Procurement Act*, and in order to ~~the board~~ensure a fair and transparent procurement practices, Trustees shall:

a) report any inquiries or communications for the purpose of ~~trustees.~~influencing the procurement of goods and services and the awarding of contracts to the Director of Education;

b) refrain from communicating with anyone during a procurement process and abstain from exercising their influence to gain or advance the interests of any individual or group during such a process.

7. CONFIDENTIALITY

~~6.1. CONFIDENTIALITY~~

~~All trustees acknowledge that as~~ As part of their duties ~~to the Board, they may be~~, Trustees are privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the ~~Board~~DPCDSB that may provide a financial, business, commercial or competitive advantage~~.~~ to a third party. Such information may include, but is not limited to, information relating to the ~~Board's~~DPCDSB's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the ~~Board~~DPCDSB. Trustees may also be privy to personal information belonging to students, staff and/or other school community members and/or their family members, and/or legal matters and opinions. All information described above is defined as "**Confidential Information**".

~~Except as required by law, all trustees and former trustees~~Trustees shall not disclose Confidential Information obtained or made available to them in their role as a ~~trustee except a required by applicable laws~~ Trustee, except as authorized by law or by the Board. This duty survives the term of office.

GIFTS~~No trustee shall use or disclose confidential information in a manner that would be detrimental to the interests of the Board or for the purpose of personal gain or for the gain of the member's parent, spouse or child.~~

~~Confidential Information received in the course of a trustee's duties must be respected, protected and kept confidential and must not be discussed or reviewed in public or where anyone could overhear or read such information.~~

~~A trustee's duty with respect to Confidential Information survives their term as trustee.~~

~~7. BOARD RESOURCES~~

~~No trustee shall use or permit the use of Board resources for any purpose other than the business of the Board.~~
~~8.~~

As further described in the DPCDSB "Trustee Honoraria and Expense Policy P-0005, no board member shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,

i. the gift is of nominal value,

ii. the gift is given as an expression of courtesy or hospitality, and

iii. accepting the gift is reasonable in the circumstances.

~~8.~~9. ENFORCEMENT

~~In accordance with~~ An alleged breach of the ~~provisions of section 218.3 of the *Education Act*, a breach of this Trustee~~ Code ~~of Conduct by a trustee may~~ shall be addressed ~~by the following procedures.~~

~~A trustee who has reasonable grounds to believe that another trustee has breached this~~through the enforcement procedure outlined in General Administrative Procedure #.....Enforcement – Trustee Code of Conduct ~~may bring the alleged breach to the attention of the board of trustees~~.

~~If an alleged breach is brought to the attention of the board of trustees, the board of trustees shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has~~

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~~been a breach.~~

~~If the board of trustees determines that a trustee has breached this Code of Conduct, the board of trustees may impose one or more of the following sanctions or requirements:~~

~~a) Censure of the trustee.~~

~~b) Barring the trustee from attending all or part of a meeting of the board or a meeting of a committee of the board of trustees.~~

~~c) Barring the Trustee from sitting on one or more committees of the board of trustees, for the period of time specified by the board of trustees.~~

~~d) Professional development or training, as appropriate.~~

~~A trustee, who is barred from attending all or part of a meeting of the board of trustees or a meeting of a committee of the board of trustees, is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.~~

~~In appropriate circumstances, the board of trustees may also resolve to disassociate the board of trustees from any action or statement of a trustee.~~

~~If the board of trustees determines that a trustee has breached this Trustee Code of Conduct, the board of trustees shall give the trustee written notice of the determination and of any sanction imposed by the board of trustees.~~

~~The notice shall inform the trustee that he or she may make written submissions to the board of trustees in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the trustee.~~

~~The board of trustees shall consider any submissions made by the trustee and shall confirm or revoke the determination within 14 days after the trustee's submissions are received.~~

~~If the board of trustees revokes a determination that a trustee has breached this Trustee Code of Conduct, any sanction imposed by the board of trustees is also revoked.~~

~~If the board of trustees confirms a determination that a trustee has breached this Trustee Code of Conduct, the board of trustees shall, within 14 days after the trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the board of trustees.~~

~~If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the board of trustees.~~

~~The board of trustees may close to the public the part of the meeting during which a breach or alleged breach of this Trustee Code of Conduct is considered when the breach or alleged breach involves any of the following matters:~~

~~a) the security of the property of the board;~~

~~b) the disclosure of intimate, personal or financial information in respect of a trustee or~~

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committee, an employee or prospective employee of the board or a student or his or her parent or guardian;

c) the acquisition or disposal of a school site;

d) decisions in respect of negotiations with employees of the Board; or

e) litigation affecting the board.

The board of trustees shall do the following things by resolution at a meeting of the board of trustees, and the vote on the resolution shall be open to the public:

a) Make a determination that a trustee has breached this Trustee Code of Conduct.

b) Impose a sanction on a trustee for a breach of this Trustee Code of Conduct.

c) Confirm or revoke a determination regarding a trustee's breach of this Trustee Code of Conduct.

d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a trustee's breach of this Trustee Code of Conduct.

A trustee who is alleged to have breached this Trustee Code of Conduct shall not vote on any of the resolutions listed above.

When a resolution listed above is passed, the resolution shall be recorded in the minutes of the meeting.

The *Statutory Powers Procedure Act* does not apply to any the enforcement provisions under section 218.3 of the *Education Act*.

GUIDELINES FOR

10. POLICY REVIEW

9. GIFTS AND HOSPITALITY

Moderate hospitality and gifts are an accepted courtesy of a business relationship. However, the recipients should not allow themselves to reach a position whereby they might be influenced in making a business decision as a consequence of accepting such hospitality.

Offering or Accepting Gifts & Hospitality

Although the exchange of common courtesies, such as the occasional gift or meal of nominal value is recognized as acceptable business practice, there is a danger in offering or accepting hospitality, gifts, gratuities or favours that could be mistaken for improper payment.

Trustees must not use their position for improper gain or benefit, nor under any circumstances accept gifts of cash, bonds, securities, personal loans, airline tickets, use of a vacation property or costly entertainment.

Conditions for Accepting Gifts & Hospitality

Notwithstanding anything to the contrary, no trustee shall accept a gift from any person, group or entity that has or may have dealings with the Board if a reasonable person might conclude that the gift could influence the trustee when performing their duties, unless all of the following apply:

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~~a) the gift is of nominal value;~~

~~b) the gift is given an expression of courtesy or hospitality;~~

~~c) accepting the git is reasonable in the circumstances;~~

~~d) the trustee believes that the donor is not trying to obligate them, or improperly influence a decision;~~

~~***e)*** it is "normal business practice" for the purposes of courtesy and good business relations; ***and***~~

~~f) acceptance is legal and consistent with generally accepted ethical standards.~~

~~In determining as to whether to accept a gift of the nature described immediately above, trustees must ask themselves if public knowledge of the gift may cause personal embarrassment or embarrassment to the Board. If there is still uncertainty regarding what is considered an appropriate gift to give or receive, the trustee must consult with the chair/vice-Chair, as appropriate.~~

~~**Examples of Acceptable Gifts**~~

~~Subject to the requirements of each of items a) to f) inclusively, examples of acceptable gifts may include:~~

~~a) Holiday gifts, such as fruit baskets or candy;~~

~~b) Inexpensive advertising and promotional materials (e.g. Give-a-ways, such as pens or key chains); or~~

~~c) Inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores).~~

~~**Gifts of Considerable Value**~~

~~Where it would be extraordinarily impolite or otherwise inappropriate to refuse a gift of obvious value, the gift may be the subject of a motion brought before the Board of Trustees for the purpose of proposing its acceptance on behalf of the Board and for Board use.~~

~~**Reporting Gifts & Hospitality**~~

~~Trustees must notify the chair by e-mail and the chair must notify the vice-chair of any gifts and hospitality received by a trustee including meals, over $200.00.~~

~~All reporting forms (which are available from the office of the Director of Education) will be retained in the office of the Director of Education.~~

~~**Review**~~

As required by Ontario Regulation 312/24: *Members of School Boards – Codes of Conduct* (O.Reg. 312/24), the ~~board~~Board of ~~trustees~~Trustees shall periodically review this Trustee Code of Conduct for, among other things, compliance with applicable laws. Furthermore, it shall pass a board resolution setting out the required changes, or if no changes are required, confirming the then-current Trustee Code of Conduct.

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The ~~first review was~~initial reviews were completed on August 27, 2024~~. The second~~ and June 17, 2025. Unless otherwise required, the third review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are set out in a ~~board~~Board of Trustees' resolution, the ~~board~~Board of ~~trustees~~Trustees shall update this Trustee Code of Conduct to reflect the changes no later than August 31 in the year of the review.

~~**Publicly Available**~~

11. POLICY TO BE PUBLICLY AVAILABLE

The Director of Education, or designate, shall ensure that the following occurs:

a) This Trustee Code of Conduct shall be made publicly available on the ~~Board's~~DPCDSB website.

b) The ~~Board~~DPCDSB indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.

c) The ~~Board~~DPCDSB shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

~~**General**~~

Professional development and training will be provided to support Trustees to uphold the code of conduct.

~~All references to applicable laws, policies and procedures include their future amendments or replacements, as the case may be.~~

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	**P-0003**
Subject:	**Code of Conduct – Trustees**
Effective Date:	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; August 27, 2024, June 17, 2025

*"Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received." (*1 Peter 4:10)

1. PREAMBLE

The aim of Catholic education and the Dufferin-Peel Catholic District School Board ("**DPCDSB**") is to foster personal fulfillment and responsible citizenship in each student, motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ. Each DPCDSB Trustee ("**Trustee**") shall accordingly perform their duties as prescribed by law, reflecting a ministry within the Catholic Church, and complying with this Code of Conduct,

a) acknowledging through their words and actions that Catholic schools are an expression of the teaching mission of the Catholic Church;

b) providing an example to the Catholic community by actively participating in the communal life of a parish, and by personal lifestyle choices that reflects the teaching of the Catholic Church;

c) providing the best possible governance for Catholic education;

d) Continuing to improve their understanding of current Catholic educational research and practices, including the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;

e) affirming a strong sense of Christian Catholic community.

f) providing support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

2. APPLICATION

This Trustee Code of Conduct is applicable to all DPCDSB municipally elected Trustees. Student Trustees are not bound by the Code of Conduct, but are strongly encouraged to be guided in their actions as Student Trustees by this Code.

3. PURPOSE

It is important to recognize the public trust and responsibility that the electorate place in each individual Trustee, and in the Board of Trustees acting as a collective decision-making body. Trustees honour that trust and responsibility by acting in accordance with this Code of Conduct.

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Adherence to this Trustee Code of Conduct contributes to confidence in public education and respect for the integrity of Trustees in the community.

4. INTEGRITY AND DIGNITY OF OFFICE

It is imperative that each Trustee be, and be seen to be, acting in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the school district by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of educational programs and services, and effective stewardship of DPCDSB resources.

Trustees are governors, advocates for Catholic education, and community leaders. As governors, Trustees provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students. As advocates for Catholic education, they can inform and influence public perceptions and district school board policy. As community leaders, Trustees engage with the public to build understanding, guidance and active support for publicly funded Catholic education.

5. DECORUM AND STANDARDS

As elected representatives in a civil society, Trustees share in the responsibility for creating a positive environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall, at all times, act with decorum and integrity, and shall be respectful of other Trustees, the Director of Education, staff, all members of the DPCDSB's community, and the public. As fiduciaries, Trustees are held to a high standard of conduct and serve as role models of exemplary behavior, reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

Trustees are expected to discharge their duties and responsibilities in a professional and impartial manner, consistent with Gospel values, the teachings of the Catholic Church, the *Education Act* (Ontario) ("***Education Act***"), the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) ("***MFIPPA***"), the *Municipal Conflict of Interest Act* ("***MCIA***"), the *Ontario Human Rights Code* ("OHRC"), Ministry of Education policies and directions, DPCDSB policies and general administrative procedures, and all other applicable statutes and regulations.

Trustees must further adhere to the following standards when acting as a member of the Board of Trustees and when holding themselves out as acting as a member of the Board of Trustees:

a) Treat persons equally and without discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability;
b) Treat one another with dignity and respect, including when differing views are being expressed;
c) Avoid using offensive language;
d) Make every reasonable effort to ensure that all information communicated and relied upon is accurate and complete;
e) Act within the scope of a Trustee's statutory authority;
f) Avoid attempting to exert individual influence over members of staff, or purporting to represent the interests of the Board of Trustees, unless expressly authorized to do so by resolution of the Board;
g) Conduct oneself in a manner that would not discredit or compromise the integrity of the Board of Trustees and/or the DPCDSB;
h) Comply with the Trustee duties described in section 218.1 of the Education Act;
i) Recognize and defer to the authority of the Chair, as outlined in the Education Act and the Board's By-law;

j) Debate matters before the board in a manner that is respectful of the right of all Trustees to participate in robust discussion of the issues, without making disparaging remarks about another Trustee, including speculation on motive or ill-will;
k) Uphold the implementation of any resolution after it is passed by the Board of Trustees.
l) Respect and defer to the corporate authority of the DPCDSB, and the role of staff;
m) Ensure the affairs of the DPCDSB Board of Trustees are conducted with openness, justice and compassion.

6. CONFLICT OF INTEREST AND PERSONAL ADVANTAGE

Trustees are subject to the *Municipal Conflict of Interest Act,* which requires that a Trustee must declare when their own pecuniary interest, or the pecuniary interest of a parent, spouse or child, if known to the Trustee, may conflict with an interest of the Board.

Where a Trustee, either on their own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, as defined by the MCIA, is present at a meeting of the Board of Trustees at which the matter is the subject of consideration, the Trustee shall:

a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;

b) not take part in the discussion of, or vote on any question in respect of the matter;

c) not discuss the issue with any other person;

d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and

e) where the meeting is *in camera*, leave the meeting or the part of the meeting during which the matter is under consideration.

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements at the first meeting of the Board of Trustees attended by the Trustee after the meeting referred to above.

When the meeting is open to the public, declarations of interest shall be recorded in the minutes of the meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board of Trustees that is open to the public.

At a meeting at which a Trustee discloses an interest, or as soon as possible thereafter, the Trustee shall also file a written statement of the interest and its general nature with the Secretary of the Board. The Board shall establish and maintain a registry in which it will keep a copy of each statement of interest filed with the Secretary, and a record of each declaration of an interest. The register shall be available for public inspection.

Every Trustee is also responsible and accountable for exercising good judgement and avoiding situations that might create the appearance of a conflict of interest.

No Trustee shall use their position, authority or influence for personal, financial or material gain, or to give any person or organization special treatment that might be perceived as resulting in personal advantage to the Trustee, or a relative, friend or business associate of the Trustee.

No Trustee shall use or permit the use of Board resources for any purpose other than the business of the Board.

In accordance with with the *Broader Public Sector Procurement Act*, and in order to ensure a fair and transparent procurement practices, Trustees shall:

a) report any inquiries or communications for the purpose of influencing the procurement of goods and services and the awarding of contracts to the Director of Education;

b) refrain from communicating with anyone during a procurement process and abstain from exercising their influence to gain or advance the interests of any individual or group during such a process.

7. CONFIDENTIALITY

As part of their duties, Trustees are privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the DPCDSB that may provide a financial, business, commercial or competitive advantage to a third party. Such information may include, but is not limited to, information relating to the DPCDSB's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the DPCDSB. Trustees may also be privy to personal information belonging to students, staff and/or other school community members and/or their family members, and/or legal matters and opinions. All information described above is defined as "**Confidential Information**".

Trustees shall not disclose Confidential Information obtained or made available to them in their role as a Trustee, except as authorized by law or by the Board. This duty survives the term of office.

8. GIFTS

As further described in the DPCDSB "Trustee Honoraria and Expense Policy P-0005, no board member shall accept a gift from any person, group or entity that has dealings with the board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,

i. the gift is of nominal value,

ii. the gift is given as an expression of courtesy or hospitality, and

iii. accepting the gift is reasonable in the circumstances.

9. ENFORCEMENT

An alleged breach of the Code shall be addressed through the enforcement procedure outlined in General Administrative Procedure #.....Enforcement – Trustee Code of Conduct.

10. POLICY REVIEW

As required by Ontario Regulation 312/24: *Members of School Boards – Codes of Conduct* (O.Reg. 312/24), the Board of Trustees shall periodically review this Trustee Code of Conduct for, among other things, compliance with applicable laws. Furthermore, it shall pass a board resolution setting out the required changes, or if no changes are required, confirming the then-current Trustee Code of Conduct.

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The initial reviews were completed on August 27, 2024 and June 17, 2025. Unless otherwise required, the third review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are set out in a Board of Trustees' resolution, the Board of Trustees shall update this Trustee Code of Conduct to reflect the changes no later than August 31 in the year of the review.

11. POLICY TO BE PUBLICLY AVAILABLE

The Director of Education, or designate, shall ensure that the following occurs:

a) This Trustee Code of Conduct shall be made publicly available on the DPCDSB website.

b) The DPCDSB indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.

c) The DPCDSB shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

Professional development and training will be provided to support Trustees to uphold the code of conduct.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	
GAP NUMBER:	
SUBJECT:	**Trustee Code of Conduct Enforcement Provisions**
REFERENCE:	
EFFECTIVE:	June 17, 2025
AMENDED DATE:	

"It is the Lord who gives wisdom; from him come knowledge and understanding."
Proverbs 2:6

1 BACKGROUND

1.1 A Trustee who believes that another Trustee has breached Policy P-0003: *Code of Conduct - Trustees* ("Code of Conduct") may seek enforcement of the Code in accordance with this general administrative procedure ("GAP").

2 NOTICE

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may provide written notice of the alleged breach to the following persons:

(a) the Vice-Chair, if the notice relates to the conduct of the Chair;
(b) another Trustee, who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-chair;
(c) In all other situations, the Chair.

A Trustee who submits a written notification of an alleged breach of the Code shall provide a copy of the notification to the Director of Education.

A person receiving a written notification of an alleged breach shall immediately provide a copy of the notice to the Trustee who is alleged to have breached the Code of Conduct.

A written notification alleging a breach of the Code of Conduct shall include,

(a) the name and contact information of the member alleging the breach;

(b) the name and contact information of the Trustee whose conduct is the subject of the notification;

(c) the date of the alleged breach;

(d) a description of the alleged breach; and

(e) the provision of the Code of Conduct that was allegedly breached.

3 INFORMAL RESOLUTION

The Complainant and Respondent Trustees shall attempt to resolve the matter informally, making best efforts to reach a resolution, taking into account the time and cost of an investigation by an Integrity Commissioner.

Informal resolution may involve a discussion of possible remediation steps, which could include additional training opportunities, restitution, or an apology.

If both Trustees and the Chair consent, an external third party may be invited to assist with the informal resolution process.

If the matter cannot be resolved informally within twenty (20) business days of the notice being provided to the Respondent Trustee, the person to whom the notice was originally given shall refer the matter to an Integrity Commissioner.

4. INTEGRITY COMMISSIONER

If the Minister of Education has created a roster of Integrity Commissioners, the person appointed by resolution of the Board of Trustees be from the roster.

If the Minister has not created a roster, an Integrity Commissioner who meets the qualifications criteria outlined in Regulation 306/24 shall be appointed by resolution of the Board of Trustees, taking in to account the experience, availability, and cost of available candidates.

5. INVESTIGATION

The Integrity Commissioner appointed by the Board of Trustees shall conduct an investigation into the alleged breach of the Code of Conduct, to commence no later than fourteen (14) days after their appointment.

The Integrity Commissioner may refuse to conduct an investigation if:

(a) The complaint was submitted more than sixty (60) days after the later of the date that the alleged breach occurred, or was discovered,[1] unless the Integrity Commissioner is satisfied that the delay was in good faith and no substantial prejudice will result to any person affected by the delay; or
(b) In the opinion of the Integrity Commissioner, the complaint is made in bad faith, or is frivolous or vexatious.

If a breach relates to a series of incidents the 60-day period runs from the day the last incident in the series was discovered.

A breach is deemed to have been discovered on the earlier of:

[1]

(a) The day on which the Trustee notifying the Board first knew that the breach had occurred; and

(b) The day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board of Trusteesought to have known of the occurrence.

The decision of the Integrity Commissioner to refuse to conduct an investigation is final.

In conducting their investigation, the Integrity Commissioner shall have the power to:

(a) Require the production of any records that may in any way relate to the investigation;

(b) Examine and copy any such records; and

(c) Require any officer of DPCDSB, or any other person, to appear before them and give evidence, on oath or affirmation, relating to the investigation.

Section 33 of the *Public Inquires Act, 2009* shall apply to an investigation under this Code of Conduct.

6. DECISION

The Integrity Commissioner shall make a determination with respect to the alleged breach of the Code of Conduct no later than ninety (90) days after commencing the investigation, unless the Integrity Commissioner notifies the Board of Trustees and the Respondent Trustee that an extension is necessary, and the reasons for the extension.

7. SANCTIONS

If the Integrity Commissioner determines that the Code of Conduct has been breached, the Integrity Commissioner may impose one of more of the following sanctions:

(a) **Censure**: The Trustee is reprimanded

(b) **Reduction of Honorarium**: the Trustee's honorarium may be reduced by up to 25% of the Trustee's combined base and enrollment amount for the year of the term of office in which the breach occurred, and the Trustee may be ordered to repay any amount already received for that year.

(c) **Barring from meetings**: The Trustee may be barred from attending all or part of one or more meetings of the Board, or one or more meetings of a committee of the Board, for up to a maximum of ninety (90) days, or the balance of the Trustee's term, whichever is less.

(d) **Barring from committees**: The Trustee may be barred from sitting on one or more committees of the Board of Trustees, for up to ninety (90) days, or the balance of the Trustee's term, whichever is less.

(e) **Barring from Chair/Vice Chair**: The Trustee may be barred from becoming Chair or Vice Chair of the Board of Trustees, or of any committee of the Board of Trustees, or removed from such a position if the position is already held.

(f) **Barring from Representing the Board**: The Trustee may be barred from exercising the privileges of a Board of Trustees' member or from acting as a Board of Trustees', or removed from such a position if it is already held.

(g) **Other:** The Trustee may be subject to any other sanction that in the opinion of the Integrity Commissioner is reasonable and appropriate under the circumstances, and/or would promote compliance with the Code of Conduct.

A Trustee who is barred from attending a meeting or part of a meeting is not entitled to receive any materials that relate to that meeting, or that part of the meeting, from which they are barred, except such materials as are available to the general public.

The Integrity Commissioner shall provide the Respondent Trustee, and the Board of Trustees, written notice of their determination as to whether or not there was a breach of the Code of Conduct, which shall include

(a) the reasons for the determination;

(b) the reasons for the sanctions, if any; and

(c) information about the right to appeal the decision.

8. NOTICE OF APPEAL

Either the Board of Trustees, or the Trustee who has been found by an Integrity Commissioner to have breached the Code of Conduct, may appeal the determination, the sanctions, or both.

A decision by the Board of Trustees to appeal shall be by Board resolution. The Trustee found to have breached the Code may not participate in the vote.

The Board of Trustees and the Trustee found to have breached the Code shall be the parties to the appeal.

The Appellant shall give written notice of the appeal to the other party, and the Deputy Minister, no later than fifteen (15) business days after receiving written notice of the integrity commissioner's determination.

9. APPEAL PANEL

The Appeal shall be heard by a panel of three (3) Integrity Commissioners appointed by the Deputy Minister or delegate, and shall not include the Integrity Commissioner whose decision is under appeal.

10. WRITTEN APPEAL

Appeals shall be held in writing, as follows:

(a) The appellant shall provide written submissions to the Appeal Panel and the respondent no later than twenty (20) business days after receiving notice that the Panel has been appointed.
(b) The respondent shall provide written submissions to the Appeal Panel and the appellant no later than twenty (20) business days after receiving the appellant's submissions.
(c) The appellant shall provide their written reply to the respondent's submissions no later than ten (10) business days after receiving the respondent's submissions.
(d) The chair of the Appeal Panel may extend any of the above timelines at the written request of a party in order to provide for the fair, just and expeditious resolution of the appeal.
(e) A decision to extend a timeline shall be provided to the parties in writing and a copy of the decision shall be provided to the Deputy Minister.

The Appeal Panel may,

(a) define or narrow the scope of the appeal;
(b) limit the length of submissions from the parties;
(c) make interim decisions and orders; and
(d) on its own motion, and without holding a hearing, dismiss an appeal as frivolous or vexatious or commenced in bad faith.

The chair of the Appeal Panel shall notify the parties of any decisions made by the panel with respect to the foregoing.

11. DECISION

The Appeal Panel shall provide its decision and its reasons, including any dissent, to the parties in writing no later than thirty (30) business days after receiving the respondent's submission.

The Appeal Panel shall provide a copy of the decision, reasons and dissent to the Deputy Minister.

If the Appeal Panel overturns the decision of the Integrity Commissioner, any sanction imposed by the Integrity Commissioner is revoked.

If the Appeal Panel upholds the decision of the Integrity Commissioner that there was a breach of the Code of Conduct, the Panel may uphold, vary or overturn any sanctions imposed.

A decision of the Appeal Panel is final.

12. PUBLICATION

Subject to Section 207(2) of the *Education Act*, the Board shall publish the following on its website:

(a) Notice that there has been a written allegation of a breach of the Code.

(b) A decision by an Integrity Commission with respect to the alleged breach.

(c) A decision by an Integrity Commission with respect to the imposition of a sanction.

(d) A determination by an Appeal Panel.

DRAFT

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
RESCIND POLICY P-7013 LEGAL EXPENSE INSURANCE COVERAGE
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"I will greatly rejoice in the Lord, my whole being shall exult in my God; for he has clothed me with the garments of salvation, he has covered me with the robe of righteousness…"
Isaiah 61:10

BACKGROUND
Dufferin-Peel Catholic District School Board (DPCDSB) has maintained policies aligned with its insurance coverage to support effective risk management. However, a review of current practices confirms that *P-7013 Legal Expense Insurance Coverage* is no longer relevant.

DISCUSSION
DPCDSB currently purchases liability insurance coverage; however, it does not hold a legal expense insurance policy. Given this discrepancy, the policy is now misaligned with the Board's current insurance framework and operational practices.

As such, the policy is no longer applicable or relevant to the Board's risk management strategy. It is therefore recommended that this policy be formally rescinded to ensure alignment with current insurance coverage and to maintain the accuracy and integrity of the Board's policy framework.

CONCLUSION
As the DPCDSB's current insurance coverage includes liability but not legal expense insurance, the existing policy is no longer applicable and should be rescinded to maintain alignment with current practices.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *POLICY 7013 LEGAL EXPENSE INSURANCE COVERAGE* BE RESCINDED.**

Prepared by: Frank Koziarz, Researcher – Policy, Strategy, Research, Safe Schools
Margaret Beck, Counsel

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
POLICY NUMBER:	**P-7013**
SUBJECT:	**Legal Expense Insurance Coverage**
EFFECTIVE DATE:	March 22, 1994
AMENDED DATE:	September 28, 2004; February 24, 2015

"I will remain in the world no longer, but they are still in the world, and I am coming to you. Holy Father, protect them by the power of your name, the name you gave me, so that they may be one as we are one."
John 17:11

1. The Dufferin-Peel Catholic District School Board (DPDCSB) promotes safe school practices and ensures the school board is protected against losses through its enrollment in the Ontario School Boards' Insurance Exchange (OSBIE), a province-wide school board-owned, non-profit insurance program available to school boards in Ontario.

FOR RESCISSION

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-4000 PUBLIC HEALTH
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"Heal me, O Lord, and I shall be healed;
save me, and I shall be saved;
for you are my praise."
Jeremiah 17:14

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) reviews and revises its policies and General Administrative Procedures (GAPs) on a regular basis to ensure they comply with legislation and Ministry of Education direction. Staff reviewed Policy *P-4000 Public Health* and made updates to two of its associated General Administrative Procedures (GAPs), *GAP4015 Immunization – Suspension by the Ministry of Health (MOH)* and *GAP4023 Provision of School Health Support Services*. In addition, staff drafted a new GAP regarding a variety of public health services provided to schools. This report summarizes changes to the policy and its GAPs.

DISCUSSION

In the case of student health, DPCDSB complies with legislation and Ministry of Education direction and collaborates with external agencies who provide health, rehabilitation, and mental health programming and supports. Staff reviewed policy *P-4000 Public Health*, *GAP4015 Immunization – Suspension by the Ministry of Health (MOH)*, and *GAP4023 Provision of School Health Support Services*. During this review, staff noted that the scope of services related to these two GAPs was narrow and did not fully address the range of health services provided to and through schools. Specifically, GAP4015 is limited to immunization-based suspensions, while GAP4023 outlines the shared responsibility for medical and rehabilitation services provided by third-party agencies such as Ontario Health at Home, designated Children's Treatment Centres and DPCDSB staff.

To broaden the scope of P-4000 to include the range of public health services and resources schools may access, staff drafted the new, yet to be numbered *GAP4TBD Public Health Services to Schools*. This GAP outlines services and resources provided to and through schools by the local public health units. These services and resources include: student immunization clinics, dental and oral health screening, health teaching resources, physical and mental health promotion resources, supports for management of communicable diseases and pediculosis outbreaks in schools, guidance for outdoor activities in extreme weather conditions, student playground leadership programs, communication of important public health messaging to parents and guardians, and school-based responses to public health emergencies. Additionally, staff recommend renaming P-4000 to *P-4000 Student Health Services*, to reflect the broad collaboration between DPCDSB staff, the public health units, Ontario Health at Home, and designated Children's Treatment Centres to deliver student health services in schools.

CONCLUSION

DPCDSB staff reviewed *P-4000 Public Health* and two associated GAPs. In response to the narrow scope of the content of these GAPs, staff drafted the new, yet to be numbered *GAP4TBD Public Health Services to Schools* to outline the broad range of services and resources provided to and through schools by the local public health units. Additionally, staff recommend renaming P-4000 to *P-4000 Student Health Services*, to reflect the broad collaboration not just with the local public health units but also between DPCDSB, its staff, Ontario Health at Home, and designated Children's Treatment Centres.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-4000 STUDENT HEALTH SERVICES* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools
Christiane Kyte, General Manager, Clinical Services and Special Education
Kevin Wendling, Assistant Superintendent, Program and Learning Services

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-4000**
SUBJECT:	~~Public Health~~Student Health Services
REFERENCE:	GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4023 Provision of School Health Support Services GAP4024 Medical Procedures Protocol: Bolus Hydration of Water Via G-Tube GAP4025 Medical Procedures Protocol: Catheterization and Suctioning Procedure GAP4026 Medical Procedures Protocol: Do Not Resuscitate Order GAP4027 Medical Procedures Protocol: Administration of Continuous Oxygen GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis GAP4020 Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks GAP 4022 Storage and Administration of Medication GAP4002 Safety of Pupils: Handling Bodily Fluids GAP4003 Student Accidents, Injuries, and Illnesses GAP4TBD Public Health Services to Schools
EFFECTIVE DATE:	~~(347)~~ June 16, 1998
AMENDED DATE:	~~(083)~~ January 25, 2011; June TBD, 2025

"He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him."
Luke 10:34

1. The Dufferin-Peel Catholic District School Board (DPCDSB) ~~will~~ co-operates fully with the Ministry of Health and ~~Long Term~~Long-Term Care and the Ministry of Education in meeting the required health-related needs of ~~the pupils~~students~~; i.e.~~, including:

   a) immunization under the *Immunization of School Pupils Act*;

   ~~a)~~b) provision of health support services in school settings; Policy/Program Memorandum (PPM) 81 and Ministry Memo R. O. 114. ~~immunization under the *Immunization of School Pupils Act*; the provision of health support services in school settings; Policy/Program Memorandum (81); Ministry Memo R. O. 114.~~

2. DPCDSB employees who are Regulated Health Professionals work under the direction of the school Principal, in collaboration with educators, other school staff and families, to enhance student well-being and educational achievement. They follow standards of practice outlined by the appropriate regulatory colleges and legislation regarding health and social services professionals and paraprofessionals (e.g., Regulated Health Professionals Act, 1991; Health Care Consent Act, 1996; Personal Health Information

Protection Act, 2004; etc.).

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3. ~~The Director will develop detailed procedures for staff in these areas. [see GAP4015 and GAP4023].~~DPCDSB addresses specific prevalent medical conditions (i.e., asthma, anaphylaxis, diabetes, and epilepsy and other seizures) and concussions. These conditions are addressed in polices *P-4003 Students With Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy)* and *P-4005 Concussions*, and their respective associated General Administrative Procedures (GAP) *GAP4000 Prevalent Medical Conditions* and *GAP4004 Concussions*.

4. Provision of public health and external health support services in DPCDSB are governed by policy *P-6004 Collaborative Partnerships* and its associated *GAP6001 Guidelines for Collaborative Relationships and Third Party Health and Social Services Support*.

   a) ~~Provision of h~~Health promotion services in DPCDSB may be provided by local public health units (Peel Health or the Dufferin-Wellington-Grey Health Unit). Such services may include but are not limited to immunization clinics for intermediate students, elementary playground safety programs (e.g., PALS), mental health promotion (e.g., YES4MH), and active transportation programs.

   b) ~~Provision of h~~External health support services for DPCDSB students with medical needs may be provided by ~~local Community Care Access Centres~~ Ontario Health at Home service agencies, designated Children's Treatment Centres, or other approved third-party providers.

5. DPCDSB has General Administrative Procedures (GAPs) for appropriate staff to respond to student medical needs and to support implementation of public health services, as listed below:

   a) *GAP4015 Immunization – Suspension by the Ministry of Health (MOH)*
   b) *GAP4023 Provision of School Health Support Services*
   c) *GAP4024 Medical Procedures Protocol: Bolus Hydration of Water Via G-Tube*
   d) *GAP4025 Medical Procedures Protocol: Catheterization and Suctioning Procedure*
   e) *GAP4026 Medical Procedures Protocol: Do Not Resuscitate Order*
   f) *GAP4027 Medical Procedures Protocol: Administration of Continuous Oxygen*
   g) *GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils*
   h) *GAP4028 Health – Pediculosis*
   i) *GAP4020 Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks*
   j) *GAP 4022 Storage and Administration of Medication*
   k) *GAP4002 Safety of Pupils: Handling Bodily Fluids*
   l) *GAP4003 Student Accidents, Injuries, and Illnesses*
   m) *GAP4TBD Public Health Services to Schools*

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-4000**
SUBJECT:	Student Health Services
REFERENCE:	GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4023 Provision of School Health Support Services GAP4024 Medical Procedures Protocol: Bolus Hydration of Water Via G-Tube GAP4025 Medical Procedures Protocol: Catheterization and Suctioning Procedure GAP4026 Medical Procedures Protocol: Do Not Resuscitate Order GAP4027 Medical Procedures Protocol: Administration of Continuous Oxygen GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis GAP4020 Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks GAP 4022 Storage and Administration of Medication GAP4002 Safety of Pupils: Handling Bodily Fluids GAP4003 Student Accidents, Injuries, and Illnesses GAP4TBD Public Health Services to Schools
EFFECTIVE DATE:	June 16, 1998
AMENDED DATE:	January 25, 2011; June TBD, 2025

"He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him."
Luke 10:34

1. The Dufferin-Peel Catholic District School Board (DPCDSB) co-operates fully with the Ministry of Health and Long-Term Care and the Ministry of Education in meeting the required health-related needs of students, including:

   a) immunization under the *Immunization of School Pupils Act*;

   b) provision of health support services in school settings; Policy/Program Memorandum (PPM) 81 and Ministry Memo R. O. 114.

2. DPCDSB employees who are Regulated Health Professionals work under the direction of the school Principal, in collaboration with educators, other school staff and families, to enhance student well-being and educational achievement. They follow standards of practice outlined by the appropriate regulatory colleges and legislation regarding health and social services professionals and paraprofessionals (e.g., Regulated Health Professionals Act, 1991; Health Care Consent Act, 1996; Personal Health Information Protection Act, 2004; etc.).

3. DPCDSB addresses specific prevalent medical conditions (i.e., asthma, anaphylaxis, diabetes, and epilepsy and other seizures) and concussions. These conditions are addressed in polices *P-4003 Students With Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy)* and *P-4005 Concussions*, and their respective associated General Administrative Procedures (GAP) *GAP4000 Prevalent Medical Conditions* and *GAP4004 Concussions*.

4. Provision of public health and external health support services in DPCDSB are governed by policy *P-6004 Collaborative Partnerships* and its associated *GAP6001 Guidelines for Collaborative Relationships and Third Party Health and Social Services Support*.

    a) Health promotion services in DPCDSB may be provided by local public health units (Peel Health or the Dufferin-Wellington-Grey Health Unit). Such services may include but are not limited to immunization clinics for intermediate students, elementary playground safety programs (e.g., PALS), mental health promotion (e.g., YES4MH), and active transportation programs.

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    m) GAP4TBD Public Health Services to Schools

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000: HEALTH AND SAFTEY**
GAP NUMBER:	**GAP4TBD**
SUBJECT:	**Public Health Services to Schools**
REFERENCE:	P-4000 Student Health Services GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

"I will seek the lost, and I will bring back the strayed, and I will bind up the injured, and I will strengthen the weak."
Ezekiel 34:16

1 BACKGROUND

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) collaborates with its local public health units to provide public health services and programming to students, families, staff and school communities.

1.2 Peel Public Health supports DPCDSB schools located in Peel Region, while Wellington-Dufferin-Guelph Public Health supports DPCDSB schools in Orangeville.

1.3 Formal service agreements may be created between DPCDSB and the respective public health units serving school communities.

2 PUBLIC HEALTH SERVICES

2.1 Local public health units collaborate with schools to provide the following types of services and programming as needed and available:

a) student immunization clinics (e.g., school-based meningococcal, hepatitis B, and human papillomavirus vaccines for students in Grades 7 and 8);

b) dental and oral health screening;

c) health teaching resources;

d) physical and mental health promotion services to help schools meet their health goals;

e) supports to manage and report to the local health units any outbreaks of communicable diseases and illnesses of significance to public health;

f) guidance regarding health considerations for students, such as outdoor activity in extreme heat or cold, and response to pediculosis in school settings;

g) student playground leadership programs promoting participation and inclusion regardless of gender, size, or ability (e.g., Playground Activity Leaders in Schools – PALS).

2.2 DPCDSB will work with the local public health units to facilitate the distribution of important public health information to parents, guardians, staff, and school communities (e.g., letters from the Medical Officer of Health [MOH]) on an as needed basis.

2.3 DPCDSB collaborates with the local public health units on suspension and reinstatement of students with missing or incomplete vaccination records, as per the *Immunization of School Pupils Act*.

2.4 Where required in response to a public health emergency, DPCDSB will work with the local public health unit to facilitate community vaccination centres hosted at school sites.

3 ACCESS TO DPCDSB SCHOOLS FOR PUBLIC HEALTH PROGRAMMING

3.1 Prior to hosting student immunization or dental screening clinics, the local public health units shall contact DPCDSB schools with available clinic dates and shall provide schools with all necessary communication materials and permission forms for distribution to parents and guardians.

3.2 To access health promotion resources and programming, including on site student playground leadership and mental health promotion, the public health unit may contact Principals of local DPCDSB schools, their designates, or appropriate DPCDSB central staff to discuss access and/or implementation, as applicable. Principals may contact the local public health unit to access resources and programming as well.

3.3 Where schools are needed to host vaccination clinics in the event of a public health emergency, Principals shall work with the local public health unit to ensure student, staff, and school safety.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000: HEALTH AND SAFTEY**
GAP NUMBER:	**GAP4TBD**
SUBJECT:	**Public Health Services to Schools**
REFERENCE:	P-4000 Student Health Services GAP4015 Immunization – Suspension by the Ministry of Health (MOH) GAP4001 Safety of Pupils: Communicable Diseases in Staff and Pupils GAP4028 Health – Pediculosis
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2.2 DPCDSB will work with the local public health units to facilitate the distribution of important public health information to parents, guardians, staff, and school communities (e.g., letters from the Medical Officer of Health [MOH]) on an as needed basis.

2.3 DPCDSB collaborates with the local public health units on suspension and reinstatement of students with missing or incomplete vaccination records, as per the *Immunization of School Pupils Act*.

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3.3 Where schools are needed to host vaccination clinics in the event of a public health emergency, Principals shall work with the local public health unit to ensure student, staff, and school safety.

DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4015**
SUBJECT:	**Immunization – Suspension by the Ministry of Health (MOH)**
REFERENCE:	P-4000 Student Health Services Immunization of School Pupils Act~~Peel Health~~
EFFECTIVE DATE:	August 10, 1987 ~~January 9, 1991~~
~~REVISED/~~AMENDED DATE:	January 9, 1991; June TBD, 2025

"And he gave skill to human beings that he might be glorified in his marvelous works.
By them the physician heals and takes away pain; the pharmacist makes a mixture from them.
God's works will never be finished; and from him health spreads over all the earth."
Sirach 38:6-8

1 MANDATORY IMMUNIZATION OF SCHOOL CHILDREN

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) complies with all applicable legislation regarding publicly funded schools in Ontario, including ~~In June 1982~~ the *Immunization of School Pupils Act*. This act requires~~an Act was passed making it mandatory for~~ all school ~~pupils~~ students ~~up to their 18th birthday~~under the age of 18 to be immunized against diphtheria, measles, mumps, poliomyelitis, rubella, and tetanus.

1.2 The *Immunization of School Pupils Act* includes ~~P~~the provision ~~is made~~ for exemption upon medical or religious grounds.

1.3 Section 3 of the *Immunization of School Pupils Act* ~~Bill~~ authorizes a Medical Officer of Health (MOH) to require the suspension of a ~~pupil~~ student who has not been immunized against the designated diseases and has not commenced the prescribed immunization program, unless the ~~Medical Officer of Health~~MOH has received a statement of medical exemption or a statement of conscience or religious belief.

1.4 It is the responsibility of the applicable public health unit (i.e., Peel Public Health or Wellington-Dufferin-Guelph Public Health) to notify families of students who shall be suspended for failure to comply with the *Immunization of School Pupils Act*.

~~1.3~~ If ~~the~~ a situation should arise which necessitates the suspension of a student or students by the ~~1.4~~1.5 ~~M.O.H.~~MOH for failure to comply with the *Immunization of School Pupils Act* ~~(Ontario, 1982)~~, the following ~~procedures will be followed~~shall occur:

a) ~~The Health Department of the Region of Peel~~The applicable public health unit shall~~will~~

prepare a suspension list and post-dated (four weeks) suspension orders for those students who are eligible forsuspension.

b) Four weeks prior to the actual suspension date, the suspension list~~, with copies of the suspension orders attached, will~~ s hall be sent to the school ~~principal~~Principal from the public health unit. The ~~principal~~ Principal ~~is asked to~~shall review the suspension list and encourage families of students on the list to ~~identify any student who, because of special circumstances, should be removed from the list.~~follow up with the public health unit.

~~c) The principal should discuss the above mentioned students with the Supervisor of School Services at the Health Department of the Region of Peel.~~

~~d)~~ Four days prior to and throughout the suspension period, the local public health unit will send the school an updated suspension list.~~The suspension orders, with complete instructions, will be mailed home to the student (if over 16 years of age) and his/her parents. Parents of students who are identified by the principal and the Health Department as inappropriate for suspension will be notified by the School Health Clerk by phone to disregard the suspension order.~~

~~e)~~
c)

~~f) The day before the suspension order goes into effect, the principal will be notified by the School Health Clerk from the Department of Health of any orders that are no longer valid (because the information has been supplied). These invalid orders can be torn up and discarded.~~

~~g)~~d)Principals are required to enforce all valid suspension orders beginning on the day that the suspension goes into effect.

~~h)~~e)Concerns and questions from parents and guardians ~~should~~ shall be directed to ~~the School Health Clerk at the Health Department~~the local public health unit.

~~i)~~f) Orders to rescind the suspension of a student from school ~~will~~ shall be issued from the local public ~~Department of Health offices~~health unit upon:

(i) ~~Receipt~~ receipt of the requested immunization information~~,~~; and/or

(ii) ~~Updating~~ updating of the immunization status.

~~j)~~g) It is the responsibility of the parent or guardian~~'s responsibility~~ to provide ~~the School Health clerk at the Health Department with this~~ vaccination information to the local public health unit. Note that students aged 16 and older must provide this information to the public health unit. The parent or guardian, or student aged 16 or older, will receive the rescind order from the ~~clerk~~ health unit at that time.

~~k) The parent or guardian or student must present the rescind order to the principal in order to be readmitted to the school.~~

~~1.5 Requests for exemption from the requirements of the *Immunization Act* which are received by principals should be directed to the school health clerk at the Health Department. The necessary forms will be forwarded to the parent with appropriate instructions. Failure to provide the necessary documentation will result in the initiation of the suspension procedures.~~

1.6 Details of the suspension shall not be filed in the ~~O.S. R.record~~student's Ontario Student Record (OSR).

1.7 Any questions about these procedures as they relate ~~to our school system~~to DPCDSB ~~should~~ may be directed to the appropriate Family of Schools Superintendent ~~of Special Services~~.

2 IMMUNIZATION EXEMPTIONS

2.1 Principals shall direct any requests for exemption from the requirements of the *Immunization of School Pupils Act* to the local public health unit. The necessary forms will be forwarded to the parent or guardian or student aged 16 years and older with appropriate instructions.

2.2 Failure to provide the necessary exemption documentation will result in the initiation of the suspension procedures.

DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4015**
SUBJECT:	**Immunization – Suspension by the Ministry of Health (MOH)**
REFERENCE:	P-4000 Student Health Services Immunization of School Pupils Act
EFFECTIVE DATE:	August 10, 1987
AMENDED DATE:	January 9, 1991; June TBD, 2025

"And he gave skill to human beings that he might be glorified in his marvelous works.
By them the physician heals and takes away pain; the pharmacist makes a mixture from them.
God's works will never be finished; and from him health spreads over all the earth."
Sirach 38:6-8

1 MANDATORY IMMUNIZATION OF SCHOOL CHILDREN

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) complies with all applicable legislation regarding publicly funded schools in Ontario, including the *Immunization of School Pupils Act*. This act requires all school students under the age of 18 to be immunized against diphtheria, measles, mumps, poliomyelitis, rubella, and tetanus.

1.2 The *Immunization of School Pupils Act* includes the provision for exemption upon medical or religious grounds.

1.3 Section 3 of the *Immunization of School Pupils Act* authorizes a Medical Officer of Health (MOH) to require the suspension of a student who has not been immunized against the designated diseases and has not commenced the prescribed immunization program, unless the MOH has received a statement of medical exemption or a statement of conscience or religious belief.

1.4 It is the responsibility of the applicable public health unit (i.e., Peel Public Health or Wellington-Dufferin-Guelph Public Health) to notify families of students who shall be suspended for failure to comply with the *Immunization of School Pupils Act*.

1.5 If a situation should arise which necessitates the suspension of a student or students by the MOH for failure to comply with the *Immunization of School Pupils Act*, the following shall occur:

a) The applicable public health unit shall prepare a suspension list and post-dated (four weeks) suspension orders for those students who are eligible for suspension.

b) Four weeks prior to the actual suspension date, the suspension lists hall be sent to the school Principal from the public health unit. The Principal shall review the suspension list and encourage families of students on the list to follow up with the public health unit.

c) Four days prior to and throughout the suspension period, the local public health unit will send the school an updated suspension list.

d) Principals are required to enforce all valid suspension orders beginning on the day that the suspension goes into effect.

e) Concerns and questions from parents and guardians shall be directed to the local public health unit.

f) Orders to rescind the suspension of a student from school shall be issued from the local public health unit upon:

(i) receipt of the requested immunization information; and/or

(ii) updating of the immunization status.

g) It is the responsibility of the parent or guardian to provide vaccination information to the local public health unit. Note that students aged 16 and older must provide this information to the public health unit. The parent or guardian, or student aged 16 or older, will receive the rescind order from the health unit at that time.

1.6 Details of the suspension shall not be filed in the student's Ontario Student Record (OSR).

1.7 Any questions about these procedures as they relate to DPCDSB may be directed to the appropriate Family of Schools Superintendent.

2 IMMUNIZATION EXEMPTIONS

2.1 Principals shall direct any requests for exemption from the requirements of the *Immunization of School Pupils Act* to the local public health unit. The necessary forms will be forwarded to the parent or guardian or student aged 16 years and older with appropriate instructions.

2.2 Failure to provide the necessary exemption documentation will result in the initiation of the suspension procedures.

DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000: HEALTH AND SAFTEY**
GAP NUMBER:	**GAP4023**
SUBJECT:	**Provision of School Health Support Services**
REFERENCE:	~~Admin Council – March 23, 1998~~ P-4000 ~~Public Health~~Student Health Services Policy/Program Memorandum 81: Provision of health support services in school settings
EFFECTIVE DATE:	September, 1998
~~**REVIEWED/**~~**AMENDED DATE:**	January 2013; October 2013; June TBD, 2025
~~**REPLACES:**~~	~~514.01~~
~~**PAGE**~~	~~1 of 2~~

"The Lord bless you and keep you;
the Lord make his face to shine upon you, and be gracious to you;
the Lord lift up his countenance upon you, and give you peace."
Numbers 6:24-26

1 AUTHORITY

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) provides health support services in schools in accordance with the Ministry of Education's *Policy/Program Memorandum* ~~[~~(PPM~~])~~ ~~No.~~ *81*: ~~(July 19, 1984) -~~ *Provision of health support services in school settings*.

2 BACKGROUND

2.1 School boards~~, and ,~~ ~~Community Care and Access Centres [~~(CCAC~~])~~Ontario Health at Home~~have collaborated~~, and designated Children's Treatment Centres collaborate regarding the provision of health support and rehabilitation services to school-age children, beyond educational services ~~-~~provided by school boards.

2.2 In accordance with ~~Policy/Program Memorandum No.81~~PPM 81, the responsibility for the provision of specialized health support services in school settings ~~will be~~is ~~-~~shared by the Ministries of: Education, Health and Long-Term Care, and Children, Community and Social Services.

2.3 Within DPCDSB schools~~At the local level~~, the responsibility for the provision of specialized health support and rehabilitation services in school settings is shared by ~~the Dufferin-Peel Catholic District School Board,~~DPCDSB, local Ontario Health at Home teams and their designated service provider agencies, ~~Community Care Access Center (~~local CCAC~~)~~ ~~s~~and the local Children's Treatment Centre ~~designated agencies~~ operating under the Ministry of Children, Community and Social Services.

3 HEALTH AND REHABILITATION SERVICES IN DPCDSB SCHOOLS

3.1 ~~The board~~ DPCDSB and/or outside agencies assist students with specialized health and rehabilitation supports which may include:

a) Nursing
b) Occupational Therapy
c) Physiotherapy
d) Chest Therapy
e) Accessibility and Environmental Assessment
f) Specialized Equipment Prescriptions and Recommendations
g) Nutrition based on medical diagnosis
h) Speech Therapy ~~(CCAC)~~ ~~(through referral by~~access through the DPCDSB Speech and Language Pathologist (SLP))
i) Administration of prescribed medications
j) Catheterization
k) Suctioning (shallow/deep)
l) Lifting and Positioning
m) Assistance with Mobility
n) Feeding (by mouth or G-tube)
o) Personal Care
p) ~~Self Care~~Self-Care

~~3.2 The following *Model for Provision for School Health Support Services in Peel*. January 1995, outlines services and responsibilities of board staff and CCAC providers. (For further information regarding the Provision of Health Support Services in School Settings, consult the Family Special Education Consultant.)~~

~~3.3~~

3.2 The principal oversees the delivery of school health support and rehabilitation services in schools by DPCDSB staff and/or approved external agency staff.

3.3 ~~The Dufferin-Peel Catholic District School Board~~DPCDSB supports the position of the applicable Ministries, that children should be encouraged to be as independent as possible in providing these services. Therefore, students ~~should~~ shall be supported, given their age and limitations, in fostering independence in as many of these services as possible and practical.

DPCDSB, through the local Ontario Health at Home agencies and the designated Children's Treatment Center as appropriate, is obligated to ensure appropriate training, direction, and consultation for designated DPCDSB staff who perform health support services for students.

3.4

3.5 Some DPCDSB staff are hired and trained to provide specific health supports to students (e.g., Educational Resource Workers). However, s~~In the event that s~~taff members not specifically hired to provide health support ~~services cannot, for any reason, assist in the provision of these services, they~~ are neither expected~~,~~ nor required to provide health support services.

3.6 Where staff~~,~~ not specifically hired to perform health related services~~,~~ are willing and able to perform a service, the staff will be supported ~~in doing~~to do so, and will be given appropriate training, direction, and consultation as required and/or as appropriate.

3.7 ~~In order to~~To ensure the safety of a student within a school program, it may be recommended that a student's attendance at school be delayed for a reasonable period of time to allow arrangements to be put into place for provision of necessary health support services. These arrangements may include access to personal care equipment, environmental accommodations, appropriate training, and/or direction and consultation with the service provider. Home instruction may be provided as appropriate.

~~3.8 The Board~~DPCDSB carries liability insurance to protect designated staff ~~in the event that~~if legal action arises from the provision of these services.

~~3.9~~

~~The Board~~DPCDSB~~, through the Community Care Access Centre~~local CCAC, and the parents/guardians, as appropriate, is obligated to ensure appropriate training, direction, and consultation, for designated board DPCDSB staff who perform health support services for students.~~

~~3.10~~3.8

DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000: HEALTH AND SAFTEY**
GAP NUMBER:	**GAP4023**
SUBJECT:	**Provision of School Health Support Services**
REFERENCE:	P-4000 Student Health Services Policy/Program Memorandum 81: Provision of health support services in school settings
EFFECTIVE DATE:	September, 1998
AMENDED DATE:	January 2013; October 2013; June TBD, 2025

"The Lord bless you and keep you;
the Lord make his face to shine upon you, and be gracious to you;
the Lord lift up his countenance upon you, and give you peace."
Numbers 6:24-26

1 AUTHORITY

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) provides health support services in schools in accordance with the Ministry of Education's *Policy/Program Memorandum (PPM) 81: Provision of health support services in school settings*.

2 BACKGROUND

2.1 School boards, Ontario Health at Home, and designated Children's Treatment Centres collaborate regarding the provision of health support and rehabilitation services to school-age children, beyond educational services provided by school boards.

2.2 In accordance with PPM 81, the responsibility for the provision of specialized health support services in school settings is shared by the Ministries of: Education, Health and Long-Term Care, and Children, Community and Social Services.

2.3 Within DPCDSB schools, the responsibility for the provision of specialized health support and rehabilitation services in school settings is shared by DPCDSB, local Ontario Health at Home teams and their designated service provider agencies, and the local Children's Treatment Centre operating under the Ministry of Children, Community and Social Services.

3 HEALTH AND REHABILITATION SERVICES IN DPCDSB SCHOOLS

3.1 DPCDSB and/or outside agencies assist students with specialized health and rehabilitation supports which may include:

a) Nursing
b) Occupational Therapy
c) Physiotherapy

d) Chest Therapy
e) Accessibility and Environmental Assessment
f) Specialized Equipment Prescriptions and Recommendations
g) Nutrition based on medical diagnosis
h) Speech Therapy (access through the DPCDSB Speech and Language Pathologist (SLP))
i) Administration of prescribed medications
j) Catheterization
k) Suctioning (shallow/deep)
l) Lifting and Positioning
m) Assistance with Mobility
n) Feeding (by mouth or G-tube)
o) Personal Care
p) Self-Care

3.2 The principal oversees the delivery of school health support and rehabilitation services in schools by DPCDSB staff and/or approved external agency staff.

3.3 DPCDSB supports the position of the applicable Ministries, that children should be encouraged to be as independent as possible in providing these services. Therefore, students shall be supported, given their age and limitations, in fostering independence in as many of these services as possible and practical.

3.4 DPCDSB, through the local Ontario Health at Home agencies and the designated Children's Treatment Center as appropriate, is obligated to ensure appropriate training, direction, and consultation for designated DPCDSB staff who perform health support services for students.

3.5 Some DPCDSB staff are hired and trained to provide specific health supports to students (e.g., Educational Resource Workers). However, staff members not specifically hired to provide health support are neither expected nor required to provide health support services.

3.6 Where staff not specifically hired to perform health related services are willing and able to perform a service, the staff will be supported to do so, and will be given appropriate training, direction, and consultation as required and/or as appropriate.

3.7 To ensure the safety of a student within a school program, it may be recommended that a student's attendance at school be delayed for a reasonable period of time to allow arrangements to be put into place for provision of necessary health support services. These arrangements may include access to personal care equipment, environmental accommodations, appropriate training, and/or direction and consultation with the service provider. Home instruction may be provided as appropriate.

3.8 DPCDSB carries liability insurance to protect designated staff if legal action arises from the provision of these services.

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-2010 STUDENT TRANSPORTATION SERVICES (HOME TO SCHOOL)
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"Your word is a lamp to my feet and a light to my path."
Psalm 119:105

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to providing a safe, caring, healthy, and inclusive workplace for its employees, students, visitors, and members of the public. Part of this commitment is the promotion of active and sustainable transportation of students to and from schools, where possible. This report summarizes updates made to *P-2010 Student Transportation Services (Home to School)* to highlight the importance of active and sustainable transportation.

DISCUSSION

DPCDSB is a member of the Peel Safe and Active Routes to School (PSARTS) Committee. Other committee member organizations include, but are not limited to, the Region of Peel and its three municipalities, the Peel District School Board (PDSB), Student Transportation of Peel Region (STOPR), and Peel Regional Police. PSARTS supports the adoption of active and sustainable modes of student transportation to and from school. Active transportation is any human-powered mode of transportation, such as walking, cycling, skateboarding, non-motorized scootering, in-line skating, using a manual wheelchair, using a walker, or using another human-powered mobility device. Examples of sustainable transportation include school buses and public transit.

Research indicates a variety of benefits related to active transportation to school, such as improved health and well-being, lower stress, improved mental readiness for learning, and greater confidence and independence to navigate travel to and from school safely. Active and sustainable transportation benefits also include lower pollution levels, reduced congestion at schools and on nearby streets, and greater overall safety at school start and dismissal times. Given these benefits, and DPCDSB's status as a member of PSARTS, DPCDSB staff reviewed and added a section to policy P-2010 (1) to recognize the important benefits of active and sustainable transportation, and (2) to promote, where possible, the use of active and sustainable transportation for student travel to and from school.

CONCLUSION

Active and sustainable methods of transportation provide several benefits to students and local school communities. Given these benefits, as well as DPCDSB's status as a member of PSARTS, DPCDSB staff updated P-2010 to include a section recognizing the benefits of active and sustainable transportation and articulating DPCDSB's commitment to promoting these forms of student transportation to and from school, where possible.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-2010 STUDENT TRANSPORTATION SERVICES (HOME TO SCHOOL),* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Krystina Koops, Senior Planner, Planning and Operations
Kathy Russell-Kwan, Researcher, Policy, Strategy, Research and Safe Schools
Stephanie Cox, Manager, Planning and Operations
Richard Moriah, Superintendent of Planning and Operations

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	~~7.10~~P-2010
SUBJECT:	Student Transportation Services (Home to School)
REFERENCE:	STOPR and STWDSTS Procedures
EFFECTIVE DATE:	March 26, 2002~~; (159) Revised May 26, 2015; Revised January 28, 2020~~
AMENDED DATE:	May 26, 2015; January 28, 2020; June TBD, 2025

~~A. Overview~~

"For he will command his angels concerning you to guard you in all your ways.~~~~Think over what I say, for the Lord will give you understanding in all things~~*"*
~~2 Timothy 2:7~~Psalm 91:11

A. OVERVIEW

1. Pursuant to the *Education Act R.S.O.1990*, school boards may provide home-to-school transportation services for their students.

2. Transportation of students in Caledon, Brampton, and Mississauga shall be provided by Student Transportation of Peel Region (STOPR). STOPR is the consortium that has been established by the Dufferin-Peel Catholic District School Board (DPCDSB) and the Peel District School Board (PDSB), under the Ministry of Education's mandate**,** to provide transportation services for students within Peel Region.

3. Transportation of students in ~~the~~ Dufferin County shall be provided by *Service de transport de Wellington-Dufferin Student Transportation Services* (STWDSTS). STWDSTS is the consortium that has been established by ~~the Dufferin-Peel Catholic District School Board~~DPCDSB and the Upper Grand District School Board (UGDSB), under the Ministry of Education's mandate, to provide transportation services for students within Dufferin region.

4. Some bus routes may incorporate integrated ridership with students from either ~~the Peel District School Board~~PDSB, ~~the Upper Grand District School Board~~UGDSB, or the Conseil scolaire Viamonde riding on the same buses as ~~the Dufferin-Peel Catholic District School Board~~DPCDSB students, where feasible.

5. As a method of enhancing the safety of Kindergarten and Grade 1 students, it is ~~the~~ DPCDSB's policy ~~of the Dufferin-Peel Catholic District School Board~~ that all Kindergarten and Grade 1 students utilizing transportation services adhere to the Primary Protocol procedures of STOPR and STWDSTS.

B. ELIGIBILITY

~~B. Eligibility~~

~~C.~~

~~6. The following outlines the eligibility policies for students to access transportation services within the jurisdiction of the Board:~~

6. Only students residing within ~~the~~ DPCDSB's jurisdiction ~~of the Dufferin-Peel Catholic District School Board~~ and who are registered in and attending a DPCDSB school ("DPCDSB Students") ~~operated by this Board~~ are eligible for transportation service.~~;~~

7. ~~Students~~ DPCDSB Students are eligible for transportation services in the Region of Peel if their primary address is within the school's attendance boundary, at a distance of more than:

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

~~Kindergarten to Grade 1~~	~~1.0 km~~
~~Grades 2 to 4~~	~~1.6 km~~
~~Grades 5 to 8~~	~~2.0 km~~
~~Secondary~~	~~3.8 km*~~

** 3.2 ~~Kilometres~~ km in communities not served by public transit.*

8. Students are eligible for transportation services in ~~the~~ Dufferin County and the Town of Orangeville if their primary address is within the school's attendance boundary, at a distance of more than:

Kindergarten through Grade 1	1.0 km
Grades 2 through 4	1.6 km
Grades 5 through 6	1.6 km
Grades 7 through 8	2.0 km
Secondary students	3.8 km*

~~Kindergarten to Grade 1~~	~~1.0 km~~
~~Grades 2 to 4~~	~~1.6 km~~
~~Grades 5 to 6~~	~~1.6 km~~
~~Grades 7 to 8~~	~~2.0 km~~
~~Secondary~~	~~3.8 km*~~

** 3.2 ~~Kilometres~~ km in communities not served by public transit*

9. Application of the transportation eligibility distance criteria as outlined above will be determined by ~~Student Transportation of Peel Region (~~STOPR~~)~~ or ~~*Service de transport de Wellington-Dufferin* Student Transportation Services (~~STWDSTS~~)~~, in accordance with their procedures (e.g., determining student eligibility for transportation, bus stop locations, route planning, transportation reassessments~~);~~).

10. DPCDSB Students attending the Extended French Program and St~~.~~ Sofia Byzantine Catholic Elementary School are eligible for transportation, subject to the above noted distance requirements~~;~~.

11. DPCDSB Students may be transported for reasons other than distance by STOPR or STWDSTS in accordance with their procedures (e.g., crossing of railway tracks that are not equipped with warning signals~~);~~).

12. DPCDSB Students with special needs or students attending special education programs may be eligible for transportation upon the recommendation of the Special Education ~~& Support~~and Learning Services

Department and in accordance with STOPR or STWDSTS procedures~~;~~.

13. DPCDSB Students with medical conditions may be eligible for transportation in accordance with STOPR or STWDSTS procedures~~;~~.

14. DPCDSB Students who are not eligible for transportation may access courtesy seats available on some bus routes in accordance with STOPR or STWDSTS procedures.

C. ACTIVE AND SUSTAINABLE TRANSPORTATION

15. Active transportation is a term for human-powered forms of transportation. Examples include walking, cycling, skateboarding, scootering (no-motorized), in-line skating, using a manual wheelchair, using a walker, or using other human-powered mobility devices.
16. Sustainable transportation includes using school buses or public transit.

17. DPCDSB recognizes the benefits of active and sustainable transportation to school, including improved physical health, positive impacts on mental health and well-being, lower stress and mental readiness to learn, improved independence and ability to travel safely, reduced traffic congestion, improved safety at school arrival and dismissal times, and reduced pollution.

~~14.~~18. DPCDSB shall promote, where possible, the use of active and/or sustainable transportation by students to its schools.

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2010**
SUBJECT:	**Student Transportation Services (Home to School)**
REFERENCE:	STOPR and STWDSTS Procedures
EFFECTIVE DATE:	March 26, 2002
AMENDED DATE:	May 26, 2015; January 28, 2020; June TBD, 2025

"For he will command his angels concerning you
to guard you in all your ways."
Psalm 91:11

A. OVERVIEW

1. Pursuant to the *Education Act R.S.O.1990*, school boards may provide home-to-school transportation services for their students.

2. Transportation of students in Caledon, Brampton, and Mississauga shall be provided by Student Transportation of Peel Region (STOPR). STOPR is the consortium that has been established by the Dufferin-Peel Catholic District School Board (DPCDSB) and the Peel District School Board (PDSB), under the Ministry of Education's mandate**,** to provide transportation services for students within Peel Region.

3. Transportation of students in Dufferin County shall be provided by *Service de transport de Wellington-Dufferin Student Transportation Services* (STWDSTS). STWDSTS is the consortium that has been established by DPCDSB and the Upper Grand District School Board (UGDSB), under the Ministry of Education's mandate, to provide transportation services for students within Dufferin region.

4. Some bus routes may incorporate integrated ridership with students from either PDSB, UGDSB, or the Conseil scolaire Viamonde riding on the same buses as DPCDSB students, where feasible.

5. As a method of enhancing the safety of Kindergarten and Grade 1 students, it is DPCDSB's policy that all Kindergarten and Grade 1 students utilizing transportation services adhere to the Primary Protocol procedures of STOPR and STWDSTS.

B. ELIGIBILITY

6. Only students residing within DPCDSB's jurisdiction and who are registered in and attending a DPCDSB school ("DPCDSB Students") are eligible for transportation service.

7. DPCDSB Students are eligible for transportation services in the Region of Peel if their primary address is within the school's attendance boundary, at a distance of more than:

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

** 3.2 km in communities not served by public transit.*

8. Students are eligible for transportation services in Dufferin County and the Town of Orangeville if their primary address is within the school's attendance boundary, at a distance of more than:

Kindergarten through Grade 1	1.0 km
Grades 2 through 4	1.6 km
Grades 5 through 6	1.6 km
Grades 7 through 8	2.0 km
Secondary students	3.8 km*

** 3.2 km in communities not served by public transit*

9. Application of the transportation eligibility distance criteria as outlined above will be determined by STOPR or STWDSTS, in accordance with their procedures (e.g., determining student eligibility for transportation, bus stop locations, route planning, transportation reassessments).

10. DPCDSB Students attending the Extended French Program and St Sofia Byzantine Catholic Elementary School are eligible for transportation, subject to the above noted distance requirements.

11. DPCDSB Students may be transported for reasons other than distance by STOPR or STWDSTS in accordance with their procedures (e.g., crossing of railway tracks that are not equipped with warning signals).

12. DPCDSB Students with special needs or students attending special education programs may be eligible for transportation upon the recommendation of the Special Education and Learning Services Department and in accordance with STOPR or STWDSTS procedures.

13. DPCDSB Students with medical conditions may be eligible for transportation in accordance with STOPR or STWDSTS procedures.

14. DPCDSB Students who are not eligible for transportation may access courtesy seats available on some bus routes in accordance with STOPR or STWDSTS procedures.

C. ACTIVE AND SUSTAINABLE TRANSPORTATION

15. Active transportation is a term for human-powered forms of transportation. Examples include walking, cycling, skateboarding, scootering (no-motorized), in-line skating, using a manual wheelchair, using a walker, or using other human-powered mobility devices.

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16. Sustainable transportation includes using school buses or public transit.

17. DPCDSB recognizes the benefits of active and sustainable transportation to school, including improved physical health, positive impacts on mental health and well-being, lower stress and mental readiness to learn, improved independence and ability to travel safely, reduced traffic congestion, improved safety at school arrival and dismissal times, and reduced pollution.

18. DPCDSB shall promote, where possible, the use of active and/or sustainable transportation by students to its schools.

DRAFT

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
NEW POLICY P-8009 ENROLMENT MANAGEMENT
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"'Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.'"
Mark 10:14

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that students are accommodated in safe, well-maintained schools with sufficient space for programs and access, and that school enrolments remain viable and sustainable over time. Staff reviewed policies and General Administrative Procedures (GAPs) related to enrolment and student accommodation in schools and identified the need to create a policy to articulate processes related to managing space at schools for student learning. This report provides an overview of the new policy, *P-8009 Enrolment Management* and its companion GAPs.

DISCUSSION

Staff reviewed DPCDSB's policies and GAPs related to accommodating students in schools. While DPCDSB's policy and GAP detail pupil accommodation review procedures for consolidating and/or closing schools, staff noted that there was no policy nor GAP that outlined procedures for addressing physical student spaces at existing schools. In response, DPCDSB staff developed the new policy, *P-8009 Enrolment Management*, to govern processes such as enrollment management (i.e., capped and overflow schools), boundary reviews, temporary and permanent student accommodation in schools, and suitable locations for regional and local programs of choice.

In addition, during this review of policies and procedures related to accommodating students in schools, staff identified the outdated *GAP8015 School Consolidation* as redundant and recommended for rescission. This recommendation was due to enactment of policy *P-8002 Pupil Accommodation Review* and its associated *GAP8006 Pupil Accommodation Review* in 2015, which duplicated and updated the older GAP8015.

In addition to the new P-8009 and the recommended rescission of GAP8015, staff developed a new GAP to govern how available student spaces at schools is limited ("capped") to ensure sufficient physical space and programming availability at DPCDSB schools. This new GAP impacts flexible boundary requests, as well as access to regional and local programs of choice. Given the recommended rescission of GAP8015, staff assigned the new GAP this number: *GAP8015 Enrolment Management Strategy*. The processes outlined in the new GAP8015 clarify the following:

- Prioritization of accommodating in-boundary students first at their respective local DPCDSB schools.
- List of considerations to determine whether an enrolment cap is required at a school.
- Phased implementation of enrolment caps in schools, starting with Junior Kindergarten and Grade 9 in elementary and secondary, respectively.
- Direction regarding admission to capped secondary schools by DPCDSB feeder school students, in-boundary students new to DPCDSB, students accessing regional and local programs of choice, and students requesting flexible boundary access.
- Identification of overflow schools to accommodate students in excess of a capped school's maximum enrolment, including transportation access where applicable.
- Ability to suspend flexible boundary access at DPCDSB's discretion to preserve adequate, in-boundary student spaces at a school.
- Direction regarding flexible boundary access to capped schools.
- Direction regarding access to regional and local programs of choice offered at capped schools.

CONCLUSION

DPCDSB staff identified the need to develop a new policy, *P-8009 Enrolment Management*, to address enrolment management, boundary reviews, temporary and permanent student accommodation needs, and assessment of locations with space to accommodate regional and local programs of choice. In addition, staff recommended the rescission of *GAP8015 School Consolidation* as its content was duplicated and updated in *P-8002 Pupil Accommodation Review* and its associated GAP8006. Finally, staff developed a new GAP to govern the identification, implementation, and subsequent procedural impacts of establishing an enrolment cap at a school. This new GAP was assigned the rescinded GAP8015's number, resulting in the new GAP title and reference being *GAP8015 Enrolment Management*.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *NEW POLICY P-8009 ENROLMENT MANAGEMENT* BE APPROVED AND ADOPTED.**

2) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *GAP8015 SCHOOL CONSOLIDATION* BE RESCINDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools
Krystina Koops, Senior Planner, Planning Department
Stephanie Cox, Manager, Planning Department
Richard Moriah, Acting Superintendent, Planning and Operations

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-8009**
SUBJECT:	**Enrolment Management**
REFERENCE:	P-2007 Access to Regional Programs of Choice P-8002 Pupil Accommodation Review GAP2001 Admissions: Flexible Boundary Including Capped and Overflow Schools GAP8005 Boundary Reviews GAP8006 Pupil Accommodation Review GAP8015 Enrolment Management Strategy
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

"Then little children were being brought to him in order that he might lay his hands on them and pray. The disciples spoke sternly to those who brought them; but Jesus said, 'Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.'"
Matthew 19:13-14

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that students are accommodated in safe, well-maintained schools with sufficient space for programs and access, and that school enrolments remain viable and sustainable over time.

2. DPCDSB's Planning Department is responsible for generating short- and long-term enrolment projections to manage DPCDSB schools in terms of available space for local student populations, as well as to identify where regional and local programs of choice can be added, maintained, or relocated, as needed.

3. The Planning Department uses short- and long-term enrolment projections to determine whether temporary student accommodation (i.e., portables, port-a-packs) needs to be added to or removed from schools. These projections and enrolment analyses also inform whether renovation to develop additional permanent student spaces is required at schools.

4. The Planning Department is responsible for conducting boundary reviews to ensure efficient use of DPCDSB schools in terms of student accommodation for programming and access. Boundary reviews may include:

    a) expansion of existing school boundaries to accommodate new construction;

    b) identification of new school boundaries;

    c) consolidation of school boundaries related to school closure (see *P-8002 Pupil Accommodation Review*), or;

    d) revision of school boundaries to address student population projections and access to programs of choice.

5. At times, and in consultation with the Planning Department and applicable Family of Schools, staff need to implement an enrolment management strategy, or “cap” at a school to address student accommodation for programming and access. Capped schools have set maximum enrolment levels per grade to ensure sufficient physical space for teaching and learning. Enrolment caps include the following considerations:

    a) enrolment caps include student spaces for regional or local programs of choice;

    b) enrolment over the cap results in students being redirected to an identified overflow school;

    c) DPCDSB accommodates all in-boundary DPCDSB feeder school students registering for Grade 9 at capped secondary schools first, followed by all in-boundary non-DPCDSB students;

    d) flexible boundary requests to attend a capped school may be approved where the cap has not been reached.

DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**8000 SCHOOLS, MAINTENANCE, AND FACILITIES**
GAP NUMBER:	**GAP8015**
SUBJECT:	**Enrolment Management Strategy**
REFERENCE:	P-8009 Enrolment Management GAP2001 Admissions: Flexible Boundary Including Capped and Overflow Schools
EFFECTIVE DATE:	June TBD, 2025
AMENDED DATE:	

" 'Whoever welcomes this child in my name welcomes me, and whoever welcomes me welcomes the one who sent me; for the least among all of you is the greatest.' "

Luke 9:48

1 PURPOSE

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring that school enrolments remain viable and sustainable over time.

1.2 At times, and in consultation with the Planning Department and applicable Family of Schools, staff need to implement an enrolment management strategy at a school to address student accommodation for programming and access.

2 DEFINITIONS

2.1 **Enrolment Management Strategy:** Strategy by which school enrolment is capped.

2.2 **Capped School:** A school at which a maximum enrolment has been implemented per grade to ensure space for programming and student access.

2.3 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school's boundaries.

2.4 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.

2.5 **Overflow School**: The school to which students may be directed when enrolment at a local school exceeds the available capacity (e.g., where enrolment exceeds the maximum at a Capped School).

2.6 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school's boundaries.

3 IDENTIFICATION OF CAPPED SCHOOLS

3.1 Enrolment priority in all DPCDSB schools shall be given to students residing within the local school boundary.

3.2 The Planning Department, in consultation with the applicable Family of Schools Superintendent, will undertake an enrolment analysis in situations where long-term enrolment is expected to exceed capacity. This analysis shall determine if the school warrants an enrolment cap.

3.3 The following are considerations for identifying the need for an enrolment cap:

3.3.1 short- and long-term enrolment projections and timing of new development areas;

3.3.2 available capacity in the local and surrounding schools;

3.3.3 physical site capacity limitations (e.g., site size, space for portables, available parking, funding and space for additions);

3.3.4 suitable Overflow School location(s).

4 ENROLMENT MANAGEMENT STRATEGY: CAPPED AND OVERFLOW SCHOOLS

4.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a maximum enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:

4.1.1 Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).

4.1.2 Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.

4.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school boundary.

4.3 DPCDSB secondary Capped Schools that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.

4.4 In cases where in-boundary admission by students new to DPCDSB is being sought for siblings of students already enrolled at a Capped School, admission to the Capped school shall be approved only where space permits.

4.5 Capped secondary schools may admit in-boundary students from other grades, where the maximum enrolment cap for that grade has not been reached.

4.6 Capped elementary schools may admit students from other grades where the maximum enrolment cap has not been reached.

4.7 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.

4.8 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the enrolment cap.

4.9 DPCDSB reserves the right to suspend access to schools via Flexible Boundary request, where warranted by enrollment analysis.

4.10 DPCDSB shall identify an Overflow School for each Capped School.

4.10.1 Note that St James (elementary International Baccalaureate), St Sofia (Ukrainian programming), and Holy Name of Mary (all-girls secondary school) offer unique programs that are not available at any other DPCDSB school. Enrolment requests exceeding the cap at each of these sites shall be directed to the applicant's Home School.

4.11 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. The Capped School shall provide students who are directed to the Overflow School with a letter to prove they are eligible for DPCDSB-provided transportation.

4.12 Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB.

4.13 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.

4.14 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student remains at the Overflow School for the remainder of their academic career. This placement may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs, and physical space.

5 RANDOM SELECTION FOR ACCESS TO CAPPED SECONDARY SCHOOLS

5.1 As indicated in 4.2 of this GAP, incoming Grade 9 students from DPCDSB feeder schools shall be automatically accommodated within the enrolment cap.

5.2 Where space permits within the enrolment cap, the Capped School shall designate a cut-off date for applications for all in-boundary, incoming Grade 9 students new to DPCDSB.

5.3 Where applications for in-boundary, incoming Grade 9 students who are new to DPCDSB exceed the available enrolment cap space, a random selection process is triggered at the school. The random selection process must be completed no later than January 31.

5.4 Where the enrolment cap has not been reached after January 31, a Capped School may continue to accept applications on a first come, first served basis, until the enrolment cap is reached.

6 PROGRAMS OF CHOICE IN CAPPED SCHOOLS

6.1 In addition to its regular track programming to deliver the Ontario Curriculum and Catholic education at each neighbourhood school, DPCDSB offers limited-enrolment regional and local programs of choice at select schools, for interested students. Examples include Advanced Placement, All-Girls, Extended French and French Immersion, International Baccalaureate, Specialist High-Skills Major, and Ukrainian programs.

6.2 Where a Capped School hosts a regional or local program of choice, enrollment into these programs shall be included as part of the elementary grade or Grade 9 cap maximum, as applicable to school type.

6.3 Regional and local programs of choice at Capped Schools may also have an identified cap, which shall be adjusted as needed to ensure all regular track program access for in-boundary students is accommodated within the overall enrolment cap.

6.4 DPCDSB reserves the right to change the location of regional and local programs of choice should regular track enrollment projections require additional space.

6.5 No new programs of choice shall be added to Capped Schools without prior consultation with the Planning Department.

DRAFT

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

GENERAL ADMINISTRATIVE PROCEDURES

Section: **8000 SCHOOLS, MAINTENANCE, AND FACILITIES**
Procedure #: **GAP8015**
Subject: **School Consolidation**
Reference: Motion 239 (2002.06.11)
Effective Date: June 2002
Amended Date: -

The operating procedure relating to the school consolidation procedure will consist of four (4) clearly defined stages, namely:

I Identification
II Review and Analysis
III Alternative Recommendations and Implications
IV Implementation

The Superintendent of Planning will be involved in school consolidation studies and will help with coordination and act as a resource to the Superintendent of Schools. This will ensure more consistency in carrying out the operating procedure below.

The implementation of a school consolidation will occur over three school years, and in this regard, the procedure refers to the various stages occurring in Years A, B and C of the implementation process. It should be noted that the timelines identified in this procedure might be adjusted subject to the needs of the impacted communities.

For RESCISSION

STAGE 1 - IDENTIFICATION:

In November of each school year, the Superintendent of Planning, in cooperation with the Superintendents of Schools, shall undertake an analysis of all schools to determine whether there are factors that indicate that consolidation or boundary changes should be considered to ensure that schools could offer appropriate academic programs and educational experiences for students. The analyses should include an assessment of short- and long-term enrolments, capacities, size of schools and school facility conditions.
The factors to be considered in the analyses are outlined in greater detail below.

It is the intent of this procedure that any combination of the factors identified below may cause the Superintendent of Planning and a Superintendent of Schools to determine that school consolidation, boundary changes or other accommodation options should be further considered for specific schools.

A. ENROLMENT ANALYSIS

One of the primary factors that need to be considered in determining whether a consolidation of schools should be identified is the assessment of the current and long-term enrolments for a school. Where the short- and long-term enrolments are dramatically less than the pupil capacity of the school, a review of the school enrolments should be undertaken. There are funding implications where enrolments are substantially less than capacity and assessment of enrolments versus capacity is an issue that should be addressed.

a) schools where enrolment is less than **50% of PARC capacity and/or (PARC capacity is the pupil place loading for a school as established by the Ministry of Education)**;

b) where the enrolment projections indicate a static or **continued decline over the** long term (5 to 10 years) in student population levels. Municipal planning data will be considered in conjunction with school board enrolment data in reviewing the projected student population level.

B. ANALYSIS OF SCHOOLS WITH LOW ENROLMENTS

The Superintendent of Planning and the Superintendent of Schools shall also assess schools with small enrolments to determine whether a viable program and educational experience can be offered to students in the school. In this regard, program, facility and financial analyses shall be carried out where the projected September enrolment is less than 250 students at an elementary school and where the projected September enrolment is less than 500 students at a secondary school.

The factors to be considered in the analyses should include the following factors:

Program Analysis

a) numbers of students in each grade level; extremely small numbers in any grade limit possibilities for group work, peer choices, and student competition;

b) assess impact of school population size on the possibilities for athletic teams, after school clubs, music or drama productions, field trips, retreats, guest speakers, etc.

c) at the elementary level, assess the impact of school population size on preparation for Grade 8 graduation to secondary school; consider the social implications of students moving from a very small student population to a very large student population at the secondary level; also, can sufficient arrangements be made with respect to Grade 8 graduation ceremonies, awards, etc.

d) number and occurrence of split grades in elementary schools; although appropriate educational standards can be achieved with split grades, an extremely high dependence on the use of split grades could limit educational opportunities for students and teachers;

e) at the secondary level, consider whether a sufficient range of options can be offered to provide adequate choices for students in all three strands of the secondary school program.

For RESCISSION

f) assess impact on the possibilities for teacher collaboration; a very small staff size can limit opportunities for mentoring new teachers and for developing creative academic programming.

Facility Analysis

a) assess the age and availability of student facilities at the school. The size and age of the school may dictate that few modern amenities are available in the school. In older schools, standard academic spaces such as gymnasia, libraries and specialty rooms may not exist or may not meet current standards. This factor should also be included in an assessment of whether a viable school program can be offered to students in the neighbourhood school.

Financial Analyses

a) assess the cost of operating the school with the small enrolment versus the cost of operating an average sized school. Staffing, maintenance, repair costs, etc., should be considered in the analyses.

b) assess the impact of maintaining the school with small enrolment on the balance of the Family of Schools; consider staffing implications, particularly with respect to resource staff.

The schools that demonstrate these characteristics will be identified by the Superintendent of Planning, in consultation with the individual Superintendent of Schools, for further review.

1. In December of Year A, recommendations for Review and Analysis will be presented to the Administrative Council who will designate which schools are to proceed to Stage II.

2. In January of Year A, Superintendent of Planning and Superintendent of Schools for the affected school will prepare a report to the Administration and Finance Committee recommending that the balance of the Consolidation Procedure be implemented for schools designated for further review. The report will subsequently be submitted to the Board for consideration.

For RESCISSION

STAGE II - REVIEW AND ANALYSIS:

1. Where the Board has determined that a further review of a school under the consolidation procedure should be undertaken, the Superintendent of Schools will:

a) in February of Year A, parents of the students in the designated school(s) shall be informed in writing that the Review and Analysis is occurring and advise parents of the process that will be utilized;

b) establish the Review and Analysis Committee as per Stage II, 2;

c) keep the community aware of the Review and Analysis Committee'swork;

d) inform all landowners who live within 91.44 m (300 feet) of a designated school of the possible change.

2. **Review and Analysis Committee** - formed in February, Year A. This Committee should be formed at the Family of Schools level and should consist of the Superintendent of Schools (Chairman), Superintendent of Planning, Principals of the identified and affected school(s), local Trustee(s), local pastor, and two (2) parent/guardian of the School Council from each school impacted by the consolidation.

N.B. Other board staff will be included as needed, including staff from the Planning, Finance, and Plant Departments.

3. The Review and Analysis Committee shall examine the strengths and weaknesses of the current situation and the advantages and disadvantages of consolidation. Consideration should be given to the following:

a) Academic programming in each school and within the family or families of schools.

b) Costs of staffing, servicing and maintenance.

c) Implications for local parishes and the ministering of pastoral, sacramental and chaplaincy services to students.

d) Ancillary programs, for example, special education and heritage languages program;

e) Social and recreational implications for the community

f) Transportation and dislocation of students

g) Financial effects of closing or not closing a school

h) Possible alternate use or disposition of school building if closed

i) Any special local needs

For RESCISSION

STAGE III - ALTERNATIVE RECOMMENDATIONS AND IMPLICATIONS

1. In April of Year A, upon completion of Stage II (Review and Analysis), the Review and Analysis Committee will prepare a written Report for the Administrative Council. This report will contain a number of alternative recommendations and their related implications.

2. By May 1 of Year A, the Administrative Council shall identify the specific recommendation(s) deemed most appropriate and direct the Superintendents - Family, and Planning to present these recommendation(s) to the Administration And Finance Committee of the Board.

3. The Administration and Finance Committee will receive this/these recommendation(s) for information purposes only and will identify the specific meeting(s) in September/October of Year B when the document(s) will be debated and recommendations formulated.

4. In May/June of Year A, the Superintendent of Schools will hold meetings with parents to inform them of the findings of the Review and Analysis Committee. Parents will be informed of the public consultation process to be undertaken in the fall of Year B of the consolidation process.

5. In September/October of Year B, the Board shall receive delegations from parents and members of the community. The Superintendent of Schools shall convene additional meetings with School Councils or community meetings, as necessary. Parents and the community will be advised of the dates of the Administration and Finance Committee and the Board meetings at which recommendations regarding the consolidation procedure will be considered.

6. The Review and Analysis Committee will reconsider its report in the light of reaction from the Board and the public.

7. In November of Year B, the Superintendent of Schools shall present the revised report to the Administrative Council.

8. The final recommendations of the Administrative Council will go to the Administration and Finance Committee in November of Year B, at which time a Resolution will be passed making one of the following recommendations:

   a) Status Quo: Review indicates that the school(s) is providing satisfactory academic programs and educational experiences for students and that no changes are required.

   b) Adjustments: That adjustments be implemented to allow the schools to provide satisfactory academic programs and educational experiences for students.

   c) School Consolidation: Review indicates that school enrolments should be consolidated into a reduced number of schools.

9. In the case of a decision to close a school, the Board will pass a motion of "intention to close" and identify the timeline in which the consolidation will occur.

STAGE IV - IMPLEMENTATION:

1. If the recommendation passed at Stage III is for the Status Quo, the review is finished.

2. If the recommendations passed at Stage III involve point 8 (b) above (Adjustments), then the Superintendents of Schools and the Superintendent of Planning, together will implement the resolution.

3. If the recommendations passed at Stage III involves school consolidation, the following procedure will apply:

   a) The School will remain open for at least one complete school year beyond the time when the Board has passed a motion of "intention to close."

For RESCISSION

b) in January or February of Year B the Superintendent of Schools will notify in writing, the staff, the parents of the students in the schools to be closed and the neighbours within 91.44 m (300 feet), that the Board has passed the specific motion of "intention to close."

c) In February or March of Year B the Superintendent of Schools will form a Consolidation Committee, to be comprised of:

- Superintendent of Schools
- Superintendent of Planning
- Principal of the school to be closed
- One teacher from the school to be closed
- Two parents from the School Council of the school to be closed
- A pastor
- Trustee(s) from the local ward, one of who will serve as Chairman of the Consolidation Committee.

The Consolidation Committee will be formed for the purpose of:

- involving parents and staff in the implementation of the recommendation
- reviewing the academic, spiritual, social and emotional welfare of students and staff
- discussing the concerns of pupils, parents and staff

d) In September of Year B,

- The Superintendent of Employee Relations would set up an informal meeting with the Presidents of each of the unions affected identifying the proposal and providing a draft procedure.

- The Superintendent of Schools would bring forward a recommendation to the Board as soon as possible, in order to facilitate the transfer of employees in a timely fashion;

- The Superintendent of Employee Relations would provide "formal" notice to each of the affected employee groups.

e) The Superintendent of Schools, in cooperation with the Chairman of the Consolidation Committee, will present to the Administration and Finance Committee of the Board, no later than November of Year C, a series of recommendations based upon the deliberations of the Consolidation Committee relative to the accommodation plan for the students assigned to a new school or to new schools.

f) In June of Year C, the school(s) so designated shall be closed.

For RESCISSION

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee
June 3, 2025
REVISED POLICY P-2003 ASSESSMENT AND EVALUATION
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

"Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom."
2 Corinthians 3:17

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring assessment and evaluation practices that reflect our Catholic world view on equity and the dignity of all learners, while optimizing the learning, well-being and achievement of all from the early years through vocation. Currently, the DPCDSB has *Policy P-2003 Assessment and Evaluation*, which has been reviewed by DPCDSB staff as part of DPCDSB's regular policy review cycle and is recommended for revision.

DISCUSSION

DPCDSB staff have reviewed *P-2003 Assessment and Evaluation* and recommend that P-2003 be revised. Specifically, DPCDSB staff discovered that the policy simply states that the DPCDSB is aligned in its assessment and evaluation practices with the Ministry of Education and offers no further detail. As a means of making academic integrity explicit, DPCDSB staff have added to the policy a clear expectation that transparent communication of assessment and evaluation practices are shared with students. An original and updated version of P-2003 is provided for review.

CONCLUSION

After DPCDSB staff reviewed *P-2003 Assessment and Evaluation,* it is recommended that P-2003 be updated. The policy update makes DPCDSB's commitment to academic integrity more explicit.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, *REVISED POLICY P-2003 ASSESSMENT AND EVALUATION*, BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Brad Kipfer, Researcher, Policy, Strategy, Research and Safe Schools
Carmel Murphy, Superintendent, Program and Learning Services

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	~~6.10~~P-2003
Subject:	**Assessment and Evaluation**
Reference:	Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 Learning For All: A Guide to Effective Assessment and Instruction for All Students, K-12, 2013 Ontario Catholic School Graduate Expectations (OCSGE)
Effective Date:	~~(299)~~ May 25, 2004~~; (089) February 24, 2015~~
Revised Date:	February 24, 2015; June 2025

"Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom."
2 Corinthians 3:17

1. The Dufferin-Peel Catholic District School Board is committed to ensuring assessment and evaluation practices which reflect our Catholic world view on equity and the dignity of all learners, while optimizing the learning, well-being and achievement of all from the early years through vocation. The board's assessment and evaluation procedures, consistent with the board's mission, are governed by the Ministry of Education policies and directives and aligned to appropriate supports and/or resources.

2. Consistent with the Ministry of Education document *Growing Success*, it is expected that transparent communication of assessment and evaluation expectations are shared with students.

DRAFT

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	**P-2003**
Subject:	**Assessment and Evaluation**
Reference:	Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 Learning For All: A Guide to Effective Assessment and Instruction for All Students, K-12, 2013 Ontario Catholic School Graduate Expectations (OCSGE)
Effective Date:	May 25, 2004
Revised Date:	February 24, 2015; June 2025

"Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom."
2 Corinthians 3:17

1. The Dufferin-Peel Catholic District School Board is committed to ensuring assessment and evaluation practices which reflect our Catholic world view on equity and the dignity of all learners, while optimizing the learning, well-being and achievement of all from the early years through vocation. The board's assessment and evaluation procedures, consistent with the board's mission, are governed by the Ministry of Education policies and directives and aligned to appropriate supports and/or resources.

2. Consistent with the Ministry of Education document *Growing Success*, it is expected that transparent communication of assessment and evaluation expectations are shared with students.

DRAFT

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-4005 CONCUSSIONS
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"Then your light shall break forth like the dawn,
and your healing shall spring up quickly..."
Isaiah 58:8

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) reviews and revises its policies and General Administrative Procedures (GAPs) on a regular basis to ensure they comply with legislation and Ministry of Education direction. Staff updated documentation related to Policy *P-4005 Concussions* and its General Administrative Procedure (GAP) *GAP4004 Concussions*, causing minor revision to GAP4004. This report summarizes changes to this GAP.

DISCUSSION

DPCDSB complies with legislation and Ministry of Education direction regarding awareness, prevention, response, and return to school related to concussions. Staff reviewed policy *P-4005 Concussions*, *GAP4004 Concussions*, and general forms supporting DPCDSB concussion protocols. During this review, staff updated GAP4004 to include distribution of an updated DPCDSB concussion brochure to parents and guardians of students who sustained a concussion at school or school-related events. This minor change did not result in substantive revisions to P-4005.

In addition, while reviewing the concussions policies and procedures, staff identified an older, related GAP, *GAP4005 Safety of Pupils: Head Injuries – First Aid*, for review. Staff determined that GAP4005 was redundant and therefore recommended its rescission. This rescission resulted in the removal of this GAP reference in policy *P-4001 Accidents and Illness* and its associated *GAP4003 Student Accidents, Injuries, and Illnesses*.

CONCLUSION

DPCDSB staff updated and revised *GAP4004 Concussions* to include distribution of the DPCDSB concussions brochure in response to a concussion. Staff made minor formatting changes to *P-4005 Concussions*. Additionally, staff determined that *GAP4005 Safety of Pupils: Head Injuries – First Aid* was redundant and recommended that it be rescinded. This rescission resulted in the removal of this GAP reference from *P-4001 Accidents and Illness* and *GAP4003 Student Accidents, Injuries, and Illnesses*.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-4005 CONCUSSIONS* BE APPROVED AND ADOPTED, AS AMENDED.**

2) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-4001 ACCIDENTS AND ILLNESS* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools
Peter Cusumano, Superintendent, Mississauga West Family of Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
BOARD POLICY NUMBER:	**P-4005**
SUBJECT:	**Concussions**
REFERENCE:	P-4001~~:~~ Accidents and Illness GAP4004~~:~~ Concussions GAP4005~~:~~ Safety of Pupils~~:~~ Head Injuries – First Aid Response GAP3016~~:~~ ~~Out-of School Programs~~Educational Excursions GAP4006: Board Insurance - Incident Reports GAP4003: Student Accidents, Injuries, and Illnesses
EFFECTIVE DATE:	~~(084)~~ February 24, 2015
AMENDED DATE:	January 28, 2020; June TBD, 2025

"The Law of the ~~LORD~~ Lord is perfect, refreshing the soul."

Psalm 19:8

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that the health and well-being of students are essential preconditions for effective learning. Therefore, DPCDSB is committed to promoting awareness of safety in schools and reducing the risk of injury, including concussions.~~, and recognizes that the health and well-being of students are essential preconditions for effective learning. Furthermore,~~

2. DPCDSB recognizes that children and adolescents are among those at greatest risk for concussions. While there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

~~1.~~3. Increas~~inged~~ awareness of conditions to prevent concussions and ~~identify~~ identification of symptoms related to concussions will support the proper management of concussions~~, reducing increased~~, and reduce risk. Concussion awareness resources, ~~concussion~~the concussion code of conduct, and training for staff will be reviewed on an annual basis.

~~2.~~4. Consistent with the duties of a ~~principal~~ Principal as set out in the *Education Act* and its Regulations, and as required by *Policy ~~and~~/ Program Memorandum ~~No.~~(PPM) 158 School board policies on concussion*, this policy authorizes the creation and implementation of a General Administrative Procedure (GAP) with respect to concussion prevention, support, and documentation.

5. *GAP4004~~:~~ Concussions* includes the requirements described in the Ministry of Education ~~Policy/Program Memoranda~~PPM, as matters of policy. Contents of GAP4004 shall be considered as guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials, all of which are sufficient for the purposes of implementing the requirements of Ministry of Education ~~Policy/Program Memoranda~~PPM 158.

6. References:

~~References:~~

- *Education Act*, R.S.O. 1990, c. E-2
- Ministry of Education, Policy/Program Memorandum 158: School Board Policies on Concussion
- OPHEA Guidelines

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
BOARD POLICY NUMBER:	**P-4005**
SUBJECT:	**Concussions**
REFERENCE:	P-4001 Accidents and Illness GAP4004 Concussions GAP4005 Safety of Pupils Head Injuries – First Aid Response GAP3016 Educational Excursions GAP4006: Board Insurance - Incident Reports GAP4003: Student Accidents, Injuries, and Illnesses
EFFECTIVE DATE:	February 24, 2015
AMENDED DATE:	January 28, 2020; June TBD, 2025

"The Law of the Lord is perfect, refreshing the soul."

Psalm 19:8

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that the health and well-being of students are essential preconditions for effective learning. Therefore, DPCDSB is committed to promoting awareness of safety in schools and reducing the risk of injury, including concussions.

2. DPCDSB recognizes that children and adolescents are among those at greatest risk for concussions. While there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

3. Increased awareness of conditions to prevent concussions and identification of symptoms related to concussions will support the proper management of concussions, and reduce risk. Concussion awareness resources, the concussion code of conduct, and training for staff will be reviewed on an annual basis.

4. Consistent with the duties of a Principal as set out in the *Education Act* and its Regulations, and as required by *Policy/ Program Memorandum (PPM) 158 School board policies on concussion*, this policy authorizes the creation and implementation of a General Administrative Procedure (GAP) with respect to concussion prevention, support, and documentation.

5. *GAP4004 Concussions* includes the requirements described in the Ministry of Education PPM, as matters of policy. Contents of GAP4004 shall be considered as guidelines pursuant to the *Education Act* and other relevant and/or Ministry of Education materials, all of which are sufficient for the purposes of implementing the requirements of Ministry of Education PPM 158.

6. References:

   - *Education Act*, R.S.O. 1990, c. E-2
   - Ministry of Education, Policy/Program Memorandum 158: School board policies on concussion
   - OPHEA Guidelines

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
~~BOARD~~ POLICY NUMBER:	P-4001
SUBJECT:	Accidents and Illness
REFERENCE:	~~General Administrative Procedure~~ GAP4003 ~~–~~ Student Accidents, Injuries, and Illnesses GAP4042 ~~–~~ Workplace Injuries GAP4043 Health and Safety Manual, Section 9 ~~of the Health and Safety Manual~~: Accident/Incident Reporting and Investigation Procedure~~Staff Incidents/Accidents~~ ~~GAP4005 – Safety of Pupils – Head Injuries~~
EFFECTIVE~~/REVISED~~ DATE:	~~(231)~~ 1978~~; Revised (449) September 28, 2004; Revised (14) April 26, 2011; April 24, 2024~~
AMENDED DATE:	September 28, 2004; April 26, 2011; April 24, 2024; June TBD, 2025

"The earth is the Lord's, and all it contains, the world, and those who dwell in it."
Psalm 24:1

1. The Dufferin-Peel Catholic District School Board (DPCDSB) seeks to safeguard the health and welfare of students and staff who have been injured or taken ill while on school premises or on ~~school~~ school-sponsored excursions.

2. The Principal of each school is responsible for establishing and implementing procedures, in accordance with GAP4003 ~~–~~ *Student Accidents, Injuries, and Illnesses*, which will safeguard the health and welfare of students who have been injured or taken ill while on school premises or on school-sponsored excursions.

3. Principals shall ensure that student accidents and illnesses are responded to and reported in accordance with GAP4003 ~~–~~ *Student Accidents, Injuries, and Illnesses*.

4. Principals shall ensure that staff accidents and illnesses are responded to and reported in accordance with GAP4042 ~~–~~ *Workplace Injuries* and Section 9: Accident/Incident Reporting and Investigation Procedure of *GAP4043 Health and Safety Manual*.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-4001**
SUBJECT:	Accidents and Illness
REFERENCE:	GAP4003 Student Accidents, Injuries, and Illnesses GAP4042 Workplace Injuries GAP4043 Health and Safety Manual, Section 9: Accident/Incident Reporting and Investigation Procedure
EFFECTIVE DATE:	1978
AMENDED DATE:	September 28, 2004; April 26, 2011; April 24, 2024; June TBD, 2025

"The earth is the Lord's, and all it contains, the world, and those who dwell in it."
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GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4003**
SUBJECT:	**Student Accidents, Injuries, and Illnesses**
REFERENCE:	P-4001: Accidents and Illness GAP4006: Board Insurance – Incident Reports GAP3015: Board Insurance - Excursions and Use of Personal Vehicles ~~GAP4005: Safety of Pupils: Head Injuries – First Aid Response~~ GAP4004: Concussions
EFFECTIVE DATE:	September 1, 1991
AMENDED DATE:	September 1, 2007; January 13, 2014; April 24, 2024; June TBD, 2025

"God is our refuge and strength, An ever-present help in trouble."
Psalm 46:1

1. PURPOSE

1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) seeks, through the local school Principal, to safeguard the health and welfare of students who have been injured or taken ill while on school premises or on school sponsored excursions.

1.2. This General Administrative Procedure (GAP) directs local school response to student accidents, injuries, and illnesses that occur on DPCDSB property and/or while under DPCDSB supervision.

2. GENERAL EXPECTATIONS

2.1. The Principal of each school is responsible for implementing DPCDSB procedures addressing student health and safety.

2.2. The Principal of each school is responsible for establishing a communication procedure to parents/guardians for student accidents, injuries, or illnesses. This communication procedure will be shared with parents/guardians at the beginning of each school year. All accidents, injuries, and illnesses requiring first aid will be reported to parents/guardians. This communication procedure shall be used regardless of the severity of the accident, injury, or illness. Additionally, each school shall have at least two (2) staff members, including secretarial and custodial staff, who possess an approved First Aid Certificate ("First Aider").

2.3. Where an accident, injury, or illness occurs at school, standard first aid treatment shall be given immediately by a qualified First Aider, when available. In the case of an injury, staff shall **not** move the injured party if there is a suspected back or neck injury as this could potentially cause further damage.

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2.4. Where an accident, injury, or illness occurs on a school sponsored excursion, first aid treatment shall be given by the excursion provider/location, when available. If a qualified first aid provider is not available, the students' parent/guardian and/or emergency services will be contacted, as appropriate.

2.5. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the illness, accident, or injury.

3. SERIOUS ACCIDENT, INJURY, OR ILLNESS RESPONSE

3.1. If the accident, injury, or illness appears to be of a serious nature, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the order described below:

a) An ambulance shall be called immediately (911) to transport the accident/injury victim and/or person experiencing a serious illness to a hospital. A staff member shall accompany the victim to the hospital.

b) For serious accidents, injuries, and/or illnesses which occur on DPCDSB property during school hours, the parent(s)/guardian(s) of the student shall be notified immediately.

c) Where the accident, injury, or illness involves a student, Emergency Response Services personnel shall be provided with a copy of the Student Index Card.

d) If a student is admitted to a hospital as a result of an accident or injury, or if the accident or injury results in a serious or fatal injury, DPCDSB's Risk Management and Insurance Officer, Health and Safety Department, will be notified by telephone on the same day as per *GAP4006 – Board Insurance – Incident Reports*.

e) Principals shall complete the Ontario School Boards' Insurance Exchange (OSBIE) on-line incident report form as soon as possible. Principals must ensure that the red box at the top of the on-line incident report form is checked.

f) OSBIE and DPCDSB's Risk Management and Insurance Officer shall receive copies of on-line OSBIE report forms simultaneously. OSBIE prioritizes reports daily and will follow-up with the Principal and/or the Risk Management and Insurance Officer regarding serious or fatal injuries.

4. ACCIDENTS, INJURIES, AND ILLNESSES NOT OF A SERIOUS NATURE

4.1. If the Principal or their delegate believes that the injury or illness may **not** be of a serious nature, the parent(s)/guardian(s)/emergency contact shall be informed and their instructions acted upon, as appropriate.

4.2. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the accident/injury.

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4.3. The Principal or their delegate shall complete and submit an OSBIE Incident Report to the Risk Management and Insurance Officer, as soon as all relevant information is recorded (e.g., doctor's diagnosis), within three days.

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a) The report should be completed by the Principal or designate, not by the injured party (See *GAP4006 – Board Insurance – Incident Reports*).

b) Follow-up information regarding diagnosis is required (e.g., critical injuries – broken bones, loss of consciousness, suspected concussion, or spinal cord injuries).

c) Allegations of negligence and/or mention of litigation should be reported, within three school days, to the Health and Safety Department, Risk Management and Insurance Officer, and the Family of Schools Superintendent.

4.4. If an accident or injury involving a student has occurred while at school but has not been **discovered** until a **later** time, the Principal, when informed of such accident or injury, shall submit an OSBIE accident report online and inform the Family of Schools Superintendent.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4003**
SUBJECT:	**Student Accidents, Injuries, and Illnesses**
REFERENCE:	P-4001: Accidents and Illness GAP4006: Board Insurance – Incident Reports GAP3015: Board Insurance - Excursions and Use of Personal Vehicles GAP4004: Concussions
EFFECTIVE DATE:	September 1, 1991
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1. PURPOSE

1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) seeks, through the local school Principal, to safeguard the health and welfare of students who have been injured or taken ill while on school premises or on school sponsored excursions.

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2.3. Where an accident, injury, or illness occurs at school, standard first aid treatment shall be given immediately by a qualified First Aider, when available. In the case of an injury, staff shall **not** move the injured party if there is a suspected back or neck injury as this could potentially cause further damage.

2.4. Where an accident, injury, or illness occurs on a school sponsored excursion, first aid treatment shall be given by the excursion provider/location, when available. If a qualified first aid provider is not available, the students' parent/guardian and/or emergency services will be contacted, as appropriate.

2.5. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the illness, accident, or injury.

3. SERIOUS ACCIDENT, INJURY, OR ILLNESS RESPONSE

3.1. If the accident, injury, or illness appears to be of a serious nature, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the order described below:

a) An ambulance shall be called immediately (911) to transport the accident/injury victim and/or person experiencing a serious illness to a hospital. A staff member shall accompany the victim to the hospital.

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c) Where the accident, injury, or illness involves a student, Emergency Response Services personnel shall be provided with a copy of the Student Index Card.

d) If a student is admitted to a hospital as a result of an accident or injury, or if the accident or injury results in a serious or fatal injury, DPCDSB's Risk Management and Insurance Officer, Health and Safety Department, will be notified by telephone on the same day as per *GAP4006 – Board Insurance – Incident Reports*.

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4. ACCIDENTS, INJURIES, AND ILLNESSES NOT OF A SERIOUS NATURE

4.1. If the Principal or their delegate believes that the injury or illness may **not** be of a serious nature, the parent(s)/guardian(s)/emergency contact shall be informed and their instructions acted upon, as appropriate.

4.2. A staff member shall report any accident or injury to the Principal as soon as possible on the day of the accident/injury.

4.3. The Principal or their delegate shall complete and submit an OSBIE Incident Report to the Risk Management and Insurance Officer, as soon as all relevant information is recorded (e.g., doctor's diagnosis), within three days.

a) The report should be completed by the Principal or designate, not by the injured party (See *GAP4006 – Board Insurance – Incident Reports*).

b) Follow-up information regarding diagnosis is required (e.g., critical injuries – broken bones, loss of consciousness, suspected concussion, or spinal cord injuries).

c) Allegations of negligence and/or mention of litigation should be reported, within three school days, to the Health and Safety Department, Risk Management and Insurance Officer, and the Family of Schools Superintendent.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000 – HEALTH AND SAFETY**
GAP NUMBER:	**GAP4004**
SUBJECT:	**CONCUSSIONS**
REFERENCE:	**P-4001** Accidents and Illness **P-4005** Concussions ~~**Policy/Program Memorandum No**. 158~~ **Policy/Program Memorandum No**. 158 Regulation 161/19, Education Act, Rowan's Law Ontario Physical and Health Education Association: Ontario Physical Activity Safety Standards in Education
EFFECTIVE:	May 2013
REVISED/AMENDED	May 2016, February 16, 2021; June TBD, 2025

"So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand."
Isaiah 41:10

1 CONTENTS ~~OF GAP4004~~

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring student safety and well-being, particularly within the context of concussions. This General Administrative Procedure (GAP) contains the following sections:

- Overview
- Definition of Concussion
- Concussion Awareness Strategies
- Concussion Awareness Training
- Concussion Prevention Strategies
- Identification of and Response to a Suspected Concussion
- Return to School Plan

2 OVERVIEW

2.1 Ontario school boards are required to develop and maintain a policy and guidelines relating to head injuries and concussions, in accordance with the Education Act, Rowan's Law, O Reg. 161/19 made under Rowan's Law, and the revised ~~"~~*Policy/Program Memorandum No. 158: School board policies on concussion* (September 2019)" ("PPM 158").

2.2 Dufferin-Peel Catholic District School Board ("DPCDSB") ~~Policy~~ policy P-4005 and this General Administrative Procedure (GAP) have been developed in accordance with these statutory, regulatory and Ministry requirements, and other resources which inform best practices.

3 DEFINITION OF CONCUSSION

3.1 ***Concussion*** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.

3.2 DPCDSB ~~board~~central staff, school staff, and volunteers are not qualified to diagnose concussions. However, for the purposes of the obligations and responsibilities outlined in DPCDSB's *P-4005 Concussions* and this ~~General Administrative Procedure~~GAP, the ~~following~~ definition of a concussion in 3.3, below, shall apply~~:~~.

3.3 A concussion is:

a) is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);

b) may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;

~~a)~~

c) can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);

~~b)~~d) cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI)scans.[1]

3.4 PPM 158 provides the following description of the possible effects of a concussion:

a) "Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally and/or socially. Most individuals with concussion get better within one to four weeks, but for some, the healing process may take longer and may have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to "second impact syndrome", a rare condition that causes rapid and severe brain swelling and often has catastrophic results." (~~pgs~~pp. 3-4).

3.5 Symptoms of concussion may vary. Refer to GF 084: Concussion IdentificationTool.[2]

[1] From PPM 158, page 3, as adapted from the concussion protocol in the Ontario Physical Activity Safety Standards in Education

[2] Adapted from Ontario Neurotrauma Foundation & Parachute

4 CONCUSSION AWARENESS STRATEGIES

4.1 Government of Ontario Concussion Awareness Resources are available on the website of the DPCDSB (dpcdsb.org/parents/concussion-resources), as well as Ministry of Heritage, Sport, Tourism and Culture Industries, as e-booklets, video, and e-module.

4.2 Concussion Awareness Resources have been developed to improve concussion awareness in amateur competitive sport, particularly with respect to concussion prevention strategies, the signs and symptoms of concussion, and initial response to a suspected concussion, and have been tailored to meet the needs of students by age:

a) age 10 and under

b) age 11 to 14

c) age 15 and up

d) Staff and other adults

4.3 The applicable Concussion Awareness Resources must be reviewed every school year prior to participation in DPCDSB-sponsored interschool sports, by:

a) Students,[3] ~~;[3]~~

b) parents[4] ~~4~~ of non-adult students~~;~~, and

c) coaches,[5] ~~5~~ team trainers,[6] ~~6~~ and officials,[7] ~~7~~ who participate in DPCDSB-sponsored interschool sports.

4.4 Individuals who are required ~~under Section 3.3~~under 4.3, above, to review the Concussion Awareness Resource must also submit a signed attestation to the school Principal or designate, confirming that they have completed the necessary review, prior to any form of participation in ~~board~~DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments. An electronic or a hard copy of a signed attestation will be accepted. Refer to GF 088a for the attestation for students and parents/guardians, and GF 088b for the attestation for coaches, trainers, and volunteers.

[3] "Students" means all persons who are students of DPCDSB. An "adult student" is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.
[4] "Parents" includes legal guardians.
[5] A "coach" includes any type of coach, including a head coach or assistant coach.
[6] A "team trainer" is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.
[7] An "official" includes an umpire, a referee, or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

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5 CONCUSSION AWARENESS TRAINING

5.1 At the beginning of each school year, Principals ~~will~~ shall review P-4005 *Concussions* and this ~~General Administrative Procedure~~GAP, along with other DPCDSB policies, procedures, forms, and any corollary documents referenced herein, related to student and staff injuries.

5.2 School Principals are responsible for ensuring that by no later than the last Wednesday ~~of~~in September, all staff who are or may be involved in interschool sports have received concussion awareness and response training, to include:

a) the contents of DPCDSB's P-4005 *Concussions*;

b) this ~~General Administrative Procedure~~GAP;

c) the DPCDSB Concussion Codes of Conduct;

d) the applicable Government of Ontario Concussion Awareness Resources.

5.3 Principals are responsible for ensuring that classroom teachers provide opportunities for students to meet curriculum expectations from the revised Health and Physical Education Curriculum pertaining to concussion awareness and prevention.

~~[3] "student" means all persons who are students of DPCDSB, and an "adult student" is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.~~

~~[4] includes legal guardian~~

~~[5] A coach includes any type of coach, including a head coach or assistant coach.~~

~~[6] A team trainer is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.~~

~~[7] An official includes an umpire, a referee, or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.~~

6 CONCUSSION PREVENTION STRATEGIES

6.1 All students, parents of non-adult students, coaches, and team trainers must adhere to the DPCDSB's Concussion Codes of Conduct, posted on the DPCDSB's website dpcdsb.org/parents/concussion-resources.

6.2 Students, parents, coaches, and team trainers must complete an attestation (GF 088a and GF 088b) each year confirming that they have reviewed the applicable DPCDSB Concussion Code of Conduct before being allowed to participate in any ~~board~~DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments.

7 IDENTIFICATION OF AND RESPONSE TO A SUSPECTED CONCUSSION

7.1 When a student sustains a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, either observed or reported, or the student demonstrates any symptoms of a possible concussion (see list included in GF 084), the staff person responsible for the student shall immediately and safely remove the student from any further participation in the activity, and follow the steps as further described in this section and the accompanying documents referenced herein.

7.2 The person responsible for the student must seek immediate emergency medical care (dial 911) if any of the following "Red Flag" symptoms for a concussion are observed:

- Neck pain or tenderness
- Severe or increasing headache
- Double vision
- Seizure or convulsion
- Vomiting
- Weakness, tingling, burning in arms or legs
- Loss of consciousness
- Deteriorating consciousness
- Increasingly restless, agitated, or combative behaviour[8]

7.3 If a call for immediate emergency medical care is made, the person responsible for the student must inform the student, and unless an adult student, the student's parent, that removal from the activity was necessary due to a suspected concussion and 911 was called.

7.4 After considering whether a 911 call is necessary, the person responsible for the student at the time of the incident must complete the steps outlined in the DPCDSB Concussion Identification Tool GF 084. The checklist for the "Red Flags Assessment Procedure" and the "Other Signs and Symptoms of a Suspected Concussion", including the memory questions, must be completed in consultation with the student, and any staff or students who had the opportunity to observe the student. GF 084 must be signed by the person who completed the assessment. The Principal or designate will subsequently sign also, acknowledging that they have been provided with a copy.

7.5 If there are any signs observed or symptoms reported, or if the student fails to answer any of the memory questions correctly, a concussion must be suspected, and the person responsible for the student shall:

a) immediately remove the student from play~~,~~ and not allow them to return to play that day;

b) notify a parent or if an adult student, notify an emergency contact;

c) prohibit the student from leaving the premises unless accompanied by a parent, or if an adult student, by an emergency contact;

~~c)~~d) provide the parent, or if an adult student, an emergency contact, with GF 082 Heads Up – Concussion Information for Families;

~~d)~~e) advise the student and the parent or emergency contact who accompanies the student from

[8] from OPHEA's "Sample Tools to Identify a Suspected Concussion" and included in GF 084.

the premises of the need to have the student examined by a physician or nurse practitioner for concussion diagnosis, as well as monitor the student for further or recurring symptoms over the next 24 – 48 hours;

~~e)~~f) advise the student and their parent or emergency contact of DPCDSB's process for supporting a student with a suspected concussion, and the Return to School Plan as described below;

~~f)~~g) provide the parent or emergency contact with a copy of GF 081: Documentation of Medical Examination for Suspected Concussion; and

~~g)~~h) provide the parent or adult student with a copy of the completed and signed GF 084 Concussion Identification Tool, as soon as possible, and retain the original in the OSR.

7.6 If a student has sustained a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, but shows no "Red Flag" symptoms, or any other signs or symptoms of suspected concussion or memory impairment as outlined in GF 084, the person responsible for the student shall nevertheless:

a) immediately remove the student from play~~,~~ and not allow them to return to play that day;

b) unless the student is an adult, contact a parent and advise them of the incident;

c) prohibit a non-adult student from leaving the premises unless accompanied by a parent;

d) provide the parent or adult student with GF 082 Heads Up – Concussion Information for Families;

~~c)~~

~~d)~~e) advise the student, and parent of a non-adult student, of the need to monitor the student for the next 24 hours, and contact a physician or medical practitioner if any symptoms of concussion are observed; and

~~e)~~f) provide the parent or adult student with a copy of the completed and signed copy GF 084 ~~as soon as possible, and~~as soon as possible and retain the original in the OSR.

7.7 Communications with the parent or emergency contact must be logged using ~~GAP4005 and~~ GF 046.

7.8 The on-line OSBIE Form must be completed for all *serious* injuries (see also GAP4003 *Accidents*), describing when emergency medical attention was sought or provided.

7.9 Principals must ensure that students and parents are aware of their duty to advise a school administrator of any serious injury to the head or concussion sustained by a student outside of school. See GF 081 for Documentation of Medical Examination for Suspected Concussion.

7.10 A parent or adult student will be strongly encouraged to communicate the outcome of a medical assessment for suspected concussion which occurred outside of school, and any recommendations in relation to a concussion, in order that the student can safely return to learning. Where a concussion has been diagnosed, confirmation of medical clearance will be required before further participation in physical activity will be allowed.

7.11 If a concussion is not diagnosed, the student may resume full participation in learning and physical activity with no restrictions. If a concussion is diagnosed, Section ~~7~~ 8 of this ~~General Administrative Procedure~~GAP will apply.

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8 RETURN TO SCHOOL PLAN

8.1 A student diagnosed with a concussion must follow a medically supervised, individualized, and gradual return to school plan, which consists of two portions: Return to Learn (RTL) and Return to Physical Activity (RTPA). Refer to GF 086~~:~~ Concussion Management Protocol. Consultation from a medical practitioner is required and documentation must be shared with the school Principal or designate prior to beginning the return to school plan (GF 081). The DPCDSB Concussion Management Protocol[9] is MANDATORY for all students who have been diagnosed with a concussion.

8.2 GF 086 is a tool for parents or adult students to communicate with school staff and track a student's gradual progress through stages of recovery and gradual return to learn and to physical activity. It does not replace medical consultation. The protocol is aligned with the recommendations of the Ontario Physical and Health Education Association's safety guidelines.

8.3 GF 086 will travel back and forth from school to home as the student progresses through the DPCDSB Concussion Management Protocol. There are permitted and restricted activities for each stage. The Principal or designate will work with the parent or adult student to monitor the student's recovery.

8.4 Criteria for moving ahead in the plan are provided at each stage, as outlined in GF 086. Signatures from the Principal or designate AND ~~Parent~~ parent or adult student are required to progress from stage to stage. Each stage lasts a minimum of 24 hours.

8.5 At some stages, the parent or adult student is required to provide further documented medical clearance.

8.6 Medical consultation and documentation are required at several stages of the return to school plan, including prior to beginning full participation in physical education, school sports, and interschool noncontact and contact sports (GF 404).

8.7 Students are not permitted to attend ~~over night~~overnight school trips or school events until they are attending school full days, without learning or environmental adaptations in response to the concussion.

[9] Consistent with safety guidelines from Ontario Physical and Health Education Association (OPHEA).

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000 – HEALTH AND SAFETY**
GAP NUMBER:	**GAP4004**
SUBJECT:	**CONCUSSIONS**
REFERENCE:	**P-4001** Accidents and Illness **P-4005** Concussions Policy/Program Memorandum 158 Regulation 161/19, Education Act, Rowan's Law Ontario Physical and Health Education Association: Ontario Physical Activity Safety Standards in Education
EFFECTIVE:	May 2013
REVISED/AMENDED	May 2016, February 16, 2021; June TBD, 2025

"So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand."
Isaiah 41:10

1 CONTENTS

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring student safety and well-being, particularly within the context of concussions. This General Administrative Procedure (GAP) contains the following sections:

- Overview
- Definition of Concussion
- Concussion Awareness Strategies
- Concussion Awareness Training
- Concussion Prevention Strategies
- Identification of and Response to a Suspected Concussion
- Return to School Plan

2 OVERVIEW

2.1 Ontario school boards are required to develop and maintain a policy and guidelines relating to head injuries and concussions, in accordance with the Education Act, Rowan's Law, O Reg. 161/19 made under Rowan's Law, and the revised *Policy/Program Memorandum 158: School board policies on concussion* (September 2019) ("PPM 158").

2.2 Dufferin-Peel Catholic District School Board ("DPCDSB") policy P-4005 and this General Administrative Procedure (GAP) have been developed in accordance with these statutory, regulatory and Ministry requirements, and other resources which inform best practices.

3 DEFINITION OF CONCUSSION

3.1 ***Concussion*** is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.

3.2 DPCDSB central staff, school staff, and volunteers are not qualified to diagnose concussions. However, for the purposes of the obligations and responsibilities outlined in DPCDSB's *P-4005 Concussions* and this GAP, the definition of a concussion in 3.3, below, shall apply.

3.3 A concussion is:

a) is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);

b) may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;

c) can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);

d) cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI)scans.[1]

3.4 PPM 158 provides the following description of the possible effects of a concussion:

a) "Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally and/or socially. Most individuals with concussion get better within one to four weeks, but for some, the healing process may take longer and may have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to "second impact syndrome", a rare condition that causes rapid and severe brain swelling and often has catastrophic results." (pp. 3-4).

3.5 Symptoms of concussion may vary. Refer to GF 084: Concussion IdentificationTool.[2]

[1] From PPM 158, page 3, as adapted from the concussion protocol in the Ontario Physical Activity Safety Standards in Education

[2] Adapted from Ontario Neurotrauma Foundation & Parachute

4 CONCUSSION AWARENESS STRATEGIES

4.1 Government of Ontario Concussion Awareness Resources are available on the website of the DPCDSB (dpcdsb.org/parents/concussion-resources), as well as Ministry of Heritage, Sport, Tourism and Culture Industries, as e-booklets, video, and e-module.

4.2 Concussion Awareness Resources have been developed to improve concussion awareness in amateur competitive sport, particularly with respect to concussion prevention strategies, the signs and symptoms of concussion, and initial response to a suspected concussion, and have been tailored to meet the needs of students by age:

a) age 10 and under

b) age 11 to 14

c) age 15 and up

d) Staff and other adults

4.3 The applicable Concussion Awareness Resources must be reviewed every school year prior to participation in DPCDSB-sponsored interschool sports, by:

a) Students,[3]

b) parents[4] of non-adult students, and

c) coaches,[5] team trainers,[6] and officials,[7] who participate in DPCDSB-sponsored interschool sports.

4.4 Individuals who are required under 4.3, above, to review the Concussion Awareness Resource must also submit a signed attestation to the school Principal or designate, confirming that they have completed the necessary review, prior to any form of participation in DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments. An electronic or a hard copy of a signed attestation will be accepted. Refer to GF 088a for the attestation for students and parents/guardians, and GF 088b for the attestation for coaches, trainers, and volunteers.

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[3] "Students" means all persons who are students of DPCDSB. An "adult student" is a person who is at least 18 years of age, or 16 or 17 years of age and has withdrawn from parental control.
[4] "Parents" includes legal guardians.
[5] A "coach" includes any type of coach, including a head coach or assistant coach.
[6] A "team trainer" is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.
[7] An "official" includes an umpire, a referee, or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

5 CONCUSSION AWARENESS TRAINING

5.1 At the beginning of each school year, Principals shall review P-4005 *Concussions* and this GAP, along with other DPCDSB policies, procedures, forms, and any corollary documents referenced herein, related to student and staff injuries.

5.2 School Principals are responsible for ensuring that by no later than the last Wednesday in September, all staff who are or may be involved in interschool sports have received concussion awareness and response training, to include:

a) the contents of DPCDSB's P-4005 *Concussions*;

b) this GAP;

c) the DPCDSB Concussion Codes of Conduct;

d) the applicable Government of Ontario Concussion Awareness Resources.

5.3 Principals are responsible for ensuring that classroom teachers provide opportunities for students to meet curriculum expectations from the revised Health and Physical Education Curriculum pertaining to concussion awareness and prevention.

6 CONCUSSION PREVENTION STRATEGIES

6.1 All students, parents of non-adult students, coaches, and team trainers must adhere to the DPCDSB's Concussion Codes of Conduct, posted on the DPCDSB's website dpcdsb.org/parents/concussion-resources.

6.2 Students, parents, coaches, and team trainers must complete an attestation (GF 088a and GF 088b) each year confirming that they have reviewed the applicable DPCDSB Concussion Code of Conduct before being allowed to participate in any DPCDSB-sponsored interschool sports, including tryouts, practices, games, and tournaments.

7 IDENTIFICATION OF AND RESPONSE TO A SUSPECTED CONCUSSION

7.1 When a student sustains a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, either observed or reported, or the student demonstrates any symptoms of a possible concussion (see list included in GF 084), the staff person responsible for the student shall immediately and safely remove the student from any further participation in the activity, and follow the steps as further described in this section and the accompanying documents referenced herein.

7.2 The person responsible for the student must seek immediate emergency medical care (dial 911) if any of the following "Red Flag" symptoms for a concussion are observed:

- Neck pain or tenderness
- Severe or increasing headache
- Double vision
- Seizure or convulsion

- Vomiting
- Weakness, tingling, burning in arms or legs
- Loss of consciousness
- Deteriorating consciousness
- Increasingly restless, agitated, or combative behaviour[8]

7.3 If a call for immediate emergency medical care is made, the person responsible for the student must inform the student, and unless an adult student, the student's parent, that removal from the activity was necessary due to a suspected concussion and 911 was called.

7.4 After considering whether a 911 call is necessary, the person responsible for the student at the time of the incident must complete the steps outlined in the DPCDSB Concussion Identification Tool GF 084. The checklist for the "Red Flags Assessment Procedure" and the "Other Signs and Symptoms of a Suspected Concussion", including the memory questions, must be completed in consultation with the student, and any staff or students who had the opportunity to observe the student. GF 084 must be signed by the person who completed the assessment. The Principal or designate will subsequently sign also, acknowledging that they have been provided with a copy.

7.5 If there are any signs observed or symptoms reported, or if the student fails to answer any of the memory questions correctly, a concussion must be suspected, and the person responsible for the student shall:

a) immediately remove the student from play and not allow them to return to play that day;

b) notify a parent or if an adult student, notify an emergency contact;

c) prohibit the student from leaving the premises unless accompanied by a parent, or if an adult student, by an emergency contact;

d) provide the parent, or if an adult student, an emergency contact, with GF 082 Heads Up – Concussion Information for Families;

e) advise the student and the parent or emergency contact who accompanies the student from the premises of the need to have the student examined by a physician or nurse practitioner for concussion diagnosis, as well as monitor the student for further or recurring symptoms over the next 24 – 48 hours;

f) advise the student and their parent or emergency contact of DPCDSB's process for supporting a student with a suspected concussion, and the Return to School Plan as described below;

g) provide the parent or emergency contact with a copy of GF 081: Documentation of Medical Examination for Suspected Concussion; and

h) provide the parent or adult student with a copy of the completed and signed GF 084 Concussion Identification Tool, as soon as possible, and retain the original in the OSR.

[8] from OPHEA's "Sample Tools to Identify a Suspected Concussion" and included in GF 084.

7.6 If a student has sustained a jarring impact to the head, face, or neck, or elsewhere on the body that transmits an impulsive force to the head, but shows no "Red Flag" symptoms, or any other signs or symptoms of suspected concussion or memory impairment as outlined in GF 084, the person responsible for the student shall nevertheless:

a) immediately remove the student from play and not allow them to return to play that day;

b) unless the student is an adult, contact a parent and advise them of the incident;

c) prohibit a non-adult student from leaving the premises unless accompanied by a parent;

d) provide the parent or adult student with GF 082 Heads Up – Concussion Information for Families;

e) advise the student, and parent of a non-adult student, of the need to monitor the student for the next 24 hours, and contact a physician or medical practitioner if any symptoms of concussion are observed; and

f) provide the parent or adult student with a copy of the completed and signed copy GF 084 as soon as possible and retain the original in the OSR.

7.7 Communications with the parent or emergency contact must be logged using GF 046.

7.8 The on-line OSBIE Form must be completed for all *serious* injuries (see also GAP4003 *Accidents*), describing when emergency medical attention was sought or provided.

7.9 Principals must ensure that students and parents are aware of their duty to advise a school administrator of any serious injury to the head or concussion sustained by a student outside of school. See GF 081 for Documentation of Medical Examination for Suspected Concussion.

7.10 A parent or adult student will be strongly encouraged to communicate the outcome of a medical assessment for suspected concussion which occurred outside of school, and any recommendations in relation to a concussion, in order that the student can safely return to learning. Where a concussion has been diagnosed, confirmation of medical clearance will be required before further participation in physical activity will be allowed.

7.11 If a concussion is not diagnosed, the student may resume full participation in learning and physical activity with no restrictions. If a concussion is diagnosed, Section 8 of this GAP will apply.

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8 RETURN TO SCHOOL PLAN

8.1 A student diagnosed with a concussion must follow a medically supervised, individualized, and gradual return to school plan, which consists of two portions: Return to Learn (RTL) and Return to Physical Activity (RTPA). Refer to GF 086 Concussion Management Protocol. Consultation from a medical practitioner is required and documentation must be shared with the school Principal or designate prior to beginning the return to school plan (GF 081). The DPCDSB Concussion Management Protocol[9] is MANDATORY for all students who have been diagnosed with a concussion.

8.2 GF 086 is a tool for parents or adult students to communicate with school staff and track a student's gradual progress through stages of recovery and gradual return to learn and to physical activity. It does not replace medical consultation. The protocol is aligned with the recommendations of the Ontario Physical and Health Education Association's safety guidelines.

8.3 GF 086 will travel back and forth from school to home as the student progresses through the DPCDSB Concussion Management Protocol. There are permitted and restricted activities for each stage. The Principal or designate will work with the parent or adult student to monitor the student's recovery.

8.4 Criteria for moving ahead in the plan are provided at each stage, as outlined in GF 086. Signatures from the Principal or designate AND parent or adult student are required to progress from stage to stage. Each stage lasts a minimum of 24 hours.

8.5 At some stages, the parent or adult student is required to provide further documented medical clearance.

8.6 Medical consultation and documentation are required at several stages of the return to school plan, including prior to beginning full participation in physical education, school sports, and interschool noncontact and contact sports (GF 404).

8.7 Students are not permitted to attend overnight school trips or school events until they are attending school full days, without learning or environmental adaptations in response to the concussion.

[9] Consistent with safety guidelines from Ontario Physical and Health Education Association (OPHEA).

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**4000 – HEALTH AND SAFETY**
GAP NUMBER:	**GAP4005**
SUBJECT:	**SAFETY OF PUPILS: HEAD INJURIES – FIRST AID RESPONSE**
REFERENCE:	P-4001 Accidents and Illness GAP4003 Student Accidents GAP4004 CONCUSSIONS
EFFECTIVE:	October 3, 1990
REVISED/AMENDED	Admin Council, November 28, 2011; May 2013
REPLACES:	502.10
PAGE	1 of 2

FOR RESCISSION

Copies of the Dufferin-Peel Catholic District School Board's Safe, Caring, Inclusive and Healthy School Communities: Poster, First Aid for Head Injuries are regularly provided for placement in the following locations of each school as appropriate: staff room, office, health room, library and gym. *(Additional copies can be obtained from the Health & SafetyDepartment.)*

A head injury is any trauma that leads to injury of the scalp, skull or brain. The injuries can range from a minor bump on the skull to serious brain injury. There are several types of brain injuries including a concussion and contusion.

Concussion is the most common type of brain injury in which the brain is shaken. *

Contusion is a bruise on the brain.

Common causes of head injury include traffic accidents, falls, physical assault and accidents at home, work, outdoors or while playing sports.

*Some early **concussion symptoms** may include:

- Confusion
- Disorientation
- Headache
- Memory Loss
- Unconsciousness
- Unequal Pupil Size
- Dizziness
- Seizure
- Tinnitus
- Nausea
- Vomiting
- Vision Changes

1. Advise appropriate staff (classroom teachers, support staff, bus drivers, and others) of any student's head injury.

2. Principals are required to contact the parent/guardian in the event of a head injury, and to complete the Ontario School Boards' Insurance Exchange, Incident Report Form *(GF027).*
(See GAP4003 Accidents)

All head injuries and parent/guardian contact must be logged. *(See GF 046)*

3. Principals are asked to review the contents of the poster with staff so that they are aware of

the proper procedures to be followed in the event that a student suffers a head injury in school and/or at school excursions, etc.

The following provides the contents/directions of the Poster: **First Aid for Head Injuries -**

FIRST AID FOR HEAD INJURIES

IN THE CASE OF EVERY HEAD INJURY, SEEK IMMEDIATE HELP

ALWAYS INFORM PARENT(S)/GUARDIAN(S) OF EVERY HEAD INJURY

RESPONSE TO ACCIDENT -
Always suspect a spinal injury. Any blow to the head strong enough to cause unconsciousness may also cause a cervical spine injury, so treat accordingly.
Do not move a casualty who may have a spinal injury, unless it is necessary to get him or her out of danger.
A casualty who is conscious should be advised not to move.
Loosen tight clothing.
GIVE NOTHING BY MOUTH
Never leave an unconscious person alone – **MONITOR AIRWAY, BREATHING, CIRCULATION**
Never leave an unconscious person on his or her back unless injuries prevent you from moving them.
If it is necessary to leave the unconscious person with a suspect spinal injury unattended, immobilize the casualty's neck and roll the casualty into the **RECOVERY POSITION.**

SEEK IMMEDIATE MEDICAL HELP

IF BLEEDING –
If the person is bleeding from openings like the nose, mouth or ears, do not stop the bleeding. Position the casualty to permit free drainage. Cover the wound lightly to prevent infection.

Depending on the circumstances and cause of injury – if it's a simple nose-bleed, pressure must be applied to stop the bleeding. Tilt casualties head forward.

If bleeding occurs from the facial or scalp wounds, treat it as a normal injury. Apply pressure to the bleeding area with the cleanest material available. The hand must be used if nothing else is immediately available.

Remember to treat all casualties for shock: keep them warm and at rest, re-assure them and monitor the breathing and level of consciousness.

SEEK IMMEDIATE MEDICAL HELP

THE ADVICE AND ASSISTANCE OF THE FIRST AID TRAINED STAFF MEMBER SHOULD BE SOUGHT FOR EVERY HEAD INJURY. REFER TO GAP4005 and GAP4003 FOR ADDITIONAL INFORMATION.

FOR RESCISSION

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Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-2000 ADMISSIONS
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these."
Mark 10: 12-17

BACKGROUND

Student admission to schools in the Dufferin-Peel Catholic District School Board (DPCDSB) is governed by *P-2000 Admissions* and its associated General Administrative Procedures (GAPs). Through the DPCDSB regular policy review cycle and observed need to ensure consistent practices system wide, staff identified two GAPs for revision. This report summarizes these changes.

DISCUSSION

DPCDSB's regular policy review cycle revealed that *GAP2001 Admissions: Flexible Boundary, Elementary Schools* and *GAP2002 Admissions: Flexible Boundary, Secondary Schools including Overflow Schools* had not been reviewed since 2017. Review of these GAPs was timely as feedback from the system suggested there was a need for DPCDSB to provide additional clarity to the flexible boundary process. Furthermore, staff reviewed both GAPs and determined that they could be merged into a single, renamed GAP governing the flexible boundary process in Kindergarten through Grade 12.

Content from GAP2002 was merged into GAP2001 to make a Kindergarten to Grade 12 document describing the flexible boundary process. Clarity was added, including:

- Addition of a definitions section to clarify terminology.
- Addition of timelines for receipt of flexible boundary requests in Kindergarten, Grades 1-8, and Grades 9-12.
- Revised process in which parent/guardian flexible boundary requests are initiated at the Receiving School, rather than at the Home School, with follow up communication to parents /guardians from the Receiving School.
- Clarification that a student on a flexible boundary in Grade 8 who seeks to attend the affiliated secondary school on a flexible boundary request must make that request to the secondary Receiving School.
- Requirement that the Principals of the Receiving School and Home School discuss each flexible boundary request before the Principal of the Receiving School communicates the outcome with the parents/guardians or adult student making the request.
- Clarification of managing flexible boundary requests at Capped Schools and Overflow Schools.

- Renamed the revised, single GAP as *GAP2001 Admissions: Flexible Boundary including Capped and Overflow Schools*.

After merging the two GAPs, staff identified GAP2002 as recommended for rescission. *P-2000 Admissions* was updated to capture the new timelines for flexible boundary requests.

CONCLUSION

DPCDSB staff merged *GAP2001 Admissions: Flexible Boundary, Elementary Schools* and *GAP2002 Admissions: Flexible Boundary, Secondary Schools including Overflow Schools* into the single, renamed *GAP2001 Admissions: Flexible Boundary including Capped and Overflow Schools*. This single, revised GAP addresses flexible boundary requests for Kindergarten through Grade 12 and provides added clarity to related processes. Additionally, the merging of GAP content into this single GAP resulted in the recommendation to rescind GAP2002. *P-2000 Admissions* was updated to capture the new timelines for flexible boundary requests.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-2000 ADMISSIONS* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools
Laura Odo, Superintendent, Policy, Strategy, Research, Safe Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2000**
SUBJECT:	**Admissions**
REFERENCE:	GAP2000 Registration: General Procedures GAP2001 Flexible Boundary including Overflow Schools GAP2003 Newcomer Reception and Assessment Centre (NRAC) GAP5005 Ontario Student Transcripts
EFFECTIVE DATE:	September 28, 1999
AMENDED DATE:	May 26, 2009; April 26, 2011; January 2012; June 20, 2017; March 31, 2020; February 2023; April ~~29~~TBD, 2025

"Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."

Mark 10: 12-17

1. GENERAL ADMISSIONS FOR ALL STUDENTS

a) Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted to a Dufferin-Peel Catholic District School Board (DPCDSB) school if:

i) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of DPCDSB; and

ii) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.

b) All non-Canadians shall contact the Admissions Department for admission requirements.

2. ELEMENTARY SCHOOLS

a) Students shall be admitted to Kindergarten in September of any school year if they reach the age of four or five years on, or before, December 31, in that same calendar year.

b) Students shall be admitted to Grade 1 in September of any school year, if they reach the age of six years on, or before, December 31, in that same calendar year.

c) If the child is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the child is accepted into their neighbourhood DPCDSB school regardless of the parent's or guardian's baptism. The child's original baptismal certificate is required.

d) When a child is not baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the child's parents or guardians is required to enroll the child.

3. ORTHODOX

a) Members of an Orthodox Congregation will not be considered separate school supporters, subject to the following: an Orthodox person who is formally received into the Eastern Church in full communion with the Holy See of Rome, as evidenced by a Profession of Faith (with a seal) may enroll in a Catholic school and direct their taxes to the Catholic school system.

4. SECONDARY SCHOOLS

a) The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

5. INTERNATIONAL STUDENTS

a) DPCDSB welcomes international students to its schools at both elementary and secondary levels to help students and educators build global competencies, knowledge, and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.

b) Where an elementary student is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.

c) An international student who holds a study permit from Immigration Canada to undertake a particular program within DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.

d) Continued enrolment in the school will require a valid study permit.

6. WORK/STUDY PERMITS

a) DPCDSB welcomes students who have a parent with a valid work/study permit. Where an elementary student or at least one of their parent(s) are baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.

b) The student's parent(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the DPCDSB Admissions Department requires both permits.

c) Continued enrolment in the school will require a valid and current work/study permit.

d) Parents on a work/study permit are not required to pay fees.

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7. ATTENDANCE AND SCHOOL BOUNDARIES

a) Students shall attend the DPCDSB school in the neighbourhood in which they reside (i.e., their neighbourhood school), as identified by school boundaries established by DPCDSB's Planning Department.

b) DPCDSB accepts that, under special circumstances, students may attend schools other than their neighbourhood school. Such circumstances may include access to regional programs of choice (see P or flexible boundary requests.

c) Applications to request flexible boundary admission to a DPCDSB school outside of the neighbourhood in which a student resides shall be considered during specific time periods during the school year as listed in the table below:

Elementary: Kindergarten through Grade 8	Secondary: Grades 9 through 12
• Mid-May • Mid-June • Mid September	• Prior to May 1 for Semester 1 entry • Prior to November 15 for Semester 2 entry

~~b)~~d) Flexible boundary requests received outside of these time periods may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).

8. ONTARIO STUDENT TRANSCRIPTS AND CONFIRMATION OF GRADUATION

a) DPCDSB issues Ontario student transcripts and diploma letters confirming graduation only on the written request of the former DPCDSB student or parent or guardian, where the student is under 18 years of age.

b) Former DPCDSB secondary students shall contact the DPCDSB Admissions Department or the last DPCDSB secondary school they attended, as per the directions available on the Transcript Requests page of the DPCDSB public website.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2000**
SUBJECT:	**Admissions**
REFERENCE:	GAP2000 Registration: General Procedures GAP2001 Flexible Boundary including Overflow Schools GAP2003 Newcomer Reception and Assessment Centre (NRAC) GAP5005 Ontario Student Transcripts
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Mark 10: 12-17

1. GENERAL ADMISSIONS FOR ALL STUDENTS

a) Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted to a Dufferin-Peel Catholic District School Board (DPCDSB) school if:

i) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of DPCDSB; and

ii) the pupil and the parent(s) or guardian(s) with custodial rights or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.

b) All non-Canadians shall contact the Admissions Department for admission requirements.

2. ELEMENTARY SCHOOLS

a) Students shall be admitted to Kindergarten in September of any school year if they reach the age of four or five years on, or before, December 31, in that same calendar year.

b) Students shall be admitted to Grade 1 in September of any school year, if they reach the age of six years on, or before, December 31, in that same calendar year.

c) If the child is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the child is accepted into their neighbourhood DPCDSB school regardless of the parent's or guardian's baptism. The child's original baptismal certificate is required.

d) When a child is not baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the child's parents or guardians is required to enroll the child.

3. ORTHODOX

a) Members of an Orthodox Congregation will not be considered separate school supporters, subject to the following: an Orthodox person who is formally received into the Eastern Church in full communion with the Holy See of Rome, as evidenced by a Profession of Faith (with a seal) may enroll in a Catholic school and direct their taxes to the Catholic school system.

4. SECONDARY SCHOOLS

a) The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

5. INTERNATIONAL STUDENTS

a) DPCDSB welcomes international students to its schools at both elementary and secondary levels to help students and educators build global competencies, knowledge, and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.

b) Where an elementary student is baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.

c) An international student who holds a study permit from Immigration Canada to undertake a particular program within DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.

d) Continued enrolment in the school will require a valid study permit.

6. WORK/STUDY PERMITS

a) DPCDSB welcomes students who have a parent with a valid work/study permit. Where an elementary student or at least one of their parent(s) are baptized Roman Catholic or in an Eastern Church in full communion with the Holy See of Rome, the student may attend a DPCDSB elementary school. At the secondary level, all students may be admitted regardless of baptismal status.

b) The student's parent(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the DPCDSB Admissions Department requires both permits.

c) Continued enrolment in the school will require a valid and current work/study permit.

d) Parents on a work/study permit are not required to pay fees.

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7. ATTENDANCE AND SCHOOL BOUNDARIES

a) Students shall attend the DPCDSB school in the neighbourhood in which they reside (i.e., their neighbourhood school), as identified by school boundaries established by DPCDSB's Planning Department.

b) DPCDSB accepts that, under special circumstances, students may attend schools other than their neighbourhood school. Such circumstances may include access to regional programs of choice (see Por flexible boundary requests.

c) Applications to request flexible boundary admission to a DPCDSB school outside of the neighbourhood in which a student resides shall be considered during specific time periods during the school year as listed in the table below:

Elementary: Kindergarten through Grade 8	Secondary: Grades 9 through 12
• Mid-May • Mid-June • Mid-September	• Prior to May 1 for Semester 1 entry • Prior to November 15 for Semester 2 entry

d) Flexible boundary requests received outside of these time periods may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).

8. ONTARIO STUDENT TRANSCRIPTS AND CONFIRMATION OF GRADUATION

a) DPCDSB issues Ontario student transcripts and diploma letters confirming graduation only on the written request of the former DPCDSB student or parent or guardian, where the student is under 18 years of age.

b) Former DPCDSB secondary students shall contact the DPCDSB Admissions Department or the last DPCDSB secondary school they attended, as per the directions available on the Transcript Requests page of the DPCDSB public website.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	~~100 - Pupils~~2000 STUDENTS
GAP NUMBER:	~~105.07~~GAP2001
SUBJECT:	**Admissions: Flexible Boundary~~, Secondary Schools~~ Including Capped and Overflow Schools**
REFERENCE:	~~Policy: 1.10~~P-2000 Admissions ~~GAPs: 105.02~~GAP2000 Registration General Procedures~~;~~ GAP2022~~411.00~~ Extended French~~;~~ GAP2023~~416.00~~ French Immersion GAP2024 Elementary Catholic Global Learning Programs ~~Forms:~~ GF076 Request for Flexible Boundary Approval~~;~~ ~~GF078~~ GF077 Flexible Boundary Approval – Elementary ~~Secondary;~~ GF078 Flexible Boundary Approval – Secondary GF079 Flexible Boundary – Approval Not Granted ~~– Elementary and Secondary~~
EFFECTIVE DATE:	January 1, 1991
~~REVISED/AMENDED~~AMENDED DATE:	June 2017; June TBD, 2025
~~REPLACES:~~	~~105.06~~
~~PAGE~~	~~1 of 2~~

"Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these."
~~(~~Mark 10: 12~~ – 17)~~

1 PURPOSE

1.1 In consultation with the Family of Schools Superintendent, a Principal in the Dufferin-Peel Catholic District School Board (DPCDSB) may permit admission to a student in Grades 1 through 12 residing outside the school boundaries under the provisions of this ~~procedure~~ General Administrative Procedure (GAP), if the placement of the student is eligible under the *Education Act* and its associated r~~r~~egulations.

~~1.1~~1.2 For students in Kindergarten, admission to a school for students residing outside the school boundary shall proceed according to Section 4 of this GAP.

2 DEFINITIONS

2.1 **Capped School:** A school at which a maximum enrolment per grade has been implemented as an Enrolment Management Strategy (see *GAP8009 Enrolment Management Strategy~~)~~*) for details related to Capped Schools) to ensure space for programming and student access.

2.2 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school's boundaries.

2.3 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.

2.4 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school's boundaries.

2.5 **Flexible Boundary Student**: The student attending a DPCDSB school while living outside that school's boundary~~ies~~. This term shall be used in the student information system (SIS).

2.6 **Overflow School**: The school to which students may be directed when enrolment at a local school exceeds the available ~~student places~~capacity (e.g., where enrolment exceeds the maximum at a Capped School).

~~2~~3 APPLICATION FOR ~~ADMISSION TO OTHER THAN NEIGHBOURHOOD SCHOOL~~A FLEXIBLE BOUNDARY REQUEST: GRADES 1 THROUGH 12

3.1 Flexible boundary requests for students in Grades 1 through 8 shall be considered three times per year at the following times:

a) mid-May;
b) mid-June;
c) mid-September.

3.2 Flexible boundary requests for students in Grades 9 through 12 shall be considered during the following time periods ~~two times per year at the following times~~:

a) prior to May 1 for Semester 1 entry;~~-~~
b) prior to November 15 for Semester 2 entry.~~;~~

3.3 Flexible boundary requests received outside of the time periods listed in 3.1, 3.2, and 4.1 of this GAP may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).

~~2.1~~3.4 Application shall be made in writing to the Principal of the Receiving School using *GF 076 Request for Flexible Boundary Approval*. A copy of the student's most recent report card and Individual Education Plan (IEP), if applicable, must be submitted with the GF 076 for programming considerations.~~Application shall be made in writing to the Principal of the neighbourhood school (Home School), with a copy to the Principal of the school to which the student wishes to attend (Host School) using **GF076** Request for Flexible Boundary Approval.~~

3.5 The Principal of the Receiving School shall contact the Principal of the Home School to discuss the application, and a decision shall be made and conveyed to parent(s) or guardian(s) as soon as possible by the Receiving School Principal.

3.6 Students admitted to the Receiving School via Flexible Boundary shall receive written confirmation using *GF077 Flexible Boundary Approval – Elementary* or *GF078 Flexible Boundary – Secondary*, as applicable to the student's grade.

3.7 Students for whom admission to the Receiving School is not granted shall receive written notice using *GF 079 Flexible Boundary Not Approved*.

~~2.2 The Principals involved shall discuss the application and a decision shall be made and conveyed to parents/guardians as soon as possible by the Home school Principal.~~

~~2.3~~

3.8 All registration policies and procedures regarding admission of new and existing students apply to students being admitted under this procedure.~~All registration policies and procedures regarding admission of new students also applies to students being admitted under this procedure.~~

~~2.4~~3.9 The student shall be designated as a Flexible Boundary student in ~~Trillium~~the SIS.

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~~2.5~~3.10 Transportation for Flexible Boundary Students is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB.~~For students admitted under this procedure, transportation is a parental responsibility and will not be provided by the Board.~~

~~2.6 Students admitted under this procedure shall receive written confirmation using **GF078** Flexible Boundary Approval Secondary.~~

~~2.7 Students for whom admission is not granted under this procedure shall receive written notice using **GF079** Flexible Boundary – Approval Not Granted.~~

4 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: KINDERGARTEN

4.1 Flexible boundary admissions for Kindergarten students shall occur three times per year at the following times:

c) mid-May;
d) mid-June;
e) mid-September.

4.2 Application shall be made in writing to the Principal of the student's Home School, to request the *GF 076 Request for Flexible Boundary Approval*.

4.3 The parent or guardian shall provide the completed *GF 076 Request for Flexible Boundary Approval* to the Receiving School.

4.4 Where flexible boundary requests are received times outside of those in 4.1, the Family of Schools Superintendent of the Receiving School shall determine whether the request can be approved.

4.5 The Receiving School shall submit the *GF 076 Request for Flexible Boundary Approval* centrally.

4.6 The Planning Department shall determine the number of available Kindergarten spaces for flexible boundary placements at each elementary school and advise Principals and Family of Schools Superintendents of available spaces.

4.7 Based on the available spaces for flexible boundary admissions, the Receiving School shall admit Flexible Boundary Students according to the following considerations:

a) siblings already at the Receiving School;
b) first come, first served;
c) any other consideration deemed appropriate by the Principal of the Receiving School.

4.8 Kindergarten Flexible Boundary Students who are admitted to the Receiving School shall be notified by the Principal of the Receiving School.

~~3~~5 ~~CONSIDERATIONS~~CONSIDERATIONS

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~~3.1~~5.1 Principals of Receiving Schools must consider the following prior to granting permission for a student to gain admission via Flexible Boundary request:~~Principals must consider the following prior to granting permission for a student to gain admission under the flexible boundary procedure:~~

a) The availability of accommodation within the class(es) ~~of~~ at the ~~school to which application for admittance is being made~~Receiving School. Receiving School Principals ~~will~~ shall approve Flexible Boundary applications only when the addition of Flexible Boundary Students can be accommodated without class reorganization or without the addition of portable classroom facilities.

b) The availability of space within the ~~school~~Receiving School, taking into consideration the short and long-term implications with respect to the potential growth within the ~~school's~~ Receiving School's attendance area and the expected timing of that growth. Receiving School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from ~~the~~ any associated overflow schools prior to accommodating students from outside the ~~school's~~ Receiving School's attendance area.

~~c) The implication on programs, services and enrollment at the Home School.~~

5.2 ~~In cases where Flexible Boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., Policy 24.00).~~In cases where Flexible Boundary admission is being sought for siblings of students already enrolled at the Receiving School, the parent(s) or guardian(s) shall initiate the application for Flexible Boundary for the sibling(s) who is(are) not already enrolled in the Receiving School, as outlined in this GAP. Note that siblings of a student attending a Receiving School are not guaranteed approval to attend that Receiving School.

a) In cases where Flexible Boundary admission is being sought for siblings of students enrolled in a specialty and/or regional program, admission for siblings will adhere to DPCDSB *P-2007 Access to Elementary Regional Programs of Choice*.

~~4 ADMISSION~~

5.3 Permission for admission via Flexible Boundary may be reviewed by the Receiving School Principal at any time. If the Receiving School Principal recommends that the Flexible Boundary admission not continue, they shall consult the corresponding Family of Schools Superintendent.

5.4 Elementary Flexible Boundary Students are not automatically accepted for admission to the secondary school which receives the graduates of the elementary Receiving School. Parent(s) or guardian(s) seeking to enroll their Flexible Boundary Student at the secondary school which receives graduates of the elementary Receiving School shall apply for Flexible Boundary admission the secondary Receiving School.

~~4.1 Permission for flexible boundary may be reviewed by the Principal at any time. If the Principal is recommending that the Flexible Boundary admission not continue, he/she shall consult the Family of Schools Superintendent.~~

~~4.2~~

~~4.3~~5.5 ~~Admission under the~~ Flexible Boundary ~~Procedure~~ admission to Specialist High Skills Majors

Programs at secondary schools shall not be granted to students prior to ~~grade~~ Grade 11.

~~4.4 The student shall be designated as a Flexible Boundary student in Trillium.~~

~~4.5~~

5.6 ~~In secondary schools, w~~Where a boundary change has been instituted or a new ~~secondary~~ school ~~is opening~~opens, students in the attendance area of the new school, as designated by DPCDSB, ~~will~~ shall attend the new school, except as otherwise designated by ~~the Board~~DPCDSB.~~.~~ One exception permitted by DPCDSB is permission for Grade 7 students to remain one more year (i.e., for Grade 8) at the original school to complete their elementary schooling.

a) Where Grade 7 students remain at the original school for one more year to complete their elementary schooling in Grade 8, parents and guardians shall be responsible for transporting these students to and from the original school. Younger siblings of these students shall be required to attend the new school based on the new attendance area.

5.7 A student who attends a Receiving School on a Flexible Boundary and who wishes to enroll in their original Home School will be registered on request, subject to regular DPCDSB admission policies.

ENROLMENT MANAGEMENT STRATEGY:

~~5~~6 ~~ADMISSION:~~ CAPPED AND OVERFLOW ~~(HOST)~~ SCHOOLS~~, SIBLINGS~~

6.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a set ~~an~~ enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:

a) Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).

b) Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.

6.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school~~'s~~ boundary.

6.3 DPCDSB secondary Capped Schools ~~and~~ that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.

6.4 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.

6.5 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the Grade 9 enrolment cap.

6.6 DPCDSB shall identify an Overflow School for each Capped School.

6.7 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.

6.8 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB, as per 3.10 of this GAP.

6.9 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student ~~remain~~remains at the ~~Host School~~Overflow School for the remainder of ~~his/her~~their academic career. This placement may be jointly reviewed by the Principal~~s~~s, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs, and physical space.

~~6.9 In-boundary students who attend an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria.~~

~~ADMISSION: SIBLINGS~~

~~In order to accommodate siblings who may wish to attend the same school, siblings will be considered for admittance to the host school through the Flexible Boundary Procedure. In cases where flexible boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., Policy 24.00)~~

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**2000 STUDENTS**
GAP NUMBER:	**GAP2001**
SUBJECT:	**Admissions: Flexible Boundary Including Capped and Overflow Schools**
REFERENCE:	P-2000 Admissions GAP2000 Registration General Procedures GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs GF076 Request for Flexible Boundary Approval GF077 Flexible Boundary Approval – Elementary GF078 Flexible Boundary Approval – Secondary GF079 Flexible Boundary – Approval Not Granted
EFFECTIVE DATE:	January 1, 1991
AMENDED DATE:	June 2017; June TBD, 2025

"Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these."
Mark 10: 12-17

1 PURPOSE

1.1 In consultation with the Family of Schools Superintendent, a Principal in the Dufferin-Peel Catholic District School Board (DPCDSB) may permit admission to a student in Grades 1 through 12 residing outside the school boundaries under the provisions of this General Administrative Procedure (GAP), if the placement of the student is eligible under the *Education Act* and its associated regulations.

1.2 For students in Kindergarten, admission to a school for students residing outside the school boundary shall proceed according to Section 4 of this GAP.

2 DEFINITIONS

2.1 **Capped School:** A school at which a maximum enrolment per grade has been implemented as an Enrolment Management Strategy (see *GAP8009 Enrolment Management Strategy*) for details related to Capped Schools) to ensure space for programming and student access.

2.2 **Flexible Boundary:** A request and/or approval to attend a DPCDSB school by a student living outside that school's boundaries.

2.3 **Home School:** The neighbourhood DPCDSB school that a student would attend based on their home address.

2.4 **Receiving School:** The DPCDSB school that a student requests to attend on flexible boundary admission despite living outside this school's boundaries.

2.5 **Flexible Boundary Student**: The student attending a DPCDSB school while living outside that school's boundary. This term shall be used in the student information system (SIS).

2.6 **Overflow School**: The school to which students may be directed when enrolment at a local school exceeds the available capacity (e.g., where enrolment exceeds the maximum at a Capped School).

3 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: GRADES 1 THROUGH 12

3.1 Flexible boundary requests for students in Grades 1 through 8 shall be considered three times per year at the following times:

a) mid-May;
b) mid-June;
c) mid-September.

3.2 Flexible boundary requests for students in Grades 9 through 12 shall be considered during the following time periods:

a) prior to May 1 for Semester 1 entry;
b) prior to November 15 for Semester 2 entry.

3.3 Flexible boundary requests received outside of the time periods listed in 3.1, 3.2, and 4.1 of this GAP may be considered on a case-by-case basis, in consultation with the Family of Schools Superintendent(s).

3.4 Application shall be made in writing to the Principal of the Receiving School using *GF 076 Request for Flexible Boundary Approval*. A copy of the student's most recent report card and Individual Education Plan (IEP), if applicable, must be submitted with the GF 076 for programming considerations.

3.5 The Principal of the Receiving School shall contact the Principal of the Home School to discuss the application, and a decision shall be made and conveyed to parent(s) or guardian(s) as soon as possible by the Receiving School Principal.

3.6 Students admitted to the Receiving School via Flexible Boundary shall receive written confirmation using *GF077 Flexible Boundary Approval – Elementary* or *GF078 Flexible Boundary – Secondary*, as applicable to the student's grade.

3.7 Students for whom admission to the Receiving School is not granted shall receive written notice using *GF 079 Flexible Boundary Not Approved*.

3.8 All registration policies and procedures regarding admission of new and existing students apply to students being admitted under this procedure.

3.9 The student shall be designated as a Flexible Boundary student in the SIS.

3.10 Transportation for Flexible Boundary Students is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB.

4 APPLICATION FOR A FLEXIBLE BOUNDARY REQUEST: KINDERGARTEN

4.1 Flexible boundary admissions for Kindergarten students shall occur three times per year at the following times:

c) mid-May;
d) mid-June;
e) mid-September.

4.2 Application shall be made in writing to the Principal of the student's Home School, to request the *GF 076 Request for Flexible Boundary Approval*.

4.3 The parent or guardian shall provide the completed *GF 076 Request for Flexible Boundary Approval* to the Receiving School.

4.4 Where flexible boundary requests are received times outside of those in 4.1, the Family of Schools Superintendent of the Receiving School shall determine whether the request can be approved.

4.5 The Receiving School shall submit the *GF 076 Request for Flexible Boundary Approval* centrally.

4.6 The Planning Department shall determine the number of available Kindergarten spaces for flexible boundary placements at each elementary school and advise Principals and Family of Schools Superintendents of available spaces.

4.7 Based on the available spaces for flexible boundary admissions, the Receiving School shall admit Flexible Boundary Students according to the following considerations:

a) siblings already at the Receiving School;
b) first come, first served;
c) any other consideration deemed appropriate by the Principal of the Receiving School.

4.8 Kindergarten Flexible Boundary Students who are admitted to the Receiving School shall be notified by the Principal of the Receiving School.

5 CONSIDERATIONS

5.1 Principals of Receiving Schools must consider the following prior to granting permission for a student to gain admission via Flexible Boundary request:

a) The availability of accommodation within the class(es) at the Receiving School. Receiving School Principals shall approve Flexible Boundary applications only when the addition of Flexible Boundary Students can be accommodated without class reorganization or without the addition of portable classroom facilities.

b) The availability of space within the Receiving School, taking into consideration the short and long-term implications with respect to the potential growth within the Receiving School's attendance area and the expected timing of that growth. Receiving School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from any associated overflow schools prior to accommodating students from outside the Receiving School's attendance area.

5.2 In cases where Flexible Boundary admission is being sought for siblings of students already enrolled at the Receiving School, the parent(s) or guardian(s) shall initiate the application for Flexible Boundary for the sibling(s) who is(are) not already enrolled in the Receiving School, as outlined in this GAP. Note that siblings of a student attending a Receiving School are not guaranteed approval to attend that Receiving School.

a) In cases where Flexible Boundary admission is being sought for siblings of students enrolled in a specialty and/or regional program, admission for siblings will adhere to DPCDSB *P-2007 Access to Regional Programs of Choice*.

5.3 Permission for admission via Flexible Boundary may be reviewed by the Receiving School Principal at any time. If the Receiving School Principal recommends that the Flexible Boundary admission not continue, they shall consult the corresponding Family of Schools Superintendent.

5.4 Elementary Flexible Boundary Students are not automatically accepted for admission to the secondary school which receives the graduates of the elementary Receiving School. Parent(s) or guardian(s) seeking to enroll their Flexible Boundary Student at the secondary school which receives graduates of the elementary Receiving School shall apply for Flexible Boundary admission the secondary Receiving School.

5.5 Flexible Boundary admission to Specialist High Skills Majors Programs at secondary schools shall not be granted to students prior to Grade 11.

5.6 Where a boundary change has been instituted or a new school opens, students in the attendance area of the new school, as designated by DPCDSB, shall attend the new school, except as otherwise designated by DPCDSB. One exception permitted by DPCDSB is permission for Grade 7 students to remain one more year (i.e., for Grade 8) at the original school to complete their elementary schooling.

a) Where Grade 7 students remain at the original school for one more year to complete their elementary schooling in Grade 8, parents and guardians shall be responsible for transporting these students to and from the original school. Younger siblings of these students shall be required to attend the new school based on the new attendance area.

5.7 A student who attends a Receiving School on a Flexible Boundary and who wishes to enroll in their original Home School will be registered on request, subject to regular DPCDSB admission policies.

6 ENROLMENT MANAGEMENT STRATEGY: CAPPED AND OVERFLOW SCHOOLS

6.1 DPCDSB's Enrolment Management Strategy may require schools to be identified as Capped Schools with a set enrolment number to ensure sufficient space in the school for programming and student access. Enrolment caps shall be implemented as follows:

a) Elementary enrolment caps shall be implemented starting with a maximum enrolment size applied to Junior Kindergarten (i.e., Year 1).

b) Secondary enrolment caps shall be implemented starting with a maximum enrolment size applied to Grade 9.

6.2 DPCDSB secondary Capped Schools shall work to accommodate all in-coming Grade 9 students from DPCDSB feeder schools located within the respective secondary school boundary.

6.3 DPCDSB secondary Capped Schools that have accommodated all incoming Grade 9 students from their local DPCDSB feeder schools shall accommodate, where space permits, Grade 9 students new to DPCDSB and who reside within the respective secondary school boundary.

6.4 Flexible Boundary requests to a Receiving School that is also a Capped School may be approved if that school has not reached its maximum enrolment cap. DPCDSB secondary Capped Schools that have accommodated all in-coming, within boundary Grade 9 students may accommodate Grade 9 Flexible Boundary Students where space permits.

6.5 Flexible Boundary requests may be accommodated in other grades at the Capped School where enrolment space permits. Note that the total number of both in-boundary and Flexible Boundary students permitted in each grade shall not exceed the total students in the Grade 9 enrolment cap.

6.6 DPCDSB shall identify an Overflow School for each Capped School.

6.7 Where the Capped School has reached its maximum enrolment, Flexible Boundary requests shall be directed to the identified Overflow School or back to their Home School.

6.8 In-boundary students who are directed to an Overflow School will be eligible for transportation based on the DPCDSB transportation distance criteria. Transportation of Flexible Boundary Students who are directed to an Overflow School is the responsibility of their parent(s) or guardian(s) and will not be provided by DPCDSB, as per 3.10 of this GAP.

6.9 Once a student has been admitted from a Capped School into an Overflow School, it is expected that the student remains at the Overflow School for the remainder of their academic career. This placement may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent(s), on a case-by-case basis based on programming needs, specific programs, and physical space.

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	2000 STUDENTS
GAP NUMBER:	**GAP2002**
SUBJECT:	**ADMISSIONS: FLEXIBLE BOUNDARY, SECONDARY SCHOOLS INCLUDING OVERFLOW SCHOOLS**
REFERENCE:	P-2000: Admissions GAP2000: Registration: General Procedures GAP2022: Extended French GAP2023: French Immersion **Forms**: GF076 Request for Flexible Boundary Approval; GF078 Flexible Boundary Approval Secondary; GF079 Flexible Boundary – Approval Not Granted – Elementary and Secondary
EFFECTIVE:	January 1, 1991
REVISED/AMENDED	June 2017

"Let the little children come to me and do not hinder them, for the Kingdom of God belongs to such as these." (Mark 10: 12 – 17)

In consultation with the Family of Schools Superintendent, a Principal may permit admission to a student under the provisions of this procedure if the placement of the student is eligible under the *Education Act* and regulations.

1. APPLICATION FOR ADMISSION TO OTHER THAN NEIGHBOURHOOD SCHOOL

a) Application shall be made in writing to the Principal of the neighbourhood school (Home School), with a copy to the Principal of the school to which the student wishes to attend (Host School) using **GF076** Request for Flexible Boundary Approval.

b) The Principals involved shall discuss the application and a decision shall be made and conveyed to parents/guardians as soon as possible by the Home school Principal.

c) All registration policies and procedures regarding admission of new students also applies to students being admitted under this procedure.

d) For students admitted under this procedure, transportation is a parental responsibility and will not be provided by the Board.

e) Students admitted under this procedure shall receive written confirmation using **GF078** Flexible Boundary Approval Secondary.

f) Students for whom admission is not granted under this procedure shall receive written notice using **GF079** Flexible Boundary – Approval Not Granted.

2. CONSIDERATIONS

FOR RESCISSION

Principals must consider the following prior to granting permission for a student to gain admission under the flexible boundary procedure:

a) The availability of accommodation within the class(es) of the school to which application for admittance is being made. School Principals will approve flexible boundary applications only when the addition of flexible boundary students can be accommodated without class reorganization or without the addition of portable classroom facilities.

b) The availability of space within the school, taking into consideration the short and long-term implications with respect to the potential growth within the school's attendance area and the expected timing of that growth. School Principals must provide appropriate space and class sizes to accommodate students from their own school area and/or students from the overflow school prior to accommodating students from outside the school's attendance area.

c) The implication on programs, services and enrollment at the Home School.

d) In cases where flexible boundary admissions are being sought for siblings of students enrolled in a specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., P-2007).

3. ADMISSION

a) Permission for flexible boundary may be reviewed by the Principal at any time. If the Principal is recommending that the Flexible Boundary admission not continue, he/she shall consult the Family of Schools Superintendent.

b) Admission under the Flexible Boundary Procedure to Specialist High Skills Majors Programs shall not be granted to students prior to grade 11.

c) The student shall be designated as a Flexible Boundary student in Trillium.

d) In secondary schools, where a boundary change has been instituted or a new secondary school is opening, students in the attendance area of the new school will attend the new school, except as otherwise designated by the Board.

4. ADMISSION: CAPPED AND OVERFLOW (HOST) SCHOOLS, SIBLINGS

a) Once a student has been admitted from a capped school into an overflow school, it is expected that the student remain at the host school for the remainder of his/her academic career. This may be jointly reviewed by the Principals, in consultation with the Family of Schools Superintendent, on a case-by-case basis based on programming needs, specific programs and physical space.

5. ADMISSION: SIBLINGS

a) In order to accommodate siblings who may wish to attend the same school, siblings will be considered for admittance to the host school through the Flexible Boundary Procedure. In cases where flexible boundary admissions are being sought for siblings of students enrolled in a

FOR RESCISSION

specialty and/or Regional program, admission for siblings will adhere to Board Policy (i.e., P-2007).

FOR RESCISSION

Board By-Law/Policies Review Committee Meeting
June 3, 2025
REVISED POLICY P-2007 ACCESS TO ELEMENTARY REGIONAL PROGRAMS OF CHOICE
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"Make me to know thy ways, O Lord; teach me thy paths.
Lead me in thy truth, and teach me, for thou art the God of my salvation..."
Psalm 25:4-5

BACKGROUND

Each Dufferin-Peel Catholic District School Board (DPCDSB) school delivers the Ontario Curriculum and Catholic education. In addition, DPCDSB offers various limited-enrollment programs of choice, at select schools, for interested students. Through DPCDSB's regular policy review cycle, staff identified policy *P-2007 Access to Elementary Regional Programs of Choice* as requiring revision. This report summarizes these changes.

DISCUSSION

In addition to providing a Catholic education and delivery of the Ontario Curriculum to students at each of its schools, DPCDSB also offers various limited-enrollment programs of choice for students interested in specialized learning opportunities at specific schools. These programs of choice are generally regional programs, with students drawn from across DPCDSB or from within larger clusters of neighbourhood schools. Examples of such programs of choice include:

- language and immersion programs (i.e., Extended French, French Immersion, Byzantine Rite programming);
- International Baccalaureate (IB) programs;
- Advanced Placement (AP) programs;
- regional centres for the arts, sports, or science, technology, engineering, and mathematics (STEM);
- all girls' Catholic secondary school.

During DPCDSB's regular policy review process, staff observed that *Policy P-2007 Access to Elementary Regional Programs of Choice* and its associated General Administrative Procedures (GAPs) governed access to elementary regional programs, namely Extended French, French Immersion, and Catholic Global Learning (i.e., elementary IB). However, staff noted that there was no policy nor GAP addressing the various secondary programs of choice that are available to students in DPCDSB. To remedy this gap in documentation, staff revised P-2007 to be a policy applicable to programs of choice in Kindergarten through Grade 12. Staff recommended renaming P-2007 to *P-2007 Access to Regional Programs of Choice* and made the following revisions:

- listed all regional program types and the grades in which they are offered;

- listed the applicable access processes for each of the core types of secondary regional programs of choice;
- noted that some local programs of choice may be established, in consultation with the appropriate Family of Schools Superintendent, at schools to respond to local needs;
- provided guidance regarding establishing and managing local and regional programs of choice at schools, including those with enrolment caps in place.

CONCLUSION

DPCDSB staff noted during the regular policy review cycle that P-2007 only applied to elementary regional programs of choice, and that there was no analogous policy for secondary programs of choice. To address this gap, staff expanded P-2007 to include information about access to programs of choice for Kindergarten through Grade 12. As a result, staff recommended renaming this policy as *P-2007 Access to Regional Programs of Choice*. Additionally, this expansion of content to include secondary programs of choice also required staff to include guidance regarding establishment and management of such programs in schools, including those with an enrolment cap in place.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY P-2007 ACCESS TO REGIONAL PROGRAMS OF CHOICE* BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools
Laura Odo, Superintendent, Policy, Strategy, Research, Safe Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2007**
SUBJECT:	**Access to Regional ~~Elementary Regional~~ Programs of Choice**
REFERENCE:	GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs
EFFECTIVE DATE:	April 29, 2014
AMENDED DATE:	October 16, 2016; November 17, 2020; October 22, 2024; June TBD, 2025

"And the good news must first be proclaimed to all nations."
Mark 13:10

1. In addition to regular track programming to deliver the Ontario Curriculum and Catholic education at each neighbourhood school, the Dufferin-Peel Catholic District School Board (DPCDSB) offers a variety of limited-enrollment regional programs of choice, at select schools, for interested students.

2. DPCDSB regional programs of choice include the following:

   a) Advanced Placement (AP) programs (Grades 9 through 12)
   b) Extended French (Grades 5 through 12)
   c) French Immersion (Grades 1 through 12)
   d) International Baccalaureate (IB) programs (Kindergarten to Grade 12)
   e) Regional All Girls' Catholic Secondary School (Grades 9 through 12)
   f) Regional Centre for the Arts (Grades 9 through 12)
   g) Regional Sports (Grades 9 through 12)
   h) Regional Science, Technology, Engineering, and Math (STEM) (Grades 9 through 12)
   i) Byzantine Rite~~Ukrainian~~ programming (Kindergarten to Grade 8)

3. The process for accessing **elementary** regional programs of choice ~~must~~shall be equitable for all eligible students within ~~the Dufferin-Peel Catholic District School Board (~~DPCDSB~~)~~'s jurisdiction.

   a) In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.

   ~~a)~~
   ~~b)~~
   ~~c)~~b) If applications received by the advertised deadline exceed the available student spaces allotted to the elementary regional program, a random selection process specific to the elementary regional program will be activated to fill available spaces.

~~d)~~c) All eligible applicants, including siblings of students currently registered in the elementary regional program, will participate in the random selection process.

4. Generally, transportation of students to elementary and secondary regional programs of choice is the responsibility of the parents and guardians. Parents and guardians should consult the DPCDSB website for information about specific programs of interest, including transportation considerations.

~~e) In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.~~

5. The process for accessing **secondary** regional programs of choice varies depending on the program type.

a) Access to secondary **Extended French** and **French Immersion** is based on elementary enrollment in the respective French program. Note that exceptions may be made on a case-by-case basis for students entering DPCDSB in Grade 9 and who have equivalent French language experience but who may not have previously enrolled in Extended French or French Immersion.

b) Access to secondary **IB** programs is via elementary enrollment in an IB program or through other competitive application points in Grade 8 (for the Grade 9 IB preparatory program) and Grade 10 (for the IB Diploma Programme).

c) Access to secondary **AP** programs is via a competitive application process prior to Grade 9 entry. Interested students shall complete an online application which includes submission of the final Grade 7 and most recent Grade 8 report cards.

d) Access to the **Regional All Girls' Catholic Secondary School** is via registration at Holy Name of Mary Catholic Secondary School.

e) Access to secondary **Regional Centres for the Arts** is via a competitive portfolio and/or performance application prior to Grade 9 entry.

f) Access to the secondary **Regional Centre for Sports** is via a competitive application that includes review of learning skills on the Grade 7 report card and Grade 8 progress report, reference letters from teachers, and written reflections from both the applicant and their parent(s) or guardian(s). Access to this program is limited to the number of student spaces available in each sport sector.

g) Access to secondary **Regional STEM** programming is via competitive application prior to Grade 9 entry that includes review of elementary report cards and a written response.

h) In some cases, ~~A~~access to secondary regional programs may be provided to support differing abilities as per a student's IEP. ~~and in consultation with the Superintendent of Special Education and Learning Services, the student's elementary school Principal, and the student's parent(s) or guardian(s).~~

i) Note that Extended French, IB, AP, and Regional Centres for the Arts have boundaries, in which site access is based on the student's residential address and/or elementary feeder school location. Access to regional program sites from outside these boundaries may be considered via flexible boundary request where space permits.

6. Some DPCDSB schools may choose to offer, in consultation with their Family of Schools Superintendent, local programs of choice. Examples include Specialist High-Skills Major programs and enhanced

programming in specific subject areas such as STEM. Access to these local programs is limited to interested students attending the school hosting the local program, based on in-boundary or flexible boundary status, as enrolment space permits.

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7. Note that DPCDSB has an Enrolment Management Strategy that may require schools to be identified as Capped Schools with a maximum enrolment number or "cap" to ensure sufficient space in the school for programming and student access. Where regional or local programs of choice are offered in Capped Schools, enrolment in such programs of choice is included in this overall maximum enrolment cap.

8. Available student spaces in regional or local programs of choice at Capped Schools may be adjusted as needed to ensure all regular track program access for in-boundary students is accommodated within the overall enrolment cap.

9. No new programs of choice shall be added ~~to Capped Schools~~a school without prior consultation with the Planning Department to ensure suitable, long term accommodation needs of the local community can be met.

10. DPCDSB reserves the right to change the location of regional and local programs of choice should regular track enrollment projections require additional space at a regional or local program site.

~~2.~~11. Access to regional programs of choice is available to all students eligible to attend DPCDSB elementary and secondary schools. However, students who are not Canadian citizens nor permanent residents must consult with the DPCDSB Admissions Office prior to proceeding with the regional program application processes listed in sections 3 and 5 of this policy.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2007**
SUBJECT:	**Access to Regional Programs of Choice**
REFERENCE:	GAP2022 Extended French GAP2023 French Immersion GAP2024 Elementary Catholic Global Learning Programs
EFFECTIVE DATE:	April 29, 2014
AMENDED DATE:	October 16, 2016; November 17, 2020; October 22, 2024; June TBD, 2025

"And the good news must first be proclaimed to all nations."
Mark 13:10

1. In addition to regular track programming to deliver the Ontario Curriculum and Catholic education at each neighbourhood school, the Dufferin-Peel Catholic District School Board (DPCDSB) offers a variety of limited-enrollment regional programs of choice, at select schools, for interested students.

2. DPCDSB regional programs of choice include the following:

   a) Advanced Placement (AP) programs (Grades 9 through 12)
   b) Extended French (Grades 5 through 12)
   c) French Immersion (Grades 1 through 12)
   d) International Baccalaureate (IB) programs (Kindergarten to Grade 12)
   e) Regional All Girls' Catholic Secondary School (Grades 9 through 12)
   f) Regional Centre for the Arts (Grades 9 through 12)
   g) Regional Sports (Grades 9 through 12)
   h) Regional Science, Technology, Engineering, and Math (STEM) (Grades 9 through 12)
   i) Byzantine Rite programming (Kindergarten to Grade 8)

3. The process for accessing **elementary** regional programs of choice shall be equitable for all eligible students within DPCDSB's jurisdiction.

   a) In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.

   b) If applications received by the advertised deadline exceed the available student spaces allotted to the elementary regional program, a random selection process specific to the elementary regional program will be activated to fill available spaces.

   c) All eligible applicants, including siblings of students currently registered in the elementary regional program, will participate in the random selection process.

4. Generally, transportation of students to elementary and secondary regional programs of choice is the responsibility of the parents and guardians. Parents and guardians should consult the DPCDSB website for information about specific programs of interest, including transportation considerations.

5. The process for accessing **secondary** regional programs of choice varies depending on the program type.

    a) Access to secondary **Extended French** and **French Immersion** is based on elementary enrollment in the respective French program. Note that exceptions may be made on a case-by-case basis for students entering DPCDSB in Grade 9 and who have equivalent French language experience but who may not have previously enrolled in Extended French or French Immersion.

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    h) In some cases, access to secondary regional programs may be provided to support differing abilities as per a student's IEP.

    i) Note that Extended French, IB, AP, and Regional Centres for the Arts have boundaries, in which site access is based on the student's residential address and/or elementary feeder school location. Access to regional program sites from outside these boundaries may be considered via flexible boundary request where space permits.

6. Some DPCDSB schools may choose to offer, in consultation with their Family of Schools Superintendent, local programs of choice. Examples include Specialist High-Skills Major programs and enhanced programming in specific subject areas such as STEM. Access to these local programs is limited to interested students attending the school hosting the local program, based on in-boundary or flexible boundary status, as enrolment space permits.

DRAFT

7. Note that DPCDSB has an Enrolment Management Strategy that may require schools to be identified as Capped Schools with a maximum enrolment number or “cap” to ensure sufficient space in the school for programming and student access. Where regional or local programs of choice are offered in Capped Schools, enrolment in such programs of choice is included in this overall maximum enrolment cap.

8. Available student spaces in regional or local programs of choice at Capped Schools may be adjusted as needed to ensure all regular track program access for in-boundary students is accommodated within the overall enrolment cap.

9. No new programs of choice shall be added a school without prior consultation with the Planning Department to ensure suitable, long term accommodation needs of the local community can be met.

10. DPCDSB reserves the right to change the location of regional and local programs of choice should regular track enrollment projections require additional space at a regional or local program site.

11. Access to regional programs of choice is available to all students eligible to attend DPCDSB elementary and secondary schools. However, students who are not Canadian citizens nor permanent residents must consult with the DPCDSB Admissions Office prior to proceeding with the regional program application processes listed in sections 3 and 5 of this policy.

DRAFT

Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee Meeting
June 3, 2025
P-2008 STUDENT INSURANCE
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

"I will greatly rejoice in the Lord, my whole being shall exult in my God; for he has clothed me with the garments of salvation, he has covered me with the robe of righteousness…"
Isaiah 61:10

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) recently reviewed, in May 2025, its policies and procedures related to student insurance. This report summarizes the review for P-2008 Student Insurance and GAP2025 Student Insurance.

DISCUSSION

Following a thorough review of the Student Insurance policy and its corresponding General Administrative Procedure (GAP) were found to remain current and effective. As such, no revisions or amendments were deemed necessary at this time.

CONCLUSION

DPCDSB remains committed to the safety and well-being of all students, including those engaged in off-site excursions and extracurricular activities. The recent review confirmed that the policy and GAP are currently relevant, with no changes required at this time.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *POLICY-2008 STUDENT INSURANCE* BE APPROVED.**

Prepared by: Frank Koziarz, Researcher, Policy, Strategy, Research, Safe Schools
Laura Odo, Superintendent, Policy, Strategy, Research, Safe Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**2000 STUDENTS**
GAP NUMBER:	**GAP2025**
SUBJECT:	**Student Insurance**
REFERENCE:	P-2008 Student Insurance GAP4006 Board Insurance Incident Reports GAP3015 Board Insurance – Excursions and Use of Personal Vehicles
EFFECTIVE:	September 1, 1991
REVISED/AMENDED	September 1, 2007; July 31, 2012; January 13, 2014, TBD

"Be joyful in hope, patient in affliction, faithful in prayer."
Romans 12:12

Student Insurance

Recognizing that many parents/guardians may wish to have insurance protection for their children while at school or taking part in school activities, the board will make available to students, as well as parents(s)/guardian(s), insurance plan information. This information will be provided to schools and through the board website.

Under the *Education Act,* Ontario school boards are to "Provide, by contract with an insurer under the *Insurance Act*, accident and life insurance for pupils, the cost of which is to be paid on a voluntary basis by parents or guardians".

As of September 2012, parents/guardians must also acknowledge that they have received a copy of the Student Accident Insurance brochure by signing off on the appropriate forms to:

- acknowledge that the Dufferin-Peel Catholic District School Board does not provide accident or life insurance for students; and
- acknowledge that student/parent/guardian has received a copy of the student accident insurance brochure.

Distribution of Student Accident Insurance Brochure

School Principals will ensure that each student receives a copy of the Student Accident Insurance Brochure and is directed to deliver a copy of the brochure to his or her parent(s) or guardian(s).

At the beginning of each school year, schools are encouraged to promote student accident insurance in general and, in particular, for student athletes and out-of-school excursions when the potential risks increase exponentially.

Student Accident insurance information may be found on the Board website:
https://www.dpcdsb.org/parents/student-accident-insurance

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2008**
SUBJECT:	**Student Insurance**
REFERENCE:	GAP2025: Student Insurance
EFFECTIVE DATE:	March 23, 2004
AMENDED DATE:	February 24, 2015, TBD

"Now faith is confidence in what we hope for and assurance about what we do not see."
Hebrews 11:1

1. The Dufferin-Peel Catholic District School Board takes every precaution to provide a safe learning environment for students. As permitted under the *Education Act*, the Board will arrange for the distribution of a student accident insurance plan for all students, including those who participate in out-of-school excursions and extra-curricular sports activities. The Board does not provide accident insurance coverage for student injuries that occur on school premises or during extra-curricular activities (e.g., athletics, clubs, and field trips). The Board assumes no responsibility for the cost of the plan, applications, premium payments, or claims, nor does the Board receive any remuneration from the approved insurance carrier.

2. Information regarding the approved student accident insurance plan will be made available through the Board's communication sources.

DRAFT

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-2008**
SUBJECT:	**Student Insurance**
REFERENCE:	GAP2025: Student Insurance
EFFECTIVE DATE:	March 23, 2004
AMENDED DATE:	February 24, 2015, TBD

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DRAFT

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**2000 STUDENTS**
GAP NUMBER:	**GAP2025**
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REFERENCE:	P-2008 Student Insurance GAP4006 Board Insurance Incident Reports GAP3015 Board Insurance – Excursions and Use of Personal Vehicles
EFFECTIVE:	September 1, 1991
REVISED/AMENDED	September 1, 2007; July 31, 2012; January 13, 2014, TBD

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Student Insurance

Recognizing that many parents/guardians may wish to have insurance protection for their children while at school or taking part in school activities, the board will make available to students, as well as parents(s)/guardian(s), insurance plan information. This information will be provided to schools and through the board website.

Under the *Education Act,* Ontario school boards are to "Provide, by contract with an insurer under the *Insurance Act*, accident and life insurance for pupils, the cost of which is to be paid on a voluntary basis by parents or guardians".

As of September 2012, parents/guardians must also acknowledge that they have received a copy of the Student Accident Insurance brochure by signing off on the appropriate forms to:

- acknowledge that the Dufferin-Peel Catholic District School Board does not provide accident or life insurance for students; and
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School Principals will ensure that each student receives a copy of the Student Accident Insurance Brochure and is directed to deliver a copy of the brochure to his or her parent(s) or guardian(s).

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Student Accident insurance information may be found on the Board website:
https://www.dpcdsb.org/parents/student-accident-insurance

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Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee
June 3, 2025
REVISED POLICY P-4007 PHYSICAL RESTRAINT
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

"Blessed are the peacemakers, for they will be called children of God."
Matthew 5:9

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) centres the dignity of all learners while creating a faith-filled, safe, caring and inclusive learning environment. DPCDSB staff respond to distress behaviour with supportive approaches, prioritizing prevention and early intervention strategies. Sometimes when there is imminent risk, and only when absolutely necessary, physical supports are also used. To guide staff regarding physical supports, DPCDSB developed policy *P-4007 Physical Restraint*. Recently staff have reviewed and updated P-4007.

DISCUSSION

DPCDSB staff have reviewed and updated *P-4007 Physical Restraint*, and an associated General Administrative Procedure (GAP), *GAP4009 Physical Restraint*. Updates to the policy and GAP include renaming both documents to have the title "*De-escalation and Safety Interventions*" which more accurately reflects the content of the policy and GAP. Additional changes to the policy and GAP include clarifying DPCDSB's approach and decision-making process to de-escalate situations, as well as strategies that may be used as well as training. Original versions of *P-4007 Physical Restraint*, and *GAP4009 Physical Restraint* as well as revised versions are provided for review.

CONCLUSION

Policy P-4007 and GAP4009 have been updated with new names, to more accurately reflect their content, as well as clarifying DPCDSB's approach and decision-making process regarding de-escalating situations.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, *REVISED POLICY P-4007 PHYSICAL RESTRAINT*, BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Jason Boily, Principal, Human Resources
Brad Kipfer, Researcher, Policy, Strategy, Research and Safe Schools
Christiane Kyte, General Manager of Clinical Services and Special Education
Laura Odo, Superintendent of Policy, Strategy, Research and Safe Schools

Submitted by: Marianne Mazzorato, Ed.D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
Policy Number:	**P-4007**
Subject:	~~**Physical Restraint**~~**De-escalation and Safety Interventions**
Reference:	P-4002: Health and Safety GAP4009: De-escalation and Safety Interventions~~Physical Restraint~~
Effective Date:	(386) July 19, 1994
Amended Date:	(124) Revised April 29, 2014; June 2025

"Blessed are the peacemakers, for they will be called children of God."

Matthew 5:9

1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) centres the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students.

~~1.~~2. DPCDSB recognizes that all behaviour is a form of communication. Staff mitigates risks to individuals by ensuring that compassionate, proportionate and reasonable interventions are used to support individuals in distress. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

~~2. a range of approaches and supports are utilized by staff to support and engage all learners. Where challenging behaviours exist with an individual student and safety within a learning environment is compromised and/or the safety and well-being of self and/or others is at risk, a range of prevention and intervention strategies may be deployed, including physical restraint. *~~

3. DPCDSB responds to distress behaviour with supportive approaches, prioritizing prevention and early intervention strategies.

4. Safety interventions including ~~Physical~~ physical ~~restraint~~ supports ~~is~~ are to be implemented~~utilized~~ only ~~judiciously~~ out of necessity, when there is imminent risk of harm ~~and only as a last resort~~, as a last resort, and when there is no alternative. ~~when all other attempts to calm escalating behaviours have been unsuccessful.~~

~~3.~~5. DPCDSB works to provide the highest level of staff training in de-escalation to support the goals articulated in the DPCDSB Multi-Year Strategic Plan and the Catholic Board Improvement Learning Cycle as well as the DPCDSB Health and Safety Policy P-4002.

Draft

~~* For the purpose of this policy, "physical restraint" refers to the use of physical intervention, by trained staff, intended to hold a person immobile and limit a person's movement.~~

Draft

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
Policy Number:	**P-4007**
Subject:	**De-escalation and Safety Interventions**
Reference:	P-4002: Health and Safety GAP4009: De-escalation and Safety Interventions
Effective Date:	(386) July 19, 1994
Amended Date:	(124) Revised April 29, 2014; June 2025

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2. DPCDSB recognizes that all behaviour is a form of communication. Staff mitigates risks to individuals by ensuring that compassionate, proportionate and reasonable interventions are used to support individuals in distress. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

3. DPCDSB responds to distress behaviour with supportive approaches, prioritizing prevention and early intervention strategies.

4. Safety interventions including physical supports are to be implemented only out of necessity, when there is imminent risk of harm, as a last resort, and when there is no alternative.

5. DPCDSB works to provide the highest level of staff training in de-escalation to support the goals articulated in the DPCDSB Multi-Year Strategic Plan and the Catholic Board Improvement Learning Cycle as well as the DPCDSB Health and Safety Policy P-4002.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4009**
SUBJECT:	**De-escalation and Safety Interventions~~Physical Restraint~~**
REFERENCE:	P-4007: De-escalation and Safety Interventions~~Physical Restraint~~ Guideline GF 044: Physical Restraint Incident Report
EFFECTIVE:	September 01, 1994
REVISED/AMENDED	January 2013; June 2025

1. INTRODUCTION

1.1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) ~~centres~~centers the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students.~~The safety of all members of the school community and the school environment are protected under the *Education Act* and Regulations and the Board's Mission Statement, policies and procedures. The policy on physical restraint is intended to state the Board's position with regard to the necessity of restricting a student's movements in order to ensure such safety.~~

1.2. The following procedures are intended to ensure these objectives are met.

1.3. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

~~The General Administrative Procedure provides guidelines in the use of physical restraint. These guidelines are intended to be used with all students requiring restraint, including those with special needs. It is important to underline that physical restraint is the last and most restrictive procedure in a hierarchy of strategies and that it is only to be used as a last resort, when any other less intrusive interventions that may be appropriate have been first considered or tried.~~

~~Any employee may encounter a situation where physical restraint may be necessary. This may be as a part of a planned behaviour program for a student with special needs or it may arise in response to a crisis situation, with no opportunity to plan. The decision to utilize physical restraint relies on the professional judgement and sense of confidence of staff members.~~

~~The following procedures will outline the guidelines that are necessary in using physical restraint. They are also intended to be used within the requirements of the Education Act and its Regulations, Board Policy and procedures, and any other pertinent legislation.* Students are required, under the Education Act (Reg. 262), to accept such discipline as would be exercised by a "kind, firm and judicious parent". Principals and teachers, in turn, are required to maintain order and discipline in the schools and classrooms. The Physical Restraint Policy and guidelines are intended to ensure these objectives are met. conform to these legal requirements while at the same time to maintain a focus on correcting the behaviour and educating the student in more acceptable alternatives.~~

~~As caring adults acting in place of parents, educators have a duty to recognize and respond to~~

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~~risk behaviour to protect the safety and well-being of all students.~~

2. ~~CRISIS PREVENTION~~SUPPORTIVE APPROACHES TO RESPOND TO DISTRESS BEHAVIOUR

2.1. DPCDSB employs the following evidence-informed progression of intervention approaches that centres the dignity of all learners.

3. Decision Making

3.1. When responding to distress behavior staff must employ appropriate decision making and discernment to ensure the response to the behavior is compassionate, proportionate and reasonable, and aligned to current de-escalation training provided to staff.

3.2. **Prevention and Early Intervention**

3.2.1. Build **positive, trusting relationships** with students.

3.2.2. Understand and respond to **early signs of distress** or escalation ~~(Anxiety phase).~~

3.2.3. Use **supportive strategies** such as calm tone, active listening, offering choices, and providing space.

3.2.4. Implement consistent routines and reasonable expectations.

3.2.5. Ensure environment is suited to meet student needs and utilize environmental prevention strategies.

3.2.6. Apply individualized strategies from **~~student~~ Safety and Support plan if applicable.~~safety or behavior support plans~~.**

3.3. **~~De-escalation (~~Verbal Intervention Skills ~~)~~**

3.2.1. Respond to escalating behavior with **non-threatening verbal ~~techniques~~approaches**, including:

- Setting clear, respectful limits
- Acknowledging student concerns
- Offering time and space
- Avoiding power struggles
- Ensuring **staff presence is supportive**, not confrontational.
- Applying individualized Verbal Intervention Strategies from **Safety and Support plan- if applicable.**

3.4. **~~4.3~~ Disengagement Skills**

3.4.1. Disengagement Skills are used to:

- Protect staff and individuals from harm during a physical crisis.

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- Provide safe and respectful ways to disengage from dangerous behavior.
- Minimize risk of injury to all parties.

3.4.2. Apply individualized Disengagement Strategies from Safety and Support plan if applicable.

~~**Disengagement Skills are used to:**~~

~~**Protect staff and individuals from harm during a physical crisis.**~~

~~**Provide safe and respectful ways to disengage from dangerous behavior.**~~

~~**Minimize risk of injury to all parties.**~~

~~Apply individualized Disengagement Strategies from Safety and Support plan if applicable.~~

3.5. ~~4.4~~ Holding Skills

3.5.1. ~~**(Skills s**~~A physical hold may be used **only when all less intrusive methods have failed** and/or the student poses **an immediate risk of harm** to self or others.

~~• **Only staff trained in CPI physical intervention techniques** may apply a hold.~~

3.5.2. The intervention must be:

- Proportionate to the level of risk
- Implemented with the least amount of force necessary
- Discontinued as soon as the risk has passed

3.5.3. Holding skills should be used by trained staff.

3.5.4. Staff who have not received Holding Skills training may support a trained staff member in utilizing the skills.

4. After an Incident – Documentation and Debriefing

4.1. GF 044 **(Physical Intervention Incident Report)** must be completed ~~immediately~~ following any physical hold.

~~• Submit the form to the school principal and designated central office staff within **24 hours**.~~

4.2. ~~Conduct a~~A **debriefing with staff and the student**, when appropriate should be complete~~,~~ to:

- Promote learning and recovery
- Adjust behavior strategies ~~if needed~~and update the Safety and Support plan as needed.
- Prevent future incidents

5. Responsibilities

5.1. **Student**s: Follows the Catholic Code of Conduct, provide student voice in the development of safety and support plans as required, participate in the post incident debrief as appropriate.

5.2. **Staff:** Must follow ~~CPI strategies~~their de-escalation training, implement and follow safety and support plans as required, act in good faith, and document any physical interventions using the GF 44 form.

~~1.1.~~ **Principals:** Must e~~E~~nsure staff ~~are CPI~~ have received required ~~trained~~de-escalation training, monitor ~~compliance~~appropriate implementation, review and implement safety and support plans as required, communicate/consult with parent/guardian, review GF 44 forms, and support post-incident debriefs.

5.3.

5.4. ~~**Board Administration**~~**Central DPCDSB Staff:** Maintain records, provide ~~CPI~~ training opportunities, and support continuous improvement in behavior management.

5.5. ~~•~~ **Parents**: Participate in parent teacher conferences and in the development of safety and support plans. (Note: Safety and Support Plans are finalized under the direction of the Principal.)

6. Related Documents and Resources

6.1. GF 044 **– Physical Restraint Incident Report Form**

6.1.1. Student Support ~~and~~Plan Guideline

~~Support Plan Guidleine/ Individual Education Plans (IEPs)~~

~~• CPI Nonviolent Crisis Intervention® Training Materials~~

~~• [Insert School Board Policy Number] – Safe and Caring Schools~~

~~A key concept in response management is prevention. In order to reduce the need to use physical restraint, it is necessary to prevent the escalation of behaviour challenges to the crisis stage. To achieve this, a number of preventative strategies have been shown to be effective.~~

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Strategies

There are available a wide range of non-intrusive strategies to try initially. These strategies may include such things as:

Active listening	Restructuring the environment
Encouragement	Relaxation training
Problem-solving	Modeling
Clarifying expectations	Social skills training
Behaviour modification strategies	Conferencing
Cognitive behaviour intervention	"planned ignore" strategies
Peer mediation	Providing focussed choices

STAFF TRAINING AND TEAM APPROACH

Staff training for crisis prevention emphasizes training in non-verbal and verbal intervention techniques as well as training in physical restraint techniques. Examples of non-verbal techniques include the effective use of proximity or personal space, and body language. Verbal strategies involve the use of voice tone and volume, rate of speech, active listening, and the use of appropriate language. Physical intervention strategies include restraint and transport techniques. The greatest emphasis is placed on the effective use of the non-verbal and verbal in strategies defusing the crisis. The planned physical intervention strategies are the most restrictive procedure in the hierarchy of strategies and only used as part of a safety plan and if absolutely necessary. Advanced in-service training includes instructor certification.

In implementing a planned physical restraint procedure, a team approach is preferred. A team would consist of two or more people, at least one of whom would be trained. This approach would enhance the safety of all concerned and would provide added support in the event of legal concerns. In addition, it would allow for some flexibility in supervising other students in the vicinity. The implementation plan for Crisis Prevention Training (CPI) is coordinated annually by the Health and Safety Department.

***See Appendix A**

Parent/Guardian Involvement

When physical restraint is used, the parents or guardians of children under 18 who have been restrained should be made aware of, and have access to,

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~~documentation around the incident. For students who are 18 or over, their permission is needed prior to parental/guardian access to documentation.~~

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INTERVENTION

Safety First

- Physical restraint will only be used when the care, welfare, security and safety of the student, the safety of others, or the safety of the environment areendangered.
- It is imperative that physical restraint be used in such a way that the risk of injury is minimized.
- In applying physical restraint in a safe manner, the force used should not exceed what is reasonable under the circumstances.

Judgement

Aside from a policy, the decision to use planned physical restraint is a matter of individual professional judgment. In making the decision about whether or not to use restraint, the following factors may be relevant:

- Power balance (size, age, status, strength, gender)
- Availability of support
- Previous history of student (abuse, special needs)
- Staff in-service training, confidence and willingness
- Relationship to student

Guidelines for Using Planned Physical Restraint

When preventative strategies have not contained the crisis, planned physical restraint may be necessary. The following steps illustrate the principle of using strategies that proceed from least intrusive to most intrusive:

- Non-verbal and/or verbal request of student to stop or alter his/herbehaviour
- Non-verbal and/or verbal request of student and/or others to leave thesituation
- Planned Physical restraint

Planned and Unplanned Use of Restraint

Planned

Physical restraint may be necessary as a component in a behaviour plan for any student which may include a student with special needs. In this case, physical restraint should be considered to be the last resort in a hierarchy of behaviour management strategies used with that student. The safety plan should clearly outline the purpose of the restraint and the conditions of its use. Parents/guardians should be fully aware of the possibility of restraint being used and the in-service training that staff have undergone.

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Unplanned

Unforeseen crisis may arise that require the use of physical restraint. Staff professional judgement will govern responses in these situations.

Follow-up

Effective procedures following restraint should include:

- Review of crisis and follow-up discussion with all those involved as well as parents/guardians, administrators and other relevant individuals
- Evaluation of the school response to the situation
- Evaluation of the effectiveness of the student's behaviour plan (ifapplicable)
- Further planning as appropriate

ADMINISTRATIVE PROCEDURES

Documentation

Documenting the use of physical restraint is necessary for both planning and accountability. The Physical Restraint Incident Report Form (GF 044) should be submitted to the Principal within 24 hours of the incident, the original of which is to be filed in the student's Ontario Student Record (OSR). A duplicate copy is to be maintained by the administrator for the purpose of review (see Review Process below).

A reporting form should be completed for each incident of physical restraint, unless this information is collected as part of a student's individual behaviour/safety plan. In this case, the student's safety plan should include the incidence of restraint and the circumstances surrounding its use.

Parents/guardians and adult students should be made aware of the restraint documentation and this should be provided on request.

Review Process

Due to the intrusive nature of physical restraint, periodic review and evaluation of its use is necessary. This review process should examine:

- Adherence to General Administrative Procedures
- Incidence
- Reasons for using restraint
- Statistics on students restrained (age, grade, type of class, gender)

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APPENDIX A

DOCUMENTS PERTAINING TO PHYSICAL RESTRAINT

Education Act and Regulations: Section 23, 235, 236
Regulation 262: Sections 12, 21, 23

Board Policies, Regulations and Procedures:

- Mission Statement, Introduction to General Administrative Procedures – (GAP)
- Assaults – GAP4017
- Safety of Pupils – GAP4031
- Lockdown, Hold and Secure – GAP4018
- Transportation of Pupils – Policy and Regulation P-2010
- Trespass to Property Act – P-8006 & GAP8009
- Catholic Code of Conduct, P-0002; GAP2012

Canadian Charter of Rights and Freedoms

Ontario Human rights Code

Criminal Code (Sect. 43)

Ontario Child and Family Services Act

Ontario Statutory Powers Procedure Act

Trespass to Property Act

Canadian Constitution Act

Youth Criminal Justice Act

Occupational Health and Safety Act

Workplace Safety and Insurance Act

Freedom of Information and Protection of Privacy Act

Incident Investigation Report GF 390

SEE GF044,

PHYSICAL RESTRAINT INCIDENT REPORT FORM

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	**4000 HEALTH AND SAFETY**
GAP NUMBER:	**GAP4009**
SUBJECT:	**De-escalation and Safety Interventions**
REFERENCE:	P-4007: De-escalation and Safety Interventions Guideline GF 044: Physical Restraint Incident Report
EFFECTIVE:	September 01, 1994
REVISED/AMENDED	January 2013; June 2025

1. INTRODUCTION

1.1. In the creation of a school-wide faith-filled, safe, caring and inclusive learning environment, the Dufferin-Peel Catholic District School Board (DPCDSB) centers the dignity of all learners. All employees of DPCDSB are collectively responsible for the care, welfare and safety of staff and students.

1.2. The following procedures are intended to ensure these objectives are met.

1.3. As caring adults acting in place of parents, educators have a duty to recognize and respond to risk behaviour to protect the safety and well-being of all students.

2. SUPPORTIVE APPROACHES TO RESPOND TO DISTRESS BEHAVIOUR

2.1. DPCDSB employs the following evidence-informed progression of intervention approaches that centres the dignity of all learners.

3. Decision Making

3.1. When responding to distress behavior staff must employ appropriate decision making and discernment to ensure the response to the behavior is compassionate, proportionate and reasonable, and aligned to current de-escalation training provided to staff.

3.2. **Prevention and Early Intervention**

3.2.1. Build **positive, trusting relationships** with students.

3.2.2. Understand and respond to **early signs of distress** or escalation

3.2.3. Use **supportive strategies** such as calm tone, active listening, offering choices, and providing space.

3.2.4. Implement consistent routines and reasonable expectations.

3.2.5. Ensure environment is suited to meet student needs and utilize environmental prevention strategies.

3.2.6. Apply individualized strategies from **Safety and Support plan if applicable.**

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3.3. **Verbal Intervention Skills**

3.2.1. Respond to escalating behavior with **non-threatening verbal approaches**, including:

- Setting clear, respectful limits
- Acknowledging student concerns
- Offering time and space
- Avoiding power struggles
- Ensuring **staff presence is supportive**, not confrontational.
- Applying individualized Verbal Intervention Strategies from **Safety and Support plan if applicable.**

3.4. **Disengagement Skills**

3.4.1. Disengagement Skills are used to:

- Protect staff and individuals from harm during a physical crisis.
- Provide safe and respectful ways to disengage from dangerous behavior.
- Minimize risk of injury to all parties.

3.4.2. Apply individualized Disengagement Strategies from Safety and Support plan if applicable.

3.5. Holding Skills

3.5.1. A physical hold may be used **only when all less intrusive methods have failed** and/or the student poses **an immediate risk of harm** to self or others.

3.5.2. The intervention must be:

- Proportionate to the level of risk
- Implemented with the least amount of force necessary
- Discontinued as soon as the risk has passed

3.5.3. Holding skills should be used by trained staff.

3.5.4. Staff who have not received Holding Skills training may support a trained staff member in utilizing the skills.

4. **<u>After an Incident – Documentation and Debriefing</u>**

4.1. GF 044 **(Physical Intervention Incident Report)** must be completed following any physical hold.

4.2. A **debriefing with staff and the student**, when appropriate should be complete to:

- Promote learning and recovery
- Adjust behavior strategies and update the Safety and Support plan as needed.
- Prevent future incidents

5. **<u>Responsibilities</u>**

5.1. **Student**s: Follows the Catholic Code of Conduct, provide student voice in the development of

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safety and support plans as required, participate in the post incident debrief as appropriate.

5.2. **Staff:** Must follow their de-escalation training, implement and follow safety and support plans as required, act in good faith, and document any physical interventions using the GF 44 form.

5.3. **Principals:** Must ensure staff have received required de-escalation training, monitor appropriate implementation, review and implement safety and support plans as required, communicate/consult with parent/guardian, review GF 44 forms, and support post-incident debriefs.

5.4. **Central DPCDSB Staff:** Maintain records, provide training opportunities, and support continuous improvement in behavior management.

5.5. **Parents**: Participate in parent teacher conferences and in the development of safety and support plans. (Note: Safety and Support Plans are finalized under the direction of the Principal.)

6. Related Documents and Resources

6.1. GF 044 **– Physical Restraint Incident Report Form**

6.1.1. Student Support Plan Guideline

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Dufferin-Peel Catholic District School Board

Board By-Law/Policies Review Committee
June 3, 2025
REVISED POLICY P-6002 CATHOLIC SCHOOL COUNCILS
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
- 1 Corinthians 12:12, 27

BACKGROUND

The Central Committee for Catholic School Councils (CCCSC) was established with goal of encouraging and promoting parent involvement within Catholic schools. For many years, the CCCSC has provided support to Catholic School Councils (CSC) to support effective and successful CSCs at each school. To ensure proper and appropriate governance of the CCCSC, the Dufferin-Peel Catholic District School Board (DPCDSB) has created and maintained *CCCSC Procedural By-Laws*. To ensure that current practices and procedures are reflected in the by-laws, *CCCSC Procedural By-Laws,* which are associated with Policy *P-6002 Catholic School Councils*, have been reviewed and updated.

DISCUSSION

DPCDSB staff have updated *CCCSC Procedural By-Laws* to ensure that recent changes to DPCDSB CSC policies and procedures are reflected in the by-laws. In addition to general formatting updates, some specific updates include procedures relating to finance, CSC composition, and explicitly stating that no part of CSC meetings may be held in-camera. Original versions of *CCCSC Procedural By-Laws*, as well as revised versions are provided for review.

CONCLUSION

CCCSC Procedural By-Laws have been updated to reflect current procedures relating to finance, CSC composition, and explicitly stating that no part of CSC meetings may be held in-camera.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, *REVISED POLICY P-6002 CATHOLIC SCHOOL COUNCILS*, BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Brad Kipfer, Researcher, Policy, Strategy, Research and Safe Schools
Drago Radic, Superintendent of Education, Mississauga South Family of Schools

Submitted by: Marianne Mazzorato, Ed. D., Director of Education

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-6002**
SUBJECT:	**Catholic School Councils**
REFERENCE:	Regulation 612/00 Regulation 298 P-7003: Fundraising and Donations P-2006: Dress Code and School Uniforms *General Administrative Procedures:* GAP6003: Fundraising and Donations GAP6004: Administration of School Council Funds GAP2012: Catholic Code of Conduct GAP2009: Secondary School Uniforms GAP6005: Catholic School Councils DPCDSB Catholic School Council Procedures and Resources
EFFECTIVE DATE:	August 20, 1996
AMENDED DATE:	August 28, 2001; April 26, 2011; February 24, 2015; August 2021; May 2022; October 2022; October 2024; June 2025

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

In this policy:

"board" refers to the Dufferin-Peel Catholic District School Board (DPCDSB);
"parent" includes a guardian as defined in section 1 of the *Education Act* (i.e. a person who has lawful custody of a child, other than the parent of the child);
"parent member" means a member of the Catholic School Council who is elected to the council in accordance with Regulation 612/00, or who fills a vacancy created when a parent member ceases to hold office, and is an English Separate School Elector or the spouse of an English Separate School Elector.
"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and is the child of an English Separate School Elector.

1. CATHOLIC SCHOOL COUNCILS

1.1. Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

1.2. is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the *Education Act*, the regulations there under, and the policies and procedures of the board.

2. PURPOSE

2.1. The purpose of Catholic School Councils is, through the active participation of parents to:

a) promote the mission, vision and values of the board;
b) support the sacramental life and Catholic practices of the board;
c) promote and support co-operation and communication with the local parish and OAPCE;
d) be faithful to its mission;
e) improve student well-being and achievement and;
f) enhance the accountability of the education system to parents.

2.2. A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

3. COMPOSITION

3.1. Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.

3.2. The Catholic School Council shall be composed of the following people:

a) parent members,
b) The principal of the school,
c) One teacher who is employed at the school, other than the principal or vice-principal,
d) One person who is employed at the school, other than the principal, vice-principal or any other teacher,
e) In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector,
f) In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),

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g) One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
h) One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).

3.3. The majority of members shall be parent members.

3.4. The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

4. CONSULTATION

4.1. Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

4.2. Consultation by School Principal

a) In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:
   i. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

      a) a local code of conduct governing the behaviour of all persons in the school, and
      b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

   ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

      a) a local code of conduct governing the behaviour of all persons in the school, and
      b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

   iii. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

b) Subsection 4.2 does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

5. DUTIES OF PRINCIPALS

5.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.

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5.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:

a) put motions forward; and
b) approve motions, minutes, and agendas; and
c) nominate, participate, and vote in a Council election.

5.3. Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
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c) promote and support co-operation and communication with the local parish and OAPCE;
d) be faithful to its mission;
e) improve student well-being and achievement and;
f) enhance the accountability of the education system to parents.

2.2. A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

3. COMPOSITION

3.1. Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.

3.2. The Catholic School Council shall be composed of the following people:

a) parent members,
b) The principal of the school,
c) One teacher who is employed at the school, other than the principal or vice-principal,
d) One person who is employed at the school, other than the principal, vice-principal or any other teacher,
e) In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector,
f) In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),

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g) One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
h) One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).

3.3. The majority of members shall be parent members.

3.4. The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

4. CONSULTATION

4.1. Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

4.2. Consultation by School Principal

a) In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:
   i. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

      a) a local code of conduct governing the behaviour of all persons in the school, and
      b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

   ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

      a) a local code of conduct governing the behaviour of all persons in the school, and
      b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

   iii. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

b) Subsection 4.2 does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

5. DUTIES OF PRINCIPALS

5.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.

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5.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:

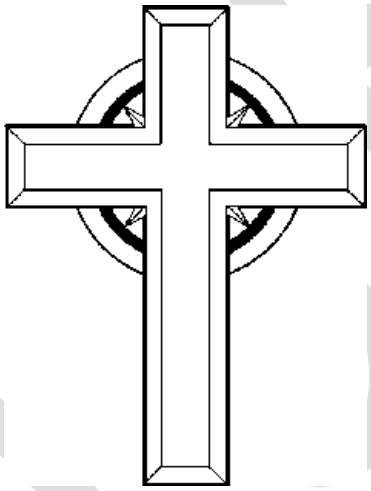
a) put motions forward; and
b) approve motions, minutes, and agendas; and
c) nominate, participate, and vote in a Council election.

5.3. Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.

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Section 1

SERVING FAMILIES IN THE LOVE OF CHRIST



"All who believed were together and had all things in common…and day by day the Lord added to their number."

Acts 2:44-47

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

CATHOLIC SCHOOL COUNCILS – SERVING FAMILIES IN THE LOVE OF CHRIST 2
PURPOSE 2
POLICY 2
ESTABLISHMENT 2
DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD 3
VALUES STATEMENT 3
MISSION STATEMENT 4
VISION STATEMENT 4
CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS 5
MISSION STATEMENT 5

Draft

SECTION 1: CATHOLIC SCHOOL COUNCILS – SERVING FAMILIES IN THE LOVE OF CHRIST

Catholic School Councils are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith. Council members have the opportunity to influence that path on which children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school.

In keeping with the inspirational model of the very first Christian communities of believers, Catholic School Councils rely on the presence and the guidance of the Holy Spirit to reveal and to mobilize the diverse gifts and talents of all community members. Prayer, fellowship and open deliberation in combination can assure all members that they have a role to play and that their contributions will be valued.

PURPOSE

The purpose of a Catholic School Council is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

A Catholic School Council's primary means of achieving its purpose is by making recommendations, in accordance with the policy and regulation, to the principal of the school and to the Dufferin-Peel Catholic District School Board.

POLICY

The Catholic School Council is established by Board Policy ~~4.01~~P-6002, in accordance with Ministry of Education Regulations 612/00 and 298. Catholic School Councils shall promote the vision and values and the sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board, and be faithful to its mission.

ESTABLISHMENT

It is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the Education Act, the regulations thereunder, and the policies and regulations of the Board.

"At this time in the evolution of education in Ontario, it is essential that Catholic School Councils recognize the religious dimension of their call to service, and that they be fully committed to the preservation of a Christ-centred system of education."
(Council of Ontario Separate Schools, 1995)

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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

VALUES, MISSION & VISION STATEMENTS OF THE BOARD

The Values, Mission and Vision statements of the Board (see below) were developed by trustees, teachers, parents/guardians and pastors. These statements clearly articulate the strong commitment of all parties to a Catholic philosophy of, and practice in, education.
Catholic School Councils have a special responsibility to keep this purpose foremost in all of their deliberations and activities.

VALUES STATEMENT

We believe:

- that our Catholic faith, as expressed through gospel values, is the driving force in our community of learners,
- that our Board strives to be a Christ-centred system where all may work and learn in a supportive, meaningful and respect-filled environment,
- that the parishes and schools are visible expressions of our Catholic faith community,
- that parents/guardians, as the primary educators, should be active partners in their child's learning,
- that education is a continuous growth process which fosters a love of learning,
- that all partners in our Catholic school system are responsible for providing a safe, caring, learning environment for our students,
- that, through the active process of Catholic education, learners can grow~~n~~ in faith and become literate problem solvers and decision makers who contribute to the common good,
- that each individual within the community has a continual obligation to learn and grow spiritually, emotionally, intellectually, morally and socially to better serve one another and the greater society,
- that as good stewards, members of our Catholic school system have an obligation to make responsible use of all the resources available to them.

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MISSION STATEMENT

Disciples of Christ, nurturing mind, body, and soul to the fullness of life.~~The~~

VISION STATEMENT

Changing the world through Catholic education.~~The vision of the Dufferin-Peel Catholic District School Board is to:~~

1. ~~define, promote, teach and practice Catholic faith life and education in our schools in co-operation with our parishes,~~
2. ~~collaborate with family and the Church in the clarification and definition of expectations of spiritual, intellectual, aesthetic, emotional, social and physical capabilities of students upon exit from our system,~~
3. ~~strive to meet individual student needs through appropriate and effective program delivery and evaluation,~~
4. ~~fund essential services and programs in a fiscally responsible manner,~~
5. ~~encourage open and continuous dialogue and increased involvement among all our partners in education by promoting openness to all operations and accountabilities,~~
6. ~~ensure a safe, caring and enjoyable learning and working environment for all.~~

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CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS

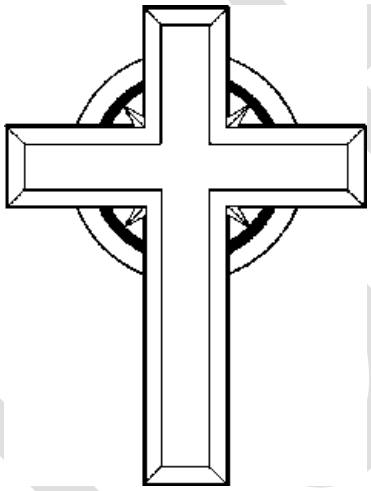
MISSION STATEMENT

The mission of the Central Committee for Catholic School Councils, an organization dedicated to the preservation and promotion of Catholic Education, is to foster open communication and engage parental involvement at all levels. Through training programs and a strong focus on serving families in the love of Christ, the Central Committee provides a network for local school councils to share ideas, enrich the educational environment and reach our common goal; ~~.....~~ t~~T~~he betterment of Catholic education in Ontario.

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SERVING FAMILIES IN THE LOVE OF CHRIST



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Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

SECTION 1: CATHOLIC SCHOOL COUNCILS – SERVING FAMILIES IN THE LOVE OF CHRIST 2
PURPOSE 2
POLICY 2
ESTABLISHMENT 2
DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD 4
VALUES STATEMENT 4
MISSION STATEMENT 5
VISION STATEMENT 5
CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS 6
MISSION STATEMENT 6

Draft

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Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

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Changing the world through Catholic education.

Draft

CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS

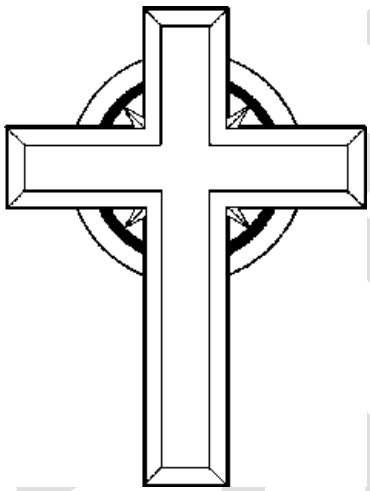
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Draft

Section 2

CATHOLIC EDUCATION



"Catholic education is a unique gift from God, nurture it and do not be afraid to promote our faith."

His Eminence, Thomas Cardinal Collins

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

CATHOLIC EDUCATION 42

INTRODUCTION 42

THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO 53

CATHOLIC EDUCATION IN DUFFERIN-PEEL 169

INTRODUCTION 169

Excerpts 169

Challenges 1910

An Integrated Faith 2012

Trustees 2112

Administration 2113

Student Growth 2314

Changing Boundaries and Demographics 2314

Schools 2514

School Staff 2515

Expanding Program Choices 2716

Faith Formation 2917

AN ASSESSMENT OF A GREAT WORK IN PROGRESS 3219

FOUR REASONS WHY WE NEED CATHOLIC EDUCATION 3219

THREE IMMEDIATE CONCERNS TO ADDRESS 3320

TWO DEVELOPMENTS IN CATHOLIC EDUCATION AS A WORK IN PROGRESS 3520

ONE PRIORITY 3521

"SCHOOLS TO BELIEVE IN – THE DIFFERENCE WE MAKE" 3722

SISTER CLARE FITZGERALD TO THE CATHOLIC EDUCATION 4024

COMMUNITY IN RENFREW, ONTARIO NOVEMBER, 1999. 4024

CATHOLIC SCHOOL VALUES 4226

~~**CATHOLIC EDUCATION** ..... 1~~

~~**CATHOLIC EDUCATION** ..... 2~~

~~INTRODUCTION ..... 2~~

~~THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO ..... 3~~

Draft

~~CATHOLIC EDUCATION IN DUFFERIN-PEEL ..... 9~~
~~INTRODUCTION ..... 9~~
~~Excerpts ..... 9~~
~~Challenges ..... 10~~
~~An Integrated Faith ..... 12~~
~~Trustees ..... 12~~
~~Administration ..... 13~~
~~Student Growth ..... 14~~
~~Changing Boundaries and Demographics ..... 14~~
~~Schools ..... 14~~
~~School Staff ..... 15~~
~~Expanding Program Choices ..... 16~~
~~Faith Formation ..... 17~~
~~AN ASSESSMENT OF A GREAT WORK IN PROGRESS ..... 19~~
~~FOUR REASONS WHY WE NEED CATHOLIC EDUCATION ..... 19~~
~~THREE IMMEDIATE CONCERNS TO ADDRESS ..... 20~~

~~CATHOLIC EDUCATION ..... 2~~
~~INTRODUCTION ..... 2~~
~~THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO ..... 3~~
~~CATHOLIC EDUCATION IN DUFFERIN-PEEL ..... 14~~
~~INTRODUCTION ..... 14~~
~~Excerpts ..... 14~~
~~Challenges ..... 17~~
~~An Integrated Faith ..... 18~~
~~Trustees ..... 19~~
~~Administration ..... 19~~
~~Student Growth ..... 21~~
~~Changing Boundaries and Demographics ..... 21~~
~~Schools ..... 23~~
~~School Staff ..... 23~~
~~Expanding Program Choices ..... 25~~
~~Faith Formation ..... 27~~
~~FOUR REASONS WHY WE NEED CATHOLIC EDUCATION ..... 30~~

Draft

~~THREE IMMEDIATE CONCERNS TO ADDRESS.....31~~

Draft

CATHOLIC EDUCATION

INTRODUCTION

Catholic education is a special gift to be cherished, supported, nurtured and protected. The purpose of this section is to help the reader gain a better understanding of our roots; ~~....~~how did Catholic education begin and develop in Ontario and what has sustained it to the present day.

To accomplish this purpose a number of excellent articles and excerpts have been drawn from a variety of sources and are included in the section.

The first article, written by **Mark McGowan,** and entitled "*Development of Catholic Schools in Ontario"*, provides an excellent historical overview from earliest times to the present day. This article provides the foundation for a video/CD presentation entitled *"Catholic Education; An Enduring Gift"*, prepared by the Ontario Catholic Supervisory Officers Association. Copies of this video/CD have been provided to every school in Dufferin-Peel.

The second inclusion is comprised of excerpts from a book describing the history of Catholic education in Dufferin and Peel regions and the development of the Dufferin-Peel Catholic District School Board. It follows quite nicely on the framework established by Dr. McGowan's article.

Articles by:

Father James Mulligan, *(An Assessment of a Great Work in Progress),*
Msgr. Dennis Murphy, (*Schools to Believe In – The Difference We Make),*
Sr. Clare Fitzgerald (*Address to Catholic Education Community in Renfrew, ON)*
Daniel M. Buechlein, (*Catholic School Values),*

provide commentary and insight into how great a gift Catholic education is and how essential it is that we cherish and protect it.

It is our hope that this section, will broaden the understanding and appreciation of where Catholic education came from, how it ~~evolved~~evolved, and the tremendous efforts and sacrifices made by so many over the years. Members of the Catholic school community will be better able to provide the conscientious support and constant vigilance that will be necessary to sustain it for generations to come.

"We must grasp firmly the challenge of providing a kind of education whose curriculum will be inspired more by reflection than by technique, more by a search for wisdom than by the accumulation of information."

Pope John Paul II – Newfoundland, 1984

THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO
By Mark McGowan, PhD

The creation of a state-supported, universally accessible, and comprehensive Catholic education system in Ontario was never anticipated by the first pioneers in what was then called Upper Canada. In the 1830's, Catholic education – for that matter any education – was considered to be within the realm of the few: young men training for the church, public service, or the profession. Bishop Alexander MacDonell of Kingston secured some financial support from the crown for schoolmasters, some of whom were priests. Small groups of children undertook a classical and catechetical education in their parish rectory, a local home, or in log schoolhouses often shared between Catholics and their non-Catholic neighbours.

In 1841, MacDonnell's dream of more permanent funding for Catholic schools by the state was partially realized, when the new school Act for the United Province of Canada (a union of Upper and Lower Canada, today's Ontario and Quebec) included a clause that permitted Catholics and others to establish denominational schools. The growth of Catholic schools over the next twenty- five years was punctuated by sectarian violence, linguistic conflict, and political maneuvering within the poorly conceived and constitutionally flawed legislature of Canada. These schools also emerged at a time in the 1840's and 1850's when Egerton Ryerson, the School Superintendent of Canada West, pushed for free, universal, and an academically progressive public school system in what had been Upper Canada (now Ontario). He believed such schools would promote loyalty to the Crown, solid citizenship, a sound curriculum, and a generic Christianity.

The latter point was troubling to many Catholics, who believed that the non-sectarian Christianity promoted in public schools, and fostered by the large numbers of Protestant schoolmasters, amounted to little more than Protestant proselytization. Bishop Armand de Charbonnel of Toronto (1850 – 1860) went so far as to call public schools an "insult" to the Catholic population and he urged his flock to establish and support distinctively Catholic

schools. All of this squabbling over education came at a time of troubled relations between Catholics and Protestants in Canada. Although caused, in part, by sectarian bitterness imported from Europe, Upper Canadian Christians created their own reasons to prey upon one another; the arrival of thousands of Irish Catholic

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refugees from the potato famine ~~was~~were regarded as a scourge upon the land, while French Canadian Catholic legislators were accused of furthering the interests of Catholicism by means of their strong presence in the Canadian Assembly. In the 1850's expressions of sectarian bitterness varied from hateful rhetorical exchanges between Protestants and Catholics in the public press, to full- fledged riots in the towns and cities of what is now Ontario.

The extension of Catholic schools in Upper Canada was often at the heart of the bitterness and bloodshed. In 1855, by the weight of ~~French Canadian~~French-Canadian Catholic votes, the Assembly passed the Tache Act, which extended the rights of Upper Canada's Catholic minority to create and manage their own schools. Similarly in 1863, the votes of ~~French Canadian~~French-Canadian Catholic legislators and their moderate Anglophone allies passed the Scott Act, which confirmed, among other things, Catholic school trustees with all of the rights and privileges of their counterparts in the public schools, and allowed Catholic schools a share of the Common School Fund provided by the Canadian government. What infuriated English-speaking Protestants in Upper Canada was that they did not want these schools in their section of Canada but were forced to accept them because of the preponderance of French-Canadian Catholic legislators (from the Lower Canadian section of the Assembly) who were determined to secure educational rights for their Catholic brothers and sisters, who were a minority in Upper Canada.

The sectionalism that helped to create Catholic schools also prompted Upper Canadian Protestants to demand the end to the farcical union between Upper and Lower Canada. In 1867, the British North America Act created Canada, with both federal and provincial governments, the latter of which were solely responsible for education. Catholics in the new province of Ontario nowfaced a hostile Protestant majority, without the security of their old French-Canadian allies from the new province of Quebec. In advance of Confederation, with their fragile minority rights to Catholic schools in mind, Archbishop John Joseph Lynch of Toronto (1860-1888) and politician Thomas D'Arcy McGee initiated a process to secure the rights of Catholic schools. Under section 93 of the BNA Act, all the educational rights held by religious minorities at the time of Confederation would be secured constitutionally thereafter. For Catholics in Ontario this meant the right to establish, manage and control their own schools, and to share proportionally in the government funds allotted to education. In time, this section 93 would become the touchstone for most constitutional and legal debates regarding Ontario's Catholic schools.

Ryerson never thought denominational schools would survive. In the late nineteenth century, Catholic schools were chronically underfunded because of their small tax base, their inability to share in the business tax assessment, and their securing of only a tiny share of government school funds. Moreover, after Confederation, Ontario grew rapidly and emerged as Canada's industrial and urban heartland. The population increased ~~dramatically~~dramatically, and new strains were placed on the education system. Ontarians demanded progressive, ~~high-quality~~high-quality education commensurate with the commercial and industrial advances of their society. Catholic schools survived the stresses of the new Ontario because of the dogged dedication of Catholic leaders to fight for legislative changes favouring their schools and

because of the generosity of Catholic religious orders who dominated the teaching ranks in these schools, adapted to the new curricular changes, and donated much of their salary back into the schools. Women religious were notable in their ability to attain provincial teaching certification, despite the popular belief (particularly among Catholics themselves) that "nuns" would never expose themselves to the dangers of "Protestant" teacher's

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colleges (Normal Schools).

In no case was the self-sacrifice of Catholic school supporters more evident than in the case of high schools. Created by an act of the Ontario Legislature in 1871, Ontario's high schools would emerge as one way in which your Ontarians could be molded to meet the demands of their burgeoning urban industrial society. Because they had not existed as such at the time of Confederation, Catholic high schools were not eligible for Provincial grants. Before Confederation, however, some Catholic schools offered instruction to older students under the auspices of the common school. Later, several Catholic schools offered fifth book classes (closely resembling grade 9 and 10) and were in a legal position to do so after 1899, when the government broadened its regulations regarding schools that offered a "continuation" of the curriculum beyond what is now grade eight. In reality, however, Catholics could only direct their taxes to public high schools and, if they so desired, could pay tuition fees to have their children receive a full high school education in a "private" Catholic school, usually run by religious orders. After decades of Catholic lobbying and sectarian fighting on this injustice, the Catholic Bishops and the Ontario Government agreed that a test case be brought before the courts to establish whether or not Catholic high schools were entitled to government funding under the terms of the BNA Act. In 1925, Catholics in the Township of Tiny (Simcoe County) launched the legal challenge – poetically named "Tiny vs. the King". By 1928, the highest court of appeal in the British Empire – the Judicial Committee of the Privy Council – offered a bittersweet decision on the Catholic high school issue: Catholics, due to pre-Confederation precedents and the subsequent development of the "fifth book" continuation classes had just claims to funding for grades nine and ten; but Catholics had not constitutional rights to funding beyond that, although the Provincial government was at liberty to grant it, if it desired.

This was of small consolation to the Catholic community. The pressures on Catholic schools were many. In 1900 there were 42,397 students in the system; twenty-five years later the Catholic school population had more than doubled to 95,3000 students. A low municipal tax base, a minute share of the business tax (only Catholic businesses who wished to direct their taxes to separate schools), slim government grants, and a caution to keep their tax rates competitive with the affluent public school boards, collectively spelled financial hardship for Catholic schools. Facilities were old, classrooms generally were crowded, the growing ranks of lay teachers were paid less, and programs for study were limited in both breadth and variety. Despite the fact that Catholic schools matriculated students who were competitive with their peers in the public system, and although Catholic youth moved on to University in greater numbers by the 1930's, Catholic schools were still saddled with the label of "inferiority". The onset of the Great Depression in the 1930's threatened the very existence of the system.

As it had so many times in its history, the Catholic community rallied to save its schools. By the 1930's the mantle of leadership in the fight for Catholic education was passed from the clergy to the laity. Martin J. Quinn, a Toronto businessman, organized the Catholic Taxpayers Association to lobby the Provincial Government to secure the equitable distribution of corporate and business taxes to Catholic school boards. With chapters in over 400 parishes across the Province, the CTA helped to elect the Mitchell Hepburn's Liberals in 1934, and subsequently his

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government passed the much sought legislation in 1936. The victory on the corporate tax issue, however was short lived. In December 1936, a wild by-election fight in East Hastings, reminiscent of the sectarian

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explosions of the 1850's, spelled disaster for the Liberals and convinced Premier Hepburn that the fair distribution of business taxes to Catholics would defeat his government in the next general election. The bill was withdrawn and the Catholic community's hope for economic justice was dashed.

Canada's involvement in World War 11 (1939-1945) effectively ended the Great Depression. The post-war situation, however, merely heightened the crisis facing Catholic schools. Renewed migration from Europe, particularly from the Catholic communities of Southern and Central Europe, and the natural increase in population that came as a result of the "baby boom", placed increased demands on Ontario's Catholic schools. More spaces were needed for the increasing number of students in Ontario's cities, particularly Hamilton, Ottawa, and Toronto. The suburbanization of Ontario in the 1950's necessitated new Catholic schools in rural areas.

A decline in religious orders and the increase in the number of lay teachers placed additional financial burdens on school boards that were already desperately trying to keep their school facilities and programs up to Provincial standards.

In 1950, the offer of the Hope Commission (Ontario's first Royal Commission on Education) to fund Catholic schools fully to the end of grade six, but not to subsequent grades was indeed tempting. Such ideas posed an interesting dilemma for Catholic leaders: an abbreviated but equally and fully funded system at the primary-junior level or, a complete system from Kindergarten to Grade 13 only partially funded, and ever-struggling at the secondary level. The Catholic commissioners, after much deliberation with the Ontario Bishops, decided to dissent from the Commission; they submitted a brief minority report, highlighted by historian Franklin Walker's readable and concise (less than 90 pages) outline of the history and constitutionality of Catholic schools. In contrast, the overdue and oversized (900 pages plus) majority report of the Hope Commission was generally ignored, as was its demand for scaling back of government funding to separate schools. The system would survive but would continue to struggle, given the many demands placed upon it by a growing and increasingly upwardly mobile Catholic population.

Given the demographic, economic, and social pressures facing the Catholic schools, Catholics once again rallied for justice. The Ontario Separate School Trustees' Association (OSSTA), the fledgling Ontario English Catholic Teachers' Association (OECTA) and the English Catholic Educational Association of Ontario (ECEAO) worked hard as individual groups and, at times, co-operatively, to better the situation of their schools. Co-operative lobbying efforts bore fruit in the late 1950's and early 1960's when the Ministry of education initiated such programs as "equalized assessment", the "growth needs factor", and Ontario Foundation Tax Plan (1963) to "have-not" boards. Many separate school boards gleaned additional funds by means of these programs. In 1969, rural boards were amalgamated into larger county-based units with the hope that larger boards would have access to more funds, be more efficient, and provide improved programs and facilities. Together, the funding provided by the Foundation Tax Plan, and the opportunities created by board restructuring, meant a new influx of cash into Catholic

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elementary schools.

Catholic high schools, however, continued to suffer. Funded only at an elementary level for its junior grades and sustained principally by tuition fees for the senior grades, Catholics were forced

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to develop innovative ways to keep ~~the~~ high schools afloat. To make matters worse, the late 1960's and early 1970's witnessed a decline in vocation to religious life, and a slow erosion through increased retirements within the existing cadre of priests, brothers, and sisters in the schools. High schools depended on lay teachers accepting lower salary levels, parents operating lotteries and bingos, and students helping to clean and maintain school facilities. In the election of 1971, the Progressive Conservative government of William Davis won a healthy majority sustained, in part, by its public refusal to extend funding to Catholic high schools. When this same government proposed changes to Ontario's tax laws that would see Catholic high school property subject to taxation, it appeared that Catholic high schools were about to sing their death song. In 1976, the Blair Commission traveled the province to assess the reaction to the tax plan and was greeted at each stop with formidable submissions by the Catholic "partners".

Through the combined efforts of clergy, trustees, teachers, parents and students, the tax plan was scrapped and Catholic high schools dodged a bullet.

Ironically, in 1984, William Davis surprised his own caucus when he announced that there would be extended funding to grades eleven, twelve and thirteen in Ontario's Catholic schools. Davis regarded the decision as "justice" to Catholic schools; the cynical saw the government fishing for Catholic votes. Within three years, having faced and survived constitutional challenges, Ontario's Catholic schools finally enjoyed extended funding from junior kindergarten to the end of Grade Thirteen. Funds poured into the Catholic system and the landscape of Ontario bore the imprint of new schools, complete with facilities, equipment, and comforts scarcely imagined in previous generations.

In our own time, both Catholic and Public education systems have witnessed an unprecedented "revolution" of institutional and curricular change. In 1995, school councils were instituted to bring parents and teachers together for the local management of their community schools. Shortly thereafter the Progressive Conservative government reduced the number of school boards, in addition to cutting the number of school trustees, while placing a cap on their salaries. In 1997, in a move that may have startled Ryerson himself, the Provincial Government suspended the right of trustees to raise taxes for schools and placed educational funding exclusively in the hands of the Provincial Government. For the first time in Ontario's educational history funding for education is no longer a shared responsibility between the local community and the central government. For Catholics, however, the new financing model means equality of funding for Catholic and Public schools. Those who have reflected upon the history of their schools have realized that finally justice has been accorded to Catholics, under the terms of the Constitution (BNA) Act.

Not all Catholics, however, have been in favour of the changes; teachers and others have seen this new centralization as jeopardizing the ability of Catholics to control and manage their own schools. There is some fear that the Provincial Government will take an increased role in dictating to Catholic schools, perhaps to the detriment of the distinct denominational character of these schools. In the current ideological climate dominated by the proverbial "bottom line"

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and secular values, it is believed by some that the "taxpayers" of Ontario will be loath to support two education systems. In addition, the demise of publicly funded Catholic schools in Quebec and Newfoundland has contributed to growing uneasiness about the future of Ontario's Catholic schools.

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Catholics in Ontario must be awake to the "signs of the times". With legislation supporting funding equity in hand, Catholics cannot afford to become complacent about their education system. In a secular and pluralistic society, denominational rights, particularly in the matter of schools, are not widely subscribed. Those who know the story of the development of Catholic schools in this province must realize that these schools are a gift that should not be squandered. Ontario's Catholics have a responsibility to nourish, improve and defend their schools as a distinctive and valuable contribution to the vitality of their faith community and to Ontario society as a whole. As history has demonstrated and as Vatican 11 has confirmed, the laity have a vital role to play in the development of Catholic education. There is a need for schools that place Gospel values at the center of a wholistic education. In Ontario, our inheritance as Catholics has been considerable, but so are the challenges that, no doubt, the future will bring.

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CATHOLIC EDUCATION IN DUFFERIN-PEEL

INTRODUCTION

The following excerpts were taken from an excellent book outlining the history of Catholic education and Catholic schools in the Dufferin and Peel regions. This book, "OUR STORY. OUR TRADITION. OUR JOURNEY" was prepared by a group of educators in the Board and published in 2011. Inserts at various places provide present-day updated information. You are encouraged to find and read the whole book in order to gain a fuller appreciation of the people, events, and many sacrifices that brought about the birth and development of one of the largest school boards in the province of Ontario - ~~.....~~the Dufferin-Peel Catholic District School Board.

Excerpts

As the Ontario school system developed during nineteenth century, Catholics made significant gains in establishing the right to operate ~~publically~~publicly funded Catholic schools. Leading Catholic clergy and laypeople spoke up for Catholic interests and helped shape legislation. They persisted in their efforts to develop the foundations of an education system that would allow Catholics to teach the curriculum through a faith lens, incorporating the life and teachings of Jesus Christ throughout. By the end of the century Catholics had the right to establish separate elementary schools and the funding to operate them and were still seeking equity with the public school system.

However, not all Catholics took advantage of the right to establish local schools. In Peel, the townships of Chinguacousy, Albion, Caledon, and Toronto Gore had fifty-eight common (public) schools by 1850, while Peel County did not have its first parochial (Catholic) school until 1861. Dufferin had one parochial school, which was founded in 1864. The differences in numbers resulted partially from discriminatory obstacles that Catholics faced, including not having enough Catholic students to support a school, and often from social conditions and attitudes of the time.

Until the 1960s each community in Ontario had its own school board (known as a school section) and the communities paid taxes to their school sections. As a result, many rural school sections

did not have the tax bases needed to provide modern educational resources. For Catholics, the problem was compounded because separate school boards had little access to corporate taxes.

In the 1960s the [Ontario] Department of Education started to phase out local school boards in favour of larger county boards. This allowed for savings in administration, purchasing and more equitable taxation. The change also made it easier to recruit teachers because they would enjoy greater economic security and more opportunities for professional development and promotion. Until these larger boards were formed, establishing schools was a pioneering effort. Often when a new parish opened it either had no schools in place or had a school that had been established just before the parish opened. In many cases as the population grew, parishioners went door to door to sign Catholics residents up as separate school ratepayers so the community had the required number of people to form a school section.

Until 1947 only one township in Peel, Toronto Gore, had a Catholic school board and Dufferin had none. In 1948 that began to change when Catholics in Malton, which had grown because of World War II, established a board (school section). In the 1950s and 1960s the young families moving into other parts of Peel helped establish boards in Albion, Brampton, Chinguacousy, Clarkson, Cooksville, Dixie, Erindale, Lakeview, Malton, Orangeville, Port Credit, and Streetsville. One board was founded in less-populated Dufferin; it was in Orangeville.

In 1969 the provincial government ended local administration for rural boards and amalgamated them into larger county-based units with the hope that larger boards would have access to more funds, be more efficient, and provide improved programs and facilities.

The task involved some twenty-seven schools and hundreds of employees, individual board payment schedules, financing and debts. Bookkeeping practices were reviewed, inventories, real estate, administrative personnel, special education, non-teaching staff, custodial services, and maintenance were aligned.

The amalgamation was timely because in 1960s and 1970s there was decline in vocations to religious life and an increase in the retirements of both ordained and lay people. With its new resources, the Dufferin-Peel County Roman Catholic Separate School Board worked “to provide equal opportunities of education to the highest possible standard for all children in our schools.”

In the forty years since the formal beginning of the Dufferin-Peel Catholic District School Board in January 1969, Dufferin-Peel has grown from 27 elementary schools to ~~119~~ 125 and from no secondary schools to 26. The student population has grown from 9,000 students to more than ~~85~~71,000 and the staff from under 500 to more than 9,500. The quality of education has also improved significantly and the Catholic faith remains an integral part of school life. The tremendous growth occurred because of the cooperation of schools, parents, and parishes in responding to the opportunities and the challenges resulting from changes in education,

society, and the Church.

As well as having to deal with a lack of funding and local demands for more and better schools, the board has faced three other major challenges since 1970. Introducing Catholic secondary

Disciples of Christ, nurturing mind, body, and soul to the fullness of life. ~~***The***~~

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schools was one. Keeping pace with dynamic changes in population growth is on-going. The third, and most important, is keeping the faith vibrant in students' lives. The current mission statement captures the fullness of the commitment to do so:

Challenges

From the time that Bishop Alexander MacDonnell, Ontario's first bishop, sought funding for Catholic education, Catholics have had to remain vigilant in their quest to offer students a Catholic education. At first, Catholics had to fight for legal rights to offer separate school education and for adequate funding to do it. The role of faith was taken for granted within the Church and many of those outside the Church accepted that religion had a place in schools— public and separate. However, when legal rights and equal funding were in place the focus shifted to keeping the faith itself strong.

Until the 1960s, Catholics widely accepted the importance of taking the lead from the parish in practicing the tenets of the faith and of ensuring it had a vital place in schools. Until well into the 1960s, school boards and parishes typically had close relations; priests could be closely involved with school life, and members of teaching orders brought their convictions into the classroom. Parents and children readily accepted the teachings of the church. There was very little questioning of faith. Then a confluence of changes in the Church and society presented separate school boards with unanticipated challenges.

Since the 1960s, social, political, economic, and technological changes have undermined attitudes toward religion and the importance of the Church in society and the family. In the 1960s and 1970s the focus on providing freedom of choice led many to reject traditional values. The changes initiated by the bishops at the Second Vatican Council (1962-1965) had a mixed impact on parishes and schools. In trying to be more relevant, the bishops at what has been called "a Pastoral Council" had avoided the use of "formulas and definitions." Instead they had used "more human terms," hoping that the psychological approach would "be more relevant and more easily accepted."

According to the late Bishop Alexander Carter of Sault Ste. Marie, while the Council didn't intend to "confuse the basic teachings of the church," after the Council "confusion arose" about Catholic beliefs. He laid responsibility on the bishops who had "failed to speak with sufficient clarity on ~~n~~

some of the issues" and those theologians who had crossed the line by teaching "contrary to the authentic teaching of the Church, as proposed by the bishops in communion with the Pope."

By the close of the twentieth century, Catholic schools could no longer assume that students had gained a strong appreciation for Church liturgies or respect for Catholic beliefs through regular participation in Mass or other devotional practices, such as the Rosary. The new understanding brought by Vatican II caused changes in many school practices. Schools traditionally had held Living Rosaries, the crowning of Mary, and large communion classes. After Vatican II, this changed, with an emphasis on liturgy, not devotionals or sacramentals. "In any Catholic school in Ontario today, the majority of students are unchurched," writes Father James T. Mulligan, CSC. As a result, schools have had to assume a greater responsibility for "Catholic socialization" and the "unchurched demographic influences the content of Catholic education..." Mulligan challenges "concerned parents and pastors and Catholic teachers and administrators... to be sensitive to this changing reality."

Mulligan notes that the laity are assuming more responsibility for ministry and urged Catholic educators and parents to be confident in "exercising pastoral and faith education in the Catholic school." He also said, "The reality is that for most of our kids now we are the church!"

An Integrated Faith

As well as growing in size over the years, Dufferin- Peel has enhanced the quality of its programs and services as it seeks to serve a larger and increasingly multi-cultural student body. The growth itself has taken many forms: the development of the board and the administration, the building and refurbishing of schools and facilities, the hiring of more staff, and addition and redesigning of programs. The board has also taken an increasingly larger role in the spiritual formation of students.

These changes have been governed by two responsibilities. As with all boards in Ontario, Dufferin-Peel must comply with the fundamental principles and philosophies developed by the province through the Ministry of Education. As well, it has the responsibility of providing a quality Catholic education to its students.

As a result, Dufferin-Peel, like other Catholic schools, is distinguished by its integration of religious truths and values with life, which is of vital importance in light of contemporary pressures to isolate the two. Robert Dixon writes that "Catholic education is not a subject but rather, it offers a way to view the world that speaks to the interrelationship between faith, knowledge and action."

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Trustees

With the amalgamation of 1969, the board moved from a largely volunteer to a professional administration. Operating in a much larger forum, trustees moved from "keeper of the keys" to executive management and overseeing large budgets and setting policies.
In the early boards trustees, principals, and teachers provided the administrative services. Whoever happened to be available undertook the arrangement of repairs, the purchasing of supplies, the organization of bus routes, the paying of employees, the completion of reports for the Department of Education, the hiring of teachers, the development of curriculum documents, the borrowing of money, the tendering of projects and a million other details. After amalgamation, professional staff looked after the daily needs of the system.

In 1990s the Ontario government introduced a series of measures that reduced the powers of school boards, centralized more ~~authorize~~ authority in the Ministry of Education, and made significant changes to funding and programs. Bill 104 the *Fewer School Boards Act*, 1997 created larger (district) boards and reduced the number of trustees.

In 1997 Bill 160, the *Education Quality Improvement Act,* introduced a new funding formula that resulted in Catholic boards receiving the same level of funding as public boards. This let Catholic boards like Dufferin-Peel improve their programs and facilities. The bill also drew negative reaction because the formula reduced funding levels for public boards and some measures centralized key aspects of education and made changes to teacher's working conditions.

Administration

In 2000, Bill 74 *Education Accountability Act* further increased centralized Ministry of Education control over school boards. The Ministry put more emphasis on accounting and fiscal transparency and required boards to operate with balanced budgets, which meant they had to make cuts to staff, programs, and services. Some of the financially troubled boards, including Dufferin-Peel, resisted and were taken over by the Ministry of Education. In October 2006 the Ministry appointed a supervisor to operate Dufferin-Peel and balance the budget, which had a
$7.5 million deficit. The supervisor, who had been given a two-year mandate, returned the operations to the board after instituting changes, including setting up financial guidelines, and reducing the deficit to $1.7 million.

Gradually, some people developed expertise in these areas and became the administrative

staff. Eventually they would be paid and become professional staff, but this was often after long years of giving volunteer services. As the board became larger, professional staff was hired to oversee the daily operations of our schools. They too were pioneers.

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At the inception of the Dufferin-Peel Board in January 1969, the administrative structure remained relatively simple. The board of sixteen trustees met in the administration offices of the former Mississauga Catholic School Board at St. Patrick School. One classroom was converted to a board room and three into general offices for the academic and business administration staff. The corridor was used for the receptionist and as a shipping and receiving area to handle supplies for the schools.

By 1971, the board employed 120 non-teaching personnel including school secretaries, caretakers, and administrative staff and it needed a larger administrative centre. To provide a long-term solution to the space problem, the board purchased a site at the corner of Highway 10 and Matheson Boulevard in Mississauga for a $7-million administrative centre, which it financed partially through the sale of surplus properties. The Catholic Education Centre was blessed and officially opened by His Eminence Cardinal Carter in September of 1985.

Student Growth

The building boom of the 1950s had created the need for Catholic schools in Peel and the on-going increases in Catholic population resulted in the need for more services. To accommodate these changes and similar growth in other regions outside the City of Toronto, the Archdiocese of Toronto had to open twenty-one new parishes, build new churches, and expand some existing facilities. Dufferin-Peel had to rapidly add schools and hire more teaching and support staff.

Changing Boundaries and Demographics

The population growth resulted in changes in municipal government and the status of communities. In 1970 the formation of the Regional Municipality of Peel, which incorporated Mississauga, Brampton, Bramalea, Caledon, and Bolton, aligned municipal government with the school boards. In Dufferin, Shelburne became a town in 1976 and the Town of Mono, which is just north of Caledon, was incorporated in 1999. In 1995 Grand Valley and East Luther townships amalgamated.

Between 1968 and 1978 the Peel population increased from 216,000 to more than 430,000. By 1988 it was more than 643,000. Between 2001 and 2006, the population in the Peel grew 17.2 percent, and today, the Region of Peel has more than a million people. By 2006, 48.4 percent of the region's population, or 561,240 were immigrants.

Dufferin, which is largely rural, has had some population growth but not as intense as that of

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Peel. In 1871 the population of Dufferin County was 16,689 and by 2006 was 54,436 people.

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Schools

The patterns of growth in Dufferin and Peel means that most of the Catholic schools are in Peel. In 1969, 70 percent of the school population was located in Mississauga and the other 30 percent was spread over Brampton, Bramalea, Caledon, Bolton, and Dufferin. In ~~2010~~2024 ~~2011~~ 2025 the board operated ~~145~~ 151 schools, ~~119~~ 125 elementary and 26 secondary in Mississauga, Brampton, Caledon, and Orangeville, with 56 percent of the schools in Mississauga, 37 percent in Brampton, 5 percent in Caledon, and 2 percent in Orangeville.

Full funding of Catholic high schools in 1984 created a population explosion in Dufferin-Peel schools; by 1988, the board had an enrolment of 55,000, a 600 percent growth in twenty years. This rapid growth and lack of capital funding for building created an accommodation crisis and many students had to be housed in temporary structures. Portables, portapack rooms (essentially portables strung together), modular and holding schools, and leased facilities were used as band- aid solutions. In 1988, 45 percent of the 55,000 students were in such buildings. More than 2200 students were bussed outside of their designated school area and another 1500 were bussed to schools rented from the Etobicoke Board of Education.

In 1998 a provincial change in the funding of education resolved the accommodation problem. The introduction of the per-pupil-based funding formula allowed the board to begin an aggressive building program to house more students in permanent structures. As the concentrations of Catholic population shifted over the years, the Dufferin-Peel board has had to change the location of schools. In the last forty years, it has closed eight elementary schools in areas of declining enrolment and opened more than 120 schools in areas of growth. Since 2000, the board has opened fifteen elementary schools in Brampton, eleven elementary schools in Mississauga, two elementary schools in Caledon and Orangeville, and eight secondary schools.

In ~~2010~~ 2025 the student enrolment was approximately ~~87~~71,000 students, with more than ~~50~~40,000 elementary and more than ~~35~~30,000 secondary students. In addition, more than 30,000 people are enrolled in the Adult and Continuing Education classes.

School Staff

Growth in the numbers of students has also meant increasing demands for qualified, capable staff. During the 1960s and 1970s a decline in vocations to religious life and an increase in the retirements of ordained and lay people added to the need for staff. Dufferin-Peel has endeavoured to attract both “innovators” from other boards and newly qualified teachers so

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students benefit from a staff with an appropriate blend of experience and youth.

The Dufferin-Peel staff have also been in the forefront of developing and initiating new policies and programs. Dufferin-Peel personnel are well represented on Ministry writing teams and

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policy committees and a number have been seconded by the Ministry. The support staff of coordinators and consultants constantly revamp and adapt education policy to reflect the realities of sound Catholic education.

In the early 1990s, Catholic boards faced a change that would have undermined efforts to keep the faith strong in schools. Section 136 of the 1985 *Ontario Education Act* required Catholic boards to stop making a distinction between Catholics and non-Catholics when they hired teachers, starting in September 1995. In 1997 the court ruled in favour of the trustees and Section 136 was declared unconstitutional and of no force or effect. As a result, Ontario Catholic boards have a right to give preference to practicing Catholics when hiring teachers. Staff members who are not directly responsible for educating children are not required to be Catholic.

Expanding Program Choices

After its founding, the Dufferin-Peel Roman Catholic District School Board began adding new programs to offer Catholic families a full range of services, taking care that each new program reflected Catholicity. The board believes that "as Catholics, we cannot teach Science without incorporating values, Biology without discussion of bioethics, Family Life without a central focus on morality, or History without an ethical view of our social evolution." New programs in Religious Education and Family Life are prepared in consultation with parents, the bishop, and the archbishop, reflecting the partnership of home, school, and Church.

The board has introduced many innovative programs. Soon after its 1969 amalgamation, the board established the Special Services Department and Dufferin-Peel was one of the first boards to hire child care workers to support children with emotional/behavioral problems. In 1980 the Ontario government passed Bill 82, which made access to appropriate programs the right of all exceptional pupils and established processes such as the Identification and Continuous Assessment and Review (IPRC). Dufferin-Peel already had much of what was mandated in place. Bill 82 also allowed Separate Schools to offer classes to students with severe developmental delays for the first time, so the board broadened the program.

In 1973 the board introduced its first junior kindergarten class at St. Peter Elementary School in Orangeville and by September 1974 all schools were accepting four-year-old students. When Ontario started to implement full-day learning for four- and five-year-olds in 2010, Dufferin-Peel opened full-day kindergarten in sixteen schools.

After amalgamation, the board standardized the French-language instruction program so

children in all the schools received the same amount of daily instruction. In 1984 extended French was introduced and recently a French Immersion program has begun at selected schools.

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The board has kept pace with research findings on the many ways in which students' learn and today offers a wide-range of targeted programs. These include Cooperative Education, International Baccalaureate (IB), Extended French, French Immersion, Specialist High Skills Majors, Pathways, Planning for Independence Program for students with learning disabilities, Workplace Streams, Performing Arts, Integrated Arts and Gifted Programs.

In 1996 Ontario introduced standardized testing in response to the "public's demand for clearer information about, and greater accountability for, student achievement in Ontario schools."12 This put increased pressure on schools to maintain the religious dimension of the school, while meeting the obligation to prepare students for the tests.

In 1997 the Ministry of Education introduced Religious Education as teaching subject faculties of education, so for the first time, Catholic secondary schools had teachers who were formally recognized for their university studies in theology Because the Ministry of Education recognizes the right of Catholic schools to teach courses from a faith perspective, when the secondary curriculum was revised in 1999, the ministry paid for the writing of both public and Catholic course profiles (support material to assist teachers)

Faith Formation

Over the years, the board has used a variety of strategies to emphasize the gifts of God and the faith commitment to bear witness to the glories of God in action and attitude.

Dufferin-Peel schools develop the spiritual side of each student through courses, participation in the liturgy and sacraments, and involvement in service and social justice projects. Secondary school students take a Religion course in each of their four years, take part in the retreat program, and participate as much as they are able to in the prayer and liturgical life of the school. Courses are taught with a faith lens, so that the Catholic perspective is discussed in all subjects, including Science, History, English, and Civics. In elementary school, students are taught Religion and Family Life beginning in kindergarten, and religion is integrated into all aspects of the curriculum. Schools have strong links to parishes and assist parishes with sacramental preparation.

In both elementary and secondary schools, the Virtues program forms the basis for the provincial character education program. The Catholic virtues of faith, hope, and love are the backbone of the featured monthly virtues. Assemblies, prayers, and classroom activities help students put the virtues into action. Parish staff conduct liturgies and provide other services within the schools.

Each school and work location has staff who volunteer to help facilitate faith experiences in their

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communities. This includes marking the liturgical season with Advent prayer services, Lenten Stations of the Cross, and liturgies. Larger groups gather within the families of schools to share Advent retreats, Seder meals, and larger Eucharist celebrations.

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Each secondary school has a chaplaincy/pastoral ministry program, which serves students and staff. The chaplaincy team is responsible for providing information on vocations, acting as a liaison with the community, enhancing relationships with local parishes, arranging for services, and organizing retreats. The team also directs community outreach and social action, which further helps students understand how God can be an integral and fundamental force in their lives.

As Archbishop Philip Pocock wrote "Surely a school system which stresses the sacred character of man, his divine origin and destiny, his responsibility to God, to God's people and to the entire creation is of greater importance now than at any time since the dawn of Christianity. The Separate School system has a profound and necessary contribution to make, not merely to the Catholic community, but to the entire community of Ontario and to our country". We continue to question, examine and review the strategies that facilitate this development of faith. It is in attempting to answer the question "what makes us different?" that we gain a better understanding of, and insight into, how we can best facilitate our goal of becoming servants of our Lord.

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AN ASSESSMENT OF A GREAT WORK IN PROGRESS
By James T. Mulligan CSC

This is a personal assessment. I say a "great" work in progress because I believe that Catholic education is a gift from God – a great gift from God – not only to the Catholic community of Ontario but to the wider Ontario community, as well. My abiding concern is that Catholic education is a gift that too often tends to be taken for granted; my profound conviction is that our present historical moment demands that the Catholic community and the different partners that constitute the Catholic educational community no longer have the luxury of taking this great gift for granted. In this assessment, I present in outline form a snapshot of Catholic education in Ontario on the threshold of the Jubilee Year. I hope this outline will be helpful in stimulating and helping advance the Catholic education conversation at the local level. It is only through such conversation, in ever expanding circles of folks concerned about Catholic Education, that real ownership of this great gift is realized.

FOUR REASONS WHY WE NEED CATHOLIC EDUCATION

I present the following four reasons in no particular order:

1. Strong emphasis on care, compassion and community are hallmarks of a "Catholic" education. An education with this dominant **community** dimension is so urgent today in a culture that celebrates excessive individualism. Catholic education can and must emphasize mutuality and promote the common good.

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2. Catholic education intends to educate for life; that is what we mean by educating the soul. Catholic education is an integral, wholistic education. How different this vision of education is from the mechanistic, overly pragmatic, soulless approach to present educational reform and its sole purpose "to skill" students for the corporate workforce.

3. A Catholic education is a critical education grounded in the examples of the prophets and the lessons of the social gospel. The Catholic school is an invaluable instrument for the transmission of the social teaching and critique of the church. Much in our political, economic and cultural structures is not of the gospel. A Catholic education should introduce students to the gospel critique and be persistent in questioning the taken-for-granted assumptions of the dominant, secular ideology.

4. Increasingly, it is the Catholic school that offers "Catholic socialization" for many young Catholic students. To introduce the young person to Jesus and teach her to pray; to help the student discover the meaning and purpose of his own spiritual journey; to prepare students for sacraments – all of this makes up the urgent faith education dimension of a Catholic education. Imagine, for a moment, the massive challenge our parish communities would face without the Catholic school!

Conclusion: An Ontario society that purports to be caring, compassionate and just needs Catholic education. The evangelizing mission of the church needs Catholic education.

THREE IMMEDIATE CONCERNS TO ADDRESS

Concern #1 – A call for reconciliation and a new imagination.
Developments in the Catholic educational community over the last 36 months make it very clear that the primary threats to the continued existence of our schools is found more from within than from without. While both sides appear to be well-intentioned, Catholic teachers and Catholic trustees, too often, recently, have been working at cross purposes. This is discouraging for all who are passionate about Catholic education. It also sends the message to the wider public that we are in disarray. A new appreciation of the rich tradition of Catholic education and of our long struggle over the years is urgently needed. The stewardship role of Catholic teacher and Catholic trustee must be re-invented.

Concern #2 – **The passion for Catholic education must be passed on.**
Recent political and constitutional developments in Newfoundland and Quebec underscore the pressing need for parents to claim more and more ownership of Catholic education. By this I mean not simply ownership of education in the neighbourhood Catholic school, but ownership of **Catholic** education in the Catholic school!! For the first 60 years of this century, it was the sister, brothers and priests who pioneered and nurtured Catholic education across Ontario. Over the last three decades and more, lay Catholics, teachers and administrators, have served

admirably in maintaining and promoting Catholic education. Reading the signs of the times as we begin the new millennium one must conclude that now is the time for parents. For the most part the passion for Catholic education was missing among the parents in Newfoundland. Concerned parents in Ontario must learn from that experience.

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Concern #3 – To work at a distinctively "Catholic" education.
How to keep the Catholic institution –hospital, school, college –'Catholic" in an increasingly secular society? This is the urgent question common to all Catholic institutions across North America these days. This question is of profound concern for the Ontario Catholic education community. "Distinctively Catholic" must characterize every vital dimension of the Catholic school experience: vision of education; selection and exercise of leadership; hiring and forming of teachers; formal and informal curriculum; creation and implementation of policies; and the care given to community. To work at being distinctively Catholic means to mine the profound riches of our Catholic tradition, teaching and worldview. There is much here that remains to be done.

TWO DEVELOPMENTS IN CATHOLIC EDUCATION AS A WORK IN PROGRESS

#1 – The Phenomenon of the Unchurched.
In any Catholic school in Ontario today the majority of students are unchurched! Using unchurched in this way is not a pejorative. It is simply a sociological way of saying that what Catholic socialization does take place in the child's life now takes place in the school rather than the home or the parish. In a large way, this unchurched demographic now influences the content of Catholic education that a school is able to propose. Concerned parents and pastors, and Catholic teachers and administrators need to be sensitive to this changing reality. Reflection, questioning and discussion are needed to see how the local Catholic school can best serve these students. The Catholic school cannot take the place of parents or parish…but the Catholic school can do something. Each local Catholic school community must reflect on this something with great care.

#2 – A more Confident Ministry to the Unchurched.
Increasingly, in the parish and in other dimensions of church life, the laity are assuming more and more responsibility for ministry. In some cases they are simply reclaiming the roles and functions usurped by the clergy over the centuries, in other cases, they are developing creative new ways of living out the missionary dimension of their baptismal priesthood. Because of the unchurched reality described above, Catholic educators and concerns parents must feel more and more confident in exercising pastoral and faith education ministry in the Catholic school. As a community, we must move beyond "the church should do more for the kids" or "the priest should spend more time in the school" reflex. The reality is that for most of our kids now we are the church!

ONE PRIORITY

Formation, Formation, Formation. Formation is the one obvious conclusion of this assessment of needs, concerns and developments. The initial and ongoing formation of teachers and administrators and the formation of parents and guardians must be the central agenda item for every Catholic education community in Ontario. To be serious about formation means we no longer take this great gift of Catholic education for granted. To commit to formation means that

we are ready and anxious to reflect on the call – on the vocation – of what it is to be a Catholic educator. A jubilee wish: That there might be a significant formation component to every Catholic education meeting for the first decade of the new millennium!

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"SCHOOLS TO BELIEVE IN – THE DIFFERENCE WE MAKE"

Homily Delivered by Msgr. Dennis Murphy – Catholic Education Week – 1999

This week here in Ontario Catholic schools and parishes are celebrating Catholic Education Week. The theme for the week is "Schools To Believe In – The Difference We Make." No one pretends that there are not flaws in our Catholic schools but their particular approach to education does offer something distinctive not only to our Church but to our society as well. It also helps us to understand our own faith and how we seek to live it.

In a unique way Catholic schools tell young people that they are worthwhile – and that, above all else, they are worthwhile because they are from God and that their life is a journey of return to God. Throughout all aspects of the Catholic school's curriculum children hear echoed the message of today's gospel: "You are my friends….I do not call you servants…because I have made known to you everything that I have heard from my Father." And so Catholic schools tell children that they are valuable. Children hear repeatedly that at the heart of their lives there lives the spirit of God himself. They tell them that no young person lives on the margin of God's love. In so doing Catholic schools tell young people who they really are.

In a world which suggests all too often that what is right, and true and good, is what is fashionable and what is hip. In a world which says that what counts is being cool. In this world Catholic schools keep repeating in all kinds of ways that truth and goodness are more important than what is cool.

Catholic schools do this in very distinctive ways. A keystone of Catholic education is that everyone of us is equal – not because of some law or Charter of Rights and Freedoms – but because each of us is created equal by a loving God. And because this is so, children learn – not only in Religion class – but in every subject that Christians cannot accept any political systems or policies which tend to grind up little people and leave them by the roadside.

There is distinctiveness as well when teachers tell students that sex is great, and wonderful, and sacred. And that it is not to be squandered or violated in casual relationships, but treasured and respected as part of the mysterious gift of life itself. In like fashion Catholic schools insist at every turn that life itself is an unmerited gift. That we are entrusted with life but do not own it. And that we are called to cherish and protect it in all its manifestations.

Two or three years ago the Catholic School Trustees' Association commissioned some focus group research to determine how the Catholic school was perceived by the citizens of Ontario. Some of these focus groups were made up of Catholics, some of non-Catholics, some of them were older people and some of them younger people. Part of the research involved the facilitator asking the members of each group to speak the first word that came to their mind when they thought of Catholic schools. The word that far outstripped all other words as defining these

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schools, the word that came from both Catholics and non-Catholics, the word that came from both young and old was community.

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After all is said and done Catholic schools are about creating small Christian communities which are meant to mirror the values of the home and the Church. This is the learning environment Catholic educators seek to create.

What these communities provide to students in this fragmented society of ours is a zone and a sense of personal stability. Amidst all of the many voices and messages with which young people are bombarded, amidst all they learn from the media, what they hear on Muchmusic, what they read in the newspapers and watch on television – amidst all these voices they need of a word and a voice which assures them some stability. They need some clear and uncompromising sense of identity which only community can offer.

What Catholic schools seek to offer to our young people is a message and a voice which speaks with consistency, coherence, and continuity. Young people, indeed all of us need such a sense of meaning when confronted with some of the apparently meaningless horror which we all experience, such as the tragedy which devastated so many school people, children and parents these past ten days in both Littleton, Colorado and Taber, Alberta.

In short, kids need a culture and environment that allows them, in all of the noise of the contemporary world to hear the whisper of the Spirit, the gentle urging of Jesus, the call of God. Perhaps they will not follow in the way of that word and that call today. Perhaps they will not even follow in its way tomorrow. But for all of their life they will have learned how to listen to God. They will
have spent many hours in a community which tells them who they really are – a community which ever echoes the word of Jesus in today's gospel, "You did not choose me, but I chose you." This finally is why Catholic schools are distinctive, and why they are schools to believe in. What these schools offer to our kids is a gift not only to our Church but to our society as well.

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SISTER CLARE FITZGERALD TO THE CATHOLIC EDUCATION COMMUNITY IN RENFREW, ONTARIO NOVEMBER, 1999.

There's a pressing need for Catholic educators in the province of Ontario to come together, to look at themselves, and what we are supposed to be doing in Catholic education. Look over the 20th Century…Two World Wars, the Korean War and the Vietnam War. We had the Holocaust, and now we're ending the century with Kosovo.

History, despite all its wrenching pain, cannot undo what has happened…and nobody can change the next century except educators. Politicians can't change it. Congress will never change anything.

The only people who have the power to change anything in the world are the educators. Why? Because we change people's minds. We give them new thoughts. And we say to them "this is not the way people should live."

So that you and I, teachers and educators, we are the most powerful people in the very best sense of that word, because we influence minds.

We tell children, "Hey, you don't have to live like that, that's not the way human beings treat one another". We change people's thinking…that's the power of an educator. Nobody has that but us. And that's what we've come here together today to celebrate.

The only thing that will save Catholic education – in Ontario or anywhere else – is Catholic education. In other words, you've got to really be *Schools to believe in!* You've got to be what you claim to be.

Unless you prove that you're different, distinctive, with something of value to offer then you'll not be tax supported. Remember, you are trying to function in a culture, in a political, social and economic milieu that challenges the very fundamental principles of your education system.

The very promise and meaning of Catholic education is embedded in spiritual, religious, and Catholic roots, and anything that threatens those roots will cause a profound disturbance in Catholic education.

We can't give up those religious Catholic roots and think we are going to survive. What are these roots we are talking about? What Catholic identity, what religious traditions? What claims can we make about our Catholic schools that show us to be different than other schools?

In our Catholic schools, we proclaim something. We happen to believe there's a God. And in today's world, that's a novelty. We believe in Him and we proclaim Him. And you have no philosophy of education, you have no pedagogy, you have no reason to enter the classroom unless you believe in that statement.

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When I walk in a classroom as a Catholic teacher, when I see my students, I have to know that each one of them is a child of God, created by God, for God, and that they are destined to go home to God. If you do not believe that, you're in the wrong school. I believe there's a God and that we're all going home. This whole journey on this earth is a journey home to God. That's the whole basis of our educational system. We are here to nourish that child on the journey home.

As well as proclaim, we must provide. In every one of our schools we must provide space and time for the sacred, for the holy. Retreat time, prayer time. We also must provide space and time for the academics. To be Catholic is to be intellectual. As educators, this means we've got to love learning – that's the ballpark we're playing in.

We must proclaim and provide, and as Catholic schools we must also promote. We promote social justice. We promote a better world. There is an essential difference between Catholic education and public education. We both educate the child and transform the child. But Catholic educators also educate the child to transform the world. The goal and objective of Catholic education is the world. It is not the child. We are called to influence the world. Jesus Christ said go into the world and proclaim me. The world is the goal and the focus of our education systems. That child is being educated morally and ethically with the concept of social justice and peace to go out into that world and make a difference.

I encourage my students to become good lawyers and doctors and architects. They can climb the social ladder. They can even earn lots of money. But I need them to remember why they're doing it, and I want them to challenge a marketplace ethic that enriches the wealthy and impoverishes the poor. "What does it profit a man to gain the whole world if in the end he loses his immortal soul?" That question is as good today as it was two centuries ago, but who's going to ask them that question if we don't'?

As Catholic educators, that question is part of our job.

** Sister Clare Fitzgerald is a teacher who has taught in elementary schools, in secondary and in post-graduate courses. She is a member of the School Sisters of Notre Dame. She has served as provincial Superior of her Congregation and was elected president of the Leadership Conference of Women Religious of the United States. She was one of the five religious to serve on the Vatican Commission for the Study of Religious Life in the United States.*

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CATHOLIC SCHOOL VALUES

Daniel M. Buechlein

America, April 24, 1999 – Vol. 180, No. 14

We place enormous value on our Catholic schools and work hard to foster the faith tradition which has supported them in this country since before the foundation of the republic. At a time when the success of Catholic schools is so widely admired, it might be well to reflect on those values that make these schools Catholic and what they mean to us as individuals, families and communities, understanding that Catholics are not the only ones who reverence these values.

I am not going to list all the things that we Catholics believe, although this rich tradition of faith is the foundation that supports every Catholic school. I am also not going to discuss those values that are unique to the teaching and practice of the Catholic Church. Instead, I would like to mention briefly 10 values that we Catholics share with many other religious traditions. These values may not be unique to Catholic schools, but they are deeply imbedded in everything that our schools stand for – in our teaching, in our character formation, in athletics and in all our extracurricular activities. We don't claim to be perfect, or without fault, in our witness to these values, but we also don't try to "water them down" simply because they are difficult or counter-cultural.

What are these 10 Catholic school values? I'm sure that you will recognize them right away.

1. The first value is that *God comes first.* No individual or group, no doctrine or ideology, no material thing or spiritual experience can come before God. We believe in a personal, loving God who has been revealed through creation, through human conscience and through direct action in the world and in our lives. Catholic schools do not impose this belief (or any of our values) on people who do not share our faith. But everything about Catholic schools should proclaim this fundamental conviction or value. For us, God comes first.

2. The second value that Catholic schools represent is *reverence for the sacred.* We believe that a person is not fully human or truly free unless he or she can recognize and respect genuine spiritual realities. We want our Catholic school graduates to be keenly aware of the mysteries of life – at the same time that they are fully prepared for life's practical, day-to-day realities. We believe that the very name of the Lord is holy, and we try to teach our students (and ourselves) that true wisdom involves a sense of majesty, awe and reverence for the things of God.

3. The third Catholic school value reflects a theme that Pope John Paul II has recently stressed: *the importance of Sunday, the Lord's Day.* Time is sacred, the Pope reminds us. We honour God and one another when we set aside at least one day each week for prayer, worship and the kinds of leisure activities that truly enrich individuals, families and communities. Catholic schools promote responsible stewardship of the gift of time. We believe that

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healthy individuals and communities learn how to balance work and play with worship and service to others.

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4. Fourth, we value *parents and families.* We recognize the family as the first unit of the Church and of society. We even call families the "domestic Church." And we want to do everything in our power to help families remain spiritually vital, as well as materially secure, in spite of the many social and cultural influences that threaten family life today. Especially today, we want our Catholic schools to reflect a deep reverence and respect for the senior members of our community – our parents and grandparents- who have given so much to our families and communities and who still have so much more to offer us as a result of their wisdom and experience.

5. The fifth Catholic school value is absolutely central to who we are and what we believe. Catholic schools proclaim *the dignity and sacredness of every human person* – from the first moment of conception to the final moments of natural death. We believe that every human being is made in the image and likeness of God. We treat our students, their families and every member of the school community as unique and gifted persons – regardless of race, religion or economic or social circumstance. We want every child to have a chance – and every parent to have a choice – in the great adventure that education is meant to be. Above all, we want to communicate to our students the profound respect for life that we believe is at the heart of all truly human values.

6. The sixth Catholic school value is a *positive understanding of the beauty and dignity of human sexuality.* At a time when we are overwhelmed by negative sexual images in the news media and the entertainment industry, this may be our most counter-cultural value. We believe that God created human sexuality to unite man and woman in a sanctified married life and to bring forth new life in the stability and harmony of family life. Seen in this context, there is nothing more wondrous or joyful than sexual love. But we also know that, divorced from marriage and family, sex can be very dangerous and destructive. This is the view of sex that we want to share with our children – through clear, consistent teaching and through programs that emphasize abstinence, chastity and a true appreciation for this precious gift from God.

7. The seventh value is *respect for the material world* that God has entrusted to our care as stewards of all creation. ~~.~~ This value acknowledges that each of us has a right – and a duty – to care for our own property and possessions, but also for the great bounty we have received from God's goodness: the land we work, the air we breathe, the water we drink and the food we eat (and share with others). We believe that God has made us stewards of the earth and its fullness. That is why we respect one another's property. It is also why we commit ourselves to economic justice and political responsibility among all nations and people of the earth.

8. The eighth Catholic school value is to *tell the truth.* Pope John Paul II has written forcefully about the splendour of truth and its essential connection to human freedom. Lies deceive, corrupt and enslave us. Invariably they cause pain, embarrassment and humiliation for everyone involved. We believe in telling the truth, but we also believe in charity and respect for the privacy of others. Talk shows and tabloid journalism do not serve the truth when

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they "tell all" without regard to the good and safety of others, or when they fail to have respect for privacy or the common good. In an age when doublespeak and spin doctoring are everywhere, we can give our children no greater gift than a profound appreciation for the plain, unvarnished truth.

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9. The last two Catholic school values speak directly to the human heart. The ninth value is *purity of heart*, which involves honesty, simplicity and genuine desire for what is right and good. In human relationships, this means treating others with dignity and respect. It also means resisting the temptation to treat other people as objects that we use to gratify our personal needs or desires.

10. The final Catholic school value is also a counter-cultural value. It is the very opposite of the modern belief that happiness will come from acquiring (and consuming) more and more of what the world has to offer. A heart that is burdened by a consuming desire for wealth, prestige or power will never be free. We believe that true happiness comes when *we let go of our attachment to worldly things* and honestly turn our attention to the things of the spirit. So the tenth Catholic school value is "to seek first the kingdom of God," confident that all the rest will follow.

Of course you recognize these 10 values. We call them the Ten Commandments. They are not unique to Catholic schools. They come from the Hebrew Scriptures as a direct revelation from God to Moses, but they also reflect basic religious and moral principles that have guided countless peoples and cultures throughout human history. As such, we believe that these "natural laws" have been inscribed in the human heart by God as fundamental principles that should govern human behaviour.

These values are the foundation for every Catholic school curriculum. They also form the basis for our schools' strong commitment to service in the Church and in the wider community. Because we are human, we are not perfect in our witness to these values. But we insist that they remain as fundamental principles that challenge all of us – students, parents, teachers, educators and religious leaders – to make these values our own and to share them joyfully with others.

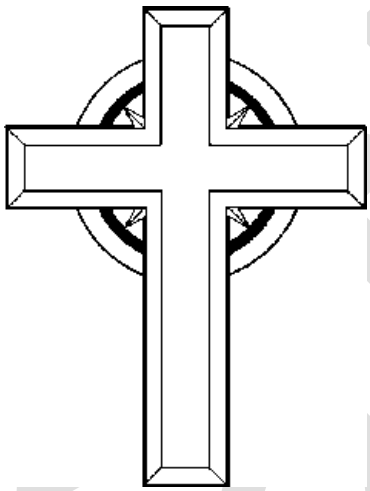
We believe that schools built on this foundation make a difference. Better families, better businesses and better communities are the result.

The Church has reason to be grateful to all who work in our Catholic schools for their quiet but very powerful witness to these Catholic school values. And the Church is grateful for the prayers and financial support of the broad Catholic community. We can see that in a world so in need of values, our schools are making a difference. The Most Rev. Daniel M. Buechlein, O.S.B., is Archbishop of ~~Indiannapolis~~Indianapolis.

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Section 2

CATHOLIC EDUCATION



"Catholic education is a unique gift from God, nurture it and do not be afraid to promote our faith."

His Eminence, Thomas Cardinal Collins

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

CATHOLIC EDUCATION 42

INTRODUCTION 42

THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO 53

CATHOLIC EDUCATION IN DUFFERIN-PEEL 169

INTRODUCTION 169

Excerpts 169

Challenges 1910

An Integrated Faith 2012

Trustees 2112

Administration 2113

Student Growth 2314

Changing Boundaries and Demographics 2314

Schools 2514

School Staff 2515

Expanding Program Choices 2716

Faith Formation 2917

AN ASSESSMENT OF A GREAT WORK IN PROGRESS 3219

FOUR REASONS WHY WE NEED CATHOLIC EDUCATION 3219

THREE IMMEDIATE CONCERNS TO ADDRESS 3320

TWO DEVELOPMENTS IN CATHOLIC EDUCATION AS A WORK IN PROGRESS 3520

ONE PRIORITY 3521

"SCHOOLS TO BELIEVE IN – THE DIFFERENCE WE MAKE" 3722

SISTER CLARE FITZGERALD TO THE CATHOLIC EDUCATION 4024

COMMUNITY IN RENFREW, ONTARIO NOVEMBER, 1999. 4024

CATHOLIC SCHOOL VALUES 4226

~~CATHOLIC EDUCATION~~ ..... ~~1~~

~~CATHOLIC EDUCATION~~ ..... ~~2~~

~~INTRODUCTION~~ ..... ~~2~~

~~THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO~~ ..... ~~3~~

Draft

~~CATHOLIC EDUCATION IN DUFFERIN-PEEL ..... 9~~
~~INTRODUCTION ..... 9~~
~~Excerpts ..... 9~~
~~Challenges ..... 10~~
~~An Integrated Faith ..... 12~~
~~Trustees ..... 12~~
~~Administration ..... 13~~
~~Student Growth ..... 14~~
~~Changing Boundaries and Demographics ..... 14~~
~~Schools ..... 14~~
~~School Staff ..... 15~~
~~Expanding Program Choices ..... 16~~
~~Faith Formation ..... 17~~
~~AN ASSESSMENT OF A GREAT WORK IN PROGRESS ..... 19~~
~~FOUR REASONS WHY WE NEED CATHOLIC EDUCATION ..... 19~~
~~THREE IMMEDIATE CONCERNS TO ADDRESS ..... 20~~

~~CATHOLIC EDUCATION ..... 2~~
~~INTRODUCTION ..... 2~~
~~THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO ..... 3~~
~~CATHOLIC EDUCATION IN DUFFERIN-PEEL ..... 14~~
~~INTRODUCTION ..... 14~~
~~Excerpts ..... 14~~
~~Challenges ..... 17~~
~~An Integrated Faith ..... 18~~
~~Trustees ..... 19~~
~~Administration ..... 19~~
~~Student Growth ..... 21~~
~~Changing Boundaries and Demographics ..... 21~~
~~Schools ..... 23~~
~~School Staff ..... 23~~
~~Expanding Program Choices ..... 25~~
~~Faith Formation ..... 27~~
~~FOUR REASONS WHY WE NEED CATHOLIC EDUCATION ..... 30~~

Draft

~~THREE IMMEDIATE CONCERNS TO ADDRESS.....31~~

Draft

CATHOLIC EDUCATION

INTRODUCTION

Catholic education is a special gift to be cherished, supported, nurtured and protected. The purpose of this section is to help the reader gain a better understanding of our roots; ~~....~~how did Catholic education begin and develop in Ontario and what has sustained it to the present day.

To accomplish this purpose a number of excellent articles and excerpts have been drawn from a variety of sources and are included in the section.

The first article, written by **Mark McGowan,** and entitled "*Development of Catholic Schools in Ontario"*, provides an excellent historical overview from earliest times to the present day. This article provides the foundation for a video/CD presentation entitled *"Catholic Education; An Enduring Gift"*, prepared by the Ontario Catholic Supervisory Officers Association. Copies of this video/CD have been provided to every school in Dufferin-Peel.

The second inclusion is comprised of excerpts from a book describing the history of Catholic education in Dufferin and Peel regions and the development of the Dufferin-Peel Catholic District School Board. It follows quite nicely on the framework established by Dr. McGowan's article.

Articles by:

Father James Mulligan, *(An Assessment of a Great Work in Progress),*
Msgr. Dennis Murphy, (*Schools to Believe In – The Difference We Make),*
Sr. Clare Fitzgerald (*Address to Catholic Education Community in Renfrew, ON)*
Daniel M. Buechlein, (*Catholic School Values),*

provide commentary and insight into how great a gift Catholic education is and how essential it is that we cherish and protect it.

It is our hope that this section, will broaden the understanding and appreciation of where Catholic education came from, how it ~~evolved~~evolved, and the tremendous efforts and sacrifices made by so many over the years. Members of the Catholic school community will be better able to provide the conscientious support and constant vigilance that will be necessary to sustain it for generations to come.

"We must grasp firmly the challenge of providing a kind of education whose curriculum will be inspired more by reflection than by technique, more by a search for wisdom than by the accumulation of information."

Pope John Paul II – Newfoundland, 1984

THE DEVELOPMENT OF CATHOLIC SCHOOLS IN ONTARIO
By Mark McGowan, PhD

The creation of a state-supported, universally accessible, and comprehensive Catholic education system in Ontario was never anticipated by the first pioneers in what was then called Upper Canada. In the 1830's, Catholic education – for that matter any education – was considered to be within the realm of the few: young men training for the church, public service, or the profession. Bishop Alexander MacDonell of Kingston secured some financial support from the crown for schoolmasters, some of whom were priests. Small groups of children undertook a classical and catechetical education in their parish rectory, a local home, or in log schoolhouses often shared between Catholics and their non-Catholic neighbours.

In 1841, MacDonnell's dream of more permanent funding for Catholic schools by the state was partially realized, when the new school Act for the United Province of Canada (a union of Upper and Lower Canada, today's Ontario and Quebec) included a clause that permitted Catholics and others to establish denominational schools. The growth of Catholic schools over the next twenty- five years was punctuated by sectarian violence, linguistic conflict, and political maneuvering within the poorly conceived and constitutionally flawed legislature of Canada. These schools also emerged at a time in the 1840's and 1850's when Egerton Ryerson, the School Superintendent of Canada West, pushed for free, universal, and an academically progressive public school system in what had been Upper Canada (now Ontario). He believed such schools would promote loyalty to the Crown, solid citizenship, a sound curriculum, and a generic Christianity.

The latter point was troubling to many Catholics, who believed that the non-sectarian Christianity promoted in public schools, and fostered by the large numbers of Protestant schoolmasters, amounted to little more than Protestant proselytization. Bishop Armand de Charbonnel of Toronto (1850 – 1860) went so far as to call public schools an "insult" to the Catholic population and he urged his flock to establish and support distinctively Catholic

schools. All of this squabbling over education came at a time of troubled relations between Catholics and Protestants in Canada. Although caused, in part, by sectarian bitterness imported from Europe, Upper Canadian Christians created their own reasons to prey upon one another; the arrival of thousands of Irish Catholic

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refugees from the potato famine ~~was~~were regarded as a scourge upon the land, while French Canadian Catholic legislators were accused of furthering the interests of Catholicism by means of their strong presence in the Canadian Assembly. In the 1850's expressions of sectarian bitterness varied from hateful rhetorical exchanges between Protestants and Catholics in the public press, to full- fledged riots in the towns and cities of what is now Ontario.

The extension of Catholic schools in Upper Canada was often at the heart of the bitterness and bloodshed. In 1855, by the weight of ~~French Canadian~~French-Canadian Catholic votes, the Assembly passed the Tache Act, which extended the rights of Upper Canada's Catholic minority to create and manage their own schools. Similarly in 1863, the votes of ~~French Canadian~~French-Canadian Catholic legislators and their moderate Anglophone allies passed the Scott Act, which confirmed, among other things, Catholic school trustees with all of the rights and privileges of their counterparts in the public schools, and allowed Catholic schools a share of the Common School Fund provided by the Canadian government. What infuriated English-speaking Protestants in Upper Canada was that they did not want these schools in their section of Canada but were forced to accept them because of the preponderance of French-Canadian Catholic legislators (from the Lower Canadian section of the Assembly) who were determined to secure educational rights for their Catholic brothers and sisters, who were a minority in Upper Canada.

The sectionalism that helped to create Catholic schools also prompted Upper Canadian Protestants to demand the end to the farcical union between Upper and Lower Canada. In 1867, the British North America Act created Canada, with both federal and provincial governments, the latter of which were solely responsible for education. Catholics in the new province of Ontario now faced a hostile Protestant majority, without the security of their old French-Canadian allies from the new province of Quebec. In advance of Confederation, with their fragile minority rights to Catholic schools in mind, Archbishop John Joseph Lynch of Toronto (1860-1888) and politician Thomas D'Arcy McGee initiated a process to secure the rights of Catholic schools. Under section 93 of the BNA Act, all the educational rights held by religious minorities at the time of Confederation would be secured constitutionally thereafter. For Catholics in Ontario this meant the right to establish, manage and control their own schools, and to share proportionally in the government funds allotted to education. In time, this section 93 would become the touchstone for most constitutional and legal debates regarding Ontario's Catholic schools.

Ryerson never thought denominational schools would survive. In the late nineteenth century, Catholic schools were chronically underfunded because of their small tax base, their inability to share in the business tax assessment, and their securing of only a tiny share of government school funds. Moreover, after Confederation, Ontario grew rapidly and emerged as Canada's industrial and urban heartland. The population increased ~~dramatically~~dramatically, and new strains were placed on the education system. Ontarians demanded progressive, ~~high-quality~~high-quality education commensurate with the commercial and industrial advances of their society. Catholic schools survived the stresses of the new Ontario because of the dogged dedication of Catholic leaders to fight for legislative changes favouring their schools and

because of the generosity of Catholic religious orders who dominated the teaching ranks in these schools, adapted to the new curricular changes, and donated much of their salary back into the schools. Women religious were notable in their ability to attain provincial teaching certification, despite the popular belief (particularly among Catholics themselves) that "nuns" would never expose themselves to the dangers of "Protestant" teacher's

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colleges (Normal Schools).

In no case was the self-sacrifice of Catholic school supporters more evident than in the case of high schools. Created by an act of the Ontario Legislature in 1871, Ontario's high schools would emerge as one way in which your Ontarians could be molded to meet the demands of their burgeoning urban industrial society. Because they had not existed as such at the time of Confederation, Catholic high schools were not eligible for Provincial grants. Before Confederation, however, some Catholic schools offered instruction to older students under the auspices of the common school. Later, several Catholic schools offered fifth book classes (closely resembling grade 9 and 10) and were in a legal position to do so after 1899, when the government broadened its regulations regarding schools that offered a "continuation" of the curriculum beyond what is now grade eight. In reality, however, Catholics could only direct their taxes to public high schools and, if they so desired, could pay tuition fees to have their children receive a full high school education in a "private" Catholic school, usually run by religious orders. After decades of Catholic lobbying and sectarian fighting on this injustice, the Catholic Bishops and the Ontario Government agreed that a test case be brought before the courts to establish whether or not Catholic high schools were entitled to government funding under the terms of the BNA Act. In 1925, Catholics in the Township of Tiny (Simcoe County) launched the legal challenge – poetically named "Tiny vs. the King". By 1928, the highest court of appeal in the British Empire – the Judicial Committee of the Privy Council – offered a bittersweet decision on the Catholic high school issue: Catholics, due to pre-Confederation precedents and the subsequent development of the "fifth book" continuation classes had just claims to funding for grades nine and ten; but Catholics had not constitutional rights to funding beyond that, although the Provincial government was at liberty to grant it, if it desired.

This was of small consolation to the Catholic community. The pressures on Catholic schools were many. In 1900 there were 42,397 students in the system; twenty-five years later the Catholic school population had more than doubled to 95,3000 students. A low municipal tax base, a minute share of the business tax (only Catholic businesses who wished to direct their taxes to separate schools), slim government grants, and a caution to keep their tax rates competitive with the affluent public school boards, collectively spelled financial hardship for Catholic schools. Facilities were old, classrooms generally were crowded, the growing ranks of lay teachers were paid less, and programs for study were limited in both breadth and variety. Despite the fact that Catholic schools matriculated students who were competitive with their peers in the public system, and although Catholic youth moved on to University in greater numbers by the 1930's, Catholic schools were still saddled with the label of "inferiority". The onset of the Great Depression in the 1930's threatened the very existence of the system.

As it had so many times in its history, the Catholic community rallied to save its schools. By the 1930's the mantle of leadership in the fight for Catholic education was passed from the clergy to the laity. Martin J. Quinn, a Toronto businessman, organized the Catholic Taxpayers Association to lobby the Provincial Government to secure the equitable distribution of corporate and business taxes to Catholic school boards. With chapters in over 400 parishes across the Province, the CTA helped to elect the Mitchell Hepburn's Liberals in 1934, and subsequently his

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government passed the much sought legislation in 1936. The victory on the corporate tax issue, however was short lived. In December 1936, a wild by-election fight in East Hastings, reminiscent of the sectarian

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explosions of the 1850's, spelled disaster for the Liberals and convinced Premier Hepburn that the fair distribution of business taxes to Catholics would defeat his government in the next general election. The bill was withdrawn and the Catholic community's hope for economic justice was dashed.

Canada's involvement in World War 11 (1939-1945) effectively ended the Great Depression. The post-war situation, however, merely heightened the crisis facing Catholic schools. Renewed migration from Europe, particularly from the Catholic communities of Southern and Central Europe, and the natural increase in population that came as a result of the "baby boom", placed increased demands on Ontario's Catholic schools. More spaces were needed for the increasing number of students in Ontario's cities, particularly Hamilton, Ottawa, and Toronto. The suburbanization of Ontario in the 1950's necessitated new Catholic schools in rural areas.

A decline in religious orders and the increase in the number of lay teachers placed additional financial burdens on school boards that were already desperately trying to keep their school facilities and programs up to Provincial standards.

In 1950, the offer of the Hope Commission (Ontario's first Royal Commission on Education) to fund Catholic schools fully to the end of grade six, but not to subsequent grades was indeed tempting. Such ideas posed an interesting dilemma for Catholic leaders: an abbreviated but equally and fully funded system at the primary-junior level or, a complete system from Kindergarten to Grade 13 only partially funded, and ever-struggling at the secondary level. The Catholic commissioners, after much deliberation with the Ontario Bishops, decided to dissent from the Commission; they submitted a brief minority report, highlighted by historian Franklin Walker's readable and concise (less than 90 pages) outline of the history and constitutionality of Catholic schools. In contrast, the overdue and oversized (900 pages plus) majority report of the Hope Commission was generally ignored, as was its demand for scaling back of government funding to separate schools. The system would survive but would continue to struggle, given the many demands placed upon it by a growing and increasingly upwardly mobile Catholic population.

Given the demographic, economic, and social pressures facing the Catholic schools, Catholics once again rallied for justice. The Ontario Separate School Trustees' Association (OSSTA), the fledgling Ontario English Catholic Teachers' Association (OECTA) and the English Catholic Educational Association of Ontario (ECEAO) worked hard as individual groups and, at times, co-operatively, to better the situation of their schools. Co-operative lobbying efforts bore fruit in the late 1950's and early 1960's when the Ministry of education initiated such programs as "equalized assessment", the "growth needs factor", and Ontario Foundation Tax Plan (1963) to "have-not" boards. Many separate school boards gleaned additional funds by means of these programs. In 1969, rural boards were amalgamated into larger county-based units with the hope that larger boards would have access to more funds, be more efficient, and provide improved programs and facilities. Together, the funding provided by the Foundation Tax Plan, and the opportunities created by board restructuring, meant a new influx of cash into Catholic

elementary schools.

Catholic high schools, however, continued to suffer. Funded only at an elementary level for its junior grades and sustained principally by tuition fees for the senior grades, Catholics were forced

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to develop innovative ways to keep ~~the~~ high schools afloat. To make matters worse, the late 1960's and early 1970's witnessed a decline in vocation to religious life, and a slow erosion through increased retirements within the existing cadre of priests, brothers, and sisters in the schools. High schools depended on lay teachers accepting lower salary levels, parents operating lotteries and bingos, and students helping to clean and maintain school facilities. In the election of 1971, the Progressive Conservative government of William Davis won a healthy majority sustained, in part, by its public refusal to extend funding to Catholic high schools. When this same government proposed changes to Ontario's tax laws that would see Catholic high school property subject to taxation, it appeared that Catholic high schools were about to sing their death song. In 1976, the Blair Commission traveled the province to assess the reaction to the tax plan and was greeted at each stop with formidable submissions by the Catholic "partners".

Through the combined efforts of clergy, trustees, teachers, parents and students, the tax plan was scrapped and Catholic high schools dodged a bullet.

Ironically, in 1984, William Davis surprised his own caucus when he announced that there would be extended funding to grades eleven, twelve and thirteen in Ontario's Catholic schools. Davis regarded the decision as "justice" to Catholic schools; the cynical saw the government fishing for Catholic votes. Within three years, having faced and survived constitutional challenges, Ontario's Catholic schools finally enjoyed extended funding from junior kindergarten to the end of Grade Thirteen. Funds poured into the Catholic system and the landscape of Ontario bore the imprint of new schools, complete with facilities, equipment, and comforts scarcely imagined in previous generations.

In our own time, both Catholic and Public education systems have witnessed an unprecedented "revolution" of institutional and curricular change. In 1995, school councils were instituted to bring parents and teachers together for the local management of their community schools. Shortly thereafter the Progressive Conservative government reduced the number of school boards, in addition to cutting the number of school trustees, while placing a cap on their salaries. In 1997, in a move that may have startled Ryerson himself, the Provincial Government suspended the right of trustees to raise taxes for schools and placed educational funding exclusively in the hands of the Provincial Government. For the first time in Ontario's educational history funding for education is no longer a shared responsibility between the local community and the central government. For Catholics, however, the new financing model means equality of funding for Catholic and Public schools. Those who have reflected upon the history of their schools have realized that finally justice has been accorded to Catholics, under the terms of the Constitution (BNA) Act.

Not all Catholics, however, have been in favour of the changes; teachers and others have seen this new centralization as jeopardizing the ability of Catholics to control and manage their own schools. There is some fear that the Provincial Government will take an increased role in dictating to Catholic schools, perhaps to the detriment of the distinct denominational character of these schools. In the current ideological climate dominated by the proverbial "bottom line"

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and secular values, it is believed by some that the "taxpayers" of Ontario will be loath to support two education systems. In addition, the demise of publicly funded Catholic schools in Quebec and Newfoundland has contributed to growing uneasiness about the future of Ontario's Catholic schools.

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Catholics in Ontario must be awake to the "signs of the times". With legislation supporting funding equity in hand, Catholics cannot afford to become complacent about their education system. In a secular and pluralistic society, denominational rights, particularly in the matter of schools, are not widely subscribed. Those who know the story of the development of Catholic schools in this province must realize that these schools are a gift that should not be squandered. Ontario's Catholics have a responsibility to nourish, improve and defend their schools as a distinctive and valuable contribution to the vitality of their faith community and to Ontario society as a whole. As history has demonstrated and as Vatican 11 has confirmed, the laity have a vital role to play in the development of Catholic education. There is a need for schools that place Gospel values at the center of a wholistic education. In Ontario, our inheritance as Catholics has been considerable, but so are the challenges that, no doubt, the future will bring.

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CATHOLIC EDUCATION IN DUFFERIN-PEEL

INTRODUCTION

The following excerpts were taken from an excellent book outlining the history of Catholic education and Catholic schools in the Dufferin and Peel regions. This book, "OUR STORY. OUR TRADITION. OUR JOURNEY" was prepared by a group of educators in the Board and published in 2011. Inserts at various places provide present-day updated information. You are encouraged to find and read the whole book in order to gain a fuller appreciation of the people, events, and many sacrifices that brought about the birth and development of one of the largest school boards in the province of Ontario - ~~.....~~the Dufferin-Peel Catholic District School Board.

Excerpts

As the Ontario school system developed during nineteenth century, Catholics made significant gains in establishing the right to operate ~~publically~~publicly funded Catholic schools. Leading Catholic clergy and laypeople spoke up for Catholic interests and helped shape legislation. They persisted in their efforts to develop the foundations of an education system that would allow Catholics to teach the curriculum through a faith lens, incorporating the life and teachings of Jesus Christ throughout. By the end of the century Catholics had the right to establish separate elementary schools and the funding to operate them and were still seeking equity with the public school system.

However, not all Catholics took advantage of the right to establish local schools. In Peel, the townships of Chinguacousy, Albion, Caledon, and Toronto Gore had fifty-eight common (public) schools by 1850, while Peel County did not have its first parochial (Catholic) school until 1861. Dufferin had one parochial school, which was founded in 1864. The differences in numbers resulted partially from discriminatory obstacles that Catholics faced, including not having enough Catholic students to support a school, and often from social conditions and attitudes of the time.

Until the 1960s each community in Ontario had its own school board (known as a school section) and the communities paid taxes to their school sections. As a result, many rural school sections

did not have the tax bases needed to provide modern educational resources. For Catholics, the problem was compounded because separate school boards had little access to corporate taxes.

In the 1960s the [Ontario] Department of Education started to phase out local school boards in favour of larger county boards. This allowed for savings in administration, purchasing and more equitable taxation. The change also made it easier to recruit teachers because they would enjoy greater economic security and more opportunities for professional development and promotion. Until these larger boards were formed, establishing schools was a pioneering effort. Often when a new parish opened it either had no schools in place or had a school that had been established just before the parish opened. In many cases as the population grew, parishioners went door to door to sign Catholics residents up as separate school ratepayers so the community had the required number of people to form a school section.

Until 1947 only one township in Peel, Toronto Gore, had a Catholic school board and Dufferin had none. In 1948 that began to change when Catholics in Malton, which had grown because of World War II, established a board (school section). In the 1950s and 1960s the young families moving into other parts of Peel helped establish boards in Albion, Brampton, Chinguacousy, Clarkson, Cooksville, Dixie, Erindale, Lakeview, Malton, Orangeville, Port Credit, and Streetsville. One board was founded in less-populated Dufferin; it was in Orangeville.

In 1969 the provincial government ended local administration for rural boards and amalgamated them into larger county-based units with the hope that larger boards would have access to more funds, be more efficient, and provide improved programs and facilities.

The task involved some twenty-seven schools and hundreds of employees, individual board payment schedules, financing and debts. Bookkeeping practices were reviewed, inventories, real estate, administrative personnel, special education, non-teaching staff, custodial services, and maintenance were aligned.

The amalgamation was timely because in 1960s and 1970s there was decline in vocations to religious life and an increase in the retirements of both ordained and lay people. With its new resources, the Dufferin-Peel County Roman Catholic Separate School Board worked “to provide equal opportunities of education to the highest possible standard for all children in our schools.”

In the forty years since the formal beginning of the Dufferin-Peel Catholic District School Board in January 1969, Dufferin-Peel has grown from 27 elementary schools to ~~119~~ 125 and from no secondary schools to 26. The student population has grown from 9,000 students to more than ~~85~~71,000 and the staff from under 500 to more than 9,500. The quality of education has also improved significantly and the Catholic faith remains an integral part of school life. The tremendous growth occurred because of the cooperation of schools, parents, and parishes in responding to the opportunities and the challenges resulting from changes in education,

society, and the Church.

As well as having to deal with a lack of funding and local demands for more and better schools, the board has faced three other major challenges since 1970. Introducing Catholic secondary

Disciples of Christ, nurturing mind, body, and soul to the fullness of life. ~~***The***~~

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schools was one. Keeping pace with dynamic changes in population growth is on-going. The third, and most important, is keeping the faith vibrant in students' lives. The current mission statement captures the fullness of the commitment to do so:

Challenges

From the time that Bishop Alexander MacDonnell, Ontario's first bishop, sought funding for Catholic education, Catholics have had to remain vigilant in their quest to offer students a Catholic education. At first, Catholics had to fight for legal rights to offer separate school education and for adequate funding to do it. The role of faith was taken for granted within the Church and many of those outside the Church accepted that religion had a place in schools— public and separate. However, when legal rights and equal funding were in place the focus shifted to keeping the faith itself strong.

Until the 1960s, Catholics widely accepted the importance of taking the lead from the parish in practicing the tenets of the faith and of ensuring it had a vital place in schools. Until well into the 1960s, school boards and parishes typically had close relations; priests could be closely involved with school life, and members of teaching orders brought their convictions into the classroom. Parents and children readily accepted the teachings of the church. There was very little questioning of faith. Then a confluence of changes in the Church and society presented separate school boards with unanticipated challenges.

Since the 1960s, social, political, economic, and technological changes have undermined attitudes toward religion and the importance of the Church in society and the family. In the 1960s and 1970s the focus on providing freedom of choice led many to reject traditional values. The changes initiated by the bishops at the Second Vatican Council (1962-1965) had a mixed impact on parishes and schools. In trying to be more relevant, the bishops at what has been called "a Pastoral Council" had avoided the use of "formulas and definitions." Instead they had used "more human terms," hoping that the psychological approach would "be more relevant and more easily accepted."

According to the late Bishop Alexander Carter of Sault Ste. Marie, while the Council didn't intend to "confuse the basic teachings of the church," after the Council "confusion arose" about Catholic beliefs. He laid responsibility on the bishops who had "failed to speak with sufficient clarity on ~~n~~

some of the issues" and those theologians who had crossed the line by teaching "contrary to the authentic teaching of the Church, as proposed by the bishops in communion with the Pope."

By the close of the twentieth century, Catholic schools could no longer assume that students had gained a strong appreciation for Church liturgies or respect for Catholic beliefs through regular participation in Mass or other devotional practices, such as the Rosary. The new understanding brought by Vatican II caused changes in many school practices. Schools traditionally had held Living Rosaries, the crowning of Mary, and large communion classes. After Vatican II, this changed, with an emphasis on liturgy, not devotionals or sacramentals. "In any Catholic school in Ontario today, the majority of students are unchurched," writes Father James T. Mulligan, CSC. As a result, schools have had to assume a greater responsibility for "Catholic socialization" and the "unchurched demographic influences the content of Catholic education..." Mulligan challenges "concerned parents and pastors and Catholic teachers and administrators... to be sensitive to this changing reality."

Mulligan notes that the laity are assuming more responsibility for ministry and urged Catholic educators and parents to be confident in "exercising pastoral and faith education in the Catholic school." He also said, "The reality is that for most of our kids now we are the church!"

An Integrated Faith

As well as growing in size over the years, Dufferin- Peel has enhanced the quality of its programs and services as it seeks to serve a larger and increasingly multi-cultural student body. The growth itself has taken many forms: the development of the board and the administration, the building and refurbishing of schools and facilities, the hiring of more staff, and addition and redesigning of programs. The board has also taken an increasingly larger role in the spiritual formation of students.

These changes have been governed by two responsibilities. As with all boards in Ontario, Dufferin-Peel must comply with the fundamental principles and philosophies developed by the province through the Ministry of Education. As well, it has the responsibility of providing a quality Catholic education to its students.

As a result, Dufferin-Peel, like other Catholic schools, is distinguished by its integration of religious truths and values with life, which is of vital importance in light of contemporary pressures to isolate the two. Robert Dixon writes that "Catholic education is not a subject but rather, it offers a way to view the world that speaks to the interrelationship between faith, knowledge and action."

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Trustees

With the amalgamation of 1969, the board moved from a largely volunteer to a professional administration. Operating in a much larger forum, trustees moved from "keeper of the keys" to executive management and overseeing large budgets and setting policies.
In the early boards trustees, principals, and teachers provided the administrative services. Whoever happened to be available undertook the arrangement of repairs, the purchasing of supplies, the organization of bus routes, the paying of employees, the completion of reports for the Department of Education, the hiring of teachers, the development of curriculum documents, the borrowing of money, the tendering of projects and a million other details. After amalgamation, professional staff looked after the daily needs of the system.

In 1990s the Ontario government introduced a series of measures that reduced the powers of school boards, centralized more ~~authorize~~ authority in the Ministry of Education, and made significant changes to funding and programs. Bill 104 the *Fewer School Boards Act*, 1997 created larger (district) boards and reduced the number of trustees.

In 1997 Bill 160, the *Education Quality Improvement Act,* introduced a new funding formula that resulted in Catholic boards receiving the same level of funding as public boards. This let Catholic boards like Dufferin-Peel improve their programs and facilities. The bill also drew negative reaction because the formula reduced funding levels for public boards and some measures centralized key aspects of education and made changes to teacher's working conditions.

Administration

In 2000, Bill 74 *Education Accountability Act* further increased centralized Ministry of Education control over school boards. The Ministry put more emphasis on accounting and fiscal transparency and required boards to operate with balanced budgets, which meant they had to make cuts to staff, programs, and services. Some of the financially troubled boards, including Dufferin-Peel, resisted and were taken over by the Ministry of Education. In October 2006 the Ministry appointed a supervisor to operate Dufferin-Peel and balance the budget, which had a
$7.5 million deficit. The supervisor, who had been given a two-year mandate, returned the operations to the board after instituting changes, including setting up financial guidelines, and reducing the deficit to $1.7 million.

Gradually, some people developed expertise in these areas and became the administrative

staff. Eventually they would be paid and become professional staff, but this was often after long years of giving volunteer services. As the board became larger, professional staff was hired to oversee the daily operations of our schools. They too were pioneers.

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At the inception of the Dufferin-Peel Board in January 1969, the administrative structure remained relatively simple. The board of sixteen trustees met in the administration offices of the former Mississauga Catholic School Board at St. Patrick School. One classroom was converted to a board room and three into general offices for the academic and business administration staff. The corridor was used for the receptionist and as a shipping and receiving area to handle supplies for the schools.

By 1971, the board employed 120 non-teaching personnel including school secretaries, caretakers, and administrative staff and it needed a larger administrative centre. To provide a long-term solution to the space problem, the board purchased a site at the corner of Highway 10 and Matheson Boulevard in Mississauga for a $7-million administrative centre, which it financed partially through the sale of surplus properties. The Catholic Education Centre was blessed and officially opened by His Eminence Cardinal Carter in September of 1985.

Student Growth

The building boom of the 1950s had created the need for Catholic schools in Peel and the on-going increases in Catholic population resulted in the need for more services. To accommodate these changes and similar growth in other regions outside the City of Toronto, the Archdiocese of Toronto had to open twenty-one new parishes, build new churches, and expand some existing facilities. Dufferin-Peel had to rapidly add schools and hire more teaching and support staff.

Changing Boundaries and Demographics

The population growth resulted in changes in municipal government and the status of communities. In 1970 the formation of the Regional Municipality of Peel, which incorporated Mississauga, Brampton, Bramalea, Caledon, and Bolton, aligned municipal government with the school boards. In Dufferin, Shelburne became a town in 1976 and the Town of Mono, which is just north of Caledon, was incorporated in 1999. In 1995 Grand Valley and East Luther townships amalgamated.

Between 1968 and 1978 the Peel population increased from 216,000 to more than 430,000. By 1988 it was more than 643,000. Between 2001 and 2006, the population in the Peel grew 17.2 percent, and today, the Region of Peel has more than a million people. By 2006, 48.4 percent of the region's population, or 561,240 were immigrants.

Dufferin, which is largely rural, has had some population growth but not as intense as that of

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Peel. In 1871 the population of Dufferin County was 16,689 and by 2006 was 54,436 people.

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Schools

The patterns of growth in Dufferin and Peel means that most of the Catholic schools are in Peel. In 1969, 70 percent of the school population was located in Mississauga and the other 30 percent was spread over Brampton, Bramalea, Caledon, Bolton, and Dufferin. In ~~2010~~2024 ~~2011~~ 2025 the board operated ~~145~~ 151 schools, ~~119~~ 125 elementary and 26 secondary in Mississauga, Brampton, Caledon, and Orangeville, with 56 percent of the schools in Mississauga, 37 percent in Brampton, 5 percent in Caledon, and 2 percent in Orangeville.

Full funding of Catholic high schools in 1984 created a population explosion in Dufferin-Peel schools; by 1988, the board had an enrolment of 55,000, a 600 percent growth in twenty years. This rapid growth and lack of capital funding for building created an accommodation crisis and many students had to be housed in temporary structures. Portables, portapack rooms (essentially portables strung together), modular and holding schools, and leased facilities were used as band- aid solutions. In 1988, 45 percent of the 55,000 students were in such buildings. More than 2200 students were bussed outside of their designated school area and another 1500 were bussed to schools rented from the Etobicoke Board of Education.

In 1998 a provincial change in the funding of education resolved the accommodation problem. The introduction of the per-pupil-based funding formula allowed the board to begin an aggressive building program to house more students in permanent structures. As the concentrations of Catholic population shifted over the years, the Dufferin-Peel board has had to change the location of schools. In the last forty years, it has closed eight elementary schools in areas of declining enrolment and opened more than 120 schools in areas of growth. Since 2000, the board has opened fifteen elementary schools in Brampton, eleven elementary schools in Mississauga, two elementary schools in Caledon and Orangeville, and eight secondary schools.

In ~~2010~~ 2025 the student enrolment was approximately ~~87~~71,000 students, with more than ~~50~~40,000 elementary and more than ~~35~~30,000 secondary students. In addition, more than 30,000 people are enrolled in the Adult and Continuing Education classes.

School Staff

Growth in the numbers of students has also meant increasing demands for qualified, capable staff. During the 1960s and 1970s a decline in vocations to religious life and an increase in the retirements of ordained and lay people added to the need for staff. Dufferin-Peel has endeavoured to attract both “innovators” from other boards and newly qualified teachers so

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students benefit from a staff with an appropriate blend of experience and youth.

The Dufferin-Peel staff have also been in the forefront of developing and initiating new policies and programs. Dufferin-Peel personnel are well represented on Ministry writing teams and

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policy committees and a number have been seconded by the Ministry. The support staff of coordinators and consultants constantly revamp and adapt education policy to reflect the realities of sound Catholic education.

In the early 1990s, Catholic boards faced a change that would have undermined efforts to keep the faith strong in schools. Section 136 of the 1985 *Ontario Education Act* required Catholic boards to stop making a distinction between Catholics and non-Catholics when they hired teachers, starting in September 1995. In 1997 the court ruled in favour of the trustees and Section 136 was declared unconstitutional and of no force or effect. As a result, Ontario Catholic boards have a right to give preference to practicing Catholics when hiring teachers. Staff members who are not directly responsible for educating children are not required to be Catholic.

Expanding Program Choices

After its founding, the Dufferin-Peel Roman Catholic District School Board began adding new programs to offer Catholic families a full range of services, taking care that each new program reflected Catholicity. The board believes that "as Catholics, we cannot teach Science without incorporating values, Biology without discussion of bioethics, Family Life without a central focus on morality, or History without an ethical view of our social evolution." New programs in Religious Education and Family Life are prepared in consultation with parents, the bishop, and the archbishop, reflecting the partnership of home, school, and Church.

The board has introduced many innovative programs. Soon after its 1969 amalgamation, the board established the Special Services Department and Dufferin-Peel was one of the first boards to hire child care workers to support children with emotional/behavioral problems. In 1980 the Ontario government passed Bill 82, which made access to appropriate programs the right of all exceptional pupils and established processes such as the Identification and Continuous Assessment and Review (IPRC). Dufferin-Peel already had much of what was mandated in place. Bill 82 also allowed Separate Schools to offer classes to students with severe developmental delays for the first time, so the board broadened the program.

In 1973 the board introduced its first junior kindergarten class at St. Peter Elementary School in Orangeville and by September 1974 all schools were accepting four-year-old students. When Ontario started to implement full-day learning for four- and five-year-olds in 2010, Dufferin-Peel opened full-day kindergarten in sixteen schools.

After amalgamation, the board standardized the French-language instruction program so

children in all the schools received the same amount of daily instruction. In 1984 extended French was introduced and recently a French Immersion program has begun at selected schools.

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The board has kept pace with research findings on the many ways in which students' learn and today offers a wide-range of targeted programs. These include Cooperative Education, International Baccalaureate (IB), Extended French, French Immersion, Specialist High Skills Majors, Pathways, Planning for Independence Program for students with learning disabilities, Workplace Streams, Performing Arts, Integrated Arts and Gifted Programs.

In 1996 Ontario introduced standardized testing in response to the "public's demand for clearer information about, and greater accountability for, student achievement in Ontario schools."12 This put increased pressure on schools to maintain the religious dimension of the school, while meeting the obligation to prepare students for the tests.

In 1997 the Ministry of Education introduced Religious Education as teaching subject faculties of education, so for the first time, Catholic secondary schools had teachers who were formally recognized for their university studies in theology Because the Ministry of Education recognizes the right of Catholic schools to teach courses from a faith perspective, when the secondary curriculum was revised in 1999, the ministry paid for the writing of both public and Catholic course profiles (support material to assist teachers)

Faith Formation

Over the years, the board has used a variety of strategies to emphasize the gifts of God and the faith commitment to bear witness to the glories of God in action and attitude.

Dufferin-Peel schools develop the spiritual side of each student through courses, participation in the liturgy and sacraments, and involvement in service and social justice projects. Secondary school students take a Religion course in each of their four years, take part in the retreat program, and participate as much as they are able to in the prayer and liturgical life of the school. Courses are taught with a faith lens, so that the Catholic perspective is discussed in all subjects, including Science, History, English, and Civics. In elementary school, students are taught Religion and Family Life beginning in kindergarten, and religion is integrated into all aspects of the curriculum. Schools have strong links to parishes and assist parishes with sacramental preparation.

In both elementary and secondary schools, the Virtues program forms the basis for the provincial character education program. The Catholic virtues of faith, hope, and love are the backbone of the featured monthly virtues. Assemblies, prayers, and classroom activities help students put the virtues into action. Parish staff conduct liturgies and provide other services within the schools.

Each school and work location has staff who volunteer to help facilitate faith experiences in their

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communities. This includes marking the liturgical season with Advent prayer services, Lenten Stations of the Cross, and liturgies. Larger groups gather within the families of schools to share Advent retreats, Seder meals, and larger Eucharist celebrations.

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Each secondary school has a chaplaincy/pastoral ministry program, which serves students and staff. The chaplaincy team is responsible for providing information on vocations, acting as a liaison with the community, enhancing relationships with local parishes, arranging for services, and organizing retreats. The team also directs community outreach and social action, which further helps students understand how God can be an integral and fundamental force in their lives.

As Archbishop Philip Pocock wrote "Surely a school system which stresses the sacred character of man, his divine origin and destiny, his responsibility to God, to God's people and to the entire creation is of greater importance now than at any time since the dawn of Christianity. The Separate School system has a profound and necessary contribution to make, not merely to the Catholic community, but to the entire community of Ontario and to our country". We continue to question, examine and review the strategies that facilitate this development of faith. It is in attempting to answer the question "what makes us different?" that we gain a better understanding of, and insight into, how we can best facilitate our goal of becoming servants of our Lord.

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AN ASSESSMENT OF A GREAT WORK IN PROGRESS
By James T. Mulligan CSC

This is a personal assessment. I say a "great" work in progress because I believe that Catholic education is a gift from God – a great gift from God – not only to the Catholic community of Ontario but to the wider Ontario community, as well. My abiding concern is that Catholic education is a gift that too often tends to be taken for granted; my profound conviction is that our present historical moment demands that the Catholic community and the different partners that constitute the Catholic educational community no longer have the luxury of taking this great gift for granted. In this assessment, I present in outline form a snapshot of Catholic education in Ontario on the threshold of the Jubilee Year. I hope this outline will be helpful in stimulating and helping advance the Catholic education conversation at the local level. It is only through such conversation, in ever expanding circles of folks concerned about Catholic Education, that real ownership of this great gift is realized.

FOUR REASONS WHY WE NEED CATHOLIC EDUCATION

I present the following four reasons in no particular order:

1. Strong emphasis on care, compassion and community are hallmarks of a "Catholic" education. An education with this dominant **community** dimension is so urgent today in a culture that celebrates excessive individualism. Catholic education can and must emphasize mutuality and promote the common good.

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2. Catholic education intends to educate for life; that is what we mean by educating the soul. Catholic education is an integral, wholistic education. How different this vision of education is from the mechanistic, overly pragmatic, soulless approach to present educational reform and its sole purpose "to skill" students for the corporate workforce.

3. A Catholic education is a critical education grounded in the examples of the prophets and the lessons of the social gospel. The Catholic school is an invaluable instrument for the transmission of the social teaching and critique of the church. Much in our political, economic and cultural structures is not of the gospel. A Catholic education should introduce students to the gospel critique and be persistent in questioning the taken-for-granted assumptions of the dominant, secular ideology.

4. Increasingly, it is the Catholic school that offers "Catholic socialization" for many young Catholic students. To introduce the young person to Jesus and teach her to pray; to help the student discover the meaning and purpose of his own spiritual journey; to prepare students for sacraments – all of this makes up the urgent faith education dimension of a Catholic education. Imagine, for a moment, the massive challenge our parish communities would face without the Catholic school!

Conclusion: An Ontario society that purports to be caring, compassionate and just needs Catholic education. The evangelizing mission of the church needs Catholic education.

THREE IMMEDIATE CONCERNS TO ADDRESS

Concern #1 – A call for reconciliation and a new imagination.
Developments in the Catholic educational community over the last 36 months make it very clear that the primary threats to the continued existence of our schools is found more from within than from without. While both sides appear to be well-intentioned, Catholic teachers and Catholic trustees, too often, recently, have been working at cross purposes. This is discouraging for all who are passionate about Catholic education. It also sends the message to the wider public that we are in disarray. A new appreciation of the rich tradition of Catholic education and of our long struggle over the years is urgently needed. The stewardship role of Catholic teacher and Catholic trustee must be re-invented.

Concern #2 – **The passion for Catholic education must be passed on.**
Recent political and constitutional developments in Newfoundland and Quebec underscore the pressing need for parents to claim more and more ownership of Catholic education. By this I mean not simply ownership of education in the neighbourhood Catholic school, but ownership of **Catholic** education in the Catholic school!! For the first 60 years of this century, it was the sister, brothers and priests who pioneered and nurtured Catholic education across Ontario. Over the last three decades and more, lay Catholics, teachers and administrators, have served

admirably in maintaining and promoting Catholic education. Reading the signs of the times as we begin the new millennium one must conclude that now is the time for parents. For the most part the passion for Catholic education was missing among the parents in Newfoundland. Concerned parents in Ontario must learn from that experience.

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Concern #3 – To work at a distinctively "Catholic" education.
How to keep the Catholic institution –hospital, school, college –'Catholic" in an increasingly secular society? This is the urgent question common to all Catholic institutions across North America these days. This question is of profound concern for the Ontario Catholic education community. "Distinctively Catholic" must characterize every vital dimension of the Catholic school experience: vision of education; selection and exercise of leadership; hiring and forming of teachers; formal and informal curriculum; creation and implementation of policies; and the care given to community. To work at being distinctively Catholic means to mine the profound riches of our Catholic tradition, teaching and worldview. There is much here that remains to be done.

TWO DEVELOPMENTS IN CATHOLIC EDUCATION AS A WORK IN PROGRESS

#1 – The Phenomenon of the Unchurched.
In any Catholic school in Ontario today the majority of students are unchurched! Using unchurched in this way is not a pejorative. It is simply a sociological way of saying that what Catholic socialization does take place in the child's life now takes place in the school rather than the home or the parish. In a large way, this unchurched demographic now influences the content of Catholic education that a school is able to propose. Concerned parents and pastors, and Catholic teachers and administrators need to be sensitive to this changing reality. Reflection, questioning and discussion are needed to see how the local Catholic school can best serve these students. The Catholic school cannot take the place of parents or parish…but the Catholic school can do something. Each local Catholic school community must reflect on this something with great care.

#2 – A more Confident Ministry to the Unchurched.
Increasingly, in the parish and in other dimensions of church life, the laity are assuming more and more responsibility for ministry. In some cases they are simply reclaiming the roles and functions usurped by the clergy over the centuries, in other cases, they are developing creative new ways of living out the missionary dimension of their baptismal priesthood. Because of the unchurched reality described above, Catholic educators and concerns parents must feel more and more confident in exercising pastoral and faith education ministry in the Catholic school. As a community, we must move beyond "the church should do more for the kids" or "the priest should spend more time in the school" reflex. The reality is that for most of our kids now we are the church!

ONE PRIORITY

Formation, Formation, Formation. Formation is the one obvious conclusion of this assessment of needs, concerns and developments. The initial and ongoing formation of teachers and administrators and the formation of parents and guardians must be the central agenda item for every Catholic education community in Ontario. To be serious about formation means we no longer take this great gift of Catholic education for granted. To commit to formation means that

we are ready and anxious to reflect on the call – on the vocation – of what it is to be a Catholic educator. A jubilee wish: That there might be a significant formation component to every Catholic education meeting for the first decade of the new millennium!

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"SCHOOLS TO BELIEVE IN – THE DIFFERENCE WE MAKE"

Homily Delivered by Msgr. Dennis Murphy – Catholic Education Week – 1999

This week here in Ontario Catholic schools and parishes are celebrating Catholic Education Week. The theme for the week is "Schools To Believe In – The Difference We Make." No one pretends that there are not flaws in our Catholic schools but their particular approach to education does offer something distinctive not only to our Church but to our society as well. It also helps us to understand our own faith and how we seek to live it.

In a unique way Catholic schools tell young people that they are worthwhile – and that, above all else, they are worthwhile because they are from God and that their life is a journey of return to God. Throughout all aspects of the Catholic school's curriculum children hear echoed the message of today's gospel: "You are my friends….I do not call you servants…because I have made known to you everything that I have heard from my Father." And so Catholic schools tell children that they are valuable. Children hear repeatedly that at the heart of their lives there lives the spirit of God himself. They tell them that no young person lives on the margin of God's love. In so doing Catholic schools tell young people who they really are.

In a world which suggests all too often that what is right, and true and good, is what is fashionable and what is hip. In a world which says that what counts is being cool. In this world Catholic schools keep repeating in all kinds of ways that truth and goodness are more important than what is cool.

Catholic schools do this in very distinctive ways. A keystone of Catholic education is that everyone of us is equal – not because of some law or Charter of Rights and Freedoms – but because each of us is created equal by a loving God. And because this is so, children learn – not only in Religion class – but in every subject that Christians cannot accept any political systems or policies which tend to grind up little people and leave them by the roadside.

There is distinctiveness as well when teachers tell students that sex is great, and wonderful, and sacred. And that it is not to be squandered or violated in casual relationships, but treasured and respected as part of the mysterious gift of life itself. In like fashion Catholic schools insist at every turn that life itself is an unmerited gift. That we are entrusted with life but do not own it. And that we are called to cherish and protect it in all its manifestations.

Two or three years ago the Catholic School Trustees' Association commissioned some focus group research to determine how the Catholic school was perceived by the citizens of Ontario. Some of these focus groups were made up of Catholics, some of non-Catholics, some of them were older people and some of them younger people. Part of the research involved the facilitator asking the members of each group to speak the first word that came to their mind when they thought of Catholic schools. The word that far outstripped all other words as defining these

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schools, the word that came from both Catholics and non-Catholics, the word that came from both young and old was community.

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After all is said and done Catholic schools are about creating small Christian communities which are meant to mirror the values of the home and the Church. This is the learning environment Catholic educators seek to create.

What these communities provide to students in this fragmented society of ours is a zone and a sense of personal stability. Amidst all of the many voices and messages with which young people are bombarded, amidst all they learn from the media, what they hear on Muchmusic, what they read in the newspapers and watch on television – amidst all these voices they need of a word and a voice which assures them some stability. They need some clear and uncompromising sense of identity which only community can offer.

What Catholic schools seek to offer to our young people is a message and a voice which speaks with consistency, coherence, and continuity. Young people, indeed all of us need such a sense of meaning when confronted with some of the apparently meaningless horror which we all experience, such as the tragedy which devastated so many school people, children and parents these past ten days in both Littleton, Colorado and Taber, Alberta.

In short, kids need a culture and environment that allows them, in all of the noise of the contemporary world to hear the whisper of the Spirit, the gentle urging of Jesus, the call of God. Perhaps they will not follow in the way of that word and that call today. Perhaps they will not even follow in its way tomorrow. But for all of their life they will have learned how to listen to God. They will
have spent many hours in a community which tells them who they really are – a community which ever echoes the word of Jesus in today's gospel, "You did not choose me, but I chose you." This finally is why Catholic schools are distinctive, and why they are schools to believe in. What these schools offer to our kids is a gift not only to our Church but to our society as well.

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SISTER CLARE FITZGERALD TO THE CATHOLIC EDUCATION COMMUNITY IN RENFREW, ONTARIO NOVEMBER, 1999.

There's a pressing need for Catholic educators in the province of Ontario to come together, to look at themselves, and what we are supposed to be doing in Catholic education. Look over the 20th Century…Two World Wars, the Korean War and the Vietnam War. We had the Holocaust, and now we're ending the century with Kosovo.

History, despite all its wrenching pain, cannot undo what has happened…and nobody can change the next century except educators. Politicians can't change it. Congress will never change anything.

The only people who have the power to change anything in the world are the educators. Why? Because we change people's minds. We give them new thoughts. And we say to them "this is not the way people should live."

So that you and I, teachers and educators, we are the most powerful people in the very best sense of that word, because we influence minds.

We tell children, "Hey, you don't have to live like that, that's not the way human beings treat one another". We change people's thinking…that's the power of an educator. Nobody has that but us. And that's what we've come here together today to celebrate.

The only thing that will save Catholic education – in Ontario or anywhere else – is Catholic education. In other words, you've got to really be *Schools to believe in!* You've got to be what you claim to be.

Unless you prove that you're different, distinctive, with something of value to offer then you'll not be tax supported. Remember, you are trying to function in a culture, in a political, social and economic milieu that challenges the very fundamental principles of your education system.

The very promise and meaning of Catholic education is embedded in spiritual, religious, and Catholic roots, and anything that threatens those roots will cause a profound disturbance in Catholic education.

We can't give up those religious Catholic roots and think we are going to survive. What are these roots we are talking about? What Catholic identity, what religious traditions? What claims can we make about our Catholic schools that show us to be different than other schools?

In our Catholic schools, we proclaim something. We happen to believe there's a God. And in today's world, that's a novelty. We believe in Him and we proclaim Him. And you have no philosophy of education, you have no pedagogy, you have no reason to enter the classroom unless you believe in that statement.

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When I walk in a classroom as a Catholic teacher, when I see my students, I have to know that each one of them is a child of God, created by God, for God, and that they are destined to go home to God. If you do not believe that, you're in the wrong school. I believe there's a God and that we're all going home. This whole journey on this earth is a journey home to God. That's the whole basis of our educational system. We are here to nourish that child on the journey home.

As well as proclaim, we must provide. In every one of our schools we must provide space and time for the sacred, for the holy. Retreat time, prayer time. We also must provide space and time for the academics. To be Catholic is to be intellectual. As educators, this means we've got to love learning – that's the ballpark we're playing in.

We must proclaim and provide, and as Catholic schools we must also promote. We promote social justice. We promote a better world. There is an essential difference between Catholic education and public education. We both educate the child and transform the child. But Catholic educators also educate the child to transform the world. The goal and objective of Catholic education is the world. It is not the child. We are called to influence the world. Jesus Christ said go into the world and proclaim me. The world is the goal and the focus of our education systems. That child is being educated morally and ethically with the concept of social justice and peace to go out into that world and make a difference.

I encourage my students to become good lawyers and doctors and architects. They can climb the social ladder. They can even earn lots of money. But I need them to remember why they're doing it, and I want them to challenge a marketplace ethic that enriches the wealthy and impoverishes the poor. "What does it profit a man to gain the whole world if in the end he loses his immortal soul?" That question is as good today as it was two centuries ago, but who's going to ask them that question if we don't'?

As Catholic educators, that question is part of our job.

** Sister Clare Fitzgerald is a teacher who has taught in elementary schools, in secondary and in post-graduate courses. She is a member of the School Sisters of Notre Dame. She has served as provincial Superior of her Congregation and was elected president of the Leadership Conference of Women Religious of the United States. She was one of the five religious to serve on the Vatican Commission for the Study of Religious Life in the United States.*

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CATHOLIC SCHOOL VALUES

Daniel M. Buechlein

America, April 24, 1999 – Vol. 180, No. 14

We place enormous value on our Catholic schools and work hard to foster the faith tradition which has supported them in this country since before the foundation of the republic. At a time when the success of Catholic schools is so widely admired, it might be well to reflect on those values that make these schools Catholic and what they mean to us as individuals, families and communities, understanding that Catholics are not the only ones who reverence these values.

I am not going to list all the things that we Catholics believe, although this rich tradition of faith is the foundation that supports every Catholic school. I am also not going to discuss those values that are unique to the teaching and practice of the Catholic Church. Instead, I would like to mention briefly 10 values that we Catholics share with many other religious traditions. These values may not be unique to Catholic schools, but they are deeply imbedded in everything that our schools stand for – in our teaching, in our character formation, in athletics and in all our extracurricular activities. We don't claim to be perfect, or without fault, in our witness to these values, but we also don't try to "water them down" simply because they are difficult or counter-cultural.

What are these 10 Catholic school values? I'm sure that you will recognize them right away.

1. The first value is that *God comes first.* No individual or group, no doctrine or ideology, no material thing or spiritual experience can come before God. We believe in a personal, loving God who has been revealed through creation, through human conscience and through direct action in the world and in our lives. Catholic schools do not impose this belief (or any of our values) on people who do not share our faith. But everything about Catholic schools should proclaim this fundamental conviction or value. For us, God comes first.

2. The second value that Catholic schools represent is *reverence for the sacred.* We believe that a person is not fully human or truly free unless he or she can recognize and respect genuine spiritual realities. We want our Catholic school graduates to be keenly aware of the mysteries of life – at the same time that they are fully prepared for life's practical, day-to-day realities. We believe that the very name of the Lord is holy, and we try to teach our students (and ourselves) that true wisdom involves a sense of majesty, awe and reverence for the things of God.

3. The third Catholic school value reflects a theme that Pope John Paul II has recently stressed: *the importance of Sunday, the Lord's Day.* Time is sacred, the Pope reminds us. We honour God and one another when we set aside at least one day each week for prayer, worship and the kinds of leisure activities that truly enrich individuals, families and communities. Catholic schools promote responsible stewardship of the gift of time. We believe that

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healthy individuals and communities learn how to balance work and play with worship and service to others.

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4. Fourth, we value *parents and families.* We recognize the family as the first unit of the Church and of society. We even call families the "domestic Church." And we want to do everything in our power to help families remain spiritually vital, as well as materially secure, in spite of the many social and cultural influences that threaten family life today. Especially today, we want our Catholic schools to reflect a deep reverence and respect for the senior members of our community – our parents and grandparents- who have given so much to our families and communities and who still have so much more to offer us as a result of their wisdom and experience.

5. The fifth Catholic school value is absolutely central to who we are and what we believe. Catholic schools proclaim *the dignity and sacredness of every human person* – from the first moment of conception to the final moments of natural death. We believe that every human being is made in the image and likeness of God. We treat our students, their families and every member of the school community as unique and gifted persons – regardless of race, religion or economic or social circumstance. We want every child to have a chance – and every parent to have a choice – in the great adventure that education is meant to be. Above all, we want to communicate to our students the profound respect for life that we believe is at the heart of all truly human values.

6. The sixth Catholic school value is a *positive understanding of the beauty and dignity of human sexuality.* At a time when we are overwhelmed by negative sexual images in the news media and the entertainment industry, this may be our most counter-cultural value. We believe that God created human sexuality to unite man and woman in a sanctified married life and to bring forth new life in the stability and harmony of family life. Seen in this context, there is nothing more wondrous or joyful than sexual love. But we also know that, divorced from marriage and family, sex can be very dangerous and destructive. This is the view of sex that we want to share with our children – through clear, consistent teaching and through programs that emphasize abstinence, chastity and a true appreciation for this precious gift from God.

7. The seventh value is *respect for the material world* that God has entrusted to our care as stewards of all creation. ~~.~~ This value acknowledges that each of us has a right – and a duty – to care for our own property and possessions, but also for the great bounty we have received from God's goodness: the land we work, the air we breathe, the water we drink and the food we eat (and share with others). We believe that God has made us stewards of the earth and its fullness. That is why we respect one another's property. It is also why we commit ourselves to economic justice and political responsibility among all nations and people of the earth.

8. The eighth Catholic school value is to *tell the truth.* Pope John Paul II has written forcefully about the splendour of truth and its essential connection to human freedom. Lies deceive, corrupt and enslave us. Invariably they cause pain, embarrassment and humiliation for everyone involved. We believe in telling the truth, but we also believe in charity and respect for the privacy of others. Talk shows and tabloid journalism do not serve the truth when

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they "tell all" without regard to the good and safety of others, or when they fail to have respect for privacy or the common good. In an age when doublespeak and spin doctoring are everywhere, we can give our children no greater gift than a profound appreciation for the plain, unvarnished truth.

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9. The last two Catholic school values speak directly to the human heart. The ninth value is *purity of heart*, which involves honesty, simplicity and genuine desire for what is right and good. In human relationships, this means treating others with dignity and respect. It also means resisting the temptation to treat other people as objects that we use to gratify our personal needs or desires.

10. The final Catholic school value is also a counter-cultural value. It is the very opposite of the modern belief that happiness will come from acquiring (and consuming) more and more of what the world has to offer. A heart that is burdened by a consuming desire for wealth, prestige or power will never be free. We believe that true happiness comes when *we let go of our attachment to worldly things* and honestly turn our attention to the things of the spirit. So the tenth Catholic school value is "to seek first the kingdom of God," confident that all the rest will follow.

Of course you recognize these 10 values. We call them the Ten Commandments. They are not unique to Catholic schools. They come from the Hebrew Scriptures as a direct revelation from God to Moses, but they also reflect basic religious and moral principles that have guided countless peoples and cultures throughout human history. As such, we believe that these "natural laws" have been inscribed in the human heart by God as fundamental principles that should govern human behaviour.

These values are the foundation for every Catholic school curriculum. They also form the basis for our schools' strong commitment to service in the Church and in the wider community. Because we are human, we are not perfect in our witness to these values. But we insist that they remain as fundamental principles that challenge all of us – students, parents, teachers, educators and religious leaders – to make these values our own and to share them joyfully with others.

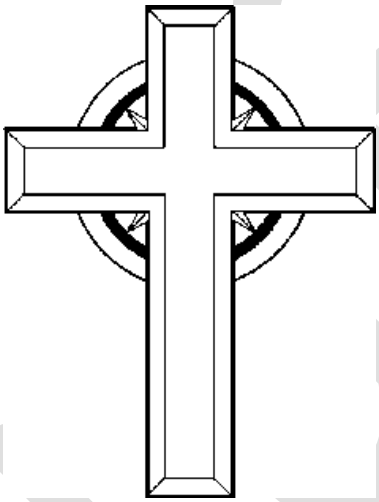
We believe that schools built on this foundation make a difference. Better families, better businesses and better communities are the result.

The Church has reason to be grateful to all who work in our Catholic schools for their quiet but very powerful witness to these Catholic school values. And the Church is grateful for the prayers and financial support of the broad Catholic community. We can see that in a world so in need of values, our schools are making a difference. The Most Rev. Daniel M. Buechlein, O.S.B., is Archbishop of ~~Indiannapolis~~Indianapolis.

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Section 3

CATHOLIC SCHOOL COUNCIL POLICY AND BY-LAWS



"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."

1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

~~.....4~~

Contents

TABLE OF CONTENTS 1
CATHOLIC SCHOOL COUNCILS POLICY AND BY-LAWS 85
BACKGROUND 85
DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY 96
CATHOLIC SCHOOL COUNCILS 117
PURPOSE 117
COMPOSITION 117
CONSULTATION 138
Consultation by School Principal 148
DUTIES OF PRINCIPALS 169
CATHOLIC SCHOOL COUNCILS BY-LAWS 1710
INTRODUCTION 1710
INTERPRETATION 1811
NAME 1811
TERMS OF REFERENCE 1811
BY-LAW 1: COMPOSITION 2012
Additional Community Representative (optional) 2213
BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP 2213
Designated Member 2214
Elected Members 2414
Appointed Members 2414
BY-LAW 3: ELECTIONS/APPOINTMENTS 2615
BY-LAW 4: CONSULTATION 3017
BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 3219
BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 3419
Duties of Catholic School Council Members 3419
Principal 3420
Duties 3520

Draft

Officers 3721
Chair/Co-Chair 3721
Duties of Chair/Co-Chair 3722
Treasurer 3922
Duties of Treasurer 3922
Secretary 4123
Duties 4123
Other Council Officers (Optional) 4124
Duties of Appointed Positions 4124
Student Representative (Secondary only) 4124
Duties of the Student Representative 4124
Parish Representative 4324
Duties of the Parish Representative 4324
Ontario Association for Parents in Catholic Education Representative (OAPCE) 4525
Duties of OAPCE Representative 4525
Additional Community Representative (optional) 4525
BY-LAW 7: TERM OF OFFICE 4526
BY-LAW 8: VACANCIES 4526
BY-LAW 9: MEETINGS 4726
BY-LAW 10: VOTING 4827
BY-LAW 11: REMUNERATION 4927
BY-LAW 12: CONFLICT OF INTEREST 4928
BY-LAW 13: FUNDRAISING 5128
BY-LAW 14: DISBURSEMENT OF FUNDS 5129
BY-LAW 15: LIABILITY 5329
BY-LAW 16: SUB-COMMITTEES 5330
BY-LAW 17: CODE OF ETHICS 5330
BY-LAW 18: AMENDMENTS 5531
BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 5531
BY-LAW 20: CONFLICT RESOLUTION 5732
BY-LAW DOCUMENT IS BINDING 6034
APPENDIX 1: 6135
MINISTRY OF EDUCATION REGULATION 612/00 6135

Draft

Interpretation 6135
SCHOOL COUNCILS 6135
Purpose 6136
Composition 6136
Election of Parent Members 6437
Other Elections 6438
Term of Office 6638
Vacancies 6639
Officers 6639
Collection of Information 6840
Ministry Powers and Duties 6840
Remuneration 6840
Meetings 6840
Committees 7041
Voting 7041
By-laws 7041
Minutes and Financial Records 7242
Incorporation 7242
Principal 7242
Consultation with the Board 7242
Advisory Authority of School Councils 7443
Duty of Board to Respond 7443
Consultation with Parents 7644
Annual Report 7644
Transition 7644
APPENDIX 2: 7746
EDUCATION ACT - REGULATION 298 - OPERATION OF SCHOOLS – GENERAL 7746
DUTIES OF THE PRINCIPAL 7746
APPENDIX 3: 8048
BOARD POLICY P-7003 FUNDRAISING AND DONATIONS 8048
FUNDRAISING 8048
DONATIONS 8148
DONATIONS/CONTRIBUTIONS FROM DPCDSB 8149

Draft

DEFINITIONS..... 8149
APPENDIX 4: 8651
SCHOOL COUNCILS, FUNDRAISING, ANNUAL REPORTS AND FINANCIAL STATEMENTS 8651
APPENDIX 5: 8752
PUBLIC SECTOR ACCOUNTING BOARD AND SCHOOL BOARD FINANCIAL REPORTING 8752
APPENDIX 6(A):..... 8853
SAMPLE LETTER OF 'INTENT' 8853
APPENDIX 6 (B):..... 48
SAMPLE LETTER OF RESIGNATION BY CATHOLIC SCHOOL COUNCIL MEMBER..... 48
CONFLICT RESOLUTION..... 48
APPENDIX 6 (C):..... 50
SAMPLE LETTER OF TERMINATION - CATHOLIC SCHOOL COUNCIL MEMBER - CONFLICT RESOLUTION..... 50
~~TABLE OF CONTENTS ..... 1~~
~~CATHOLIC SCHOOL COUNCILS POLICY AND BY-LAWS ..... 4~~
~~BACKGROUND..... 4~~
~~DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY ..... 5~~
~~CATHOLIC SCHOOL COUNCILS ..... 6~~
~~PURPOSE..... 6~~
~~COMPOSITION..... 6~~
~~CONSULTATION..... 7~~
~~1. Consultation by School Principal ..... 7~~
~~DUTIES OF PRINCIPALS..... 9~~
~~INTRODUCTION..... 9~~
~~CATHOLIC SCHOOL COUNCILS BY-LAWS ..... 11~~
~~INTERPRETATION ..... 11~~
~~NAME ..... 11~~
~~TERMS OF REFERENCE ..... 11~~
~~BY-LAW 1: COMPOSITION..... 13~~
~~Additional Community Representative (optional)..... 15~~
~~BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP ..... 15~~
~~Designated Member ..... 15~~
~~Elected Members..... 17~~

Draft

Appointed Members 17
BY-LAW 3: ELECTIONS/APPOINTMENTS 19
BY-LAW 4: CONSULTATION 23
BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 25
BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 27
Duties of Catholic School Council Members 27
Principal 27
Duties 28
Officers 30
Chair/Co-Chair 30
Duties of Chair/Co-Chair 30
Treasurer 32
Duties of Treasurer 32
Secretary 34
Duties 34
Other Council Officers (Optional) 34
Duties of Appointed Positions 34
Student Representative (Secondary only) 34
Duties of the Student Representative 34
Parish Representative 36
Duties of the Parish Representative 36
Ontario Association for Parents in Catholic Education Representative (OAPCE) 38
Duties of OAPCE Representative 38
Additional Community Representative (optional) 38
BY-LAW 7: TERM OF OFFICE 38
BY-LAW 8: VACANCIES 38
BY-LAW 9: MEETINGS 40
BY-LAW 10: VOTING 40
BY-LAW 11: REMUNERATION 42
BY-LAW 12: CONFLICT OF INTEREST 42
BY-LAW 13: FUNDRAISING 44
BY-LAW 14: DISBURSEMENT OF FUNDS 44
BY-LAW 15: LIABILITY 46

Draft

BY LAW 16: SUB-COMMITTEES 46
BY LAW 17: CODE OF ETHICS 46
BY-LAW 18: AMENDMENTS 48
BY LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 48
BY-LAW 20: CONFLICT RESOLUTION 50
BY LAW DOCUMENT IS BINDING 53
APPENDIX 1 54
MINISTRY OF EDUCATION REGULATION 612/00 54
Interpretation 54
SCHOOL COUNCILS 54
APPENDIX 2 69
APPENDIX 3 72
BOARD POLICY 4.20 FUNDRAISING 72
Definitions 72
APPENDIX 4 75
SCHOOL COUNCILS, FUNDRAISING, ANNUAL REPORTS AND FINANCIAL STATEMENTS 75
APPENDIX 5 76
PUBLIC SECTOR ACCOUNTING BOARD AND SCHOOL BOARD FINANCIAL REPORTING 76
APPENDIX 6(A) 77
SAMPLE LETTER OF 'INTENT' 77
APPENDIX 6 (B) 48
SAMPLE LETTER OF RESIGNATION BY CATHOLIC SCHOOL COUNCIL MEMBER 48
CONFLICT RESOLUTION 48
APPENDIX 6 (C) 50
SAMPLE LETTER OF TERMINATION - CATHOLIC SCHOOL COUNCIL MEMBER - CONFLICT RESOLUTION 50

Draft

Draft

CATHOLIC SCHOOL COUNCILS POLICY AND BY-LAWS

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

BACKGROUND

School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00, that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, R.S.O. 1990 that outlines the duties of principals. Each school under the board's supervision shall have a School Council, advisory in nature, and governed by the Education Act and the regulations there under.

Catholic School Councils are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. Pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.).

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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	P-6002
SUBJECT:	Catholic School Councils
REFERENCE:	Regulation 612/00 Regulation 298 P-7003: Fundraising and Donations P-2006: Dress Code and School Uniforms *General Administrative Procedures:* GAP6003: Fundraising and Donations GAP6004: Administration of School Council Funds GAP2012: Catholic Code of Conduct GAP2009: Secondary School Uniforms GAP6005: Catholic School Councils DPCDSB Catholic School Council Procedures and Resources
EFFECTIVE DATE:	August 20, 1996
AMENDED DATE:	August 28, 2001; April 26, 2011; February 24, 2015; August 2021; May 2022; October 2022; October 2024

~~DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY~~	
~~Board Policy Number:~~	~~4.01~~
~~Subject:~~ ~~Reference:~~	~~Catholic School Councils~~ ~~Regulation 612/00~~ ~~Regulation 298~~ ~~Policy 4.20 Fundraising~~ ~~Policy 7.19 Appropriate Dress Code/School Uniforms~~ ~~General Administrative Procedures:~~ ~~GAP 538:00 Fundraising~~ ~~GAP 722 Administration of School Council Funds~~ ~~GAP 530 Catholic Code of Conduct~~ ~~GAP 504.01 Appropriate Dress Code~~ ~~GAP 553 Catholic School Councils~~ ~~DPCDSB Catholic School Council Procedures and Resources~~
~~Effective Date:~~	~~(573) August 20, 1996; Revised (408) August 28, 2001; Revised (148) April 26, 2011; Revised (085) February 24, 2015~~

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually

members of it." - 1 Corinthians 12:12, 27

In this policy:

"board" refers to the Dufferin-Peel Catholic District School Board (DPCDSB);

"parent" includes a guardian as defined in section 1 of the Education Act (i.e. a person who has lawful custody of a child, other than the parent of the child);

"parent member" means a member of the Catholic School Council who is elected to the council in accordance with Regulation 612/00, or who fills a vacancy created when a parent member ceases to hold office, and is an English Separate School Elector or the spouse of an English Separate School Elector.~~means a member of the Catholic School Council who is elected to the council in accordance with Regulation 612/00, or who fills a vacancy created when a parent member ceases to hold office, and is an English Separate School Elector or the spouse of an English Separate School Elector.~~

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and is the child of an English Separate School Elector.~~means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and, who is either Catholic or is the child of an English Separate School Elector.~~

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CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.~~Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.~~

It is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the Education Act, the regulations there under, and the policies and procedures of the board.~~is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the Education Act, the regulations there under, and the policies and procedures of the board.~~

PURPOSE

The purpose of Catholic School Councils is, through the active participation of parents to:

1. promote the mission, vision and values of the board;
2. support the sacramental life and Catholic practices of the board;
3. promote and support co-operation and communication with the local parish and OAPCE;
4. be faithful to its~~'~~ mission;
5. improve student well-being and achievement and;
6. enhance the accountability of the education system to parents.

A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate

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Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.~~Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members who shall be either Catholic or the child of an English Separate School Elector.~~

The Catholic School Council shall be composed of the following people:

1. parent members;

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2. The principal of the school;
3. One teacher who is employed at the school, other than the principal or vice-principal;
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher;
5. In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector;~~In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and, who is either Catholic or is the child of an English Separate School Elector;~~
6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector);~~In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil. (Note: the student must be either Catholic or the child of an English Separate School Elector);~~
7. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s);
8. One person, appointed by the other members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education, (DRAPCE),~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).

The majority of members shall be parent members.

The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

CONSULTATION

Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.~~Catholic School Councils shall, within the parameters prescribed in the Education Act, regulations and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.~~

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~~1.~~ Consultation by School Principal

In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:~~In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:~~

a) In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

i. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

a) a local code of conduct governing the behaviour of all persons in the school, and
b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

a) a local code of conduct governing the behaviour of all persons in the school, and
b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

iii. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

~~1.1~~ The above does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.~~The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,~~

~~1.1.1 a local code of conduct governing the behaviour of all persons in the school, and~~
~~1.1.2 school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.~~

~~1.2 The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,~~

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~~1.2.1 a local code of conduct governing the behaviour of all persons in the school, and~~

~~1.2.2 school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.~~

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~~1.3 School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.~~

~~Subsections 1.1-1.3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.~~

DUTIES OF PRINCIPALS

1.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.

1.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:

a) put motions forward; and
b) approve motions, minutes, and agendas; and
c) nominate, participate, and vote in a Council election.

Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.~~In addition to his/her duties under the Act and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.~~

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CATHOLIC SCHOOL COUNCILS BY-LAWS

INTRODUCTION

As per Ontario Regulation 612/00 (APPENDIX 1), a school council may make by-laws governing the conduct of its affairs. Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of a school council.
2. A by-law that establishes rules respecting participants in school council proceedings in cases of conflict of interest.
3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes.

Catholic School Councils in the Dufferin-Peel Catholic District School Board (DPCDSB) are required to develop by-laws that provide direction for the operation of council business and to help the council work effectively. The by-laws must be written in accordance with board policy and Ministry of Education regulations.

All Schools in the DPCDSB shall use the by-law template provided in Section 6 of this document to create local Catholic School Council by-laws. It is important to note that only those sections of the template with text fields can be altered. All other sections of the template must remain unchanged.

The development or review of Catholic School Council by-laws should begin as soon as possible after the Catholic School Council meets for the first time, but no later than the second council meeting for the year. By-laws should be reviewed from time to time to ensure they are current and inclusive of changing policies and regulations.

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All members of the Catholic School Council must be aware of the by-laws and a copy kept in the school. The by-laws should always be provided to new members.

The section that follows details the by-laws to be included in Catholic School Council by-laws.

CATHOLIC SCHOOL COUNCILS BY-LAWS

INTERPRETATION

For the purposes of creating By-Laws:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that it has the authority to decide;

"parent" means, in respect of the Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Act;

"parent member" means, in respect of the Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for a Catholic School shall be known as "prefaced *by the school name* CATHOLIC SCHOOL COUNCIL"

TERMS OF REFERENCE

Catholic School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00 (APPENDIX 1), which outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools (APPENDIX 2), and the Education Act, Section 265, which outlines the duties of principals.

The Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board and adheres to Regulations 612/00 and 298, the Education Act, section 265 and

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Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents/guardians.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the Principal and board.

The Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall identify problems and concerns within the school environment and work collaboratively to develop strategies and solutions to enhance the faith formation, overall development and educational experiences of all students. The Catholic School Council shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice their concerns, comments and suggestions for enhancing the faith, well- being and academic improvement of the school community.

The Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAW 1: COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

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B1.1 The Catholic School Council shall be composed of the following people:

1. parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,

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4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and, who is either Catholic or is the child of an English Separate School Elector,
6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be either Catholic or the child of an English Separate School Elector),
7. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s).
8. One person, appointed by the other members of the council ~~in consultation with the Dufferin Peel Regional Association of Parents in Catholic Education. (DRAPCE),~~ to represent the Ontario Association of Parents in Catholic Education.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

B1.2 The majority of members shall be parent members.

B1:3 The number of parent members on a Catholic School Council shall be six (6) except in the case where a student is included as a member of the council, then the number shall be seven (7). The Catholic School Council may, by by-law, specify a larger number of parent members (the board recommends a maximum of ten (10) parent members on a Catholic School Council).

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the Catholic School Council to a vice-principal of the school.

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Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at the school; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2:8 The student representative in secondary schools shall be appointed by the Student Parliament at the school. In elementary schools a student may be appointed by the principal of the school, if the principal determines, after consulting the other members of the Catholic School Council, that the council should include a pupil.

B2:9 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served by the school by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from the parish associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school, Community Representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

B2:11 One person appointed by the members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education. (DRAPCE)~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).

Note: Other community representatives may be appointed by the Catholic School Council according to its' by-laws.

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BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. Note: Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3.7 Information about candidates shall be made available to the school community at least one week before the election.

B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 School resources, both human and material, may not be used to support particular candidates or groups of candidates.

B3:10 The election day proceedings shall be supervised by the principal.

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B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

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B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

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B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice- principals.

    Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School

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Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

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1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including:
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

    Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a

period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report

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on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

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Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
        i. a local code of conduct established governing the behaviour of all persons in the school, and
        ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
    b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
        i. a local code of conduct governing the behaviour of all persons in the school, and
        ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in

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schools within the board's jurisdiction.

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10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:
    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.
12. Manage the collection, accounting and depositing of fundraising dollars with the Catholic School Council.

Officers

Chair/Co-Chair

B6:4 A Catholic School Council shall have a chair, or if the by-laws of the council so provide, two co-chairs. Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,
2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in

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consultation with the school principal and Catholic School Council members,

5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,

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6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices and the Ontario Catholic School Graduate Expectations,
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required,
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

B6:9 The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into ~~SchoolCash.NET~~the DPCDSB online accounting sytem as a lump sum under the categories specified by Catholic School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration

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procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),

6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the Catholic School Council and parent community,

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7. Shall chair and manage the Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Record the proceedings of all Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all School Council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Other Council Officers (Optional)

Catholic School Councils may have such other officers as are provided for in its by-laws.

Duties of Appointed Positions

Student Representative (Secondary only)

B6:13 The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

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B6:14 The student representative shall:

1. Be a full voting member on the council,

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2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events,

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sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),

16. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings

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and communicate/invite the Priest to Catholic School Council upcoming events or functions,

17. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
18. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

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BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. No part of any Catholic School Council Meeting is permitted to be "In-Camera."
The Catholic School Council is entitled to hold its meetings at the school. Remote access to the meeting may be made available as per section 1.2 of this document.

B9:4 A meeting of the Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members; and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

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B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

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B12:3 Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

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1. A conflict of interest is likely to result;
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized;
3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in accordance with all Board Policies and General Administrative Procedures (See APPENDIX 3 – Board Policy ~~4.20~~P-7003 (Fundraising and Donations) and APPENDIX 4(Fundraising and Donations~~)~~) .

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board (See APPENDIX 5: Public Sector Accounting Board and School Board Financial Reporting).

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting sytem~~SchoolCash NET software~~. Financial activities will be recorded in the DPCDSB online accounting sytem~~SchoolCash.NET~~ under the 7000 series under a separate bank account created specifically for Catholic School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the deposit into the DPCDSB online accounting sytem ~~SchoolCash.NET~~ as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from

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The DPCDSB online accounting sytem~~SchoolCash.NET~~ reports along with copies of School Council bank statements.

B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

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1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education,
5. Become familiar with the school's policies and operating practices and act in

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accordance with them,

6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,

8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

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B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

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BY-LAW 20: CONFLICT RESOLUTION

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council;
2. Verbal abuse of council members or the chair;

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3. Harassment of council members or the chair;
4. Repeatedly interrupting speakers, interjecting derogatory comments;
5. Breech of Code of Ethics;

All of these behaviours jeopardize attendance at meetings and discourage potential

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member from seeking positions on council. As a result, the council risks losing its credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
2. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
3. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
4. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the Catholic School Council (See sample letter - APPENDIX 6 (B)).

2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only (See sample letter - APPENDIX 6 (C)).

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BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on (*insert appropriate date*). Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

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APPENDIX 1:

MINISTRY OF EDUCATION REGULATION 612/00

Education Act

ONTARIO REGULATION 612/00
No Amendments
SCHOOL COUNCILS

Interpretation

1. (1) In this Regulation, "meeting" does not include a training session or other event where a school council does not discuss or decide matters that it has authority to decide;
"Parent" includes a guardian as defined in section 1 of the Act; "parent member" means a member of a school council who is elected to the council in accordance with section 4 or who fills a vacancy created when a parent member ceases to hold office.

(2) In the case of a school that is established primarily for adults, a reference in this Regulation to a parent or to a parent of a pupil shall be deemed, with necessary modifications, to be a reference to a pupil who is enrolled in the school.

Purpose

2. (1) the purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.
(2) A school council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council.

Composition

3. (1) A school council for a school shall be composed of the following people:
    1. The number of parent members determined under subsection (2).
    2. The principal of the school.
    3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
    4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.

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5. In the case of a school with one or more secondary school grades,
   i. One pupil enrolled in the school who is appointed by the student council, if the school has a student council, or

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ii. One pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.

6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.

7. Subject to subsection (3), one community representative appointed by the other members of the council.

8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school.

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.

If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council.

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council.

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council.

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

(a) he or she is not employed at the school; and

(b) the other members of the school council are informed of the person's employment before the appointment.

(6) A member of a board cannot be a member of a school council established by the board.

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults.

Election of Parent Members

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school.

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if:
(a) He or she is employed at the school; or
(b) He or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment.

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school.

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school.

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council.

(6) The principal of a school shall, at least 14 days before the date of the election of parent members on behalf of the school council: give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school.

(7) The notice required by subsection (6) may be given by,
(a) Giving the notice to the parent's child for delivery to his or her parent;
(b) Posting the notice in the school in a location that is accessible to parents.
(8) The election of parent members shall be by secret ballot.

Other Elections

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year.

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or

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vice-principal, who is employed at the school.

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school.

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(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school.

Term of Office

6. (1) A person elected or appointed as a member of a school council holds office from the later of:

(a) the date he or she is elected or appointed; and

(b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under elections 4 and 5 in the next school year.

(2) A member of a school council may be re-elected or re-appointed, unless otherwise provided by the by-laws of the council.

Vacancies

7. (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council.

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election.

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority.

Officers

8. (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs.

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council.

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council.

(4) A school council may have such other officers as are provided for in the by-laws of

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the council.

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council.

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Collection of Information

9. (1) The Ministry may, for the purpose of consulting and communicating directly with members of school councils, collect the names, mailing addresses, telephone numbers and e-mail addresses of the chair or co-chairs of a school council and of the other members of the council.

(2) The Ministry may disclose information collected under subsection (1) to the Ontario Parent Council, which may use the information for the purpose of consulting and communicating directly with members of school councils.

Ministry Powers and Duties

10. (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province.

(2) The Ministry may,
(a) Make other reports to members of school councils; and
(b) Provide information to members of school councils respecting the roles and responsibilities of school councils.

Remuneration

11. (1) A person shall not receive any remuneration for serving as a member or officer of a school council.
(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board.
(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council.

Meetings

12. (1) A school council shall meet at least four times during the school year.

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school.

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(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members.

(4) All meetings of a school council shall be open to the public.

(5) A school council is entitled to hold its meetings at the school.

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(6) All meetings of a school council shall be held at a location that is accessible to the public.
(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school.
(8) The notice required by subsection (7) may be given by,
(a) Giving the notice to the parent's child for delivery to his or her parent;
(b) Posting the notice in the school in a location that is accessible to parents.

Committees

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council.

(2) Every committee of a school council must include at least one parent member of the council.

(3) A committee of a school council may include persons who are not members of the council.

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils.

Voting

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council.

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee.

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council.

By-laws

15. (1) A school council may make by-laws governing the conduct of its affairs.

(2) Every school council shall make the following by-laws:
A by-law that governs election procedures and the filling of vacancies in the

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membership of the school council.

A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.

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3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes.

Minutes and Financial Records

16. (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions.
(2) The minutes and records shall be available at the school for examination without charge by any person.
(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old.

Incorporation

17. A school council shall not be incorporated.

Principal

18. (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school.
(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools - General).

Consultation with the Board

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:
1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
i. Policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
ii. Policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's

jurisdiction,

iii. Policies and guidelines respecting the allocation of funding by the board to school councils,

iv. Policies and guidelines respecting the fundraising activities of school councils,

v. Policies and guidelines respecting conflict resolution processes for internal school council disputes, and

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vi. Policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.

(2) The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,

i. Implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and

ii. Implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.

(3) Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

(4) The process and criteria applicable to the selection and placement of principals and vice principals.

(~~2~~5) Subsection (1) does not limit the matters on which a board may solicit the views of school councils.

Advisory Authority of School Councils

20. A school council may make recommendations to the principal of the school or to the board that established the council on any matter.

Duty of Board to Respond

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation.

Fundraising

22. (1) Subject to subsection (2), a school council may engage in fundraising activities.

(2) A school council shall not engage in fundraising activities unless,

(a) The activities are conducted in accordance with any applicable policies established by the board; and

(b) The activities are to raise funds for a purpose approved by the board or authorized by any applicable polices established by the board.

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(3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board.

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Consultation with Parents

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

Annual Report

24. (1) every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council.

(2) If the school council engages in fundraising activities, the annual report shall include a report on those activities.

(3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school.

(4) Subsection (3) may be complied with by,
(a) Giving the report to the parent's child for delivery to his or her parent;
(b) Posting the report in the school in a location that is accessible to parents.

Transition

25. Every school council established by a board before this Regulation comes into force is continued.

26. (1) Sections 3, 4 and 5 do not apply until September 1, 2001.

(2) Until the date of the first meeting of a school council after the first election held under section 4 after September 1, 2001, the references in subsection 8 (2), clause 12 ~~(3)~~ (b) and subsection 13

(3) (3) to a parent member shall be deemed to be references to a member of the school council who is a parent of a pupil enrolled in the school.

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APPENDIX 2:

EDUCATION ACT - REGULATION 298 - OPERATION OF SCHOOLS – GENERAL

This is the English version of a bilingual regulation.

~~11.~~ DUTIES OF THE PRINCIPAL

(1) The principal of a school shall provide for the prompt distribution to each member of the school council of any materials received by the principal from the Ministry that are identified by the Ministry as being for distribution to the members of school councils. O. Reg. 613/00, s. 1 (1).

(12.1) The principal shall post any materials distributed to members of the school council under subsection (12) in the school in a location that is accessible to parents. O. Reg. 613/00, s. 1 (1).

(13) In each school year, the principal of a school shall make the names of the members of the school council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents. O. Reg. 425/98, s. 1.

(14) The principal shall meet the requirements of subsection (13) in each school year not later than 30 days following the election of parent members of the school council. O. Reg. 613/00, s. 1 (2).

(15) The principal of a school shall promptly provide the names of the members of the school council to a supporter of the board that governs the school or to a parent of a pupil enrolled in the school, on the request of the supporter or the parent. O. Reg. 425/98, s. 1.

(16) The principal of a school shall attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control. O. Reg. 613/00, s. 1 (3).

(17) The principal of a school shall act as a resource person to the school council and shall assist the council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies. O. Reg. 613/00, s. 1 (3).

(18) The principal of a school shall consider each recommendation made to the principal by the school council and shall advise the council of the action taken in response to the recommendation. O. Reg. 613/00, s. 1 (3).

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(19) In addition to his or her other obligations to solicit the views of the school council under the Act and the regulations, the principal of a school shall solicit the views of the school council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

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i. a local code of conduct established under subsection 303 (1) or (2) of the Act governing the behaviour of all persons in the school, and

ii. school policies or guidelines related to policies and guidelines established by the board under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.

2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,

i. implementation plans for a local code of conduct established under subsection 303 (1) or (2) of the Act governing the behaviour of all persons in the school, and

ii. implementation plans for school policies or guidelines related to policies and guidelines established by the board under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.

3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public. O. Reg. 613/00, s. 1 (3).

(20) Subsection (19) does not limit the matters on which the principal of a school may solicit the views of the school council. O. Reg. 613/00, s. 1 (3).

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APPENDIX 3:

BOARD POLICY ~~4.20~~P-7003 FUNDRAISING AND DONATIONS

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-7003**
SUBJECT:	**Fundraising and Donations**
REFERENCE:	GAP6003 Fundraising and Donations GAP4012 School Food and Beverage GAP7003 Accounting – The Administration of School Generated Funds P-0004 Code of Ethics – All Staff P-7000 Supply Chain Management
EFFECTIVE DATE:	October 18, 1994;
AMENDED DATE:	Revised (074) January 25, 2011; August 28, 2012; April 20, 2021; October 24, 2023

~~**DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY**~~

~~**Board Policy Number:**~~	~~**4.20**~~
~~**Subject:**~~	~~**Fundraising**~~
~~**Reference:**~~	~~GAP 538.00, Fundraising; GAP 547.00, School Food and Beverage; GAP 514.02, Anaphylactic Reactions – Epi-Pen Use; Policy 1.01, Code of Ethics; Policy 5.30, Supply Chain Management~~
~~**Effective Date:**~~	~~Revised (511) October 18, 1994; Revised (074) January 25, 2011; Revised (164) August 28, 2012~~

FUNDRAISING

1. Supporting charity and social justice is a constitutive element of the Dufferin-Peel Catholic District School Board (DPCDSB). The DPCDSB may allow fundraising initiatives for charitable and social justice purposes as well as supporting local school needs. Charitable fundraising initiatives are activities to raise money or collect goods for local or global needs as identified by DPCDSB and/or the school.

2. All fundraising initiatives must adhere to the moral teachings of the Catholic Church as communicated through the local Ordinary (Archbishop of Toronto).

3. Fundraising is informed and guided by the foundational principles found within the DPCDSB mission and vision and Multi-Year Strategic Plan (MYSP) and must comply with municipal, provincial and

federal legislation as well as The Ministry of Education Fundraising Guidelines. The Family of Schools Superintendent should be apprised of all fundraising activities at schools on an annual basis. ~~Supporting charity and social justice is a constitutive element of the Dufferin-Peel Catholic District School Board. The Board may allow fundraising initiatives for charitable and social justice purposes as well as supporting local school needs. Charitable fundraising initiatives are activities to raise money or collect goods for local or global needs as identified by the Board and/or the School. All fundraising initiatives must adhere to the moral teachings of the Catholic Church as communicated through the local Ordinary (Archbishop of Toronto) and shall reflect the mission, values and system direction principles of the Board.~~

DONATIONS

4. As a registered charitable organization, the DPCDSB accepts donations from individuals and other organizations which are used to support student achievement and well-being and for educational purposes. The DPCDSB may issue official donation receipts for income tax purposes for gifts and donations made to the DPCDSB or to individual schools in accordance with Canada Revenue Agency (CRA) rules and regulations.

DONATIONS/CONTRIBUTIONS FROM DPCDSB

5. In accordance with the legislative intent of the *Education Act*, charitable donations and/or contributions to other organizations, community groups and individuals using DPCDSB funds generated from grants from government bodies and the local tax base are prohibited.

6. All donations and/or contributions to other organizations, community groups and individuals may only be made using funds from fundraising initiatives which are accounted for through School Generated Funds (SGF). Board allocated funds to school budgets cannot be used for this purpose.

7. All planned fundraising and/or donations must be included in the *Annual Plan for Use of School Generated Funds*.

DEFINITIONS

a) ***"Fundraising Activities"*** are those activities for raising funds or other resources for school or charitable purposes which are devised and organized by the school community.

b) ***"School Generated Funds (SGF)"*** are funds that are raised and collected in the school or broader community in the name of the school. These funds are administered by the school principal and are raised or collected from sources other than the DPCDSB's operating and capital budgets. SGF is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs, including payments to charities or other third parties.

c) ***"School Community"*** refers to students, parents/guardians, trustees, school administrators, staff, members of the broader community and partners, as well as others who support the local

school and student achievement and well-being, as represented by the Catholic School Council (CSC).

8. All fundraising activities shall have a designated purpose and timeline. The use of the proceeds of the fundraiser must be disclosed on all materials promoting the event.

9. Fundraising activities, to support school-related needs, shall be permitted according to this policy and regulated as per General Administrative Procedure (GAP) GAP6003 and GAP7003.

10. Fundraising proceeds shall not be used to replace public funding for education and shall not be used for items funded through provincial grants including, but not limited to, classroom learning materials, textbooks, and repairs or capital projects that increase the student capacity of a school (e.g., classrooms, labs) or significantly increase the operating or capital costs of the DPCDSB or school.

11. The following items must be adhered to when undertaking any fundraising activity:

    11.1. All fundraising activities must be complementary to, and not a replacement for, funding for public education, and all capital projects must receive prior approval as prescribed by GAP6003.

    11.2. There must be no additional cost to the DPCDSB as a result of any fundraising activities.

    11.3. A reasonable balance should exist between fundraising efforts which benefit the school community and those which constitute charitable or social justice outreach.

    11.4. All school fundraising activities shall be carried out under the jurisdiction and supervision of the principal and in consultation with the school community as represented by the CSC.

    11.5. The safety of students and staff shall receive prime consideration during all fundraising initiatives.

    11.6. Participation in fundraising activities shall be voluntary for staff and students. All students under the age of 18 shall participate in fundraising activities only with the consent of their parent/guardian.

    11.7. Under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA),* no personal information of staff, students or other individuals shall be collected, used or disclosed for the purposes of fundraising activities, without express consent.

    11.8. It is preferred that all collections for fundraising and donations should be online using the school- based financial system.

~~**Definitions**~~

~~***"Fundraising Activities"*** are those activities for raising funds or other resources for school or charitable purposes which are devised and organized by the school community.~~

"School-generated funds" are funds that are raised and collected in the school or broader community in the name of the school. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School-generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

"School community" refers to students, parents, guardians, trustees, school administrators and staff, members of the broader community and partners, as well as others who support the local school and student achievement, as represented by the School Council.

All fundraising activities shall have a designated purpose and timeline. Fundraising activities, to support school related needs, shall be permitted according to this policy and regulated as per General Administrative Procedure (GAP) 538.00.

These activities must support the moral teachings of the Catholic Church and shall reflect the mission, values and system direction principles of the Board, and must also comply with current legislation and ministry policies and/or guidelines, which include a component encompassing consultation, transparency and accountability with the school community.

Fundraising proceeds shall not be used to replace public funding for education and shall not be used for items funded through provincial grants including, but not limited to, classroom learning materials, textbooks, and repairs or capital projects that increase the student capacity of a school (e.g., classrooms, labs) or significantly increase the operating or capital costs of the Board or school. For examples of acceptable and non-acceptable uses of fundraising proceeds refer to GAP 538.00 (See Appendix 5).

The following items must be adhered to when undertaking any fundraising activity:

1. All fundraising activities must be complementary to, and not a replacement for, funding for public education, and all capital projects must receive prior approval as prescribed by GAP
   538.00 (see Appendix 5);

2. There must be no additional cost to the Board as a result of any fundraising activities;

3. A reasonable balance should exist between fundraising efforts which benefit the school community and those which constitute charitable or social justice outreach;

4. All school fundraising activities shall be carried out under the jurisdiction and supervision of the Principal and in consultation with the school community as represented by the School Council;

5. The safety of children shall receive prime consideration during all fundraising initiatives;

6. Participation in fundraising activities shall be voluntary for staff and students. All students under the age of 18 shall participate in fundraising activities only with the consent of their parent/guardian;

7. Under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA)*, no personal information of staff, students or other individuals shall be collected, used or disclosed for the purposes of fundraising activities, without express consent.

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~~8. Financial reporting and accountability procedures must be adhered to as per GAP 538.00 (See Appendix 5) and GAP 704.02 (See appendix 6).~~

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APPENDIX 4:

SCHOOL COUNCILS, FUNDRAISING, ANNUAL REPORTS AND FINANCIAL STATEMENTS

SOURCE: Extracts from "School Councils – A Guide for Members, 1995, Revised 2002"

FUNDRAISING

Some School Councils may decide to include fundraising as one of their priorities. Fundraising activities may be conducted as long as they are in accordance with board policies and procedures and the funds raised are to be used for a purpose approved by the board. A School Council may find that it is unable to continue a fundraising activity in which it was previously involved, as the funds raised are not used for a purpose approved by the board. Similarly, a School Council may find that it must change the way in which it fund- raises for an approved purpose to comply with board policies and procedures.

School Councils should be aware that, because the school board is a corporate entity and the school is not, any funds raised by the School Council (and any assets purchased with those funds) belong, legally, to the board. The board may have policies specifying that all monies raised by the School Council (and any assets purchased by the School Council) will remain with the school. However, such policies are not legally binding in the event that the school is closed.

All fundraising activities conducted by the School Council must be included in the Annual Report prepared by the School Council. (See Section 10: Accountability).

ANNUAL REPORTS

At the end of its term, your School Council must prepare and submit a written report to the school and to the board, outlining the School Council's goals, activities, and achievements, including any fundraising activities.

The Annual Report will also include the annual financial statements.

The principal, on behalf of the School Council, must ensure that a copy of this Annual Report is provided to every parent who has a child enrolled in the school.

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APPENDIX 5:

PUBLIC SECTOR ACCOUNTING BOARD AND SCHOOL BOARD FINANCIAL REPORTING

INTRODUCTION AND BACKGROUND

Those given control of public money face two great tasks. First, they must make sure that the public's money is spent wisely. Second, and nearly as important, they must be able to show that it has been spent wisely. Financial statements, clearly presented and externally verified, make an important contribution to this second role. With this in mind, in March 2004, following significant discussion and input from school boards, the boards' external auditors, and the Canadian Institute of Chartered Accountants (CICA), the Ministry of Education announced that Ontario's school boards would be required to adopt Public Sector Accounting Board (PSAB) recommendations for local governments as their financial reporting standard.

PSAB stands for the Public Sector Accounting Board of the CICA. This body sets the financial reporting standards and generally accepted accounting principles for governments with an eye on enhancing the usefulness of public sector financial statement information and the usefulness of public sector financial and non-financial performance information.

PSAB standards require that the revenue, expenditure, assets and liabilities of all organizations "controlled" by the board must be reported in the board's financial statements. This requirement may affect organizations such as cooperatives and foundations and also applies to funds raised by local schools. Control is defined in the PSA Handbook.

Although funds collected and spent by various schools and School Councils must be included in the financial statements, boards, schools and School Councils should note that this reporting in no way affects the control and management of these funds. School Councils, Student Councils or teacher/parent groups will still be able to raise funds in the same manner as previously and they will still be responsible for how those funds are used. Only summary information on school funds will be presented in the board's financial statements. The amounts involved will not be reported in the board's financial statements on a school-by- school basis.

(**SOURCE:** PSAB & School Board Financial Reporting – A General Guide; Ministry of Education, Page 4).PSAB & School Board Financial Reporting – A General Guide; Ministry of Education, Page 4

APPENDIX 6(A):

SAMPLE LETTER OF 'INTENT'

Date

Catholic School Council Members Name
Sent via: Members home address or
Student Name, classroom teachers name

Re: Catholic School Council Membership Status

Dear_____,

I write you this letter on behalf of the_____Catholic School Council to ask for your future intentions as a council member. We have not been able to get in contact with you via the telephone or e-mail therefore, we are sending you this letter. The
_____Catholic School Council By-Law document states the following:

"Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the school council." Page 8 Section 8.0 Membership

We thank you for your interest and support of the Catholic School Council. We ask that you respond to our request with a letter of intent. Whatever your intentions may be we look forward to your continued support.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

Chairperson's Name and Signature (or co-chairs)

CC: Principal
Catholic School Council Members

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APPENDIX 6 (B):

SAMPLE LETTER OF RESIGNATION BY CATHOLIC SCHOOL COUNCIL MEMBER

CONFLICT RESOLUTION

Date

Dear_____Catholic School Council Members,

Re: Catholic School Council Membership Resignation

Dear_____School Council,

After much discussion and consideration, I have decided to terminate my membership on the_____School Council for the_____school year. The Catholic School Council By-Law document states the following:

If the facilitator and superintendent are unable to resolve the conflict and or the School Council member(s) don't adhere to the solution or to the School Council Code of Ethics outlined below the following actions can be taken:

1. The Catholic School Council member(s) may be chose to submit a letter of resignation to the school council. See sample letter attached.
   Conflict Resolution Page 29 Section B20:4

It is with sincere regret that I send you this letter but I am unable to fulfill my duties at this time. I look forward to our continued partnership within the school community. Thank you for your support and understanding.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

_____

Signature Catholic School Council Member Resigning

CC: Principal

Superintendent
School Council Members

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APPENDIX 6 (C):

SAMPLE LETTER OF TERMINATION - CATHOLIC SCHOOL COUNCIL MEMBER - CONFLICT RESOLUTION

Date
Catholic Council Members Name
Sent by mail: Members home address

Re: Catholic School Council Membership Termination

Dear_____,

I write you this letter on behalf of the_____Catholic School Council regarding your membership. The School Council By-Law document states the following:

If the facilitator and superintendent are unable to resolve the conflict and or the School Council member(s) don't adhere to the solution or to the School Council Code of Ethics the following actions can be taken as outlined below:

2. The facilitator and or superintendent in consultation with School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only. See sample letter attached.
Conflict Resolution Page 29 Section B20:4

After much discussion and consideration, we ask for your membership to be terminated effective immediately for the_school year. We thank you for your interest and support of the School Council. This request does not hinder your involvement in our school community. We look forward to your continued support.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

_____
Catholic School Council Chair
CC: Principal
Superintendent

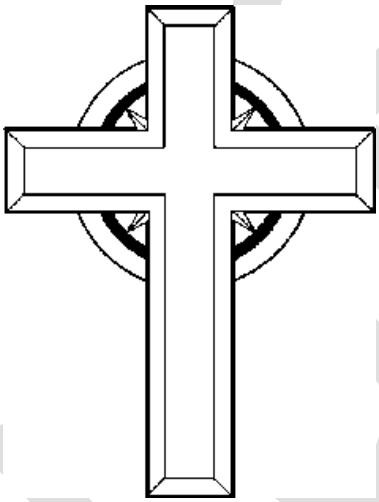
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Catholic School Council Members

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Section 3

CATHOLIC SCHOOL COUNCIL POLICY AND BY-LAWS



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"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."

1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

TABLE OF CONTENTS

Contents

TABLE OF CONTENTS **1**
CATHOLIC SCHOOL COUNCILS POLICY AND BY-LAWS **5**
BACKGROUND **5**
DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY **6**
CATHOLIC SCHOOL COUNCILS **7**
PURPOSE **7**
COMPOSITION **7**
CONSULTATION **8**
Consultation by School Principal 8
DUTIES OF PRINCIPALS **9**
CATHOLIC SCHOOL COUNCILS BY-LAWS **10**
INTRODUCTION **10**
INTERPRETATION **11**
NAME **11**
TERMS OF REFERENCE **11**
BY-LAW 1: COMPOSITION **12**
Additional Community Representative (optional) 13
BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP **13**
Designated Member 14
Elected Members 14
Appointed Members 14
BY-LAW 3: ELECTIONS/APPOINTMENTS **15**
BY-LAW 4: CONSULTATION **17**
BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS **19**
BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS **19**
Duties of Catholic School Council Members 19
Principal 20
Duties 20
Officers 21

Draft

Chair/Co-Chair 21
Duties of Chair/Co-Chair 22
Treasurer 22
Duties of Treasurer 22
Secretary 23
Duties 23
Other Council Officers (Optional) 24
Duties of Appointed Positions 24
Student Representative (Secondary only) 24
Duties of the Student Representative 24
Parish Representative 24
Duties of the Parish Representative 24
Ontario Association for Parents in Catholic Education Representative (OAPCE) 25
Duties of OAPCE Representative 25
Additional Community Representative (optional) 25
BY-LAW 7: TERM OF OFFICE 26
BY-LAW 8: VACANCIES 26
BY-LAW 9: MEETINGS 26
BY-LAW 10: VOTING 27
BY-LAW 11: REMUNERATION 27
BY-LAW 12: CONFLICT OF INTEREST 28
BY-LAW 13: FUNDRAISING 28
BY-LAW 14: DISBURSEMENT OF FUNDS 29
BY-LAW 15: LIABILITY 30
BY-LAW 16: SUB-COMMITTEES 30
BY-LAW 17: CODE OF ETHICS 30
BY-LAW 18: AMENDMENTS 31
BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 31
BY-LAW 20: CONFLICT RESOLUTION 32
BY-LAW DOCUMENT IS BINDING 34
APPENDIX 1: 35
MINISTRY OF EDUCATION REGULATION 612/00 35
Interpretation 35

Draft

SCHOOL COUNCILS 35
Purpose **36**
Composition **36**
Election of Parent Members **37**
Other Elections **38**
Term of Office **38**
Vacancies **39**
Officers **39**
Collection of Information **40**
Ministry Powers and Duties **40**
Remuneration **40**
Meetings **40**
Committees **41**
Voting **41**
By-laws **41**
Minutes and Financial Records **42**
Incorporation **42**
Principal **42**
Consultation with the Board **42**
Advisory Authority of School Councils **43**
Duty of Board to Respond **43**
Consultation with Parents **44**
Annual Report **44**
Transition **44**
APPENDIX 2: **46**
EDUCATION ACT - REGULATION 298 - OPERATION OF SCHOOLS – GENERAL **46**
DUTIES OF THE PRINCIPAL **46**
APPENDIX 3: **48**
BOARD POLICY P-7003 FUNDRAISING AND DONATIONS **48**
FUNDRAISING **48**
DONATIONS **48**
DONATIONS/CONTRIBUTIONS FROM DPCDSB **49**
DEFINITIONS **49**

Draft

APPENDIX 4: 51
SCHOOL COUNCILS, FUNDRAISING, ANNUAL REPORTS AND FINANCIAL STATEMENTS 51
APPENDIX 5: 52
PUBLIC SECTOR ACCOUNTING BOARD AND SCHOOL BOARD FINANCIAL REPORTING 52
APPENDIX 6(A): 53
SAMPLE LETTER OF 'INTENT' 53
APPENDIX 6 (B): 48
SAMPLE LETTER OF RESIGNATION BY CATHOLIC SCHOOL COUNCIL MEMBER 48
CONFLICT RESOLUTION 48
APPENDIX 6 (C): 50
SAMPLE LETTER OF TERMINATION - CATHOLIC SCHOOL COUNCIL MEMBER - CONFLICT RESOLUTION 50

Draft

CATHOLIC SCHOOL COUNCILS POLICY AND BY-LAWS

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

BACKGROUND

School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00, that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, R.S.O. 1990 that outlines the duties of principals. Each school under the board's supervision shall have a School Council, advisory in nature, and governed by the Education Act and the regulations there under.

Catholic School Councils are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. Pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.).

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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-6002**
SUBJECT:	**Catholic School Councils**
REFERENCE:	Regulation 612/00 Regulation 298 P-7003: Fundraising and Donations P-2006: Dress Code and School Uniforms *General Administrative Procedures:* GAP6003: Fundraising and Donations GAP6004: Administration of School Council Funds GAP2012: Catholic Code of Conduct GAP2009: Secondary School Uniforms GAP6005: Catholic School Councils DPCDSB Catholic School Council Procedures and Resources
EFFECTIVE DATE:	August 20, 1996
AMENDED DATE:	August 28, 2001; April 26, 2011; February 24, 2015; August 2021; May 2022; October 2022; October 2024

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

In this policy:

"board" refers to the Dufferin-Peel Catholic District School Board (DPCDSB);

"parent" includes a guardian as defined in section 1 of the Education Act (i.e. a person who has lawful custody of a child, other than the parent of the child);

"parent member" means a member of the Catholic School Council who is elected to the council in accordance with Regulation 612/00, or who fills a vacancy created when a parent member ceases to hold office, and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and is the child of an English Separate School Elector.

CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

It is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the Education Act, the regulations there under, and the policies and procedures of the board.

PURPOSE

The purpose of Catholic School Councils is, through the active participation of parents to:

1. promote the mission, vision and values of the board;
2. support the sacramental life and Catholic practices of the board;
3. promote and support co-operation and communication with the local parish and OAPCE;
4. be faithful to its mission;
5. improve student well-being and achievement and;
6. enhance the accountability of the education system to parents.

A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate

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School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.

The Catholic School Council shall be composed of the following people:

1. parent members;
2. The principal of the school;
3. One teacher who is employed at the school, other than the principal or vice-principal;
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher;
5. In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector;
6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector);
7. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s);
8. One person, appointed by the other members of the council to represent the Ontario Association of Parents in Catholic Education (OAPCE).

The majority of members shall be parent members.

The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

CONSULTATION

Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by School Principal

In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

a) In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

i. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

   a) a local code of conduct governing the behaviour of all persons in the school, and
   b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

   a) a local code of conduct governing the behaviour of all persons in the school, and
   b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

iii. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

The above does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

DUTIES OF PRINCIPALS

1.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.

1.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:

   a) put motions forward; and
   b) approve motions, minutes, and agendas; and
   c) nominate, participate, and vote in a Council election.

Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.

CATHOLIC SCHOOL COUNCILS BY-LAWS

INTRODUCTION

As per Ontario Regulation 612/00 (APPENDIX 1), a school council may make by-laws governing the conduct of its affairs. Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of a school council.
2. A by-law that establishes rules respecting participants in school council proceedings in cases of conflict of interest.
3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes.

Catholic School Councils in the Dufferin-Peel Catholic District School Board (DPCDSB) are required to develop by-laws that provide direction for the operation of council business and to help the council work effectively. The by-laws must be written in accordance with board policy and Ministry of Education regulations.

All Schools in the DPCDSB shall use the by-law template provided in Section 6 of this document to create local Catholic School Council by-laws. It is important to note that only those sections of the template with text fields can be altered. All other sections of the template must remain unchanged.

The development or review of Catholic School Council by-laws should begin as soon as possible after the Catholic School Council meets for the first time, but no later than the second council meeting for the year. By-laws should be reviewed from time to time to ensure they are current and inclusive of changing policies and regulations.

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All members of the Catholic School Council must be aware of the by-laws and a copy kept in the school. The by-laws should always be provided to new members.

The section that follows details the by-laws to be included in Catholic School Council by-laws.

CATHOLIC SCHOOL COUNCILS BY-LAWS

INTERPRETATION

For the purposes of creating By-Laws:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that it has the authority to decide;

"parent" means, in respect of the Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Act;

"parent member" means, in respect of the Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for a Catholic School shall be known as "prefaced *by the school name* CATHOLIC SCHOOL COUNCIL"

TERMS OF REFERENCE

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Catholic School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00 (APPENDIX 1), which outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools (APPENDIX 2), and the Education Act, Section 265, which outlines the duties of principals.

The Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board and adheres to Regulations 612/00 and 298, the Education Act, section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents/guardians.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the Principal and board.

The Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall identify problems and concerns within the school environment and work collaboratively to develop strategies and solutions to enhance the faith formation, overall development and educational experiences of all students. The Catholic School Council shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice their concerns, comments and suggestions for enhancing the faith, well- being and academic improvement of the school community.

The Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAW 1: COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational

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context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

B1.1 The Catholic School Council shall be composed of the following people:

1. parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and, who is either Catholic or is the child of an English Separate School Elector,
6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be either Catholic or the child of an English Separate School Elector),
7. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s).
8. One person, appointed by the other members of the council to represent the Ontario Association of Parents in Catholic Education.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

B1.2 The majority of members shall be parent members.

B1:3 The number of parent members on a Catholic School Council shall be six (6) except in the case where a student is included as a member of the council, then the number shall be seven (7). The Catholic School Council may, by by-law, specify a larger number of parent members (the board recommends a maximum of ten (10) parent members on a Catholic School Council).

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the Catholic School Council to a vice-principal of the school.

Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at the school; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2:8 The student representative in secondary schools shall be appointed by the Student Parliament at the school. In elementary schools a student may be appointed by the principal of the school, if the principal determines, after consulting the other members of the Catholic School Council, that the council should include a pupil.

B2:9 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served by the school by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from

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the parish associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school, Community Representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

B2:11 One person appointed by the members of the council to represent the Ontario Association of Parents in Catholic Education (OAPCE).

Note: Other community representatives may be appointed by the Catholic School Council according to its' by-laws.

BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. Note: Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them

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available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3.7 Information about candidates shall be made available to the school community at least one week before the election.

B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 School resources, both human and material, may not be used to support particular candidates or groups of candidates.

B3:10 The election day proceedings shall be supervised by the principal.

B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

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B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:

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a. the conduct of persons in schools within the board's jurisdiction, and
b. respecting appropriate dress for pupils in schools within the board's jurisdiction.

3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice- principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including:
   a. a local code of conduct governing the behaviour of all persons in the school, and
   b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
   a. a local code of conduct governing the behaviour of all persons in the school, and
   b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,

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6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

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1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate

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to pupil achievement or to the accountability of the education system to parents, including,

i. a local code of conduct established governing the behaviour of all persons in the school, and
ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

i. a local code of conduct governing the behaviour of all persons in the school, and
ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:
    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.
12. Manage the collection, accounting and depositing of fundraising dollars with the Catholic School Council.

Officers

Chair/Co-Chair

B6:4 A Catholic School Council shall have a chair, or if the by-laws of the council so provide, two co-chairs. Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

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B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,
2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,
5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices and the Ontario Catholic School Graduate Expectations,
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required**,**
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

<u>Treasurer</u>

B6:9 The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

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1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into the DPCDSB online accounting sytem as a lump sum under the categories specified by Catholic School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),
6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the Catholic School Council and parent community,
7. Shall chair and manage the Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Record the proceedings of all Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all School Council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,

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9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Other Council Officers (Optional)

Catholic School Councils may have such other officers as are provided for in its by-laws.

Duties of Appointed Positions

Student Representative (Secondary only)

B6:13 The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

B6:14 The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide

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regular updates,

6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
16. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
17. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
18. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed

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community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. No part of any Catholic School Council Meeting is permitted to be "In-Camera." The Catholic School Council is entitled to hold its meetings at the school. Remote access to the meeting may be made available as per section 1.2 of this document.

B9:4 A meeting of the Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members; and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to

every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

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BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

B12:3 Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result;
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized;
3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in

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accordance with all Board Policies and General Administrative Procedures (See APPENDIX 3 – Board Policy P-7003 (Fundraising and Donations) and APPENDIX 4(Fundraising and Donations) .

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board (See APPENDIX 5: Public Sector Accounting Board and School Board Financial Reporting).

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting sytem. Financial activities will be recorded in the DPCDSB online accounting sytem under the 7000 series under a separate bank account created specifically for Catholic School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the deposit into the DPCDSB online accounting sytem as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from

The DPCDSB online accounting sytem reports along with copies of School Council bank statements.

B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

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BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education,
5. Become familiar with the school's policies and operating practices and act in accordance with them,
6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,

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8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

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BY-LAW 20: CONFLICT RESOLUTION

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council;
2. Verbal abuse of council members or the chair;

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3. Harassment of council members or the chair;
4. Repeatedly interrupting speakers, interjecting derogatory comments;
5. Breech of Code of Ethics;

All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
2. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
3. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
4. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the Catholic School Council (See sample letter - APPENDIX 6 (B)).

2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only (See sample letter - APPENDIX 6 (C)).

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BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on (*insert appropriate date*). Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

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APPENDIX 1:

MINISTRY OF EDUCATION REGULATION 612/00

Education Act

ONTARIO REGULATION 612/00
No Amendments
SCHOOL COUNCILS

Interpretation

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1. (1) In this Regulation, "meeting" does not include a training session or other event where a school council does not discuss or decide matters that it has authority to decide;
"Parent" includes a guardian as defined in section 1 of the Act; "parent member" means a member of a school council who is elected to the council in accordance with section 4 or who fills a vacancy created when a parent member ceases to hold office.

(2) In the case of a school that is established primarily for adults, a reference in this Regulation to a parent or to a parent of a pupil shall be deemed, with necessary modifications, to be a reference to a pupil who is enrolled in the school.

Purpose

2. (1) the purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.
(2) A school council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council.

Composition

3. (1) A school council for a school shall be composed of the following people:
   1. The number of parent members determined under subsection (2).
   2. The principal of the school.
   3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
   4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
   5. In the case of a school with one or more secondary school grades,
      i. One pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
      ii. One pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
   6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
   7. Subject to subsection (3), one community representative appointed by the other members of the council.
   8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of

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Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school.

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.

If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council.

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council.

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council.

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

(a) he or she is not employed at the school; and

(b) the other members of the school council are informed of the person's employment before the appointment.

(6) A member of a board cannot be a member of a school council established by the board.

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults.

Election of Parent Members

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school.

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if:

(a) He or she is employed at the school; or

(b) He or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment.

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(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school.

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school.

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council.

(6) The principal of a school shall, at least 14 days before the date of the election of parent members on behalf of the school council: give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school.

(7) The notice required by subsection (6) may be given by,
(a) Giving the notice to the parent's child for delivery to his or her parent;
(b) Posting the notice in the school in a location that is accessible to parents.
(8) The election of parent members shall be by secret ballot.

Other Elections

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year.

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school.

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school.

(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school.

Term of Office

6. (1) A person elected or appointed as a member of a school council holds office from the later of:
(a) the date he or she is elected or appointed; and
(b) the date of the first meeting of the school council after the elections held under

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sections 4 and 5 in the school year,
until the date of the first meeting of the school council after the elections held under elections 4 and 5 in the next school year.

(2) A member of a school council may be re-elected or re-appointed, unless otherwise provided by the by-laws of the council.

Vacancies

7. (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council.

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election.

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority.

Officers

8. (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs.

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council.

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council.

(4) A school council may have such other officers as are provided for in the by-laws of the council.

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council.

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Collection of Information

9. (1) The Ministry may, for the purpose of consulting and communicating directly with members of school councils, collect the names, mailing addresses, telephone numbers and e-mail addresses of the chair or co-chairs of a school council and of the other members of the council.

(2) The Ministry may disclose information collected under subsection (1) to the Ontario Parent Council, which may use the information for the purpose of consulting and communicating directly with members of school councils.

Ministry Powers and Duties

10. (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province.

(2) The Ministry may,
(a) Make other reports to members of school councils; and
(b) Provide information to members of school councils respecting the roles and responsibilities of school councils.

Remuneration

11. (1) A person shall not receive any remuneration for serving as a member or officer of a school council.
(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board.
(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council.

Meetings

12. (1) A school council shall meet at least four times during the school year.

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school.

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(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members.

(4) All meetings of a school council shall be open to the public.

(5) A school council is entitled to hold its meetings at the school.

(6) All meetings of a school council shall be held at a location that is accessible to the public.

(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school.

(8) The notice required by subsection (7) may be given by,

(a) Giving the notice to the parent's child for delivery to his or her parent;

(b) Posting the notice in the school in a location that is accessible to parents.

Committees

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council.

(2) Every committee of a school council must include at least one parent member of the council.

(3) A committee of a school council may include persons who are not members of the council.

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils.

Voting

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council.

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee.

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council.

By-laws

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15. (1) A school council may make by-laws governing the conduct of its affairs.

(2) Every school council shall make the following by-laws:

A by-law that governs election procedures and the filling of vacancies in the membership of the school council.

A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.

3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes.

Minutes and Financial Records

16. (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions.

(2) The minutes and records shall be available at the school for examination without charge by any person.

(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old.

Incorporation

17. A school council shall not be incorporated.

Principal

18. (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school.

(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools - General).

Consultation with the Board

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to

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pupil achievement or to the accountability of the education system to parents, including,

i. Policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,

ii. Policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,

iii. Policies and guidelines respecting the allocation of funding by the board to school councils,

iv. Policies and guidelines respecting the fundraising activities of school councils,

v. Policies and guidelines respecting conflict resolution processes for internal school council disputes, and

vi. Policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.

(2) The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,

i. Implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and

ii. Implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.

(3) Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

(4) The process and criteria applicable to the selection and placement of principals and vice principals.

(5) Subsection (1) does not limit the matters on which a board may solicit the views of school councils.

Advisory Authority of School Councils

20. A school council may make recommendations to the principal of the school or to the board that established the council on any matter.

Duty of Board to Respond

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation.

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Fundraising

22. (1) Subject to subsection (2), a school council may engage in fundraising activities.

(2) A school council shall not engage in fundraising activities unless,

(a) The activities are conducted in accordance with any applicable policies established by the board; and

(b) The activities are to raise funds for a purpose approved by the board or authorized by any applicable polices established by the board.

(3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board.

Consultation with Parents

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

Annual Report

24. (1) every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council.

(2) If the school council engages in fundraising activities, the annual report shall include a report on those activities.

(3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school.

(4) Subsection (3) may be complied with by,

(a) Giving the report to the parent's child for delivery to his or her parent;

(b) Posting the report in the school in a location that is accessible to parents.

Transition

25. Every school council established by a board before this Regulation comes into force is continued.

26. (1) Sections 3, 4 and 5 do not apply until September 1, 2001.

(2) Until the date of the first meeting of a school council after the first election held under section 4 after September 1, 2001, the references in subsection 8 (2), clause 12

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(3) (b) and subsection 13(3) to a parent member shall be deemed to be references to a member of the school council who is a parent of a pupil enrolled in the school.

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APPENDIX 2:
EDUCATION ACT - REGULATION 298 - OPERATION OF SCHOOLS – GENERAL

This is the English version of a bilingual regulation.

DUTIES OF THE PRINCIPAL

(1) The principal of a school shall provide for the prompt distribution to each member of the school council of any materials received by the principal from the Ministry that are identified by the Ministry as being for distribution to the members of school councils. O. Reg. 613/00, s. 1 (1).

(12.1) The principal shall post any materials distributed to members of the school council under subsection (12) in the school in a location that is accessible to parents. O. Reg. 613/00, s. 1 (1).

(13) In each school year, the principal of a school shall make the names of the members of the school council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents. O. Reg. 425/98, s. 1.

(14) The principal shall meet the requirements of subsection (13) in each school year not later than 30 days following the election of parent members of the school council. O. Reg. 613/00, s. 1 (2).

(15) The principal of a school shall promptly provide the names of the members of the school council to a supporter of the board that governs the school or to a parent of a pupil enrolled in the school, on the request of the supporter or the parent. O. Reg. 425/98, s. 1.

(16) The principal of a school shall attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control. O. Reg. 613/00, s. 1 (3).

(17) The principal of a school shall act as a resource person to the school council and shall assist the council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies. O. Reg. 613/00, s. 1 (3).

(18) The principal of a school shall consider each recommendation made to the principal by the school council and shall advise the council of the action taken in response to the recommendation. O. Reg. 613/00, s. 1 (3).

(19) In addition to his or her other obligations to solicit the views of the school council under the Act and the regulations, the principal of a school shall solicit the views of the school council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    i. a local code of conduct established under subsection 303 (1) or (2) of the Act governing the behaviour of all persons in the school, and
    ii. school policies or guidelines related to policies and guidelines established by the board under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
    i. implementation plans for a local code of conduct established under subsection 303 (1) or (2) of the Act governing the behaviour of all persons in the school, and
    ii. implementation plans for school policies or guidelines related to policies and guidelines established by the board under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public. O. Reg. 613/00, s. 1 (3).

(20) Subsection (19) does not limit the matters on which the principal of a school may solicit the views of the school council. O. Reg. 613/00, s. 1 (3).

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APPENDIX 3:

BOARD POLICY P-7003 FUNDRAISING AND DONATIONS

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**P-7003**
SUBJECT:	**Fundraising and Donations**
REFERENCE:	GAP6003 Fundraising and Donations GAP4012 School Food and Beverage GAP7003 Accounting – The Administration of School Generated Funds P-0004 Code of Ethics – All Staff P-7000 Supply Chain Management
EFFECTIVE DATE:	October 18, 1994;
AMENDED DATE:	Revised (074) January 25, 2011; August 28, 2012; April 20, 2021; October 24, 2023

FUNDRAISING

1. Supporting charity and social justice is a constitutive element of the Dufferin-Peel Catholic District School Board (DPCDSB). The DPCDSB may allow fundraising initiatives for charitable and social justice purposes as well as supporting local school needs. Charitable fundraising initiatives are activities to raise money or collect goods for local or global needs as identified by DPCDSB and/or the school.

2. All fundraising initiatives must adhere to the moral teachings of the Catholic Church as communicated through the local Ordinary (Archbishop of Toronto).

3. Fundraising is informed and guided by the foundational principles found within the DPCDSB mission and vision and Multi-Year Strategic Plan (MYSP) and must comply with municipal, provincial and federal legislation as well as The Ministry of Education Fundraising Guidelines. The Family of Schools Superintendent should be apprised of all fundraising activities at schools on an annual basis.

DONATIONS

4. As a registered charitable organization, the DPCDSB accepts donations from individuals and other organizations which are used to support student achievement and well-being and for educational purposes. The DPCDSB may issue official donation receipts for income tax purposes for gifts and donations made to the DPCDSB or to individual schools in accordance with Canada Revenue Agency (CRA) rules and regulations.

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DONATIONS/CONTRIBUTIONS FROM DPCDSB

5. In accordance with the legislative intent of the *Education Act*, charitable donations and/or contributions to other organizations, community groups and individuals using DPCDSB funds generated from grants from government bodies and the local tax base are prohibited.

6. All donations and/or contributions to other organizations, community groups and individuals may only be made using funds from fundraising initiatives which are accounted for through School Generated Funds (SGF). Board allocated funds to school budgets cannot be used for this purpose.

7. All planned fundraising and/or donations must be included in the *Annual Plan for Use of School Generated Funds*.

DEFINITIONS

a) ***"Fundraising Activities"*** are those activities for raising funds or other resources for school or charitable purposes which are devised and organized by the school community.

b) ***"School Generated Funds (SGF)"*** are funds that are raised and collected in the school or broader community in the name of the school. These funds are administered by the school principal and are raised or collected from sources other than the DPCDSB's operating and capital budgets. SGF is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs, including payments to charities or other third parties.

c) ***"School Community"*** refers to students, parents/guardians, trustees, school administrators, staff, members of the broader community and partners, as well as others who support the local school and student achievement and well-being, as represented by the Catholic School Council (CSC).

8. All fundraising activities shall have a designated purpose and timeline. The use of the proceeds of the fundraiser must be disclosed on all materials promoting the event.

9. Fundraising activities, to support school-related needs, shall be permitted according to this policy and regulated as per General Administrative Procedure (GAP) GAP6003 and GAP7003.

10. Fundraising proceeds shall not be used to replace public funding for education and shall not be used for items funded through provincial grants including, but not limited to, classroom learning materials, textbooks, and repairs or capital projects that increase the student capacity of a school (e.g., classrooms, labs) or significantly increase the operating or capital costs of the DPCDSB or school.

11. The following items must be adhered to when undertaking any fundraising activity:

    11.1. All fundraising activities must be complementary to, and not a replacement for, funding for public education, and all capital projects must receive prior approval as prescribed by GAP6003.

    11.2. There must be no additional cost to the DPCDSB as a result of any fundraising activities.

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11.3. A reasonable balance should exist between fundraising efforts which benefit the school community and those which constitute charitable or social justice outreach.

11.4. All school fundraising activities shall be carried out under the jurisdiction and supervision of the principal and in consultation with the school community as represented by the CSC.

11.5. The safety of students and staff shall receive prime consideration during all fundraising initiatives.

11.6. Participation in fundraising activities shall be voluntary for staff and students. All students under the age of 18 shall participate in fundraising activities only with the consent of their parent/guardian.

11.7. Under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA),* no personal information of staff, students or other individuals shall be collected, used or disclosed for the purposes of fundraising activities, without express consent.

11.8. It is preferred that all collections for fundraising and donations should be online using the school- based financial system.

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APPENDIX 4:

SCHOOL COUNCILS, FUNDRAISING, ANNUAL REPORTS AND FINANCIAL STATEMENTS

SOURCE: Extracts from "School Councils – A Guide for Members, 1995, Revised 2002"

FUNDRAISING

Some School Councils may decide to include fundraising as one of their priorities. Fundraising activities may be conducted as long as they are in accordance with board policies and procedures and the funds raised are to be used for a purpose approved by the board. A School Council may find that it is unable to continue a fundraising activity in which it was previously involved, as the funds raised are not used for a purpose approved by the board. Similarly, a School Council may find that it must change the way in which it fund- raises for an approved purpose to comply with board policies and procedures.

School Councils should be aware that, because the school board is a corporate entity and the school is not, any funds raised by the School Council (and any assets purchased with those funds) belong, legally, to the board. The board may have policies specifying that all monies raised by the School Council (and any assets purchased by the School Council) will remain with the school. However, such policies are not legally binding in the event that the school is closed.

All fundraising activities conducted by the School Council must be included in the Annual Report prepared by the School Council. (See Section 10: Accountability).

ANNUAL REPORTS

At the end of its term, your School Council must prepare and submit a written report to the school and to the board, outlining the School Council's goals, activities, and achievements, including any fundraising activities.

The Annual Report will also include the annual financial statements.

The principal, on behalf of the School Council, must ensure that a copy of this Annual Report is provided to every parent who has a child enrolled in the school.

APPENDIX 5:

PUBLIC SECTOR ACCOUNTING BOARD AND SCHOOL BOARD FINANCIAL REPORTING

INTRODUCTION AND BACKGROUND

Those given control of public money face two great tasks. First, they must make sure that the public's money is spent wisely. Second, and nearly as important, they must be able to show that it has been spent wisely. Financial statements, clearly presented and externally verified, make an important contribution to this second role. With this in mind, in March 2004, following significant discussion and input from school boards, the boards' external auditors, and the Canadian Institute of Chartered Accountants (CICA), the Ministry of Education announced that Ontario's school boards would be required to adopt Public Sector Accounting Board (PSAB) recommendations for local governments as their financial reporting standard.

PSAB stands for the Public Sector Accounting Board of the CICA. This body sets the financial reporting standards and generally accepted accounting principles for governments with an eye on enhancing the usefulness of public sector financial statement information and the usefulness of public sector financial and non-financial performance information.

PSAB standards require that the revenue, expenditure, assets and liabilities of all organizations "controlled" by the board must be reported in the board's financial statements. This requirement may affect organizations such as cooperatives and foundations and also applies to funds raised by local schools. Control is defined in the PSA Handbook.

Although funds collected and spent by various schools and School Councils must be included in the financial statements, boards, schools and School Councils should note that this reporting in no way affects the control and management of these funds. School Councils, Student Councils or teacher/parent groups will still be able to raise funds in the same manner as previously and they will still be responsible for how those funds are used. Only summary information on school funds will be presented in the board's financial statements. The amounts involved will not be reported in the board's financial statements on a school-by- school basis.

(**SOURCE:** PSAB & School Board Financial Reporting – A General Guide; Ministry of Education, Page 4).PSAB & School Board Financial Reporting – A General Guide; Ministry of Education, Page 4

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APPENDIX 6(A):
SAMPLE LETTER OF 'INTENT'

Date

Catholic School Council Members Name
Sent via: Members home address or
Student Name, classroom teachers name

Re: Catholic School Council Membership Status

Dear_____,

I write you this letter on behalf of the_____Catholic School Council to ask for your future intentions as a council member. We have not been able to get in contact with you via the telephone or e-mail therefore, we are sending you this letter. The
_____Catholic School Council By-Law document states the following:

"Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the school council." Page 8 Section 8.0 Membership

We thank you for your interest and support of the Catholic School Council. We ask that you respond to our request with a letter of intent. Whatever your intentions may be we look forward to your continued support.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

Chairperson's Name and Signature (or co-chairs)

CC: Principal
Catholic School Council Members

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APPENDIX 6 (B):

SAMPLE LETTER OF RESIGNATION BY CATHOLIC SCHOOL COUNCIL MEMBER

CONFLICT RESOLUTION

Date

Dear_____Catholic School Council Members,

Re: Catholic School Council Membership Resignation

Dear_____School Council,

After much discussion and consideration, I have decided to terminate my membership on the_____School Council for the_____school year. The Catholic School Council By-Law document states the following:

If the facilitator and superintendent are unable to resolve the conflict and or the School Council member(s) don't adhere to the solution or to the School Council Code of Ethics outlined below the following actions can be taken:

1. The Catholic School Council member(s) may be chose to submit a letter of resignation to the school council. See sample letter attached.
   Conflict Resolution Page 29 Section B20:4

It is with sincere regret that I send you this letter but I am unable to fulfill my duties at this time. I look forward to our continued partnership within the school community. Thank you for your support and understanding.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

_____

Signature Catholic School Council Member Resigning

CC: Principal

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Superintendent
School Council Members

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APPENDIX 6 (C):

SAMPLE LETTER OF TERMINATION - CATHOLIC SCHOOL COUNCIL MEMBER - CONFLICT RESOLUTION

Date
Catholic Council Members Name
Sent by mail: Members home
address

Re: Catholic School Council Membership Termination

Dear_____,

I write you this letter on behalf of the_____Catholic School Council regarding your membership. The School Council By-Law document states the following:

If the facilitator and superintendent are unable to resolve the conflict and or the School Council member(s) don't adhere to the solution or to the School Council Code of Ethics the following actions can be taken as outlined below:

2. The facilitator and or superintendent in consultation with School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only. See sample letter attached.
Conflict Resolution Page 29 Section B20:4

After much discussion and consideration, we ask for your membership to be terminated effective immediately for the_school year. We thank you for your interest and support of the School Council. This request does not hinder your involvement in our school community. We look forward to your continued support.

Together we support student learning and the building of a vibrant, caring, inclusive faith community.

Sincerely,

_____
Catholic School Council Chair
CC: Principal
Superintendent

50

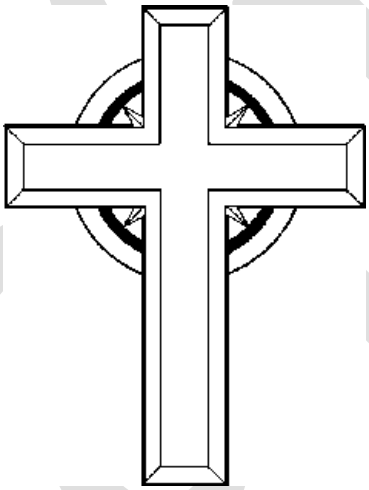
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Catholic School Council Members

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Section 4

CATHOLIC SCHOOL COUNCIL ROLES



"We have gifts that differ according to the Grace given to us."

Romans 12:6

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

Contents

SECTION 4: CATHOLIC SCHOOL COUNCIL ROLES ..... 3~~10~~
INTRODUCTION ..... 3~~10~~
PURPOSE ..... 3~~10~~
ROLES AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL COUNCIL ..... 5~~11~~
CONSULTATION ..... 5~~11~~
Consultation by Board ..... 5~~11~~
Consultation by Principal ..... 6~~12~~
RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS ..... 8~~13~~
DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS ..... 9~~14~~
Principal ..... 9~~14~~
Chair/Co-Chair ..... 12~~16~~
Treasurer ..... 14~~17~~
Secretary ..... 14~~18~~
Other Council Officers ..... 10~~18~~
Parish Representative ..... 10~~18~~
Additional Community Representative (optional) 12
Catholic School Council Members 12
CHECKLIST FOR EFFECTIVE CATHOLIC SCHOOL COUNCILS 23
MAKING YOUR CATHOLIC SCHOOL COUNCIL SUCCESSFUL 25
SPECIAL GIFTS YOU BRING TO YOUR SCHOOL COUNCIL ..... 28~~27~~
ACTIVITIES THAT PROMOTE POSITIVE RELATIONSHIPS AMONG COUNCIL MEMBERS AND THE SCHOOL COMMUNITY ..... 29~~28~~
EFFECTIVE MEETINGS - EFFECTIVE CATHOLIC SCHOOL COUNCILS .. 31~~29~~
LINKS TO RELEVANT DOCUMENTS ..... 32~~30~~
~~**SECTION 4: CATHOLIC SCHOOL COUNCIL ROLES ..... 3**~~
~~INTRODUCTION ..... 3~~
~~PURPOSE ..... 3~~
~~ROLES AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL COUNCIL ..... 5~~
~~CONSULTATION ..... 5~~
~~Consultation by Board ..... 5~~
~~Consultation by Principal ..... 6~~

Draft

~~RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS ..... 8~~
~~DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS ..... 9~~
~~Principal ..... 9~~
~~Chair/Co-Chair ..... 12~~
~~Treasurer ..... 14~~
~~Secretary ..... 14~~
~~Other Council Officers ..... 10~~
~~Parish Representative ..... 10~~
~~Additional Community Representative (optional) ..... 12~~
~~Catholic School Council Members ..... 12~~
~~**CHECKLIST FOR EFFECTIVE CATHOLIC SCHOOL COUNCILS ..... 23**~~
~~**MAKING YOUR CATHOLIC SCHOOL COUNCIL SUCCESSFUL ..... 25**~~
~~**SPECIAL GIFTS YOU BRING TO YOUR SCHOOL COUNCIL ..... 27**~~
~~**ACTIVITIES THAT PROMOTE POSITIVE RELATIONSHIPS AMONG COUNCIL MEMBERS AND THE SCHOOL COMMUNITY ..... 28**~~
~~**EFFECTIVE MEETINGS – EFFECTIVE CATHOLIC SCHOOL COUNCILS ..... 29**~~
~~**LINKS TO RELEVANT DOCUMENTS ..... 30**~~

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SECTION 4: CATHOLIC SCHOOL COUNCIL ROLES

INTRODUCTION

Catholic School Councils are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. Pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.).

PURPOSE

Catholic School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00, which outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board and adheres to Regulations 612/00 and 298, the Education Act, section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents/guardians.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the Principal and board.

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The Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall identify problems and concerns

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within the school environment and work collaboratively to develop strategies and solutions to enhance the faith formation, overall development and educational experiences of all students. The Catholic School Council shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

The Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the principal of the school and to the Dufferin-Peel Catholic District School Board.

ROLES AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL COUNCIL

Members of a Catholic School Council must be cognizant of their responsibility to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community, which the school council serves. By maintaining a school-wide focus on all issues, the Catholic School Council helps to nurture faith formation, improve pupil achievement and enhance the accountability of the education system to parents within.

Council members shall always act in the best interest of the school and its students. Operating in a non-judgmental manner, with respect for confidentiality of parents, students and staff is very important. Catholic School Councils play a positive role in helping to improve the school's communication with the school community, support school-based services and community collaborations, and advise the board and the principal in the areas of planning, goal-setting and the implementation of programs.

CONSULTATION

Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

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1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice-principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by Principal

In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in

the school, and

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   b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on. The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

Establish its goals, priorities, and procedures.

Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills as council members.

Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

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Promote the best interests of the school community.

Consult with parents of students enrolled in the school about matters under its consideration.

Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Principal

The principal shall be a designated member of the Catholic School Council.

Duties

The duties of the principal as relates to school councils, are identified in:
Ontario Regulation 612/00 School Councils and Parent Involvement Committees,
Ontario Regulation 298 Operation of Schools.
Board Policy 4.01 Catholic School Councils.

The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens the Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education

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that are identified by the Ministry of Education as being for distribution to the members of the council.

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8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.

In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct established governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.
8. Manage the collection, accounting and depositing of fundraising dollars with the Catholic School Council.

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OFFICES

Chair/Co-Chair

A Catholic School Council shall have a chair, or if the by-laws of the council so provide, two co-chairs. Vacancies shall be filled in accordance with the by-laws of the council.

The Chair/Co-chair shall be officers of the Catholic School Council.

The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,
2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,
5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices and the Ontario Catholic School Graduate Expectations,
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required,
17. Provide leadership to the members of the School Council, ensuring that they

have a clear understanding of their roles and mandate.

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Treasurer

The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into ~~SchoolCash.NET~~the DPCDSB online accounting system as a lump sum under the categories specified by Catholic School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),
6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the Catholic School Council and parent community,
7. Shall chair and manage the Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

The secretary shall be elected by members of the Catholic School Council.

Duties of the Secretary

The secretary shall:

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1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Record the proceedings of all Catholic School Council meetings,

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4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all School Council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Other Council Officers

The Catholic School Council may have such other officers as are provided for in its by-laws.

APPOINTED POSITIONS

Parish Representative

The Parish representatives serve as a communication link between the Parish and the Catholic School Council with respect to Parish events relating to the school. The individual that belongs to one of the following categories may serve as the Parish representative: Priest, Deacon, a parent of a child attending the school who is a member of the Parish in the school region, member of the Parish who is not a parent of a child attending the school, a Community representative on the Catholic School Council who is a member of the Parish, or Chaplain (Secondary Schools only). The Catholic School Council, as the governing body, should make the final decision on who shall be appointed as the Parish representative. However, for the appointment, a consultative approach with the Parish Priest is recommended. In the case where a school is associated with more than one Parish, the Parish representative shall be from the Parish designated to the school.

As the Parish representatives are there to help the Priest, the Priest is encouraged to recognize the representative with other ministries at the beginning of the school year and perhaps consider having a commissioning period at a Sunday Mass.

The Parish representative shall be appointed by the Catholic School Council in accordance with B2.10

~~1. Be a full voting member,~~

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Duties of the Parish Representative

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~~1. Be a full voting member,~~

2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
16. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
17. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
18. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

The OAPCE representative shall be appointed by the Catholic School Council in accordance with the by-laws.

Duties of OAPCE Representative

~~1. Be a full voting member,~~

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The OAPCE representative shall:

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~~1. Be a full voting member,~~

~~2.~~1. Regularly attend, and participate in Catholic School Council meetings,
~~3.~~2. Represent the OAPCE as the voice of the association on the Catholic School Council,
~~4.~~3. Report to the council the information shared by OAPCE at all meetings,
~~5.~~4. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

Student Representative (Secondary only)

The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

Duties of Additional Community Representatives

Additional Community Representatives shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Endeavour to build partnerships and links between the school and the community.

Catholic School Council Members

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Duties of Catholic School Council Members

Catholic School Council members shall:

1. Be full voting members,

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2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

COMMITTEES

The Catholic School Council may adopt the practise of establishing committees when necessary. Committees usually conduct more detailed work than is possible for the council. Committees must have at least one council member on the team, who keeps the council informed of the developments and accomplishments of the committee. This communication is usually conducted through one or more members on the council. Committees are a very positive way for the Catholic School Council to reach its goals, involve more members of the community in activities and increase communication to a wider population.

Usually, members of committees will develop an interest to become more involved and may choose to join the school council when appropriate. Committees may be long standing, which means they have a permanent status and implement the council's business and programs, or ad hoc and are established to address short-term needs.

Examples of committees might be:

Sacramental Recognition
PRO-Grant Committee
Traffic/Safety Committee
Volunteer Training & Recruiting
Pancake Day
School Dance
Adult Faith Development
Writing Contest
Guest Speaker Programs
Accommodation Committee
By-Laws Writing Team
Hot Lunch/Pizza Days Committee
Talent Show Committee
Volunteer Committee
Website Committee

LIABILITY

The contribution of Catholic School Councils to the school community and to the school board is recognized by and covered within the board's liability insurance. This extends coverage to members of school councils who act within the scope of their duties in accordance with Board policies and regulations. Members of Catholic School Councils

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may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School Board policies and regulations.

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CODE OF ETHICS

One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Catholic District School Board. In keeping with this tenant, it is important for members of Catholic School Councils to:

1. Consider the best interest of all students.
2. Be guided by the gospel values and Catholic virtues.
3. Be guided by the school's and the school board's mission statements.
4. Act within the limits of the roles and responsibilities of a school council, as identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education.
5. Become familiar with the school's policies and operating practices and act in accordance with them.
6. Maintain the highest standards of integrity.
7. Recognize and respect the personal integrity of each member of the school community.
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption.
9. Encourage a positive environment in which individual contributions are encouraged and valued.
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information.
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole.
13. Use established communication channels when questions or concerns arise.
14. Promote high standards of ethical practice within the school community.
15. Declare any conflict of interest.
16. Not accept any payment or benefit financially though Catholic School Council involvement.

For more information about this topic, please refer to section 5.5 (Code of Ethics) of the Ontario Ministry of Education Handbook "School Councils – A Guide for Members". https://files.ontario.ca/pdf-2/edu-school-councils-guide-members-en-2022-03-07.pdf
~~http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf~~

CONFLICT OF INTEREST

Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that

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could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her

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Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council.
A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result;
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized;
3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

CONFLICT RESOLUTION

A Catholic School Council shall include in its bylaws, procedures to address and achieve "conflict resolution". Where conflict amongst members of a Catholic School Council impacts the safe, efficient, and manageable operation of the school council and the school, procedures must be put in place to address and resolve the conflict. At all times, the principal will be involved in this process. The method of conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

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Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the chair shall ask for order,
2. If all efforts to restore order fail or the disruptive behaviour continues, the chair may direct the individual to leave the meeting, citing the reason for the request,
3. If order cannot be restored the meeting can be adjourned and reconvened at a future date,
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council,
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting,
6. When the chair has requested the removal of a member, the chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The Principal must be present,
7. The Chair, Principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute,
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement,
9. If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the Principal and the Vice-Chair will assume the responsibility for the mediation,
10. This method of conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of potential conflict:

1. Sending unauthorized information home to parents on behalf of council,
2. Verbal abuse of council members or the chair,
3. Harassment of council members or the chair,
4. Constantly interrupting speakers, interjecting derogatory comments,
5. Breech of Code of Ethics,
6. Raising personal issues at a meeting (discussing an individual child's educational problems),
7. Misuse of or distribution of Catholic School Council members personal contact information.

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All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its credibility and the confidence of the school community.

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The facilitator should use the four-step approach to resolving conflict:

1. **Acknowledge the conflict**. As a group, acknowledge when a conflict exists and determine the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?

2. **Plan how to deal with the Conflict**. Once the source of the conflict is defined, decide how to deal with it. The chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.

3. **Provide time for discussion**. The chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict. Seek the best solution. As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

4. **Following the discussion**, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and or the Catholic School Council member(s) don't adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the school council. A template is provided in Section 3.

2. The facilitator and or superintendent, in consultation with Catholic School Council members, may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

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CHECKLIST FOR EFFECTIVE CATHOLIC SCHOOL COUNCILS

"When a process makes people feel that they have a voice in matters that affect them, they will have a greater commitment to the overall enterprise and will take greater responsibility for what happens to the school."
Source: Adapted from Seymour B. Sarason

Use the following checklist to evaluate whether or not your Catholic School Council is on the right track in keeping with your mission.

- ☐ We remain student-centred with high expectations for all students.
- ☐ We share a collective vision encompassing the goals and dreams of students, parents/guardians, staff administration, and community members.
- ☐ We actively support the faith formation needs, Catholic practices and sacramental life of the school.
- ☐ We discuss student progress in terms of the Catholic School Learning Plan, testing results and assessment instruments to promote improvement in student well-being and achievement.
- ☐ We recognize and celebrate student and school accomplishments, improvements and achievements.
- ☐ We support the commitment of our dedicated teachers, early childhood educators, support personnel and administrators.
- ☐ We enlist and welcome the contribution and involvement of teachers, early childhood educators, support personnel and administrators in the agendas of Catholic School Council meetings.
- ☐ We recognize and understand the role of the principal, as one of the school's educational leaders, as a member of the Catholic School Council, and manager of the school's day to day operations.
- ☐ We understand the mission of the Catholic School Council and its role to encourage active participation of parents in the school community.
- ☐ We have established goals and priorities and evaluate these goals on a regular basis.
- ☐ We use various tools to communicate with our school community.
- ☐ We have published our meeting dates to the school community.
- ☐ We report to our school community, through regular meetings, the progress of the council as well as challenges and issues facing Catholic education.
- ☐ We enlist parents'/guardians' involvement through volunteer committees, which provide services to the student, staff and parent community.

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- We communicate progress and issues pertaining to the Dufferin-Peel Catholic District School Board through access and participation in Catholic School Council In-services, Family of Schools meetings and the Central Committee for Catholic School Councils.
- We remain accountable to our school community, School Board and Ministry of Education through the maintenance of both minutes of meetings and accounting systems.
- We create and encourage an environment where parents, staff and students will enjoy their experiences and feel encouraged to participate in all activities.
- We maintain respect for the opinions, concerns, interests, and ideas of others.

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MAKING YOUR CATHOLIC SCHOOL COUNCIL SUCCESSFUL

COMMUNICATION

The Catholic School Council is required to keep members of the school community informed about its activities. Effective communication is an ongoing process and an essential component of a successful school council.

Catholic School Councils must have sound methods of communicating with the school principal, with the school board, with parents, and with each other. The school council's communication strategy should also include an effective method of communicating with the school community on a regular basis.

The chair/co-chair must ensure that council members are accessible to each other. It is a good idea to develop a list of contact numbers, addresses, and e-mail addresses for all council members at the beginning of the year and to distribute the list to all members. The chair/co-chairs and the principal must establish an effective way to communicate outside of regular meetings.

Trust, respect, and open communication are the nucleus for an effective partnership and, ultimately, an effective Catholic School Council. Partner with the school so that information can be sent home via the parent e-mail distribution list.

Assume a public profile in the school and in the school community. Opportunities may take the form of:

1. Setting up a Catholic School Council information table on Curriculum evening, Parent-Teacher Interview night and Welcome to Kindergarten evening,
2. Sending students home with a newsletter that could include the Council's meeting minutes and/or posting the minutes on the school website,
3. Posting notices in the parish church and community halls,
4. Setting up a Catholic School Council display in the main foyer of the school.
5. Establishing a webpage for your Catholic School Council which is accessible through your school web site. You will be able to post a lot of information parents will find helpful and informative
6. Network with other school councils
7. Participate in the organizations that are available for your use and represent the parents in our schools:
    a. Family of Schools Meetings,
    b. Central Committee of Catholic School Councils – through attendance at

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meetings and/or the in-service training sessions that are put on for the benefit of parents on School Councils,

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c. Ontario Association of Parents in Catholic Education. Your involvement will ensure that you have updated information to share with your Councils. Note: Many will place you on their e-mail list and mail out information to you as well.

8. Establish ongoing communication with not only the Principal, Vice-Principals, members of the Catholic School Council but also with the staff and students within your school,
9. Call your Trustee and establish a communication link with him/her,
10. Learn the name of your Superintendent and how to reach him/her,
11. Attend a Board meeting at the Catholic Education Center and watch your Trustees in action. All meetings are open to the public and agendas are provided at the door. This is truly an educational experience.

We Are All Partners in Catholic Education…Every Action Communicated Must Place The Student First!

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SPECIAL GIFTS YOU BRING TO YOUR SCHOOL COUNCIL

Members of your Catholic School Council, including the Administration, bring multiple gifts to a Catholic Secondary School Council:

1. Strong leadership – good communication skills, positive attitude, conflict resolution skills,
2. Commitment to quality Catholic Education – supporting academic improvement programs (remedial math and language arts), semester reviews identifying problem areas, supporting staff and Administration),
3. Dedication to the job,
4. Strong organizational skills – Agendas, letter writing, planning, etc.),
5. Involvement /strong belief in PARTNERSHIPS which lends itself to providing updated information to parents (participation on various Committees which provide such updates and keeps the concerns of the school alive);
6. Strong sense of fairness – promotion of consistency throughout the school;
7. Various teaching/training perspectives from both professional and personal lives (Special Ed, Union Reps, CYW, Management, Team building),
8. Understanding and appreciation - of the time given by volunteers to the Council – different levels of commitment due to varying circumstances in private and business life,
9. Strong sense of Catholicity through daily living and promotion in the daily activities of our school and the support of the newly formed position on Council for the OAPCE,
10. Support of our students promoting social justice causes,
11. Flexibility / Creativeness,
12. Sense of Humor – very important,
13. Friendliness,
14. Good listening skills,
15. Open to new suggestions/ideas,
16. Good decision making skills – ready to take responsibility for Council's actions;
17. Willingness to communicate and promote different ways of communicating with each other, within the school, staff, and parents within the school community. (web sites, newsletters, newspapers).

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ACTIVITIES THAT PROMOTE POSITIVE RELATIONSHIPS AMONG COUNCIL MEMBERS AND THE SCHOOL COMMUNITY

Most schools have successful activities that promote positive relationships among members of Council and the community. Some proven ones in our schools are:

1. The holding of a Retreat early in the School year as soon as a new Council is established,
2. Retreats in a casual setting and which welcomes the participation by all members equally places everyone on an even playing field,
3. Music and Lighting are important as it sets the mood,
4. Sharing activities are the best way to "humanize" people and get rid of the "them" and "us" feeling that may or may not exist,
5. Trust walks – work great with groups of people who may not know each other,
6. Readings should be pertinent to your theme/focus for the evening/weekend/day,
7. Social time for over-night retreats – Laughter/FUN/Games ~~(Trivial Pursuit),~~
8. Cost should not be a factor. This is an investment in the future of your school and the benefits definitely outweigh the costs.

Community Barbecues – Involving Administration/Staff/Parents /Students/Trustees/ Superintendents and in some cases local politicians working together at an open community function fosters friendship and mutual respect throughout the school community and local community. This is a visual sign of co-operation by all partners.

Plan a "Share the Meal" with your Trustee, Superintendent, Priests of your feeder parishes and the members of your Catholic School Council (which includes your Administration team and our Chaplain, which will be a potluck and held at the school.

Establish a Welcome Committee whose job it is to welcome new parents to the school community. This can be done through an individual welcoming letter to parents inviting them to come out to one of your Catholic School Council meetings.

Hold Joint workshops/speakers within your school community, Family of Schools, inviting parents from feeder schools (if the topic is applicable), students and parents. Fosters partnerships.

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Joint activities such as Christmas Liturgies, Adopting Families, Food Drives, Toy Drives, Terry Fox Runs etc.

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EFFECTIVE MEETINGS - EFFECTIVE CATHOLIC SCHOOL COUNCILS

Have you ever met anyone who truly enjoys going to meetings? Usually meetings are looked upon as a period of time taken out of a very busy day to discuss and discuss and never go anywhere.

Productive meetings are those that have a purpose, a timeframe (determined beginning and end), a roadmap or agenda and a result or conclusion. It is imperative that Catholic School Council meetings are held in a place where all stakeholders can have access to the meeting. Usually, the meetings are held at the school. The chairperson and principal should determine your agenda in consultation with all Catholic School Council members. Ask for input into the agenda at least two weeks prior to your meeting. Circulate the agenda through "back pack express", or e-mail and ask that anyone who cannot attend the meeting call the council secretary with the notice of absence.

The Catholic School Council agenda should reflect the Catholicity of the school council in that the meeting should always open and close with a prayer. You will find sample prayers and other examples of liturgies in this handbook.

Your agenda should cover old topics which still need to be addressed, or that have some follow-up reports made. Your agenda should be approved by the council before your proceed with the meeting. There should be reports under new business which reflect ongoing or new topics. Remember to review and approve your minutes and financial statements. Your council secretary should record all discussion and votes in the minutes.

Minutes should be circulated to all council members and amended and approved at the next council meeting. Remember that Catholic School Council minutes must be made public to your school community.

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LINKS TO RELEVANT DOCUMENTS

Regulation 298: Operation of Schools – Duties of Principals re. School Councils
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900298_e.htm

Regulation 612/00 School Councils and Parent Involvement Committees
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000612_e.htm

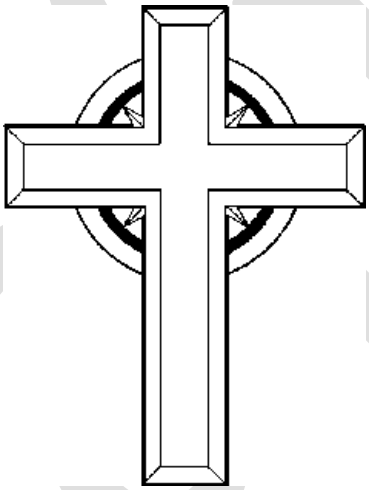
Ontario Ministry of Education Handbook "School Councils – A Guide for Members".
https://files.ontario.ca/pdf-2/edu-school-councils-guide-members-en-2022-03-07.pdf ~~http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf~~

"Involving Parents in the School: Tips for School Councils"
http://www.edu.gov.on.ca/eng/general/elemsec/council/

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Section 4

CATHOLIC SCHOOL COUNCIL ROLES



"We have gifts that differ according to the Grace given to us."

Romans 12:6

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

Contents

SECTION 4: CATHOLIC SCHOOL COUNCIL ROLES 2
INTRODUCTION 2
PURPOSE 2
ROLES AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL COUNCIL 3
CONSULTATION 3
Consultation by Board 3
Consultation by Principal 4
RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 5
DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 6
Principal 6
Chair/Co-Chair 8
Treasurer 9
Secretary 9
Other Council Officers 10
Parish Representative 10
Additional Community Representative (optional) 12
Catholic School Council Members 13
CHECKLIST FOR EFFECTIVE CATHOLIC SCHOOL COUNCILS 19
MAKING YOUR CATHOLIC SCHOOL COUNCIL SUCCESSFUL 21
SPECIAL GIFTS YOU BRING TO YOUR SCHOOL COUNCIL 23
ACTIVITIES THAT PROMOTE POSITIVE RELATIONSHIPS AMONG COUNCIL MEMBERS AND THE SCHOOL COMMUNITY 24
EFFECTIVE MEETINGS - EFFECTIVE CATHOLIC SCHOOL COUNCILS 25
LINKS TO RELEVANT DOCUMENTS 26

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SECTION 4: CATHOLIC SCHOOL COUNCIL ROLES

INTRODUCTION

Catholic School Councils are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. Pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.).

PURPOSE

Catholic School Councils are formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612/00, which outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board and adheres to Regulations 612/00 and 298, the Education Act, section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents/guardians.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the Principal and board.

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The Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall identify problems and concerns

within the school environment and work collaboratively to develop strategies and solutions to enhance the faith formation, overall development and educational experiences of all students. The Catholic School Council shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

The Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the principal of the school and to the Dufferin-Peel Catholic District School Board.

ROLES AND RESPONSIBILITIES OF THE CATHOLIC SCHOOL COUNCIL

Members of a Catholic School Council must be cognizant of their responsibility to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community, which the school council serves. By maintaining a school-wide focus on all issues, the Catholic School Council helps to nurture faith formation, improve pupil achievement and enhance the accountability of the education system to parents within.

Council members shall always act in the best interest of the school and its students. Operating in a non-judgmental manner, with respect for confidentiality of parents, students and staff is very important. Catholic School Councils play a positive role in helping to improve the school's communication with the school community, support school-based services and community collaborations, and advise the board and the principal in the areas of planning, goal-setting and the implementation of programs.

CONSULTATION

Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

In addition to its other obligations to solicit the views of school councils under the

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Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice-principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

<u>Consultation by Principal</u>

In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to

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parents, including implementation plans for,

a. a local code of conduct governing the behaviour of all persons in the school, and

b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on. The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

Establish its goals, priorities, and procedures.

Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills as council members.

Communicate regularly with parents and other members of the community to seek

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their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

Promote the best interests of the school community.

Consult with parents of students enrolled in the school about matters under its consideration.

Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Principal

The principal shall be a designated member of the Catholic School Council.

Duties

The duties of the principal as relates to school councils, are identified in:
Ontario Regulation 612/00 School Councils and Parent Involvement Committees,
Ontario Regulation 298 Operation of Schools.
Board Policy 4.01 Catholic School Councils.

The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens the Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School

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Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.

8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.

In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct established governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.
8. Manage the collection, accounting and depositing of fundraising dollars with

the Catholic School Council.

OFFICES

Chair/Co-Chair

A Catholic School Council shall have a chair, or if the by-laws of the council so provide, two co-chairs. Vacancies shall be filled in accordance with the by-laws of the council.

The Chair/Co-chair shall be officers of the Catholic School Council.

The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,
2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,
5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices and the Ontario Catholic School Graduate Expectations,
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required,

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17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into the DPCDSB online accounting system as a lump sum under the categories specified by Catholic School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),
6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the Catholic School Council and parent community,
7. Shall chair and manage the Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

The secretary shall be elected by members of the Catholic School Council.

Duties of the Secretary

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The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Record the proceedings of all Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all School Council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Other Council Officers

The Catholic School Council may have such other officers as are provided for in its by-laws.

APPOINTED POSITIONS

Parish Representative

The Parish representatives serve as a communication link between the Parish and the Catholic School Council with respect to Parish events relating to the school. The individual that belongs to one of the following categories may serve as the Parish representative: Priest, Deacon, a parent of a child attending the school who is a member of the Parish in the school region, member of the Parish who is not a parent of a child attending the school, a Community representative on the Catholic School Council who is a member of the Parish, or Chaplain (Secondary Schools only). The Catholic School Council, as the governing body, should make the final decision on who shall be appointed as the Parish representative. However, for the appointment, a consultative approach with the Parish Priest is recommended. In the case where a school is associated with more than one Parish, the Parish representative shall be from the Parish designated to the school.

As the Parish representatives are there to help the Priest, the Priest is encouraged to recognize the representative with other ministries at the beginning of the school year and perhaps consider having a commissioning period at a Sunday Mass.

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The Parish representative shall be appointed by the Catholic School Council in accordance with B2.10

Duties of the Parish Representative

2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
16. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
17. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
18. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

<u>Ontario Association for Parents in Catholic Education Representative (OAPCE)</u>

The OAPCE representative shall be appointed by the Catholic School Council in

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accordance with the by-laws.

Duties of OAPCE Representative

The OAPCE representative shall:

1. Regularly attend, and participate in Catholic School Council meetings,
2. Represent the OAPCE as the voice of the association on the Catholic School Council,
3. Report to the council the information shared by OAPCE at all meetings,
4. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

Student Representative (Secondary only)

The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Additional Community Representative (optional)

Catholic School Councils may establish a by-law to increase the number of appointed community representatives. Note: In specifying the number of community representatives, the Catholic School Council shall ensure that parent members constitute a majority of the members of the council. Additional community representatives shall be appointed by the Catholic School Council.

Duties of Additional Community Representatives

Additional Community Representatives shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Endeavour to build partnerships and links between the school and the

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community.

Catholic School Council Members

Duties of Catholic School Council Members

Catholic School Council members shall:

1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

COMMITTEES

The Catholic School Council may adopt the practise of establishing committees when necessary. Committees usually conduct more detailed work than is possible for the council. Committees must have at least one council member on the team, who keeps the council informed of the developments and accomplishments of the committee. This communication is usually conducted through one or more members on the council. Committees are a very positive way for the Catholic School Council to reach its goals, involve more members of the community in activities and increase communication to a wider population.

Usually, members of committees will develop an interest to become more involved and may choose to join the school council when appropriate. Committees may be long standing, which means they have a permanent status and implement the council's business and programs, or ad hoc and are established to address short-term needs.

Examples of committees might be:

Sacramental Recognition
PRO-Grant Committee

Traffic/Safety Committee
Volunteer Training & Recruiting
Pancake Day
School Dance
Adult Faith Development
Writing Contest

Guest Speaker Programs
Accommodation Committee

By-Laws Writing Team
Hot Lunch/Pizza Days Committee
Talent Show Committee
Volunteer Committee
Website Committee

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LIABILITY

The contribution of Catholic School Councils to the school community and to the school board is recognized by and covered within the board's liability insurance. This extends coverage to members of school councils who act within the scope of their duties in accordance with Board policies and regulations. Members of Catholic School Councils may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School Board policies and regulations.

CODE OF ETHICS

One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Catholic District School Board. In keeping with this tenant, it is important for members of Catholic School Councils to:

1. Consider the best interest of all students.
2. Be guided by the gospel values and Catholic virtues.
3. Be guided by the school's and the school board's mission statements.
4. Act within the limits of the roles and responsibilities of a school council, as identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education.
5. Become familiar with the school's policies and operating practices and act in accordance with them.
6. Maintain the highest standards of integrity.
7. Recognize and respect the personal integrity of each member of the school community.
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption.
9. Encourage a positive environment in which individual contributions are encouraged and valued.
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information.
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole.
13. Use established communication channels when questions or concerns arise.
14. Promote high standards of ethical practice within the school community.
15. Declare any conflict of interest.
16. Not accept any payment or benefit financially though Catholic School Council involvement.

For more information about this topic, please refer to section 5.5 (Code of Ethics) of the Ontario Ministry of Education Handbook "School Councils – A Guide for

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Members". https://files.ontario.ca/pdf-2/edu-school-councils-guide-members-en-2022-03-07.pdf

CONFLICT OF INTEREST

Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council.
A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result;
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized;
3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

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CONFLICT RESOLUTION

A Catholic School Council shall include in its bylaws, procedures to address and achieve "conflict resolution". Where conflict amongst members of a Catholic School Council impacts the safe, efficient, and manageable operation of the school council and the school, procedures must be put in place to address and resolve the conflict. At all times, the principal will be involved in this process. The method of conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

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Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the chair shall ask for order,
2. If all efforts to restore order fail or the disruptive behaviour continues, the chair may direct the individual to leave the meeting, citing the reason for the request,
3. If order cannot be restored the meeting can be adjourned and reconvened at a future date,
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council,
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting,
6. When the chair has requested the removal of a member, the chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The Principal must be present,
7. The Chair, Principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute,
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement,
9. If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the Principal and the Vice-Chair will assume the responsibility for the mediation,
10. This method of conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of potential conflict:

1. Sending unauthorized information home to parents on behalf of council,
2. Verbal abuse of council members or the chair,
3. Harassment of council members or the chair,
4. Constantly interrupting speakers, interjecting derogatory comments,
5. Breech of Code of Ethics,
6. Raising personal issues at a meeting (discussing an individual child's educational problems),
7. Misuse of or distribution of Catholic School Council members personal contact information.

All of these behaviours jeopardize attendance at meetings and discourage

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potential member from seeking positions on council. As a result, the council risks losing its credibility and the confidence of the school community.

The facilitator should use the four-step approach to resolving conflict:

1. **Acknowledge the conflict**. As a group, acknowledge when a conflict exists and determine the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?

2. **Plan how to deal with the Conflict**. Once the source of the conflict is defined, decide how to deal with it. The chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.

3. **Provide time for discussion**. The chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict. Seek the best solution. As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

4. **Following the discussion**, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and or the Catholic School Council member(s) don't adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the school council. A template is provided in Section 3.

2. The facilitator and or superintendent, in consultation with Catholic School Council members, may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

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CHECKLIST FOR EFFECTIVE CATHOLIC SCHOOL COUNCILS

"When a process makes people feel that they have a voice in matters that affect them, they will have a greater commitment to the overall enterprise and will take greater responsibility for what happens to the school."
Source: Adapted from Seymour B. Sarason

Use the following checklist to evaluate whether or not your Catholic School Council is on the right track in keeping with your mission.

- ☐ We remain student-centred with high expectations for all students.
- ☐ We share a collective vision encompassing the goals and dreams of students, parents/guardians, staff administration, and community members.
- ☐ We actively support the faith formation needs, Catholic practices and sacramental life of the school.
- ☐ We discuss student progress in terms of the Catholic School Learning Plan, testing results and assessment instruments to promote improvement in student well-being and achievement.
- ☐ We recognize and celebrate student and school accomplishments, improvements and achievements.
- ☐ We support the commitment of our dedicated teachers, early childhood educators, support personnel and administrators.
- ☐ We enlist and welcome the contribution and involvement of teachers, early childhood educators, support personnel and administrators in the agendas of Catholic School Council meetings.
- ☐ We recognize and understand the role of the principal, as one of the school's educational leaders, as a member of the Catholic School Council, and manager of the school's day to day operations.
- ☐ We understand the mission of the Catholic School Council and its role to encourage active participation of parents in the school community.
- ☐ We have established goals and priorities and evaluate these goals on a regular basis.
- ☐ We use various tools to communicate with our school community.
- ☐ We have published our meeting dates to the school community.
- ☐ We report to our school community, through regular meetings, the progress of the council as well as challenges and issues facing Catholic education.
- ☐ We enlist parents'/guardians' involvement through volunteer committees, which provide services to the student, staff and parent community.

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- We communicate progress and issues pertaining to the Dufferin-Peel Catholic District School Board through access and participation in Catholic School Council In-services, Family of Schools meetings and the Central Committee for Catholic School Councils.
- We remain accountable to our school community, School Board and Ministry of Education through the maintenance of both minutes of meetings and accounting systems.
- We create and encourage an environment where parents, staff and students will enjoy their experiences and feel encouraged to participate in all activities.
- We maintain respect for the opinions, concerns, interests, and ideas of others.

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MAKING YOUR CATHOLIC SCHOOL COUNCIL SUCCESSFUL

COMMUNICATION

The Catholic School Council is required to keep members of the school community informed about its activities. Effective communication is an ongoing process and an essential component of a successful school council.

Catholic School Councils must have sound methods of communicating with the school principal, with the school board, with parents, and with each other. The school council's communication strategy should also include an effective method of communicating with the school community on a regular basis.

The chair/co-chair must ensure that council members are accessible to each other. It is a good idea to develop a list of contact numbers, addresses, and e-mail addresses for all council members at the beginning of the year and to distribute the list to all members. The chair/co-chairs and the principal must establish an effective way to communicate outside of regular meetings.

Trust, respect, and open communication are the nucleus for an effective partnership and, ultimately, an effective Catholic School Council. Partner with the school so that information can be sent home via the parent e-mail distribution list.

Assume a public profile in the school and in the school community. Opportunities may take the form of:

1. Setting up a Catholic School Council information table on Curriculum evening, Parent-Teacher Interview night and Welcome to Kindergarten evening,
2. Sending students home with a newsletter that could include the Council's meeting minutes and/or posting the minutes on the school website,
3. Posting notices in the parish church and community halls,
4. Setting up a Catholic School Council display in the main foyer of the school.
5. Establishing a webpage for your Catholic School Council which is accessible through your school web site. You will be able to post a lot of information parents will find helpful and informative
6. Network with other school councils
7. Participate in the organizations that are available for your use and represent the parents in our schools:
    a. Family of Schools Meetings,
    b. Central Committee of Catholic School Councils – through attendance at meetings and/or the in-service training sessions that are put on for the benefit of parents on School Councils,

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c. Ontario Association of Parents in Catholic Education. Your involvement will ensure that you have updated information to share with your Councils. Note: Many will place you on their e-mail list and mail out information to you as well.

8. Establish ongoing communication with not only the Principal, Vice-Principals, members of the Catholic School Council but also with the staff and students within your school,
9. Call your Trustee and establish a communication link with him/her,
10. Learn the name of your Superintendent and how to reach him/her,
11. Attend a Board meeting at the Catholic Education Center and watch your Trustees in action. All meetings are open to the public and agendas are provided at the door. This is truly an educational experience.

We Are All Partners in Catholic Education…Every Action Communicated Must Place The Student First!

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SPECIAL GIFTS YOU BRING TO YOUR SCHOOL COUNCIL

Members of your Catholic School Council, including the Administration, bring multiple gifts to a Catholic Secondary School Council:

1. Strong leadership – good communication skills, positive attitude, conflict resolution skills,
2. Commitment to quality Catholic Education – supporting academic improvement programs (remedial math and language arts), semester reviews identifying problem areas, supporting staff and Administration),
3. Dedication to the job,
4. Strong organizational skills – Agendas, letter writing, planning, etc.),
5. Involvement /strong belief in PARTNERSHIPS which lends itself to providing updated information to parents (participation on various Committees which provide such updates and keeps the concerns of the school alive);
6. Strong sense of fairness – promotion of consistency throughout the school;
7. Various teaching/training perspectives from both professional and personal lives (Special Ed, Union Reps, CYW, Management, Team building),
8. Understanding and appreciation - of the time given by volunteers to the Council – different levels of commitment due to varying circumstances in private and business life,
9. Strong sense of Catholicity through daily living and promotion in the daily activities of our school and the support of the newly formed position on Council for the OAPCE,
10. Support of our students promoting social justice causes,
11. Flexibility / Creativeness,
12. Sense of Humor – very important,
13. Friendliness,
14. Good listening skills,
15. Open to new suggestions/ideas,
16. Good decision making skills – ready to take responsibility for Council's actions;
17. Willingness to communicate and promote different ways of communicating with each other, within the school, staff, and parents within the school community. (web sites, newsletters, newspapers).

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ACTIVITIES THAT PROMOTE POSITIVE RELATIONSHIPS AMONG COUNCIL MEMBERS AND THE SCHOOL COMMUNITY

Most schools have successful activities that promote positive relationships among members of Council and the community. Some proven ones in our schools are:

1. The holding of a Retreat early in the School year as soon as a new Council is established,
2. Retreats in a casual setting and which welcomes the participation by all members equally places everyone on an even playing field,
3. Music and Lighting are important as it sets the mood,
4. Sharing activities are the best way to "humanize" people and get rid of the "them" and "us" feeling that may or may not exist,
5. Trust walks – work great with groups of people who may not know each other,
6. Readings should be pertinent to your theme/focus for the evening/weekend/day,
7. Social time for over-night retreats – Laughter/FUN/Games
8. Cost should not be a factor. This is an investment in the future of your school and the benefits definitely outweigh the costs.

Community Barbecues – Involving Administration/Staff/Parents /Students/Trustees/ Superintendents and in some cases local politicians working together at an open community function fosters friendship and mutual respect throughout the school community and local community. This is a visual sign of co-operation by all partners.

Plan a "Share the Meal" with your Trustee, Superintendent, Priests of your feeder parishes and the members of your Catholic School Council (which includes your Administration team and our Chaplain, which will be a potluck and held at the school.

Establish a Welcome Committee whose job it is to welcome new parents to the school community. This can be done through an individual welcoming letter to parents inviting them to come out to one of your Catholic School Council meetings.

Hold Joint workshops/speakers within your school community, Family of Schools, inviting parents from feeder schools (if the topic is applicable), students and parents. Fosters partnerships.

Joint activities such as Christmas Liturgies, Adopting Families, Food Drives, Toy Drives, Terry Fox Runs etc.

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EFFECTIVE MEETINGS - EFFECTIVE CATHOLIC SCHOOL COUNCILS

Have you ever met anyone who truly enjoys going to meetings? Usually meetings are looked upon as a period of time taken out of a very busy day to discuss and discuss and never go anywhere.

Productive meetings are those that have a purpose, a timeframe (determined beginning and end), a roadmap or agenda and a result or conclusion. It is imperative that Catholic School Council meetings are held in a place where all stakeholders can have access to the meeting. Usually, the meetings are held at the school. The chairperson and principal should determine your agenda in consultation with all Catholic School Council members. Ask for input into the agenda at least two weeks prior to your meeting. Circulate the agenda through "back pack express", or e-mail and ask that anyone who cannot attend the meeting call the council secretary with the notice of absence.

The Catholic School Council agenda should reflect the Catholicity of the school council in that the meeting should always open and close with a prayer. You will find sample prayers and other examples of liturgies in this handbook.

Your agenda should cover old topics which still need to be addressed, or that have some follow-up reports made. Your agenda should be approved by the council before your proceed with the meeting. There should be reports under new business which reflect ongoing or new topics. Remember to review and approve your minutes and financial statements. Your council secretary should record all discussion and votes in the minutes.

Minutes should be circulated to all council members and amended and approved at the next council meeting. Remember that Catholic School Council minutes must be made public to your school community.

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LINKS TO RELEVANT DOCUMENTS

Regulation 298: Operation of Schools – Duties of Principals re. School Councils
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900298_e.htm

Regulation 612/00 School Councils and Parent Involvement Committees
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000612_e.htm

Ontario Ministry of Education Handbook "School Councils – A Guide for Members".
https://files.ontario.ca/pdf-2/edu-school-councils-guide-members-en-2022-03-07.pdf

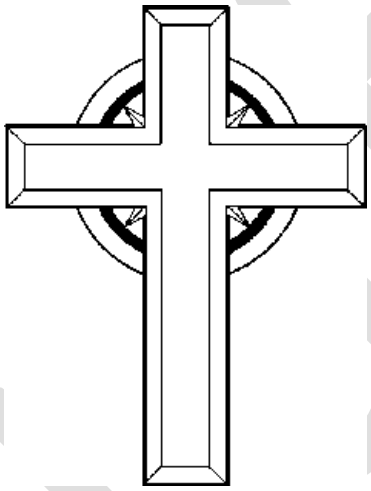
"Involving Parents in the School: Tips for School Councils"
http://www.edu.gov.on.ca/eng/general/elemsec/council/

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Section 5

RECRUITING VOLUNTEERS, TEAM WORK AND GOAL

SETTING



"We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop."

- Blessed Teresa of Calcutta -

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

SECTION 5 – KEYS TO MAKING A DIFFERENCE – EFFECTIVE CATHOLIC SCHOOL COUNCILS 2
RECRUITING VOLUNTEERS 2
YOUR TEAM– YOUR CATHOLIC SCHOOL COUNCIL 3
Goals 4
Goal Setting Exercise 5
Goal Setting Session 6
Group Goals 8

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SECTION 5 – KEYS TO MAKING A DIFFERENCE– EFFECTIVE CATHOLIC SCHOOL COUNCILS

RECRUITING VOLUNTEERS

Blessed Mother Teresa served with the knowledge that she had neither the ~~-~~gifts nor the capacity to do all of the work or to solve all of the challenges of her community. She let her works speak as a call for others to gather and make their own contributions.

You are aware of the value of the work of the volunteer who makes a commitment to a Catholic School Council. All members of your parent community, your teaching community and your parish community should be given the opportunity to become a member of your Catholic School Council. The Election Procedures and Guidelines are outlined for you in Section 7 of this handbook.

Before school council elections begin in your school, it is important to be aware of the process to recruit volunteers. Before it is time for school council elections in your school, you need to know how to recruit volunteers. The following are some key points to recruiting volunteers in your community. These will apply to any community, no matter the socio-economic background. Give them some thought and discuss them with your current volunteers.

- School survey: along with your principal, develop a survey and ask everyone in your school how, where and why they would like to be involved in their child's school as a volunteer. Start here as your base to determine where you need to go.
- Get to know your community – Who are they? What are their characteristics? What are their challenges?
- Tap into the strengths of your parent volunteers.
- Determine the jobs that need to be accomplished by your council and/or other volunteer school committees. Remember to include all jobs, big or small. Put time frames around jobs,
  i.e. one-hour evenings, one-year project, six hours a month. List what jobs can be completed at home.
- Develop a plan of action for your recruitment:
  1. Timing – When will you recruit? Meet the Teacher Night at the beginning of the school year.
  2. Who can you target? – Kindergarten parents, people only available in the morning, at lunch time or the evenings.
- How will you recruit?
  1. Newsletters

2. Letter from principal
3. Posters in school
4. Letters to all parents recognizing great volunteers

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5. Volunteer recruitment table at school events, parent barbeque, curriculum night, circulate around the school
6. Volunteer display and sign-up sheets in lobby of school
7. Recruit via announcement in church bulletin
8. Ask a current volunteer to bring a friends
9. School Messenger communication ~~Synervoice messages~~ to parents
10. Social Media ~~Twitter~~
11. Email
12. School website

**** Attempt to include all volunteers.**
It is frustrating when someone volunteers and no one gives him/her the opportunity to offer their services. Remember, word travels fast. Your current volunteers can be your biggest supporters.

Rotate your volunteers. Do not overuse your volunteers – that is a quick way to cause the volunteer to burn out and not want to continue.

- *Recognition*: How will you say thank you? Perhaps with a certificate, thanks in the newsletter, special pin, volunteer lunch or tea or pictures of volunteers at work in school etc.

- It is important to remember that recruiting volunteers takes time and is ongoing. If you have someone on your Catholic School Council who would like to co-ordinate the activities of your volunteers, that would be a bonus. This can be a very rewarding position.

YOUR TEAM – YOUR CATHOLIC SCHOOL COUNCIL

Today, more and more organizations are using the collaborative approach to get things done. Why? Teams use the collective talents of their members to accomplish their goals. The results of effective teamwork are impressive. Teams:

- Draw on a more diverse range of knowledge and gifts
- Accomplish more work with less time and materials
- Produce more innovative work
- Solve problems in less time

Team players have to use interpersonal skills, communicate effectively and contribute their share to the process. When everyone does his or her part, the result is success!

Teams usually share a common purpose or common goal. They recognize that they have to

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work together effectively and they see a result or benefit for each member and the team as a whole.

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Being on a team, in this case your Catholic School Council, does not automatically guarantee that you are a team. Every member on the team must do his or her part in order to reach common goals. A school council's attitude and work ethic will depend upon the members' enjoyment in attending the meetings. They should feel that they are able to contribute ideas and opinions in a positive environment. There must always be an opportunity for team members to explore new ideas and to "test" their ideas with members who will listen and discuss in a collegial manner. *Challenge* you members to bring forward new ideas.

In Order to Succeed as a Team:

- Invite members who want to be on the team
- Encourage members to share their particular knowledge and talents
- Recognize that each person has something to contribute
- Create rules for the team to follow – who talks, who takes notes, timelines and expectations
- Address concerns of individual members
- Address those members who are not contributing
- Conduct productive meetings
- Assign reasonable tasks
- Recognize the members contributions on a regular basis
- Review and evaluate the goals of the team

Goals

See the Goal and Understand it's Meaning.

Many times when we are asked to set goals, we are not sure why we are going through this sometimes difficult exercise.
Very often we just want to "get on with it". The problem of "getting on with it" is that usually one person has an idea of where the group should go and expects the rest of the group to "go along". The problem is if the group does not understand its mandate or mission, then they definitely will not know how to get the job done and will not play "follow the leader". They might follow along for a while, but if the group does not see clear objectives and feel they are accomplished, they will eventually leave the group and go away frustrated.

Individuals have to feel that they are adding value to a group or an organization and are not spinning their wheels. They must see that their individual goals fit into the goals of the group and that their goals are aligned. In this way, the volunteer feels that his/her personal philosophy is truly shared in the vision and purpose of the group.

Before a group sets personal and organizational goals they should discuss as a group:

- What are we doing well?
- What makes our group special?

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- What are our strengths?
- What are our weaknesses?
- What are our accomplishments?

We also ask:

- Where do you want to see this group next year?
- What do we need to do better?
- What is our next accomplishment?
- What do we need to do to get there?

All of the above do not have to be in a formal discussion. It could be an open discussion where everyone's opinions are expressed. When you feel that everyone has had hisor her say, then the next step would be to formalize the process.

Goal Setting Exercise

Set aside some time for your group to have personal time to think about how they might answer the following questions. You might circulate the questions before meeting (one week) so that your members are given time to think about their answers before they come to the goal setting session.

- *When we set goals, remember the goals should be specific: "My goal is to run 3 fundraisers myself this year..."*
- *The goals should be able to be measured or evaluated: "I was able to run 2 fundraisers this year with the group."*
- *The goals should be achievable: "My goal is to run all fundraisers this year myself".*
- *The goals should be realistic. "I would like to raise $10, 000 at every fundraiser*
- *The goals should be able to be accomplished in a reasonable period of time. "I will run 3 fundraisers in October..."*

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The following might be used by a Catholic School Council to begin the goal-setting process.

Goal Setting Session

Name of School_____ Date_____

Name_____

As we take a look at what our goals are for the council as a whole, as individual council members we should think about:

1. Why did I decide to join this Catholic School Council?

2. What are two or three personal goals that I, as an individual council member, would like to accomplish this year?

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3. What are two or three specific goals that the council should focus on for the current year?

4. Two long-term goals that I think that this council should be working on are: (Provide a timeline for accomplishment (date/year)

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Once you have been able to think about your personal goals, if the members are comfortable, share them with the group. This gives members a better understanding of their team members and their goals and perspective about the school council.

These goals should be kept and perhaps addressed towards the end of the council's year as a year- end evaluation and wrap-up.

Group Goals

The Group goals should be shared with all the members and documented. ~~This can be done on a flip chart or a white board.~~ Have the group, through discussion, choose common goals and also determine goals that are feasible and that the group would like to adopt.

Determine the group goals for the year (short term). Document them. Make sure that everyone knows the goals and agrees with them. Post them. Make sure to evaluate these goals on a regular basis.

Determine what goals may be long term (two years or more). Document these goals. Determine how you will evaluate your progress.

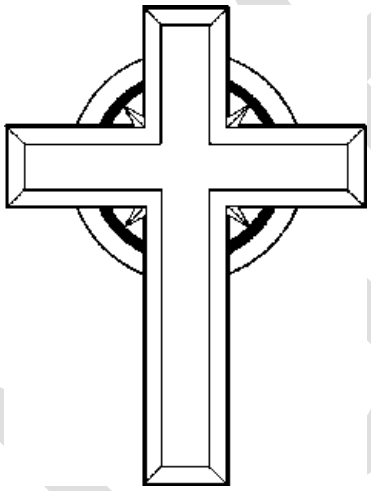
Make sure that all Catholic School Council goals are shared with your community. This may be done in the minutes, a newsletter, a poster or a flyer.

Remember to always celebrate your accomplishments, large and small. The remarkable dynamics of a group can move an organization along. Groups who have a determined set of goals and who are committed to those goals will be successful at whatever they do. They will be a dynamic force. When goals are understood and believed in by a group, the goals help to pull and push the group. The group discovers that individuals are taking responsibility and ownership for what needs to be accomplished. A shared vision and purpose can be most rewarding for any group, especially a Catholic School Council.

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Section 5

RECRUITING VOLUNTEERS, TEAM WORK AND GOAL SETTING



"We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop."

- Blessed Teresa of Calcutta -

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

SECTION 5 – KEYS TO MAKING A DIFFERENCE – EFFECTIVE CATHOLIC SCHOOL COUNCILS 2
RECRUITING VOLUNTEERS 2
YOUR TEAM– YOUR CATHOLIC SCHOOL COUNCIL 3
Goals 4
Goal Setting Exercise 5
Goal Setting Session 6
Group Goals 8

Draft

SECTION 5 – KEYS TO MAKING A DIFFERENCE– EFFECTIVE CATHOLIC SCHOOL COUNCILS

RECRUITING VOLUNTEERS

Blessed Mother Teresa served with the knowledge that she had neither the gifts nor the capacity to do all of the work or to solve all of the challenges of her community. She let her works speak as a call for others to gather and make their own contributions.

You are aware of the value of the work of the volunteer who makes a commitment to a Catholic School Council. All members of your parent community, your teaching community and your parish community should be given the opportunity to become a member of your Catholic School Council. The Election Procedures and Guidelines are outlined for you in Section 7 of this handbook.

Before school council elections begin in your school, it is important to be aware of the process to recruit volunteers. Before it is time for school council elections in your school, you need to know how to recruit volunteers. The following are some key points to recruiting volunteers in your community. These will apply to any community, no matter the socio-economic background. Give them some thought and discuss them with your current volunteers.

- School survey: along with your principal, develop a survey and ask everyone in your school how, where and why they would like to be involved in their child's school as a volunteer. Start here as your base to determine where you need to go.
- Get to know your community – Who are they? What are their characteristics? What are their challenges?
- Tap into the strengths of your parent volunteers.
- Determine the jobs that need to be accomplished by your council and/or other volunteer school committees. Remember to include all jobs, big or small. Put time frames around jobs,
  i.e. one-hour evenings, one-year project, six hours a month. List what jobs can be completed at home.
- Develop a plan of action for your recruitment:
  1. Timing – When will you recruit? Meet the Teacher Night at the beginning of the school year.
  2. Who can you target? – Kindergarten parents, people only available in the morning, at lunch time or the evenings.
- How will you recruit?
  1. Newsletters

2. Letter from principal
3. Posters in school
4. Letters to all parents recognizing great volunteers
5. Volunteer recruitment table at school events, parent barbeque, curriculum night, circulate around the school
6. Volunteer display and sign-up sheets in lobby of school
7. Recruit via announcement in church bulletin
8. Ask a current volunteer to bring a friends
9. School Messenger communication to parents
10. Social Media
11. Email
12. School website

**** Attempt to include all volunteers.**
It is frustrating when someone volunteers and no one gives him/her the opportunity to offer their services. Remember, word travels fast. Your current volunteers can be your biggest supporters.

Rotate your volunteers. Do not overuse your volunteers – that is a quick way to cause the volunteer to burn out and not want to continue.

- *Recognition*: How will you say thank you? Perhaps with a certificate, thanks in the newsletter, special pin, volunteer lunch or tea or pictures of volunteers at work in school etc.

- It is important to remember that recruiting volunteers takes time and is ongoing. If you have someone on your Catholic School Council who would like to co-ordinate the activities of your volunteers, that would be a bonus. This can be a very rewarding position.

YOUR TEAM – YOUR CATHOLIC SCHOOL COUNCIL

Today, more and more organizations are using the collaborative approach to get things done. Why? Teams use the collective talents of their members to accomplish their goals. The results of effective teamwork are impressive. Teams:

- Draw on a more diverse range of knowledge and gifts
- Accomplish more work with less time and materials
- Produce more innovative work
- Solve problems in less time

Team players have to use interpersonal skills, communicate effectively and contribute their share to the process. When everyone does his or her part, the result is success!

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Teams usually share a common purpose or common goal. They recognize that they have to work together effectively and they see a result or benefit for each member and the team as a whole.

Being on a team, in this case your Catholic School Council, does not automatically guarantee that you are a team. Every member on the team must do his or her part in order to reach common goals. A school council's attitude and work ethic will depend upon the members' enjoyment in attending the meetings. They should feel that they are able to contribute ideas and opinions in a positive environment. There must always be an opportunity for team members to explore new ideas and to "test" their ideas with members who will listen and discuss in a collegial manner. *Challenge* you members to bring forward new ideas.

In Order to Succeed as a Team:

- Invite members who want to be on the team
- Encourage members to share their particular knowledge and talents
- Recognize that each person has something to contribute
- Create rules for the team to follow – who talks, who takes notes, timelines and expectations
- Address concerns of individual members
- Address those members who are not contributing
- Conduct productive meetings
- Assign reasonable tasks
- Recognize the members contributions on a regular basis
- Review and evaluate the goals of the team

Goals

See the Goal and Understand it's Meaning.

Many times when we are asked to set goals, we are not sure why we are going through this sometimes difficult exercise.
Very often we just want to "get on with it". The problem of "getting on with it" is that usually one person has an idea of where the group should go and expects the rest of the group to "go along". The problem is if the group does not understand its mandate or mission, then they definitely will not know how to get the job done and will not play "follow the leader". They might follow along for a while, but if the group does not see clear objectives and feel they are accomplished, they will eventually leave the group and go away frustrated.

Individuals have to feel that they are adding value to a group or an organization and are not spinning their wheels. They must see that their individual goals fit into the goals of the group and

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that their goals are aligned. In this way, the volunteer feels that his/her personal philosophy is truly shared in the vision and purpose of the group.

Before a group sets personal and organizational goals they should discuss as a group:

- What are we doing well?
- What makes our group special?
- What are our strengths?
- What are our weaknesses?
- What are our accomplishments?

We also ask:

- Where do you want to see this group next year?
- What do we need to do better?
- What is our next accomplishment?
- What do we need to do to get there?

All of the above do not have to be in a formal discussion. It could be an open discussion where everyone's opinions are expressed. When you feel that everyone has had hisor her say, then the next step would be to formalize the process.

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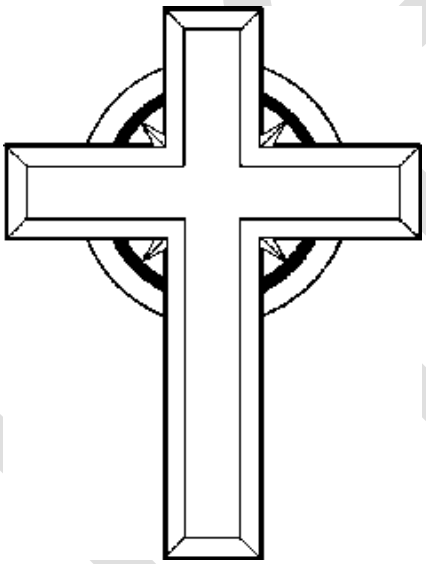
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Catholic School Council By-Laws



"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

CATHOLIC SCHOOL COUNCIL BY-LAWS AND PROCEDURES INTRODUCTION 34

CATHOLIC SCHOOL COUNCILS 34

COMPOSITION 34

INTERPRETATION 34

NAME 55

TERMS OF REFERENCE 55

BY-LAWS 76

BY-LAW 1: COMPOSITION 76

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP 86

Designated Member 87

Elected Members 97

Appointed Members 97

BY-LAW 3: ELECTIONS/APPOINTMENTS 118

BY-LAW 4: CONSULTATION 1510

Consultation by Board 1510

Consultation by Principal 1611

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 1612

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 1812

Duties of Catholic School Council Members 1812

Principal 1913

Chair/Co-Chair 2114

Duties of Chair/Co-Chair 2115

Treasurer 2315

Secretary 2516

Duties of Appointed Positions 2517

Draft

Student Representative 2517
Parish Representative 2717
Ontario Association for Parents in Catholic Education Representative (OAPCE) 2918

BY-LAW 7: TERM OF OFFICE 2918

BY-LAW 8: VACANCIES 2918

BY-LAW 9: MEETINGS 3119

BY-LAW 10: VOTING 3120

BY-LAW 11: REMUNERATION 3320

BY-LAW 12: CONFLICT OF INTEREST 3320

BY-LAW 13: FUNDRAISING 3521

BY-LAW 14: DISBURSEMENT OF FUNDS 3521

BY-LAW 15: LIABILITY 3722

BY-LAW 16: SUB-COMMITTEES 3722

BY-LAW 17: CODE OF ETHICS 3722

BY-LAW 18: AMENDMENTS 3923

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 3923

BY-LAW 20: CONFLICT RESOLUTION PROCEDURES 3924

BY-LAW DOCUMENT IS BINDING 4326

~~CATHOLIC SCHOOL COUNCIL BY-LAWS AND PROCEDURES INTRODUCTION ..... 4~~
~~CATHOLIC SCHOOL COUNCILS ..... 4~~
~~COMPOSITION ..... 4~~
~~INTERPRETATION ..... 4~~
~~NAME ..... 5~~
~~TERMS OF REFERENCE ..... 5~~

~~BY-LAWS ..... 6~~

~~BY-LAW 1: COMPOSITION ..... 6~~

Draft

~~BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP ..... 6~~
~~Designated Member ..... 7~~
~~Elected Members ..... 7~~
~~Appointed Members ..... 7~~
~~BY-LAW 3: ELECTIONS/APPOINTMENTS ..... 8~~
~~BY-LAW 4: CONSULTATION ..... 10~~
~~Consultation by Board ..... 10~~
~~Consultation by Principal ..... 11~~
~~BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS ..... 12~~
~~BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS ..... 12~~
~~Duties of Catholic School Council Members ..... 12~~
~~Principal ..... 13~~
~~Chair/Co-Chair ..... 14~~
~~Duties of Chair/Co-Chair ..... 15~~
~~Treasurer ..... 15~~
~~Secretary ..... 16~~
~~Duties of Appointed Positions ..... 17~~
~~Student Representative ..... 17~~
~~Parish Representative ..... 17~~
~~Ontario Association for Parents in Catholic Education Representative (OAPCE) ..... 18~~
~~BY-LAW 7: TERM OF OFFICE ..... 18~~
~~**BY-LAW 8: VACANCIES** ..... 19~~
~~**BY-LAW 9: MEETINGS** ..... 20~~
~~**BY-LAW 10: VOTING** ..... 20~~
~~**BY-LAW 11: REMUNERATION** ..... 22~~
~~**BY-LAW 12: CONFLICT OF INTEREST** ..... 22~~
~~**BY-LAW 13: FUNDRAISING** ..... 24~~
~~**BY-LAW 14: DISBURSEMENT OF FUNDS** ..... 24~~

Draft

~~**BY-LAW 15: LIABILITY** ..... 26~~

~~**BY-LAW 16: SUB-COMMITTEES** ..... 26~~

~~**BY-LAW 17: CODE OF ETHICS** ..... 26~~

~~**BY-LAW 18: AMENDMENTS** ..... 28~~

~~**BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY** ..... 28~~

~~**BY-LAW 20: CONFLICT RESOLUTION PROCEDURES** ..... 28~~

~~**BY-LAW DOCUMENT IS BINDING** ..... 32~~

Draft

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CATHOLIC SCHOOL COUNCIL BY-LAWS AND PROCEDURES

INTRODUCTION

CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students and parish representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

INTERPRETATION

For the purposes of this constitution:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that it has the authority to decide;

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"parent" means, in respect of the _____Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Education Act;

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"parent member" means, in respect of the _____Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for _____Catholic School shall be known as "_____CATHOLIC SCHOOL COUNCIL".

TERMS OF REFERENCE

The _____Catholic School Council was formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612.00 that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The _____Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board. The Catholic School Council operates under and adheres to Regulations 612/00 and 298, the Education Act, Section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the principal and board.

The _____Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice

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their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

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The _____Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the Principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAWS

BY-LAW 1: COMPOSITION

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

B1.1 The _____Catholic School Council shall be composed of the following people:

1. Parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector)~~In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil. (Note: the student must be either Catholic or the child of an English Separate School Elector)~~,
6. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
7. One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).~~One community representative, appointed by the other members of the council in consultation with the Dufferin Peel Regional Association of Parents in Catholic Education. (DRAPCE), to represent the Ontario Association of Parents in Catholic Education.~~

B1.2 The majority of members shall be parent members.

B1:3 The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).~~The number of parent members on _____ Catholic School Council shall be _____.~~

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BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Membership in the _____ Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

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B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the _____Catholic School Council to a vice-principal of the school.

Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at_____; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2.8 A student may be appointed by the principal of the school, if the principal determines, after consulting the other members of the Catholic School Council, that the council should include a pupil,

B2:8 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the _____Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served ~~by~~ by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from the parish associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school,

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community representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

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B2:11 One community representative appointed by the members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education. (DRAPCE)~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).

BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3:7 Information about candidates shall be made available to the school community at least one week before the election.

B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 School resources, both human and material, may not be used to support particular candidates or groups of candidates.

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B3:10 The election day proceedings shall be supervised by the principal.

B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of

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Catholic School Council meetings.

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B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice- principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

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Consultation by Principal

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

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Catholic School Councils shall:

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

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B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

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Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
        i. a local code of conduct established governing the behaviour of all persons in the school, and school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

    b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

i. a local code of conduct governing the behaviour of all persons in the school, and

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ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.

12. Manage the collection, accounting and depositing of fundraising dollars in conjunction with the Catholic School Council.

Offices

Chair/Co-Chair

B6:4 The _____Catholic School Council shall have Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,

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2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings~~,~~

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4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,
5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, liturgy, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices, Ontario Catholic School Graduate Expectations, and mission and vision of the DPCDSB.
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required**,**
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

B6:9 The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated

individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into ~~SchoolCash.NET~~the DPCDSB online accounting system as a lump sum under the categories specified by Catholi~~c~~c

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4. School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),
6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the _____Catholic School Council and parent community,
7. Shall chair and manage the _____Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in _____Catholic School Council meetings,
3. Record the proceedings of all _____Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Duties of Appointed Positions

Student Representative

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B6:13 The student representative shall be appointed by the Student Parliament.

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Duties of the Student Representative

B6:14 The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.

15. Act as a communication link to provide resources from the Pastor/Church to the school.
~~15.~~16. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),

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~~Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),~~

~~16.~~17. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,

~~17.~~18. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,

~~18.~~19. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

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B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

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BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. The Catholic School Council is entitled to hold its meetings at the school.

B9:4 A meeting of the _____ Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members, and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the _____ Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School

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Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

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B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members present are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

B12:3 Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest,

stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

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1. A conflict of interest is likely to result,
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized,

3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in accordance with all Board Policies and General Administrative Procedures.

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board.

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of _____Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting system~~SchoolCash NET software~~. Financial activities will be recorded in the DPCDSB online accounting system~~SchoolCash.NET~~ under the 7000 series under a separate bank account created specifically for Catholic School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the

deposit into the DPCDSB online accounting system ~~SchoolCash.NET~~ as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from the DPCDSB online accounting system ~~SchoolCash.NET~~ reports along with copies of School Council bank statements.

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B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of sub-committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as identified by the school's operating guidelines, the school board, and the Ontario

Ministry of Education,

5. Become familiar with the school's policies and operating practices and act in accordance with them,

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6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

BY-LAW 20: CONFLICT RESOLUTION PROCEDURES

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Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

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B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council
2. Verbal abuse of council members or the chair
3. Harassment of council members or the chair
4. Repeatedly interrupting speakers, interjecting derogatory comments
5. Breech of Code of Ethics

All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its

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credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

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1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine
2. the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
3. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
4. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
5. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the Catholic School Council.

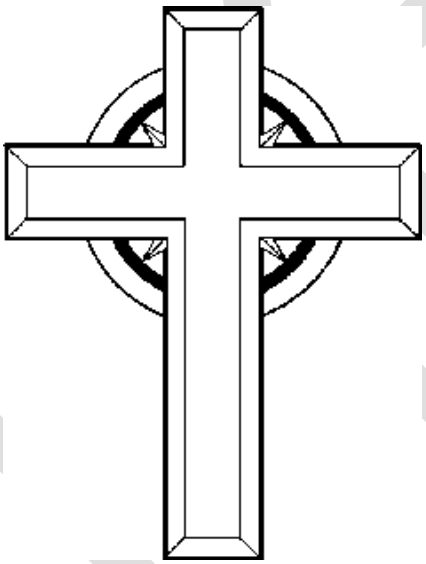
2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on_____. Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

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Catholic School Council By-Laws



"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

CATHOLIC SCHOOL COUNCIL BY-LAWS AND PROCEDURES INTRODUCTION 4

CATHOLIC SCHOOL COUNCILS 4

COMPOSITION 4

INTERPRETATION 4

NAME 5

TERMS OF REFERENCE 5

BY-LAWS 6

BY-LAW 1: COMPOSITION 6

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP 6

Designated Member 7

Elected Members 7

Appointed Members 7

BY-LAW 3: ELECTIONS/APPOINTMENTS 8

BY-LAW 4: CONSULTATION 10

Consultation by Board 10

Consultation by Principal 11

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 12

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 12

Duties of Catholic School Council Members 12

Principal 13

Chair/Co-Chair 14

Duties of Chair/Co-Chair 15

Treasurer 15

Secretary 16

Duties of Appointed Positions 17

Draft

Student Representative 17
Parish Representative 17
Ontario Association for Parents in Catholic Education Representative (OAPCE) 18

BY-LAW 7: TERM OF OFFICE 18

BY-LAW 8: VACANCIES 18

BY-LAW 9: MEETINGS 19

BY-LAW 10: VOTING 20

BY-LAW 11: REMUNERATION 20

BY-LAW 12: CONFLICT OF INTEREST 20

BY-LAW 13: FUNDRAISING 21

BY-LAW 14: DISBURSEMENT OF FUNDS 21

BY-LAW 15: LIABILITY 22

BY-LAW 16: SUB-COMMITTEES 22

BY-LAW 17: CODE OF ETHICS 23

BY-LAW 18: AMENDMENTS 23

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 23

BY-LAW 20: CONFLICT RESOLUTION PROCEDURES 24

BY-LAW DOCUMENT IS BINDING 26

Draft

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

CATHOLIC SCHOOL COUNCIL BY-LAWS AND PROCEDURES

INTRODUCTION

CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students and parish representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

INTERPRETATION

For the purposes of this constitution:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that
it has the authority to decide;

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"parent" means, in respect of the Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Education Act;

"parent member" means, in respect of the Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for Catholic School shall be known as "CATHOLIC SCHOOL COUNCIL".

TERMS OF REFERENCE

The Catholic School Council was formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612.00 that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board. The Catholic School Council operates under and adheres to Regulations 612/00 and 298, the Education Act, Section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the principal and board.

The Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff,

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parents, and students with an accountable system to which they can voice their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

The Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the Principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAWS

BY-LAW 1: COMPOSITION

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

B1.1 The Catholic School Council shall be composed of the following people:

1. Parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),
6. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
7. One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).

B1.2 The majority of members shall be parent members.

B1:3 The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Membership in the Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

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Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the Catholic School Council to a vice-principal of the school.

Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2.8 A student may be appointed by the principal of the school, if the principal determines, after consulting the other members of the Catholic School Council, that the council should include a pupil,

B2:8 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from the parish

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associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school, community representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

B2:11 One community representative appointed by the members of the council to represent the Ontario Association of Parents in Catholic Education (OAPCE).

BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3:7 Information about candidates shall be made available to the school community at least one week before the election.

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B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 School resources, both human and material, may not be used to support particular candidates or groups of candidates.

B3:10 The election day proceedings shall be supervised by the principal.

B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School

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Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and

Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

4. The process and criteria applicable to the selection and placement of principals and vice- principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by Principal

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,

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6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

Catholic School Councils shall:

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

1. Be full voting members,

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2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

i. a local code of conduct established governing the behaviour of all persons in the school, and school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    i. a local code of conduct governing the behaviour of all persons in the school, and
    ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.

12. Manage the collection, accounting and depositing of fundraising dollars in conjunction with the Catholic School Council.

Offices

Chair/Co-Chair

B6:4 The Catholic School Council shall have Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

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B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,
2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,
5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, liturgy, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices, Ontario Catholic School Graduate Expectations, and mission and vision of the DPCDSB.
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required,
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

B6:9 The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,

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3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into the DPCDSB online accounting system as a lump sum under the categories specified by Catholic School Council,
5. Shall follow Dufferin Peel Catholic District School Board general administration procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),
6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the Catholic School Council and parent community,
7. Shall chair and manage the Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Record the proceedings of all Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

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Duties of Appointed Positions

Student Representative

B6:13 The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

B6:14 The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred

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space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,
14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school.
16. Contact the parish prior to council meetings to relay any information to be shared with the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
17. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
18. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
19. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. The Catholic School Council is entitled to hold its meetings at the school.

B9:4 A meeting of the Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members, and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

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BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members present are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

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Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

B12:3 Catholic School Council members shall declare a conflict of interest in matters that they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result,
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized,
3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in accordance with all Board Policies and General Administrative Procedures.

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board.

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting system. Financial activities will be recorded in the DPCDSB online accounting system under the 7000 series under a separate bank account created specifically for Catholic

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School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the deposit into the DPCDSB online accounting system as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from the DPCDSB online accounting system reports along with copies of School Council bank statements.

B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of sub-committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

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BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education,
5. Become familiar with the school's policies and operating practices and act in accordance with them,
6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities

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and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

BY-LAW 20: CONFLICT RESOLUTION PROCEDURES

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility

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for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council
2. Verbal abuse of council members or the chair
3. Harassment of council members or the chair
4. Repeatedly interrupting speakers, interjecting derogatory comments
5. Breech of Code of Ethics

All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine
2. the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
3. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
4. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
5. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation

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to the Catholic School Council.

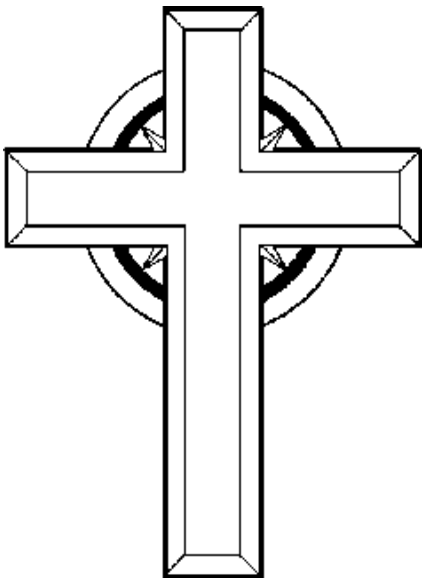
2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on. Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

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Catholic School Council By-Laws



"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

TABLE OF CONTENTS

Catholic School Council By-Laws 1

CATHOLIC SCHOOL COUNCIL BY-LAWS 3
- INTRODUCTION 3
- CATHOLIC SCHOOL COUNCILS 3
- COMPOSITION 3
- INTERPRETATION 3
- NAME 5
- TERMS OF REFERENCE 5

BY-LAWS 7
- BY-LAW 1: COMPOSITION 7

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP 7
- Designated Member 8
- Elected Members 9
- Appointed Members 9

BY-LAW 3: ELECTIONS/APPOINTMENTS 10

BY-LAW 4: CONSULTATION 14
- Consultation by Board 14
- Consultation by Principal 15

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 15

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 17
- Duties of Catholic School Council Members 17
- Principal 18
- Duties 18
- Offices 20
- Chair/Co-Chair 20
- Duties of Chair/Co-Chair 20

Treasurer 22
Duties of Treasurer 22
Secretary 24
Duties 24
Duties of Appointed Positions 24
Student Representative 24
Duties of the Student Representative 25
Parish Representative 25
Duties of the Parish Representative 25
Ontario Association for Parents in Catholic Education Representative (OAPCE) 27
Duties of OAPCE Representative 27

BY-LAW 7: TERM OF OFFICE 27

BY-LAW 8: VACANCIES 27

BY-LAW 9: MEETINGS 28

BY-LAW 10: VOTING 28

BY-LAW 11: REMUNERATION 30

BY-LAW 12: CONFLICT OF INTEREST 30

BY-LAW 13: FUNDRAISING 32

BY-LAW 14: DISBURSEMENT OF FUNDS 32

BY-LAW 15: LIABILITY 34

BY-LAW 16: SUB-COMMITTEES 34

BY-LAW 17: CODE OF ETHICS 34

BY-LAW 18: AMENDMENTS 36

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 36

BY-LAW 20: CONFLICT RESOLUTION 37

BY-LAW DOCUMENT IS BINDING 40

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

CATHOLIC SCHOOL COUNCIL BY-LAWS

INTRODUCTION

CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students and parish representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

INTERPRETATION

For the purposes of this constitution:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that it has the authority to decide;

"parent" means, in respect of the _____Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Education Act.;

"parent member" means, in respect of the _____Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for _____Catholic School shall be known as "_____CATHOLIC SCHOOL COUNCIL".

TERMS OF REFERENCE

The _____Catholic School Council was formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612.00 that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The _____Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board. The Catholic School Council operates under and adheres to Regulations 612/00 and 298, the Education Act, Section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the principal and board.

The _____Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice

their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

The _____Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the Principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAWS

BY-LAW 1: COMPOSITION

B1.1 The _____Catholic School Council shall be composed of the following people:

1. Parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. One pupil enrolled in the school who is appointed by the Student Parliament, and who is either Catholic or is the child of an English Separate School Elector,
6. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s).
7. One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).~~One community representative, appointed by the other members of the council in consultation with the Dufferin Peel Regional Association of Parents in Catholic Education. (DRAPCE), to represent the Ontario Association of Parents in Catholic Education.~~

B1.2 The majority of members shall be parent members.

B1:3 The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).~~The number of parent members on Catholic School Council shall be .~~

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

Membership in the _____Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the _____Catholic School Council to a vice-principal of the school.

Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at_____; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2:8 The student representative shall be appointed by the Student Parliament at the school, and must be either Catholic or the child of an English Separate School Elector.

B2:9 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the _____Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served by by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from the parish associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school, community representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

B2:11 One community representative appointed by the members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education. (DRAPCE)~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).

BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3:7 Information about candidates shall be made available to the school community at least one week before the election.

B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 __School resources, both human and material, may not be used to support particular candidates or groups of candidates.

B3:10 The election day proceedings shall be supervised by the principal.

B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of

Catholic School Council meetings.

B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice- principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by Principal

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

Catholic School Councils shall:

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
        i. a local code of conduct established governing the behaviour of all persons in the school, and school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

    b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

i. a local code of conduct governing the behaviour of all persons in the school, and

ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:
    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.
12. Manage the collection, accounting and depositing of fundraising dollars in conjunction with the Catholic School Council.

Offices

Chair/Co-Chair

B6:4 The _____Catholic School Council shall have Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,

2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,

5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, liturgy, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices, Ontario Catholic School Graduate Expectations, and mission and vision of the DPCDSB.
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required**,**
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

B6:9 The Treasurer shall be elected by members of the Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. ~~4.~~ Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the
4. Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into ~~SchoolCash.NET~~the DPCDSB online accounting system as a lump sum under the

categories specified by Catholic School Council,

5. Shall follow Dufferin Peel Catholic District School Board general administration

procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),

6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the ——————————Catholic School Council and parent community,
7. Shall chair and manage the ——————————Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in ——————————Catholic School Council meetings,
3. Record the proceedings of all ——————————Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Duties of Appointed Positions

Student Representative

B6:13 The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

B6:14 The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,

14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school.
15. Contact the parish prior to council meetings to relay any information to be shared with

16. the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
~~16.~~17. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
~~17.~~18. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
~~18.~~19. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. The Catholic School Council is entitled to hold its meetings at the school.

B9:4 A meeting of the _____ Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members, and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the _____ Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School

Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members present are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

B12:3 Catholic School Council members shall declare a conflict of interest in matters that

they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result,
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized,

3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in accordance with all Board Policies and General Administrative Procedures.

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board.

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of _____ Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting system ~~SchoolCash NET software~~. Financial activities will be recorded in the DPCDSB online accounting system ~~SchoolCash.NET~~ under the 7000 series under a separate bank account created specifically for Catholic School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the

deposit into the DPCDSB online accounting system~~SchoolCash.NET~~ as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from the DPCDSB online accounting system~~SchoolCash.NET~~ reports along with copies of School Council bank statements.

B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of sub-committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as

identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education,

5. Become familiar with the school's policies and operating practices and act in accordance with them,

6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

BY-LAW 20: CONFLICT RESOLUTION

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council
2. Verbal abuse of council members or the chair
3. Harassment of council members or the chair
4. Repeatedly interrupting speakers, interjecting derogatory comments
5. Breech of Code of Ethics

All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its

credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine
2. the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
3. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
4. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
5. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

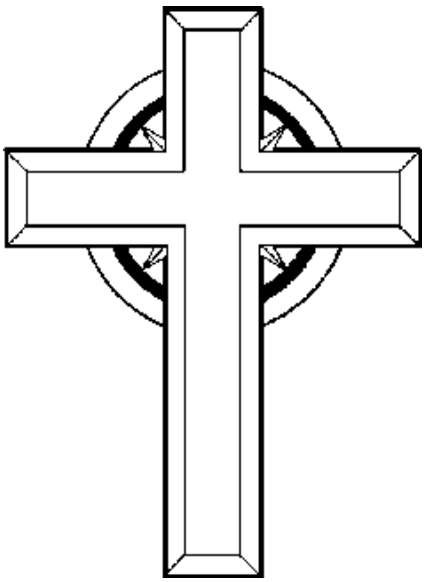
1. The Catholic School Council member(s) may choose to submit a letter of resignation to the Catholic School Council.

2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on. Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

Catholic School Council By-Laws



"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it."
1 Corinthians 12:12, 27

Dufferin-Peel Catholic District School Board

TABLE OF CONTENTS

Catholic School Council By-Laws 1

CATHOLIC SCHOOL COUNCIL BY-LAWS 3
- INTRODUCTION 3
- CATHOLIC SCHOOL COUNCILS 3
- COMPOSITION 3
- INTERPRETATION 3
- NAME 5
- TERMS OF REFERENCE 5

BY-LAWS 7
- BY-LAW 1: COMPOSITION 7

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP 7
- Designated Member 8
- Elected Members 9
- Appointed Members 9

BY-LAW 3: ELECTIONS/APPOINTMENTS 10

BY-LAW 4: CONSULTATION 14
- Consultation by Board 14
- Consultation by Principal 15

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS 15

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS 17
- Duties of Catholic School Council Members 17
- Principal 18
- Duties 18
- Offices 20
- Chair/Co-Chair 20
- Duties of Chair/Co-Chair 20

Treasurer 22
Duties of Treasurer 22
Secretary 24
Duties 24
Duties of Appointed Positions 24
Student Representative 24
Duties of the Student Representative 25
Parish Representative 25
Duties of the Parish Representative 25
Ontario Association for Parents in Catholic Education Representative (OAPCE) 27
Duties of OAPCE Representative 27

BY-LAW 7: TERM OF OFFICE 27

BY-LAW 8: VACANCIES 27

BY-LAW 9: MEETINGS 28

BY-LAW 10: VOTING 28

BY-LAW 11: REMUNERATION 30

BY-LAW 12: CONFLICT OF INTEREST 30

BY-LAW 13: FUNDRAISING 32

BY-LAW 14: DISBURSEMENT OF FUNDS 32

BY-LAW 15: LIABILITY 34

BY-LAW 16: SUB-COMMITTEES 34

BY-LAW 17: CODE OF ETHICS 34

BY-LAW 18: AMENDMENTS 36

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY 36

BY-LAW 20: CONFLICT RESOLUTION 37

BY-LAW DOCUMENT IS BINDING 40

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

CATHOLIC SCHOOL COUNCIL BY-LAWS

INTRODUCTION

CATHOLIC SCHOOL COUNCILS

Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students and parish representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.

COMPOSITION

Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be either Catholic or the child of an English Separate School Elector.

INTERPRETATION

For the purposes of this constitution:

"board" refers to the Dufferin-Peel Catholic District School Board;

"meeting" in respect of a Catholic School Council, does not include a training session or other event where the Catholic School Council or a committee of the Catholic School Council does not discuss or decide matters that it has the authority to decide;

"parent" means, in respect of the _____Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in Section 1 of the Education Act.;

"parent member" means, in respect of the _____Catholic School Council, a member of the Council who is elected to the Council in accordance with Ontario Regulation 612/00 or who fills a vacancy created by a parent member ceasing to hold office and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office and, who is either Catholic or is the child of an English Separate School Elector.

NAME

The name of the organization for _____Catholic School shall be known as "_____CATHOLIC SCHOOL COUNCIL".

TERMS OF REFERENCE

The _____Catholic School Council was formed in accordance with the Ministry of Education, Government of Ontario, in the form of Ontario Regulation 612.00 that outlines the requirement to establish school councils, Ontario Regulation 298 Operations of Schools, and the Education Act, Section 265, which outlines the duties of principals.

The _____Catholic School Council operates under the auspices of the Dufferin-Peel Catholic District School Board. The Catholic School Council operates under and adheres to Regulations 612/00 and 298, the Education Act, Section 265 and Dufferin-Peel Catholic District School Board applicable policies and procedures.

As per Ontario Regulation 612/00, the purpose of a school council is, through the active participation of the parents, to improve pupil achievement and to enhance the accountability of the education system to parents.

In addition to the purpose of school councils as identified in Ontario Regulation 612/00, the mission of Catholic School Councils in the Dufferin-Peel Catholic District School Board, is to promote the vision, values and sacramental life of Catholic practices of the Dufferin-Peel Catholic District School Board and the Catholic community it serves, and advise the principal and board.

The _____Catholic School Council, guided by policies, procedures, beliefs and practices of the Dufferin-Peel Catholic District School Board, shall promote and maintain a positive, faith-infused school environment for all students and staff; facilitate the active and meaningful participation of parents, and all members of the school community, and provide staff, parents, and students with an accountable system to which they can voice

their concerns, comments and suggestions for enhancing the faith, well-being and academic improvement of the school community.

The _____Catholic School Council's primary means of achieving its purposes is by making recommendations in accordance with Ontario Regulation 612/00 to the Principal of the school and to the Dufferin-Peel Catholic District School Board.

BY-LAWS

BY-LAW 1: COMPOSITION

B1.1 The _____Catholic School Council shall be composed of the following people:

1. Parent members,
2. The principal of the school,
3. One teacher who is employed at the school, other than the principal or vice-principal,
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher,
5. One pupil enrolled in the school who is appointed by the Student Parliament, and who is either Catholic or is the child of an English Separate School Elector,
6. One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s).
7. One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).~~One community representative, appointed by the other members of the council in consultation with the Dufferin Peel Regional Association of Parents in Catholic Education. (DRAPCE), to represent the Ontario Association of Parents in Catholic Education.~~

B1.2 The majority of members shall be parent members.

B1:3 The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).~~The number of parent members on Catholic School Council shall be .~~

BY-LAW 2: CATHOLIC SCHOOL COUNCIL MEMBERSHIP

Note: All council members shall have a criminal reference check or an annual criminal offence declaration. Membership in the Catholic School Council shall be determined as identified below.

Membership in the _____Catholic School Council shall be determined as identified below.

B2:1 A member of the board cannot be a member of a Catholic School Council.

Designated Member

B2:2 The school principal shall be a designated member, and is not eligible to vote.

B2:3 The principal of a school may delegate any of his or her powers or duties as a member of the _____Catholic School Council to a vice-principal of the school.

Elected Members

B2:4 Parent members shall be elected by parents of students enrolled in the school at a publicly announced meeting that is fixed by the chair or co-chairs of the Catholic School Council after consulting with the principal of the school.

B2:5 A person is not qualified to be a parent member of the Catholic School Council if:

i. he/she is employed at_____; or
ii. he/she is employed elsewhere by the board and fails to take reasonable steps to inform voters of that employment.

B2:6 The teacher representative shall be elected by members of the teaching staff at the school, other than the principal or vice-principal.

B2:7 The non-teaching staff member shall be elected by members of the non-teaching staff at the school.

Appointed Members

B2:8 The student representative shall be appointed by the Student Parliament at the school, and must be either Catholic or the child of an English Separate School Elector.

B2:9 A person employed by the board can be appointed as a community representative on the council only if:

i. he/she is not employed at the school; and
ii. the other members of the _____Catholic School Council are informed of the person's employment before the appointment.

B2:10 One community representative shall be appointed from a parish in the region served by by the Catholic School Council in consultation with the pastor(s). In the case where a school is associated with more than one parish, the parish representative shall be from the parish associated with the school. The individual that belongs in one of the following categories may serve as the parish representative: Priest, Deacon, parent of school who is a member of the parish in the school region, member of the parish who is not a parent in the school, community representative on the Catholic School Council, who is a member of the parish or Chaplain (Secondary only).

B2:11 One community representative appointed by the members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education. (DRAPCE)~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).

BY-LAW 3: ELECTIONS/APPOINTMENTS

B3:1 An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

B3:2 Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

B3:3 When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

B3:4 The principal of the school shall, at least 14 days before the date of the election of parent/guardian members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents.

B3:5 Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

B3:6 The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

B3:7 Information about candidates shall be made available to the school community at least one week before the election.

B3:8 No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

B3:9 __School resources, both human and material, may not be used to support particular candidates or groups of candidates.

B3:10 The election day proceedings shall be supervised by the principal.

B3:11 The principal shall conduct a lottery to determine the ballot position for each candidate.

B3:12 The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

B3:13 All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

B3:14 Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

B3:15 If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

B3:16 A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

B3:17 All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

B3:18 The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

B3:19 The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

B3:20 Appointments of members to the Catholic School Council shall follow the election of members to the school council.

B3:21 All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

B3:22 The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

B3:23 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of

Catholic School Council meetings.

B3:24 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B3:25 The Principal shall submit a complete list of elected and appointed members of the Catholic School Council to the Family of Schools Superintendent.

BY-LAW 4: CONSULTATION

B4:1 Catholic School Councils shall, within the parameters prescribed in the Education Act, the Regulations thereunder, and the policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

B4:2 In addition to its other obligations to solicit the views of school councils under the Education Act, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting,
    a. the conduct of persons in schools within the board's jurisdiction,
    b. appropriate dress for pupils in the schools within the board's jurisdiction,
    c. the allocation of funding by the board to school councils,
    d. the fundraising activities for school councils,
    e. conflict resolution processes for internal school council disputes,
    f. reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
    a. the conduct of persons in schools within the board's jurisdiction, and
    b. respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice- principals.

Subsections 1- 4 do not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by Principal

B4:3 In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
    a. a local code of conduct governing the behaviour of all persons in the school, and
    b. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.

Subsections 1-3 do not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

B4:4 The principal of the school may solicit the views of Catholic School Councils with respect to the following matters:

1. The faith development of the school community (i.e.; prayer, pastoral plan, faith plan, sacramental preparation, social justice initiatives, virtue formation),
2. School budget priorities, including local capital improvement plans for submission to the board,
3. School-community communication strategies,
4. Methods of reporting to parents and the community,
5. Extra-curricular activities in the school,
6. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
7. Local coordination of services for children and youth aligned to board practice.

BY-LAW 5: RESPONSIBILITIES OF CATHOLIC SCHOOL COUNCILS

Catholic School Councils shall:

B5:1 Promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board.

B5:2 Keep minutes of all of its meetings and records of all of its financial transactions for a period of seven (7) years. The minutes and records shall be available at the school for examination without charge by any person.

B5:3 Submit a written report on its activities of the Catholic School Council to the principal of the school and to the board prior to the end of its term. The annual report shall include a report on any fundraising activities that the council engaged in. The principal shall, on behalf of the Catholic School Council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school and shall be posted in a location accessible to parents.

B5:4 Establish the goals, priorities, and procedures intended to support the best interest of the Catholic school community.

B5:5 Organize faith formation, information and training sessions to enable members of the council to support the faith formation and skills of council members.

B5:6 Communicate regularly with parents and other members of the community to seek their input with regard to matters being addressed by the Catholic School Council, and to report on the activities of the council to the school community.

B5:7 Consult with parents of students enrolled in the school about matters under its consideration.

B5:8 Ensure that funds, if any, are raised and used in accordance with board policies and procedures, and for purposes approved by the board.

BY-LAW 6: DUTIES OF CATHOLIC SCHOOL COUNCIL MEMBERS

Duties of Catholic School Council Members

B6:1 Catholic School Council members shall:

1. Be full voting members,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Maintain a school-wide focus on all issues. Catholic School Council meetings are not a forum for discussion about individual parents, students, staff, trustees or other council members,
4. Participate in faith development, information and training programs,
5. Act as a link between the Catholic School Council and the school community,
6. Encourage the participation of parents from all groups and of other people within the community.

Principal

B6:2 The principal shall be a designated member of the Catholic School Council.

Duties

B6:3 The principal shall:

1. Promote the vision, values and sacramental life and Catholic practices of the Dufferin- Peel Catholic District School Board.
2. Attend every meeting of the school council, unless he or she is unable to do so by reason of illness or other cause beyond his or her control.
3. Act as a resource person to the Catholic School Council and assist the Catholic School Council in obtaining information relevant to the functions of the council, including information relating to relevant legislation, regulations and policies.
4. Collaborate with the Chair/ Co-Chair to ensure that the council is conversant with and makes decisions through the lens of Catholic virtues and the Ontario Catholic School Graduate Expectations.
5. Post any materials distributed to members of the Catholic School Council in the school in a location that is accessible to parents.
6. Make the names of the members of the Catholic School Council known to the parents of the pupils enrolled in the school, by publishing those names in a school newsletter or by such other means as is likely to bring the names to the attention of the parents.
7. Provide for the prompt distribution to each member of the Catholic School Council of any materials received by the principal from the Ministry of Education that are identified by the Ministry of Education as being for distribution to the members of the council.
8. Consider each recommendation made by the Catholic School Council and advise the council of the action taken in response to the recommendation.
9. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and the regulations, the principal of a school may solicit the view of Catholic School Councils on any matter but shall solicit the views of the Catholic School Council with respect to the following matters:
    a. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
        i. a local code of conduct established governing the behaviour of all persons in the school, and school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

    b. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,

i. a local code of conduct governing the behaviour of all persons in the school, and

ii. school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.

10. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
11. In addition to the matters listed above, the principal of the school may solicit the views of Catholic School Councils with respect to the following matters:
    i. The faith development of the school community (i.e.; prayer, pastoral plan, virtue formation, sacramental preparation, etc.),
    ii. School budget priorities, including local capital improvement plans for submission to the board,
    iii. School-community communication strategies,
    iv. Methods of reporting to parents and the community,
    v. Extra-curricular activities in the school,
    vi. School-based services and community collaborations related to spiritual, social justice, social, health, recreational, and nutrition programs,
    vii. Local coordination of services for children and youth aligned to board practice.
12. Manage the collection, accounting and depositing of fundraising dollars in conjunction with the Catholic School Council.

Offices

Chair/Co-Chair

B6:4 The _____Catholic School Council shall have Vacancies shall be filled in accordance with the by-laws of the council.

B6:5 The Chair/Co-chair shall be officers of the Catholic School Council.

B6:6 The Chair or Co-chair must be a parent member of the council and shall be elected by the members of the council.

B6:7 A person who is employed by the board cannot be the chair or co-chair of the council.

Duties of Chair/Co-Chair

B6:8 The Chair/Co-Chair of the Catholic School Council shall:

1. Always be a member of the school parent community,

2. Be a full voting member,
3. Regularly attend, and participate in Catholic School Council meetings,
4. Call and set dates for all Catholic School Council planning sessions and meetings in consultation with the school principal and Catholic School Council members,

5. Prepare the agenda for Catholic School Council meetings in consultation with the principal and members of the council,
6. Chair all council planning sessions and meetings. The Chair can ask a parent member to chair meetings in his/her absence if Co-Chair is unavailable.
7. Set the Catholic context for meetings by including a prayer, liturgy, relevant faith news, information and/or announcements,
8. Collaborate with the principal to ensure that the council is conversant with and makes decisions through the lens of the Catholic virtues, practices, Ontario Catholic School Graduate Expectations, and mission and vision of the DPCDSB.
9. Ensure that the minutes of the Catholic School Council meetings are recorded and maintained,
10. Provide the Chairperson's report to the ~~_____~~ Catholic School Council at all meetings of the council,
11. Act as a signing officer for cheque requisitions and deposit forms (if applicable),
12. Be a sitting member of the council budget committee (if applicable),
13. Participate in faith development, information and training programs,
14. Communicate with the school principal,
15. Ensure that there is regular communication with the school community,
16. Consult with senior board staff and trustees, as required**,**
17. Provide leadership to the members of the School Council, ensuring that they have a clear understanding of their roles and mandate.

Treasurer

B6:9 The Treasurer shall be elected by members of the ~~_____~~ Catholic School Council.

Duties of Treasurer

B6:10 The Treasurer:

1. Be a full voting member,
2. Regularly attend, and participate in ~~_____~~ Catholic School Council meetings,
3. May act as one of the approved signing officers on the Catholic School Council Cheque Requisition General Form. Signing authority for school council bank accounts will be with school staff only,
4. ~~4.~~ Shall count and verify the funds received for deposit immediately in the presence of the person(s) giving the funds and complete the ~~_____~~ Catholic School Council Funds Received General Form). All deposits to the Catholic School Council bank account will be the responsibility of the
4. Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the principal. The designated individual will record the deposit into ~~SchoolCash.NET~~the DPCDSB online accounting system as a lump sum under the

categories specified by Catholic School Council,

5. Shall follow Dufferin Peel Catholic District School Board general administration

procedures outlining standardized procedures and accompanying general forms (e.g. Cheque Requisition and Funds Received forms),

6. Shall provide ongoing financial bank reconciliation and/or financial/accounting report to the ——————————Catholic School Council and parent community,
7. Shall chair and manage the ——————————Catholic School Council budget committee (if applicable),
8. Shall provide a year-end financial statement for the Catholic School Council Annual Report,
9. Shall ensure all financial reports are held in the minute's binder in the main office to provide full public access. Note: All financial reports shall be held at the school for a period of seven (7) years.

Secretary

B6:11 The secretary shall be elected by members of the Catholic School Council.

Duties

B6:12 The secretary shall:

1. Be a full voting member,
2. Regularly attend, and participate in ——————————Catholic School Council meetings,
3. Record the proceedings of all ——————————Catholic School Council meetings,
4. Maintain a complete set of Catholic School Council minutes and all legal and important documents. Ensure all documents are held in the minute's binder in the main office to provide full public access. Note: All documents shall be held at the school for a period of seven (7) years,
5. Distribute minutes and agendas for all council meetings to all pertinent parties in a timely manner,
6. Post all minutes and meeting notices in the designated area of the school,
7. Assist the Chair in the writing and sending of any necessary correspondence,
8. Act as assistant to the Chairperson,
9. Distribute minutes to members 2 days before the meeting along with agenda. Ensure that the Chairperson or co-chairs establish quorum before meetings begin. Quorum is 50% or more of parent members.

Duties of Appointed Positions

Student Representative

B6:13 The student representative shall be appointed by the Student Parliament.

Duties of the Student Representative

B6:14 The student representative shall:

1. Be a full voting member on the council,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Provide ongoing student representation and take part in all discussions.
4. Relay information to the members of the council from the Student Parliament and vice versa,
5. Forward a written report to the teacher representative if unable to attend the council meeting or send a delegate.

Parish Representative

B6:15 The parish representative shall be appointed by the Catholic School Council in accordance with B2:10.

Duties of the Parish Representative

B6:16 The parish representative shall:

1. Be a full voting member,
2. Regularly attend and participate in Catholic School Council meetings,
3. Provide input into the school's pastoral/faith plan,
4. Provide guidance and support to the Catholic School Council relating to the faith formation of members of the school community and initiatives/issues in the parish community,
5. Serve as communication link between the parish and the Catholic School Council with respect to parish information (i.e. local church locations, Mass times, annual parish events, available social outreach programs and organizations such as the Catholic Women's League, Knights of Columbus, youth ministries and prayer groups) and provide regular updates,
6. Be a member of the Catholic School Council Faith Development Committee (if applicable),
7. Provide guidance and support to the Catholic School Council concerning faith development initiatives/activities which enhance the Catholic education and faith formation of students,
8. Provide encouragement and support for Sacramental preparations,
9. Prepare and conduct prayer/reflection at meetings including the preparation of a sacred space,
10. Promote and support social outreach programs,
11. Arrange Mass cards and sympathy cards on behalf of council,
12. Write articles for Parish newsletter,
13. Lead spiritual discussion at meetings,

14. Participate in other activities that strengthen the Catholic faith formation in the school.
15. Act as a communication link to provide resources from the Pastor/Church to the school.
~~15.~~ Contact the parish prior to council meetings to relay any information to be shared with

16. the school council and parents (i.e. Church events, sacraments/celebrations, Rite of Christian Initiation for Adults, how to become an altar server, rallies and symposiums, etc.),
~~16.~~17. Provide the Parish Priest with a copy of the minutes of Catholic School Council meetings and communicate/invite the Priest to Catholic School Council upcoming events or functions,
~~17.~~18. Attend Dufferin-Peel CDSB Annual Parish Representatives' Forum,
~~18.~~19. Establish and maintain communication with the Parish Priest affiliated with the school to ensure clarity of expectations and goals.

Ontario Association for Parents in Catholic Education Representative (OAPCE)

B6:17 The OAPCE representative shall be appointed by the Catholic School Council in accordance with B2:11.

Duties of OAPCE Representative

B6:18 The OAPCE representative shall:

1. Be a full voting member,
2. Regularly attend, and participate in Catholic School Council meetings,
3. Represent the OAPCE as the voice of the association on the Catholic School Council,
4. Report to the council the information shared by OAPCE at all meetings,
5. Attend the Dufferin-Peel Regional Council meetings and the Annual General Meeting of OAPCE when able.

BY-LAW 7: TERM OF OFFICE

B7:1 A person is elected or appointed as a member of a Catholic School Council from the later of the date of his/her election or appointment; and the date of the first meeting of the Catholic School Council after the elections in the school year, until the first meeting of the Catholic School Council after the elections in the next school year.

B7:2 A member of a Catholic School Council may be re-elected or re-appointed.

BY-LAW 8: VACANCIES

B8:1 A vacancy in the membership of a Catholic School Council shall be filled by election or appointment in accordance with By-Law 3: Elections/Appointments.

B8:2 A vacancy in the membership of a Catholic School Council does not prevent the council from exercising its authority.

BY-LAW 9: MEETINGS

B9:1 The Catholic School shall hold a minimum of four (4) meetings per school year.

B9:2 The Catholic School Council shall meet within the first thirty-five (35) days of the school year, after elections have been held, on a date fixed by the principal of the school.

B9:3 All meetings shall be open to, and in a place that is accessible to members of the public. The Catholic School Council is entitled to hold its meetings at the school.

B9:4 A meeting of the _____ Catholic School Council cannot be held unless:

i. The majority of the members of the council who are present at the meeting are parent members, and
ii. The principal or (his/her designated representative) is present.

B9:5 The principal of the school shall, on behalf of the _____ Catholic School Council, give written notice of the date, time, and location of each meeting of the Catholic School Council to every parent of a pupil who is enrolled in the school on the date the notice is given. This notice may be given by giving the notice to the parent's child for delivery and by posting a notice of the meeting in an area of the school accessible to parents. The notice of meeting may also be posted on the school web site.

B9:6 The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

B9:7 The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

B9:8 Any member of the Catholic School Council may not be absent from three (3) consecutive meetings without a leave of absence approved by the Catholic School Council. If the member is absent for two meetings without notice, the executive members of the council shall request in writing a letter of intent (See sample letter - APPENDIX 6(A)).

BY-LAW 10: VOTING

B10:1 With the exception of the principal, each member of a committee of a Catholic School

Council is entitled to one vote in votes taken by the committee.

B10:2 Voting by e-mail, teleconference or electronic proxy is not allowed.

B10:3 Members must be present to vote in all votes taken by the Catholic School Council.

B10:4 The principal (or his/her delegated representative) to the Catholic School Council is not entitled to a vote on the Catholic School Council or any of its committees.

B10:5 A majority vote (more than half) is required for the approval of an action or choice by the Catholic School Council (excluding amendments to the Catholic School Council Constitutional By-Laws), where the majority of voting members present are parents.

BY-LAW 11: REMUNERATION

B11:1 There shall be no remuneration paid to members of the Catholic School Council.

B11:2 The reimbursement of member expenses is at the sole discretion of the board.

B11:3 The Catholic School Council and the principal shall authorize and approve reimbursement of expenses incurred by members as members or officers of the Catholic School Council.

BY-LAW 12: CONFLICT OF INTEREST

B12:1 Catholic School Council members must be independent and impartial in carrying out their duties. Each member of the Catholic School Council shall avoid situations that could result in an actual, potential, or perceived conflict between the overall goals and vision of the Catholic School Council and a personal or pecuniary interest in that of a Catholic School Council member.

B12:2 A conflict of interest for a Catholic School Council member is any situation in which the individual's private interests may be incompatible or in conflict with his or her Catholic School Council responsibility. A conflict of interest may be actual, perceived or potential.

Actual: When a Catholic School Council member has a private interest that is sufficiently connected to his or her duties and responsibilities as a council member that it influences the exercise of these duties and responsibilities.

Perceived: When reasonably well-informed persons could reasonably believe that a Catholic School Council member has a conflict of interest, even where, in fact, there is no real conflict of interest.

Potential: When a Catholic School Council member has a private interest that could affect his or her decision about matters proposed for discussion.

B12:3 Catholic School Council members shall declare a conflict of interest in matters that

they, members of their families, or business entities in which they may have an interest, stand to benefit either directly or indirectly by decisions of the Catholic School Council. A member shall exclude him/herself from discussions in which:

1. A conflict of interest is likely to result,
2. The member's ability to carry out his or her duties and responsibilities as a member of the Catholic School Council may be jeopardized,

3. The council member, his or her relatives, or a business entity in which the member may have an interest, may gain or benefit either directly or indirectly as a result of actions that may be taken by the Principal or Board in response to advice that the council provides to the Principal or the Board.

B12:4 A member of the Catholic School Council shall not accept favours or economic benefits from any individuals, organizations, or entities known to be seeking business contracts with the school.

BY-LAW 13: FUNDRAISING

B13:1 The Catholic School Council and its committees shall operate fundraising activities in accordance with all Board Policies and General Administrative Procedures.

B13:2 The Catholic School Council will use the funds raised for a purpose approved by the Board.

B13:3 The Catholic School Council will operate fundraising activities without financial gain for any of its members.

BY-LAW 14: DISBURSEMENT OF FUNDS

B14:1 Signing authority of _____ Catholic School Council Bank account will be with the school staff only. No parent shall have signing authority.

B14:2 Cheques will not be issued by the Catholic School Council but rather funds dispersed and invoices paid through cheque requisitions approved by the Catholic School Council Chair and/or Treasurer and the school principal.

B14:3 The School Secretary will create actual cheques via the DPCDSB online accounting system ~~SchoolCash NET software~~. Financial activities will be recorded in the DPCDSB online accounting system ~~SchoolCash.NET~~ under the 7000 series under a separate bank account created specifically for Catholic School Council with standardized procedures and accompanying forms (ex. Cheque Requisition Form).

B14:4 All deposits to the Catholic School Council bank account will be the responsibility of the Catholic School Council who will provide a copy of the deposit slip to the designated individual in the school. Collection, accounting and depositing of fundraising dollars are managed by School Council and the Principal. The designated individual will record the

deposit into the DPCDSB online accounting system~~SchoolCash.NET~~ as a lump sum under the categories specified by Council.

B14:5 Reporting of financial activities to Catholic School Council shall be generated from the DPCDSB online accounting system~~SchoolCash.NET~~ reports along with copies of School Council bank statements.

B14:6 All financial reports and minutes of Catholic School Council meetings will be stored at the school, as per Ministry of Education regulations.

B14:7 A statement of the Catholic School Council account shall be distributed and made available at all Catholic School Council meetings.

BY-LAW 15: LIABILITY

B15:1 The contribution of the Catholic School Council to the school community and to the Dufferin-Peel Catholic District School Board is recognized by and covered within the Board's liability insurance. This extends coverage to members of Catholic School Councils who act within the scope of their duties, in accordance with board policies and regulations.

B15:2 Members of School Council may be personally liable if they go beyond the role of the Catholic School Council or do not follow Ministry and/or Dufferin-Peel Catholic District School board policies and regulations.

BY-LAW 16: SUB-COMMITTEES

B16:1 Sub-Committees work under the auspices of the Catholic School Council. Actions and decisions of sub-committees are subject to the approval of Catholic School Council members.

B16:2 There shall be at least one Catholic School Council parent member on every Catholic School Council sub-committee.

B16:3 A sub-committee of a Catholic School Council may include persons who are not members of the Catholic School Council.

BY-LAW 17: CODE OF ETHICS

B17:1 One of the main functions of the Catholic School Council is to promote the vision, values, sacramental life and Catholic practices of the Dufferin-Peel Catholic District School Board. In keeping with this tenant, members of the Catholic School Council shall:

1. Consider the best interest of all students,
2. Be guided by the Gospel Values and Catholic Virtues,
3. Be guided by the school's and the school Board's mission statements,
4. Act within the limits of the roles and responsibilities of a Catholic School Council, as

identified by the school's operating guidelines, the school board, and the Ontario Ministry of Education,

5. Become familiar with the school's policies and operating practices and act in accordance with them,

6. Maintain the highest standards of integrity,
7. Recognize and respect the personal integrity of each member of the school community,
8. Treat all other members with respect and allow for diverse opinions to be shared without interruption,
9. Encourage a positive environment in which individual contributions are encouraged and valued,
10. Acknowledge democratic principles and accept the consensus of the council.
11. Not disclose confidential information,
12. Limit discussions at Catholic School Council meetings to matters of concern to the school community as a whole,
13. Use established communication channels when questions or concerns arise.

BY-LAW 18: AMENDMENTS

B18:1 Any proposed amendment to the constitutional by-law must be submitted in writing to the Chairperson (co-chairs) of the Catholic School Council at least two weeks prior to a Catholic School Council meeting. The change must be presented in the form of a motion and passed by a 2/3-majority vote with 51% of the Catholic School Council parent members in attendance.

BY-LAW 19: ANNUAL REPORT AND CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY

B19:1 The Catholic School Council shall submit an Annual Report and Catholic School Council Annual Survey to the principal of the school and to the Family of Schools Superintendent.

B19:2 The Catholic School Council Annual Report shall include Catholic School Council activities and financial reporting.

B19:3 The principal shall make copies of the Catholic School Council Annual Report and the Catholic School Council Annual Survey available to the school community as per the Ministry of Education mandate.

B19:4 The Catholic School Council shall follow the template as outlined by the Board.

B19:5 The Catholic School Council Annual Report shall be submitted no later than October 31st.

B19:6 The Catholic School Council Annual Survey shall be submitted no later than November 30th.

BY-LAW 20: CONFLICT RESOLUTION

Catholic School Council members are elected and appointed to serve the school community and will demonstrate respect for their colleagues on council at all times.

B20:1 Where conflict amongst Catholic School Council members impacts the safe, efficient, and manageable operation of the Catholic School Council the following procedures will take place:

1. If a council member or members become disruptive during a meeting, the Chair shall ask for order;
2. If all efforts to restore order fail or the inappropriate behaviour continues, the Chair may direct the individual to leave the meeting, citing the reason for the request;
3. If order cannot be restored, the meeting can be adjourned and reconvened at a future date;
4. The removal of the member for one meeting does not prevent the council member from participating in future meetings on council;
5. The incident shall be recorded and submitted to the Superintendent of Schools within one week of the meeting;
6. When the Chair has requested the removal of a member, the Chair shall request that the disputing members of council participate in a special meeting, the purpose of which will be to arrive at a mutually acceptable solution to the dispute. Such a meeting may be a private meeting and shall not be construed as a meeting of the council. The principal must be present;
7. The Chair, principal or Superintendent may request the intervention of an independent third party to serve as a facilitator to assist in achieving a resolution to the dispute;
8. Any resolution reached at the meeting to resolve the conflict shall be signed and respected in full by all parties to the agreement.

B20:2 If the Chairperson (co-chairs) and another member of the Catholic School Council are involved in the conflict, the principal and the Vice-Chair will assume the responsibility for the mediation.

B20:3 Conflict resolution must be conducted in the spirit of Catholic values with a goal to continue the valuable work of the Catholic School Council.

Recognizing conflict is important. Signs of possible conflict:

1. Sending unauthorized information home to parents on behalf of council
2. Verbal abuse of council members or the chair
3. Harassment of council members or the chair
4. Repeatedly interrupting speakers, interjecting derogatory comments
5. Breech of Code of Ethics

All of these behaviours jeopardize attendance at meetings and discourage potential member from seeking positions on council. As a result, the council risks losing its

credibility and the confidence of the school community.

B20:4 The facilitator should use the four-step approach to resolving conflict:

1. ***Acknowledge the conflict*.** As a group, acknowledge when a conflict exists and determine
2. the source of the conflict. For example, is it related to facts, goals, processes, values, personal preferences, beliefs, communication?
3. ***Plan how to deal with the Conflict*.** Once the source of the conflict is defined, decide how to deal with it. The Chair, another individual on the council, or the entire council, may do this. In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussions and problems solving. At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
4. ***Provide time for discussion*.** The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict are clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are part of the conflict.
5. ***Seek the best solution*.** As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time.

Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked to following questions: Can you live with this solution? Will you support the solution?

If the facilitator and superintendent are unable to resolve the conflict and/or the Catholic School Council member(s) do not adhere to the solution or to the Catholic School Council Code of Ethics outlined below, the following actions can be taken:

1. The Catholic School Council member(s) may choose to submit a letter of resignation to the Catholic School Council.

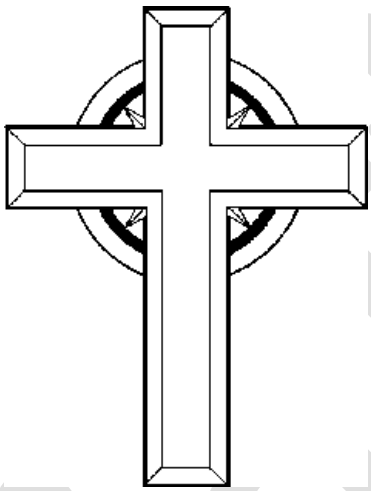
2. The facilitator and/or Superintendent in consultation with Catholic School Council members may send a letter to the School Council member(s) requesting that their term of office be terminated for that school year only.

BY-LAW DOCUMENT IS BINDING

The By-Law Document becomes effective and binding on members of the Catholic School Council as of its' passing on. Henceforth, each following Catholic School Council membership shall inherit the constitution as a condition of taking office and shall respect it in conducting the affairs of the Catholic School Council.

Section 7

ELECTION PROCEDURES



"The harvest is plentiful, but the labourers are few; therefore ask the Lord of the harvest to send out labourers into his harvest."

Matthew 9:37,38

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

SECTION 7: CATHOLIC SCHOOL COUNCIL ELECTIONS ..... 2~~2~~

ELECTIONS/APPOINTMENTS PROCESS ..... 2~~2~~

FOLLOWING THE ELECTION: ..... 6~~4~~

ELECTION COMMITTEE ROLE: ..... 8~~5~~

SCHEDULE OF EVENTS IN PLANNING FOR ELECTIONS ..... 9~~5~~

SAMPLE LETTER TO PARENT/GUARDIAN ON ELECTION INFORMATION (ON SCHOOL LETTERHEAD) ..... 11~~8~~

NOMINATION FORM FOR ELECTION OF PARENT MEMBERS ..... 13~~10~~

Sample Nomination Form Receipt ..... 11~~11~~

LINKS TO RELEVANT DOCUMENTS ..... 12~~12~~

~~**SECTION 7: CATHOLIC SCHOOL COUNCIL ELECTIONS ..... 2**~~

~~ELECTIONS/APPOINTMENTS PROCESS ..... 2~~

~~FOLLOWING THE ELECTION: ..... 4~~

~~ELECTION COMMITTEE ROLE: ..... 5~~

~~SCHEDULE OF EVENTS IN PLANNING FOR ELECTIONS ..... 5~~

~~SAMPLE LETTER TO PARENT/GUARDIAN ON ELECTION INFORMATION (ON SCHOOL LETTERHEAD) ..... 8~~

~~NOMINATION FORM FOR ELECTION OF PARENT MEMBERS ..... 10~~

~~Sample Nomination Form Receipt ..... 11~~

~~**LINKS TO RELEVANT DOCUMENTS ..... 12**~~

Draft

SECTION 7: CATHOLIC SCHOOL COUNCIL ELECTIONS

The Catholic School Council election process provides an opportunity for people to discern how their gifts and talents might serve the school community. The election process intends to benefit all students and earnestly seek out responsible citizens who value the Catholic education system, as a partner in the development of all learners. Elections are held at the beginning of the school year to enable parents who are new to the school community, such as those with children just entering kindergarten, or those with children entering secondary school, to participate in the election of parent representatives on the Catholic School Council. This provision also gives parents new to the school community the opportunity to be considered for election as parent members on their Catholic School councils.

The annual election of representatives to a Catholic School Council is extremely important to the ethos of any Catholic school. Therefore, it is important that the election procedures be clear, fair, concise and appropriate for the school community. A process for planning and conducting elections is found in this document.

The information that follows outlines the expectations Catholic School Councils are to comply with as per Ontario Regulations 612/00 and 298, and Board Policy ~~4.01~~P-6002 - Catholic School Councils. Additionally, procedures and by-laws governing the election of Catholic School Council members, as well as templates of letters and forms that shall be used by the Principal and Catholic School Council representatives are included.

ELECTIONS/APPOINTMENTS PROCESS

1. Elections shall be held for membership on the Catholic School Council every year.

2. The total number of parent members on a school council shall not exceed ~~six~~ fifteen (~~6~~15). The school council may, by by-law, specify a larger number of parent/guardian members.

3. An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

4. Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of

nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

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5. When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

6. The principal of the school shall, at least 14 days before the date of the election of parent members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents. An electronic means of communication (e.g. school website and/or email, etc.) must also be provided.

7. Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

8. The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

9. Information about candidates shall be made available to the school community at least one week before the election.

10. No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

11. School resources, both human and material, may not be used to support particular candidates or groups of candidates.

12. The Election Day proceedings shall be supervised by the principal.

13. The principal shall conduct a lottery to determine the ballot position for each candidate.

14. The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

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15. All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.

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16. Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.

17. If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.

18. A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.

19. All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.

20. The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.

21. The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.

22. Appointments of members to the Catholic School Council shall follow the election of members to the school council.

23. All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

FOLLOWING THE ELECTION:

1. The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.

2. The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-Chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.

3. The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.

4. The Principal shall submit a complete list of elected and appointed members of

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the Catholic School Council to the Family of Schools Superintendent.

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ELECTION COMMITTEE ROLE:

1. The Election Committee shall have representation of parents, teaching/non-teaching staff and administration.

2. No person standing for election, or his/her spouse, shall be a member of the Election Committee.

3. The date, location and time of the Elections shall be established and published at least 14 days prior to the election;

4. The Election Committee shall ensure that the school community is notified of the election dates.

5. The Election Committee shall provide nomination forms.

6. The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

7. The election shall be conducted by secret ballot.

8. A motion shall be made to destroy the ballots once all the successful candidates have accepted their roles.

9. All individuals standing for election shall be notified of the results before the results are released to the school community.

10. All results and related information are to be kept confidential.

11. The total number of parent/guardian members on the Catholic School Council shall not exceed six (6) members unless stipulated in the Catholic School Council by-laws. This does not include appointment members.

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SCHEDULE OF EVENTS IN PLANNING FOR ELECTIONS

May/June
A committee is established to plan the school council election of parent representatives.

The Catholic School Council by-laws are reviewed to determine how the Catholic School Council election process will occur. By the last council meeting of the school year, the date, time, and location of the new elections for the coming fall are determined, as well as how the election will be advertised in the fall. A nomination form is also developed. (See sample)

Refer to by-laws if you are in a new school community or there are two schools merging. The principal(s) will ensure that election procedures are reviewed and followed based upon Dufferin-Peel Catholic District School Board Policies. Consultation with parents by forming an "Election Committee" would ensure that the school community stakeholders feel a part of the election procedures.

Early September
In the September newsletter, the principal includes how nominations will be received, the date by which nominations must be received at the school and who is eligible to stand for election, the date of the election, and other information about the election. This package must be in parents' hands at least fourteen calendar days prior to the election and must follow the bylaws.

The principal posts the Catholic School Council election information in an area of the school that is easily accessible to parents. Good venues would be a community bulletin board, or a school website or flyer.

Parents return nomination forms to the school office by the set date.

Mid-September
A list of parent nominees is prepared and presented for election according to the by-laws.

End September
The election of the teacher, non-teacher, and student reps (if applicable) should take place.

Elections of parent representatives should be held according to by-laws but no later than 30 days from the commencement of the school year.

Late September to Early October

The first meeting of the new Catholic School Council takes place within the first 35 days from the start of the school year. Established at this meeting should be the following:

a) positions of office
b) dates of meetings
c) locations of meetings
d) appointment of OAPCE , Parish, student and (if applicable) Community Representative.

The names of the new Catholic School Council members are publicized to the school community within thirty days of the election as is described in the above information. Publication may be in the school's October newsletter or a Catholic School Council flyer or newsletter, etc.

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SAMPLE LETTER TO PARENT/GUARDIAN ON ELECTION INFORMATION (ON SCHOOL LETTERHEAD)

Re: Catholic School Council Election Information

Date

Dear Parent/Guardian:

Please find enclosed information concerning the election procedures prepared by the Dufferin-Peel Catholic District School Board.

There will be a Catholic School Council information meeting at *School Name* on

Date at *Time* p.m. in our school *location.*

Nomination forms for parent/guardian representatives on the Catholic School Council for the *Year* school year will be available in the school office between the hours of *Time* and *Time*.

Completed nomination forms must be received in the school office by 4:00 p.m. on *Date*.

If needed, the election for parent/guardian representatives to the Catholic School Council will take place at *location* on *date* between the hours of *Time* and *Time* by secret ballot. Eligible voters must vote in person. Proxy voting is not permitted. An appointed steering committee will assist with the implementation of election procedures.

I look forward to seeing you at the Catholic School Council information meeting and thank you for your continued support of your school.

Sincerely,

Principal

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SAMPLE AGENDA

Information Meeting Regarding Catholic School Councils

This could be used for an inaugural meeting of a Catholic School Council for a new school or an Information Meeting for an existing school.

1. Opening Prayer
2. Catholic School Councils: Mission, Roles, Parish Information, Regulations, Policies
3. Review of Catholic School Council Election Procedures (Bylaws)
4. Nomination Procedure
5. Speeches
6. Election of Chair and other offices
7. Appointments
8. Question Period

Other agenda items might be: Liturgy, Principal's Report, Financial Review and Annual Report.

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NOMINATION FORM FOR ELECTION OF PARENT MEMBERS

Name of School:

Please complete the following and return to our school office

by Name

Address

Telephone Child's Name

1 I am an English Separate School elector or spouse (Note: To be eligible, a candidate must be an English Separate School elector or spouse.) Yes No

2 I am an employee** of the Dufferin-Peel Catholic District School Board and I work at this school. Yes No

3 I am an employee** of the Dufferin-Peel Catholic District School Board but I work elsewhere in the Board (i.e. not at this school). Yes No

****Note: "*Employee*" <u>includes</u> parents/guardians who work as Student Monitors and/or Emergency Supply Instructors.**

This is self-nomination. (name):
It is not necessary to receive a nomination from another parent.

This is a nomination made by another parent:
I nominate to be a parent representative on our Catholic School

Council. Signature of Nominee Name (print)

Signature of Nominator Name (print)

Signature of School Official Date

<u>Please attach a brief biography (one or two paragraphs).</u>

~~FOR FILLABLE FORM, PLEASE SEE SECTION 11~~

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Sample Nomination Form Receipt

NOMINATION FORM RECEIPT

The nomination form for parent/guardian representative on the Catholic School Council for

_____

School Name

_____ _____

School Address School Phone No.

~~(Parent Nominee's Name)~~ ~~(School Name)~~

has been received by:

_____ _____

Name of Principal or Chair of the Nomination Committee Date

~~FOR FILLABLE FORM, PLEASE SEE SECTION 11~~

LINKS TO RELEVANT DOCUMENTS

Regulation 298: Operation of Schools – Duties of Principals re: School Councils
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900298_e.htm

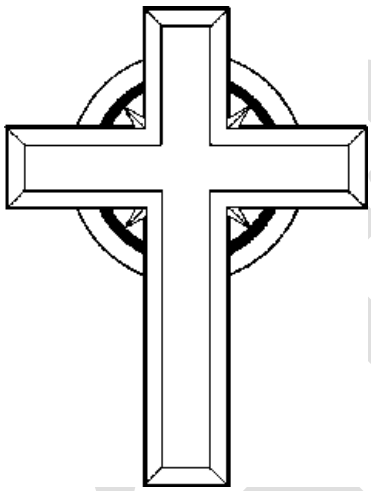
Regulation 612/00 School Councils and Parent Involvement Committees
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000612_e.htm#BK3

Dufferin-Peel Catholic District School Board Policy ~~4.01~~P-6002: Catholic School Councils
~~http://dp24/PnP/Board%20Policies/04.01.pdf~~http://dp24/PnP/New%20Board%20Policies/P-6002.pdf

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Section 7

ELECTION PROCEDURES



"The harvest is plentiful, but the labourers are few; therefore ask the Lord of the harvest to send out labourers into his harvest."

Matthew 9:37,38

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

SECTION 7: CATHOLIC SCHOOL COUNCIL ELECTIONS 2

ELECTIONS/APPOINTMENTS PROCESS 2

FOLLOWING THE ELECTION: 4

ELECTION COMMITTEE ROLE: 5

SCHEDULE OF EVENTS IN PLANNING FOR ELECTIONS 5

SAMPLE LETTER TO PARENT/GUARDIAN ON ELECTION INFORMATION (ON SCHOOL LETTERHEAD) 8

NOMINATION FORM FOR ELECTION OF PARENT MEMBERS 10

Sample Nomination Form Receipt 11

LINKS TO RELEVANT DOCUMENTS 12

Draft

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The Catholic School Council election process provides an opportunity for people to discern how their gifts and talents might serve the school community. The election process intends to benefit all students and earnestly seek out responsible citizens who value the Catholic education system, as a partner in the development of all learners. Elections are held at the beginning of the school year to enable parents who are new to the school community, such as those with children just entering kindergarten, or those with children entering secondary school, to participate in the election of parent representatives on the Catholic School Council. This provision also gives parents new to the school community the opportunity to be considered for election as parent members on their Catholic School councils.

The annual election of representatives to a Catholic School Council is extremely important to the ethos of any Catholic school. Therefore, it is important that the election procedures be clear, fair, concise and appropriate for the school community. A process for planning and conducting elections is found in this document.

The information that follows outlines the expectations Catholic School Councils are to comply with as per Ontario Regulations 612/00 and 298, and Board Policy P-6002 - Catholic School Councils. Additionally, procedures and by-laws governing the election of Catholic School Council members, as well as templates of letters and forms that shall be used by the Principal and Catholic School Council representatives are included.

ELECTIONS/APPOINTMENTS PROCESS

1. Elections shall be held for membership on the Catholic School Council every year.

2. The total number of parent members on a school council shall not exceed fifteen (15). The school council may, by by-law, specify a larger number of parent/guardian members.

3. An election committee shall be struck by the Catholic School Council in May to help plan the election process, the gathering of nominations, and the running of the election. No one standing for election, or the spouse of anyone standing for election shall be a member of the election committee.

4. Elections of all members of a Catholic School Council shall be held within the first 30 days of the school year. **Note:** Elections are only required when the number of

nominations exceeds the maximum number of elected members permitted on Catholic School Councils.

5. When a new school is established, the first election of parent/guardian members of the Catholic School Council shall be held during the first 30 days of the school year on a date that is fixed by the principal of the school in consultation with the Superintendent of the Family of Schools.

6. The principal of the school shall, at least 14 days before the date of the election of parent members, on behalf of the Catholic School Council, give written notice of the date, time and location of the election to parents of students enrolled in the school at that time. This notice may be given to students to take home to their parents, and may be posted in a location in the school that is accessible to parents. An electronic means of communication (e.g. school website and/or email, etc.) must also be provided.

7. Each parent seeking election shall be nominated or self-nominated in writing, shall have a child registered at the school, shall be an English Separate School Elector or spouse of an English Separate School Elector, and shall declare if he or she is employed by the school board. The nomination documentation must be signed by an appointed official in the administration office. All nominations will be closed one week prior to the election. Nominations require the consent of the nominated member.

8. The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

9. Information about candidates shall be made available to the school community at least one week before the election.

10. No individual campaign literature for Catholic School Council elections may be distributed or posted in the school or on school property.

11. School resources, both human and material, may not be used to support particular candidates or groups of candidates.

12. The Election Day proceedings shall be supervised by the principal.

13. The principal shall conduct a lottery to determine the ballot position for each candidate.

14. The election of members shall be by secret ballot. Voters must be present at the school on the election day(s) during the pre-set hours for voting (to include both daytime and evening hours).

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15. All eligible voters shall be entitled to cast one vote for each of the candidate positions available. Casting more than the maximum number of votes permitted in the category spoils the ballot.
16. Ballots shall be counted by the principal in the presence of at least two parents who are not election candidates.
17. If there is a tie for the final position for a representative on the Catholic School Council, the winner shall be determined by lot.
18. A motion shall be made to destroy all ballots once the successful candidate(s) have accepted the role.
19. All individuals standing for election shall be notified of the results before the results are released to the school community. Only the names of successful candidates will be made public.
20. The teacher representative shall be elected on a date that is selected by the Ontario English Catholic Teachers Association members at the school.
21. The non-teaching staff member shall be elected on a date that is fixed by the principal of the school in consultation with the non-teaching staff at the school.
22. Appointments of members to the Catholic School Council shall follow the election of members to the school council.
23. All Catholic School Council members must have a Criminal Reference Check or an Annual Criminal Offence Declaration Form.

FOLLOWING THE ELECTION:

1. The names of the Catholic School Council members shall be published in the School Council Newsletter and or School Newsletter.
2. The Principal shall chair the first meeting of the new council until a Chair or Co-chairs have been elected by the members of the Catholic School Council at that meeting. The new Chair/Co-Chairs will then take over the running of the meeting, oversee the election/appointment of other council positions and establish the dates and location of Catholic School Council meetings.
3. The outgoing Chairperson shall prepare an agenda for the first meeting of the new council in consultation with the principal.
4. The Principal shall submit a complete list of elected and appointed members of

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the Catholic School Council to the Family of Schools Superintendent.

ELECTION COMMITTEE ROLE:

1. The Election Committee shall have representation of parents, teaching/non-teaching staff and administration.

2. No person standing for election, or his/her spouse, shall be a member of the Election Committee.

3. The date, location and time of the Elections shall be established and published at least 14 days prior to the election;

4. The Election Committee shall ensure that the school community is notified of the election dates.

5. The Election Committee shall provide nomination forms.

6. The Election Committee shall request a profile from all candidates and make them available to the electorate. Candidates should be prepared to summarize their reason for running for a position on Catholic School Council.

7. The election shall be conducted by secret ballot.

8. A motion shall be made to destroy the ballots once all the successful candidates have accepted their roles.

9. All individuals standing for election shall be notified of the results before the results are released to the school community.

10. All results and related information are to be kept confidential.

11. The total number of parent/guardian members on the Catholic School Council shall not exceed six (6) members unless stipulated in the Catholic School Council by-laws. This does not include appointment members.

SCHEDULE OF EVENTS IN PLANNING FOR ELECTIONS

May/June
A committee is established to plan the school council election of parent representatives.

The Catholic School Council by-laws are reviewed to determine how the Catholic School Council election process will occur. By the last council meeting of the school year, the date, time, and location of the new elections for the coming fall are determined, as well

as how the election will be advertised in the fall. A nomination form is also developed. (See sample)

Refer to by-laws if you are in a new school community or there are two schools merging. The principal(s) will ensure that election procedures are reviewed and followed based upon Dufferin-Peel Catholic District School Board Policies. Consultation with parents by forming an "Election Committee" would ensure that the school community stakeholders feel a part of the election procedures.

Early September
In the September newsletter, the principal includes how nominations will be received, the date by which nominations must be received at the school and who is eligible to stand for election, the date of the election, and other information about the election. This package must be in parents' hands at least fourteen calendar days prior to the election and must follow the bylaws.

The principal posts the Catholic School Council election information in an area of the school that is easily accessible to parents. Good venues would be a community bulletin board, or a school website or flyer.

Parents return nomination forms to the school office by the set date.

Mid-September
A list of parent nominees is prepared and presented for election according to the by-laws.

End September
The election of the teacher, non-teacher, and student reps (if applicable) should take place.

Elections of parent representatives should be held according to by-laws but no later than 30 days from the commencement of the school year.

Late September to Early October
The first meeting of the new Catholic School Council takes place within the first 35 days from the start of the school year. Established at this meeting should be the following:

a) positions of office
b) dates of meetings
c) locations of meetings
d) appointment of OAPCE , Parish, student and (if applicable) Community Representative.

The names of the new Catholic School Council members are publicized to the school community within thirty days of the election as is described in the above information. Publication may be in the school's October newsletter or a Catholic School Council flyer

or newsletter, etc.

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SAMPLE LETTER TO PARENT/GUARDIAN ON ELECTION INFORMATION (ON SCHOOL LETTERHEAD)

Re: Catholic School Council Election Information

Date

Dear Parent/Guardian:

Please find enclosed information concerning the election procedures prepared by the Dufferin-Peel Catholic District School Board.

There will be a Catholic School Council information meeting at *School Name* on

Date at *Time* p.m. in our school *location.*

Nomination forms for parent/guardian representatives on the Catholic School Council for the *Year* school year will be available in the school office between the hours of *Time* and *Time*.

Completed nomination forms must be received in the school office by 4:00 p.m. on *Date*.

If needed, the election for parent/guardian representatives to the Catholic School Council will take place at *location* on *date* between the hours of *Time* and *Time* by secret ballot. Eligible voters must vote in person. Proxy voting is not permitted. An appointed steering committee will assist with the implementation of election procedures.

I look forward to seeing you at the Catholic School Council information meeting and thank you for your continued support of your school.

Sincerely,

Principal

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SAMPLE AGENDA

Information Meeting Regarding Catholic School Councils

This could be used for an inaugural meeting of a Catholic School Council for a new school or an Information Meeting for an existing school.

1. Opening Prayer
2. Catholic School Councils: Mission, Roles, Parish Information, Regulations, Policies
3. Review of Catholic School Council Election Procedures (Bylaws)
4. Nomination Procedure
5. Speeches
6. Election of Chair and other offices
7. Appointments
8. Question Period

Other agenda items might be: Liturgy, Principal's Report, Financial Review and Annual Report.

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NOMINATION FORM FOR ELECTION OF PARENT MEMBERS

Name of School:

Please complete the following and return to our school office

by Name

Address

Telephone Child's Name

1 I am an English Separate School elector or spouse (Note: To be eligible, a candidate must be an English Separate School elector or spouse.) Yes No

2 I am an employee** of the Dufferin-Peel Catholic District School Board and I work at this school. Yes No

3 I am an employee** of the Dufferin-Peel Catholic District School Board but I work elsewhere in the Board (i.e. not at this school). Yes No

****Note: "*Employee*" <u>includes</u> parents/guardians who work as Student Monitors and/or Emergency Supply Instructors.**

This is self-nomination. (name):
It is not necessary to receive a nomination from another parent.

This is a nomination made by another parent:
I nominate to be a parent representative on our Catholic School

Council. Signature of Nominee Name (print)

Signature of Nominator Name (print)

Signature of School Official Date

<u>Please attach a brief biography (one or two paragraphs).</u>

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Sample Nomination Form Receipt

NOMINATION FORM RECEIPT

The nomination form for parent/guardian representative on the Catholic School Council for

_____

School Name

_____ _____

School Address School Phone No.

(Parent Nominee's Name) (School Name)

has been received by:

_____ _____

Name of Principal or Chair of the Nomination Committee Date

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LINKS TO RELEVANT DOCUMENTS

Regulation 298: Operation of Schools – Duties of Principals re: School Councils
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900298_e.htm

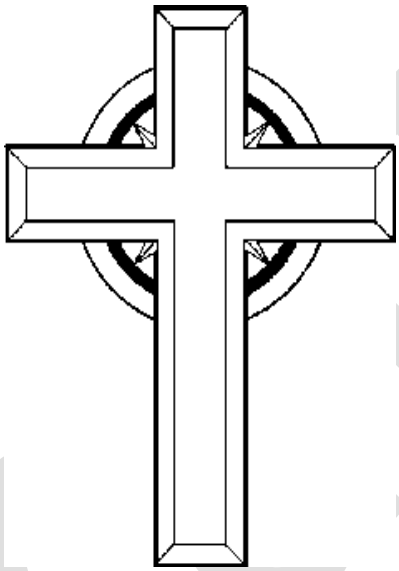
Regulation 612/00 School Councils and Parent Involvement Committees
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000612_e.htm#BK3

Dufferin-Peel Catholic District School Board Policy P-6002: Catholic School Councils
http://dp24/PnP/New%20Board%20Policies/P-6002.pdf

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Section 8

LITURGY



"I tell you if two of you on earth agree on earth about anything you ask, it will be done for you by my Father in heaven. For where two or three people are gathered in my name, I am there among them."

Matthew 18:19-20

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

Contents

LITURGY **1**
Step 1: The Collect Prayer 5
Step 2: Reading of the Day ..... 7~~6~~
It is meant for *all* of us. ..... 7~~6~~
It is meant for *each* of us. ..... 7~~6~~
Step 3: The Work of the People ..... 9~~7~~
Step 4: Petitions ..... 9~~7~~
Step 5: Lord's Prayer ..... 10~~7~~
Step 6: Summary or Concluding Prayer ..... 11~~8~~
Step 7: Sign of Peace ..... 11~~8~~
2. Reading of the Day ..... 11~~8~~
3. Work of the People ..... 11~~8~~
4. Petitions ..... 11~~8~~
5. Our Father ..... 11~~8~~
6. Concluding Prayer ..... 11~~8~~
7. Sign of Peace ..... 11~~8~~
Gathering Hymn ..... 12~~9~~
Option #2: One Bread, One Body ..... 14~~11~~
A Profession of Belief ..... 14~~12~~
Opening Prayer ..... 14~~12~~
Scripture Reading ..... 14~~12~~
Lord's Prayer ..... 18~~14~~
Concluding Prayer ..... 18~~14~~
Closing Hymn ..... 18~~14~~
Option #2: Here I Am Lord ..... 19~~15~~
Closing Prayer ..... 19~~15~~
Advent Reflection: Persons are Gifts ..... 22~~17~~
Lenten Reflection ..... 23~~18~~
Holy Week ..... 24~~19~~
Ten Commandments of Human Relations ..... 26~~20~~
Beatitudes for Friends of Exceptional Children ..... 27~~21~~
Earth Day ..... 28~~22~~

Draft

God Will Wait 2923
Prayer for Humanity 3024
Prayer of Learners 3225
A Precious Legacy of Memories 3225
Jesus in Everyday Life 3426
May You Live all the Days of your Life 3527
Native American Call to Prayer 3527
Prayer of St. Francis 3628
One's Daily Work 3628
Prayer for Right 3931
The Samaritan Prayer 4032
Take time… 4233
Take Time for 10 Things 4233
The Cross in my Pocket 4435

Draft

LITURGY

Liturgy, the collective work of acknowledging and responding to God's presence among us through prayer and faith sharing, is an essential element in the life of a Catholic School Council.

From the very beginning, those who were baptized "devoted themselves to the teaching of the apostles and to the community, to the breaking of the bread, and to prayer" (Acts 2:42). The Acts of the Apostles show us many instances of the Christian community praying together for the good of all.

Liturgy serves to centre the work of the Catholic School Council and maintain the critical focus on the vocational aspect of the work.

Catholic School Councils have access to a number of resources both at the local school and on-line. Of particular significance are the resources made available annually to support the thematic focus of CATHOLIC EDUCATION WEEK. These resources are found on-line at:

https://www.ocsta.on.ca/resources/catholic-education-week-resources-2/

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PRAY THE DAY: A SIMPLE MODEL FOR LEADING GROUPS IN PRAYER

Often, as Catholic School leaders, we are called upon to open a meeting or a session with a prayer or a short liturgy. This can seem daunting, as we are being asked to publicly assume the role of the faith leader of the gathered community- a role which many of us find uncomfortable. On one hand, it may be tempting to turn to standard prayers like the "Our Father" or "Hail Mary" or perhaps even a pre-written prayer service. On the other hand, it may seem easier to delegate the prayer to a Chaplaincy Leader, Faith Ambassador or other willing staff member. We suggest to you that you resist both these impulses. Leading prayer with groups is a wonderful opportunity to build community, expand the optic of your role, and to call God's blessing on the work that is about to take place.

This needn't be a burden. This module presents a simple model that will add both meaning and simplicity to your opening prayers. Put simply, the underlying principle is: Pray the Day! The following box presents an outline of the "Pray the Day" format. The format uses seven steps.

1. Collect (You, Who, Do, Through)
2. Reading of the Day
3. Work of the People
4. Petitions
5. Our Father
6. Concluding Prayer
7. Sign of Peace

What does 'Pray the Day' mean? Well, simply put, it means that we ask God for what we need at this ***time***, in this ***place*** and for this ***purpose***. There will always be an objective for your gathering, whether it be a council meeting, a PD session or a social. If nothing else happens, your prayer should ask God to support you in that gathering's major objective. A clear way to do this is by using the prayer format of the "Collect" prayer. This should be your opening prayer.

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Step 1: The Collect Prayer

The format of a Collect prayer is always the same. It looks like:

You
Who
Do
Through

Consider an example that could be used before a council meeting about school discipline and student conduct:

"God of justice and compassion,	***1. You***
Who gave us commandments and beatitudes for our moral guidance,	***2. Who***
Be with us today, and help us to discern which laws and guidelines best serve our community.	***3. Do.***
We ask this through Christ, our Lord." "Amen"	***4. Through***

1. ***You***:
   Call God (or Jesus) by a title or descriptor that reflects that aspect of God that you would like to call forth. Here we would like to focus on justice. In the case of a memorial we might use a descriptor like "Merciful" or "Consoling."

2. ***Who***:
   This is the tricky one. Recall a time in scripture where God (or Jesus) acted in a way similar to what you would like to ask for today. In our example, we knew we wanted to talk about rules and laws, so we recalled 2 times where God spoke about these things- the Ten Commandments and the Beatitudes. Once again, if we were in a memorial setting, we might talk about the time when Jesus consoled the sisters of Lazarus, or

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when he healed the centurion's child.

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3. ***Do***:
   This is the easiest one (and might be the one you want to think of first!) Ask God to be active in your gathering in some specific way. In our example we have asked God to help us discern. But in a different setting we might have asked God to give us comfort, or open our hearts to new learning, or even to strengthen us for tough times ahead.

4. ***Through***:
   Finally, we conclude our prayer with an acclamation of intercession. In the example, we have used the simplest one, "We ask this through Christ, Our Lord." But you might be more comfortable asking for the intercession of the Holy Spirit: "We ask this through the power of your Spirit." And if you're really feeling adventurous, you could use, "We ask this through Jesus Christ our Lord, who lives and reigns with you in the unity of Holy Spirit, one God forever and ever."

The idea of a Collect prayer however is that it can be done quickly and spontaneously, even on the spot. Hopefully the formula "You, Who, Do, Through" will be a useful memory aid.

Step 2: Reading of the Day

Every day of the year, the Church offers us a set of readings. These readings are the same throughout the world Church. Regardless of where you are, and in what language you are speaking, today's reading will be the same. This is part of the reason that we should use the reading of the day whenever possible:

It is meant for *all* of us.

By reading the reading of the day, we are plugging ourselves in to the world Church. There can be a tremendous feeling of solidarity knowing that every Catholic, everywhere in the world is hearing this particular reading, regardless of their situation. Moreover, the reading of the day calls our attention to the ***liturgical season*** and any relevant feast days that we might want to highlight. But there is more to it.

Scripture is more than just a book- it is God's revelation. As such, we believe that every time we read it, we are meant to find our own particular meaning for our own particular lives. In other words:

It is meant for *each* of us.

As we grow and mature, and as our state of life changes, we may hear the same scripture very differently. Our hearing of a piece of scripture is intimately bound to our life circumstances, our moods and our feelings. It may even have special relevance when read in the context of a particular school function or event. By reading scripture together, we invite our colleagues to

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reflect on both their shared faith story, but also on their unique faith story.

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~~Practically speaking, all you need for this is a missalette. But failing this, modern technology can always help us out with a free app for Smartphones at: https://itunes.apple.com/ca/app/living-with-christ/id532160531?mt=8 or a conventional website (Living with Christ) http://novalis.rightbrainmedia.com/portals/11/Novalis/mobile.aspx?page=readings~~

Step 3: The Work of the People

This is the actual meaning of the word liturgy. Liturgy (*leitourgia*) is a Greek composite word which means "the work of the people." This should be a reminder to us that in every liturgical setting, the people should actually do something. This often takes the form of communal responses. But for our purposes it can and should reflect something more thoughtful. One of the easiest ways to involve the whole group is to invite them to share a bit about what they got out of the previous reading. Two guiding questions may prove helpful, as they are simple re-statements of the observations offered in step #2. These are:

What do you think the reading is saying to* us*?

What do you think the reading is saying to* you*?

In this way we invite our gathered groups into a deeper contemplation of both the mystery of scripture, and of the potential relevance for the scripture for today's gathering. These reflections need not be shared with the whole group but, depending on who is there, you may want to allow that opportunity. This empowers committee members to take pride and ownership in demonstrating their own interpretive skills.

Step 4: Petitions

It is always appropriate when we 'pray the day' to bring the petitions of the people forward in prayer. Again, as the prayer leader, you may wish to have a few petitions in mind, or it might be more appropriate to let the petitions come forth from the assembled group. This serves several important functions. It alerts the community to those issues that many individuals carry quietly with them, and therefore increases empathy within the group. It also gives the group the opportunity to offer immediate comfort and prayer to the individuals in need. When a petition is offered by an individual in a group, it is always an act of trust. So, even before the group response, the very offering of the prayer says that the petitioner feels a sense of trust in the assembled group. This is a feeling worth cultivating.

Step 5: Lord's Prayer

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Step 6: Summary or Concluding Prayer

In no more than one or two phrases, the presider (namely you!) should offer a short summary of the key aspects of the liturgy. Although this does involve thinking on your feet a bit, there should be a lot to choose from. You have heard scripture, you have heard some reflections, some petitions, and you still have your meeting to get to. The key phrase that you want to include here is "Thank-You." It is your opportunity to thank God in advance for God's work today, but also to offer a public Thank-you for the gift of your gathered community and the work that they do.

Step 7: Sign of Peace

Why not conclude with a physical gesture of goodwill? It may take a few moments to bring the group back to order, but in the interest of building up fellowship and morale, it may be a risk worth taking.

Let us now conclude with a summary of the key points. Once you get used to this format, all you will need to remember to bring is the reading of the day. The rest will emerge naturally from the flow of the liturgy. Best of luck in your ministry.

1. Collect (*You, Who, Do, Through*)
2. Reading of the Day
3. Work of the People
4. Petitions
5. Our Father
6. Concluding Prayer
7. Sign of Peace

("Pray the Day" Module by M. Harrison 2011)

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OPENING PRAYER SERVICE

Invitation to Prayer

LEADER:As God's holy people we recall the promise that whenever two or three of us are gathered in God's name that our God is present among us. Remembering this Presence let us begin our prayer as we should begin all that we do – In the name of the Father and of the Son and of the Holy Spirit. Amen.

Gathering Hymn
(Two Suggestions Follow)

Option 1: Gather Us In
By Marty Haugen (CBW III, # 587)

Verse 1:
Here in this place, new light is streaming,
Now is the darkness vanished away;
See, in this space, our fears and
our dreamings,
Brought here to you in the light of this day.

Chorus:
Gather us in, the lost and forsaken,
Gather us in, the blind and the lame;
Call to us now, and we shall awaken,
We shall arise at the sound of our
name.

Verse 2:
We are the young, our lives are a
mystery; We are the old, who yearn for
your face; We have been sung through-
out all of hist'ry,
Called to be light to the whole human
race.

Chorus:
Gather us in, the rich and the haughty,
Gather us in, the proud and the strong;
Give us a heart so meek and so lowly,
Give us the courage to enter the song.

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Verse 4:
Not in the dark of the buildings confining, Not in some heaven, light years away; But here in this place, the new light is shining,
Now is the kingdom, now is the day.

Chorus:
Gather us in, and hold us for ever,
Gather us in, and make us your own; Gather us in, all people together,
Fire of love in our flesh and our bone.

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Option #2: One Bread, One Body
By John Foley
(Gather Comprehensive- 2nd edition, #813)

Chorus:
One bread, one body, one Lord of all,
One cup of blessing which we bless.
And we, though many, throughout the earth, We are one body in this one Lord.

Verse 2:
Many the gifts, many the works, One in the Lord of all.

Verse 3:
Grain for the fields, scattered and grown, Gathered to one, for all.

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A Profession of Belief

TOGETHER: We believe that:

- God calls us to be God's holy people in the world
- God's Spirit resides among us in community
- Community is at the heart of all education
- A faith community is the privileged residence of God's Spirit and the focus of all faith learning
- We are privileged to be called by God to create the faith community for Catholic Education

Opening Prayer

Leader: God, in the waters of Baptism, you have bonded us to yourself and to one another as your people. You have called us to be your Good News in the world. Release afresh within us the life of your Spirit and keep us faithful branches of the Vine Jesus who is Lord forever and ever. Amen

Scripture Reading
1 Corinthians 12: 4 – 28

There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose. One may have the gift of preaching with wisdom given him by the Spirit; another may have the gift of preaching instruction given

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him by the same Spirit; and another the gift of faith given by the same Spirit; another again the gift of healing, through this one Spirit; one, the power of miracles; another, prophecy; another the gift of recognizing Spirits; another the gift of tongues and another the ability to interpret them. All these are the work of one and the same Spirit, who distributes different gifts to different people just as he chooses.

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~~recognizing Spirits; another the gift of tongues and another the ability to interpret them. All these are the work of one and the same Spirit, who distributes different gifts to different people just as he chooses.~~

Just as a human body, though it is made up of many parts, is a single unit because all these parts, though many, make one body, so it is with Christ. In the one Spirit we were all baptized, Jews as well as Greeks, slaves as well as citizens, and one Spirit was given to us all to drink.

Nor is the body to be identified with any one of its many parts. If the foot were to say, "I am not a hand and so I do not belong to the body", would that mean that it stopped being part of the body? If the ear were to say, "I am not an eye, and so I do not belong to the body", would that mean that it was not a part of the body? If your whole body was just one eye, how would you hear anything? If it was just one ear, how would you smell anything?

Instead of that, God put all the separate parts into the body on purpose. If all the parts were the same, how could it be a body? As it is, the parts are many but the body is one. The eye cannot say to the hand, "I do not need you", nor can the head say to the feet, "I do not need you". God has arranged the body so that more dignity is given to the parts which are without it, and so that there may not be disagreements inside the body, but that each part may be equally concerned for all the others. If one part is hurt, all parts are hurt with it. If one part is given special honour, all parts enjoy it. Now you together are Christ's body; but each of you is a different part of it.

Prayers from God's People

Response: Lord, release your Spirit among us.

For all parents, that they may always grow in appreciation of their call to be the primary educators of their children especially in handing on the faith, we pray:

For our Bishops, that as the chief teachers in our diocese, they will call all of us to ever greater witness to Jesus who is our Good News and our salvation, we pray:

For our elected trustees, that they may be gifted by God with wise and discerning hearts as they respond to the many challenges in Catholic Education, we pray:

For out administrators, teachers and all professional educators, that they may be deeply rooted in and draw hope from the Teacher from Nazareth, we pray:

For our students, may they always be open to the Spirit alive within them and generously use their talents and gifts for the good of all, we pray:

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(Other prayers may be added by those present)

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Lord's Prayer

Leader: Let us gather all our prayers into one as we pray our family prayer OUR FATHER……..

Concluding Prayer

Leader: God of all unity, all things work together for good for those who believe in You. Draw us closer to one another that we may be a source of strength for each other. Keep us faithful to the work of Catholic Education and to the proclamation of your Son Jesus Christ who is Lord forever and ever. ***AMEN***

Closing Hymn
(Two Suggestions Follow)

Option #1: City of God
By Dan Schutte
(CBW III, #345)

Verse 1:
Awake from your slumber!
Arise from your sleep!
A new day is dawning for all those who weep.
The people in darkness have seen a great light.
The Lord of our longing has conquered the night.

Chorus:
Let us build the City of God.
May our tears be turned into dancing! For the Lord, our light and our love, Has turned the night into day!

Verse 2:
We are sons of the morning; We are daughters of day.
The one who has loved us has brightened our way.
The Lord of all kindness
Has called us to be
A light for all people
To set their hearts free.

Chorus:
Let us build the City of God.
May our tears be turned into dancing! For the Lord, our light and our love, Has turned the night into day!

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Option #2: Here I Am Lord
By Dan Schutte
(CBW III, # 520)

Verse 1:
I, the Lord of sea and sky,
I have heard my people cry.
All who dwell in dark and sin,
My hand will save.
I who made the stars of night,
I will make their darkness bright.
Who will bear my light to them?
Whom shall I send?

Chorus:
Here I am Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

Verse 2:
I, the Lord of snow and rain,
I have borne my people's pain.
I have wept for love of them: they turn away.
I will break their hearts of stone, Give them hearts for love alone, I will speak my word to them.
Whom shall I send?

Chorus:
Here I am Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

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Closing Prayer

A Litany For Those Who Walk

Response: God of guidance, show us your way

"For you who walk, there is no road; the path is made by walking." In these challenging times, as we seek new ways not only to be bearers of the "Good News" but to BE the Good News" *(-Antonio Marchado*)

As we stand at the crossroads in this re-defining moment in Catholic education where we are challenged to name, claim and proclaim who we are.

As we seek your divine wisdom in our leadership and grace in our

actions. As we re-kindle the fire of our faith and our passion for

Catholicity.

As we continue the "conversation behind the wall" with energy, courage and hope…

As we build a community in which gospel values are lived and loved …

Draft

As we take new steps in proclaiming your goodness through our work …

Spirit of God, you are stirring in our hearts. You urge us to move forward in new ways. You prompt us to follow. You encourage us not to give up. You call us to open our minds and our hearts to receive your energizing transforming radiance. Make us receptive so that we will follow your loving movement within our lives. We trust in your powerful presence within us. Amen.

From the Book: May I Have This Dance, by Joyce Rupp)

- *Taken from Putting Feet on the Gospel: Discussing and Living the Spirit of Catholicity on School community Councils: a workshop for Catholic School Community Councils of the Simcoe Muskoka CDSB, Facilitated by Suzanne Musters.*

Draft

PRAYERS FOR SEASONS AND OCCASIONS

Advent Reflection: Persons are Gifts

Persons are gifts…, at least Jesus thought so: "Father, I want those whom you have given to me to be where I am," he said.

Persons are gifts which the Father sends to us … wrapped. Some are very beautifully wrapped; they are very attractive when we first see them. Some come in very ordinary wrapping paper. Others have been mishandled in the mail. Once in a while there is a "Special Delivery" stamped on some. Some persons are gifts which come very loosely wrapped; others, very tightly.

But the wrapping is not the gift! It is so easy to make this mistake…babies do it all the time. Sometimes the gift is very easy to open up. Sometimes we need others to help. Is it because they are afraid? Maybe they have been opened up before and thrown away. We are all persons. Therefore we are all a gift too. A gift to yourself first of all. The Father gave you to you. Have you ever really looked inside the wrappings? Afraid to? Perhaps you've never accepted the gift you are. Could it be there is something else inside the wrappings than what you think there is?

Maybe you've never seen the wonderful gift that you are. Could the Father's gifts be anything but beautiful? We love the gifts which those who love us give to us. Why not this gift from the Father?

And – we are gifts to other persons. Are we willing to be given by the Father to others? A servant for others? Or do others have to be content with the wrappings…never permitted to enjoy the gift? Every meeting of persons is an exchange of gifts.

Friendship is a gift not just to you but to others through you…when you keep a friend to yourself, possess them – then you destroy his chances of being a gift to others. If you save a life for only yourself, you lose it, but if you lose it for others then you save it.

Persons are gifts, gifts received and gifts given…just like the Son of God. Friendship is the response of persons – gifts to the Father. Friendship is Eucharist!

(Author Unknown)

Draft

Lenten Reflection

Lent is about change,
About conversion.
But how does change happen?
How do we, as human beings, change ourselves?

First, change always has to have a beginning.
There must be a first time,
A now as opposed to tomorrow.
Lent gives us that point; that
now.

Second, change happens not when we do something once.
But often. When we practice it.
Lent gives us forty days,
forty chances to do it over and over again until it becomes a part of us.

And finally, there needs to be support.
We rarely get into bad habits alone and we rarely get out of them alone.
We need the love and support of others,
That is why we celebrate lent as a community.

Let us begin the process of change then together.
As it is written…
"Now is the favorable time, this is the year favorable to the Lord."

(Author Unknown)

Draft

Holy Week
(Isaiah 53 in the present tense)

Who can believe what we hear?
And who can see the hand of God in this?

As a child he grew up before us
Like a young plant in dry ground,
Small and insignificant.
He has no dignity or handsomeness to make us take notice of him, No beauty that attracts us to him
He is a simple and ordinary man.

And yet we despise him and reject him, he lives a life of sorrow, and grief;
And we yet we don't help him.
We hate him,
And we ignore him
As if he were nothing.
And yet it is our grief he carries and our sorrow he bears;
And though we blame him for his pain,
As though his suffering is God's punishment for an evil life.
It is because of our sinfulness that he is wounded, He is beaten because of the evil in our own hearts. But the punishment he is suffering is for our sake And our healing is through his wounds.

We are all like sheep, stupid and lost,
Each of us looking out only for ourselves.
But the consequence of this is on him,
Even though we are the ones who deserve it.

His treatment is harsh,
But he accepts it and never complains. He is arrested and sentenced to death. But he dies for the sins of everyone.
And even though his is placed among criminals
He himself never committed a crime
Or told a lie.

And because he accepts this, God will lift him up.

(Author Unknown)

Draft

Ten Commandments of Human Relations

1. Speak to people. There is nothing so nice as a cheerful word of greeting.

2. Smile at people. It takes 72 muscles to frown, only 14 to smile.

3. Call people by name. The sweetest music to anyone's ears is the sound of his own name.

4. Be friendly and helpful. If you would have friends, be a friend.

5. Be cordial. Speak and act as if everything you do is a genuine pleasure.

6. Be genuinely interested in people. You can like almost everybody if you try.

7. Be generous with praise – cautious with criticism.

8. Be considerate with the feelings of others.
   There are usually three sides to controversy; yours, the other fellow's and the right side.

9. Be alert to give service. What counts most in life is what we do for others.

10. Add to this a good sense of humour, a big dose of patience and a dash of humility, and you will be rewarded many-fold.

(Adapted from the Bible Tract Bulletin)

Draft

Beatitudes for Friends of Exceptional Children

Blessed are you who take time to listen to difficult speech,
For you help us to know that if we persevere we can be understood.

Blessed are you who walk with us in public places,
And ignore the stares of strangers,
For in your companionship we find havens of relaxation.

Blessed are you who never bid us to hurry up, and, more blessed,
Are you who do not snatch our tasks from our hands to do them for us,
For often we need time rather than help.

Blessed are you who stand beside us as we enter new and untried ventures,
For our failures will be outweighed by the times when we surprise ourselves and you.

Blessed are you who ask for our help, for our greatest need is to be needed.

Blessed are you, when, by all these things you assure us that
The thing that makes us individuals is not in our peculiar muscles, nor in our
Wounded nervous systems, nor in difficulties in learning,
But in our God given self which no infirmity can confine.

Rejoice and be exceedingly glad,
And know that you give us reassurances that could never be spoken in words, For you deal with us as Christ dealt with all his children.

(Author Unknown)

Draft

Earth Day

You must teach your children that the ground
Beneath their feet is the ashes of our
grandfathers. So that they will respect the land,
tell your children That the earth is rich with the
lives of our kin.
Teach your children what we have taught our children –
That the earth is our mother.
Whatever befalls the earth,
Befalls the children of the
earth.

This we know.
The earth does not belong to us;
We belong to the earth.
This we know.
All things are connected like the blood that unites one family.
All things are connected.
We did not weave the web of
life; We are merely a strand in it.
Whatever we do to the web,
We do to ourselves.

(Chief Seattle)

Draft

God Will Wait

God will wait as long as it takes for us.
(Rev. R. Walters)

Scripture tells us that God loves us. We are loved. Regardless of all the painful experiences we may have had that convinced us love never lasts, or that love may be fine for others but it just doesn't work for us – regardless of any negative experiences we've had – we are told God loves us.

There is a familiar parable about the lost sheep and the steadfast love of the shepherd who did not simply write it off as the cost of doing business. The shepherd searched diligently until the lost sheep was found. No mention is made of scolding, abuse, or punishment – simply the shepherd's joy at finding one who was lost.

We are as loved as that lost sheep; and, at times, we are as lost. It is important to remember that; at times when we feel lost, or worthless, or down; that whether we feel worth it or not, the love of God, shaped patiently, faithfully searches us out. We cannot outrun God's reach.

(From: Days of Healing Days of Joy: Daily Meditations for Adult Children. By Earnest Larsen, Carol Hegarty)

Draft

Prayer for Humanity

I pray that we learn to love more and demand less…
so that our cooperation with each other will be our ever-present reality and consciousness.
I pray that our minds may become more flexible…
that we all graduate from power intelligence to love intelligence.
I pray that we experience our common humanity
and that we understand that all of us are more alike than different.
I pray that I realize that my life won't work well
unless your life works well and that our lives on this planet are deeply intertwined.
I pray that each of us finds the joy of heart-to-heart living and being…
that our minds learn to create perceptions of me-and-them…not me-vs.-them.
I pray that we be honest with each other…
so that person-to-person trust may be created between all of us.
I pray that we learn that we have one world…
and that we no longer create hostility across national boundary lines.
I pray that we learn to disagree without throwing each other out of our
hearts… and not keep ourselves upset over our differences.
I pray that we settle arguments in nonviolent ways…
that we learn to listen to one another and truly hear…so that all armaments become
obsolete.
I pray that we no longer play with devices that can destroy life on this planet…
that we have no loaded nuclear pistols.
I pray that we all outgrow our nuclear adolescence…
that our passions and our destructive technology not overwhelm us.
I pray that all aggression and killing be as outdated as other forms of human folly…
so that we can create a wonderful fulfillment of our human destiny together.
I pray that we learn to forgive, for our own sake…
for a heart hardened with hatred is too heavy to carry.
I pray that we act less impulsively…so that love and wisdom may guide our actions.
I pray that we take responsibility for the way we feel…
and that we not blame others for the separating emotions we create within ourselves.
I pray that we learn from our great fund of human experience…
and that we not suffer from making the same mistakes over and over again.
I pray that we realize that there can be more than enough on this earth for all of
us… so that we do not separate ourselves through greed.
I pray that we learn to experience the beauty in ourselves and each
other and that we feel deep appreciation for the many good things
we have.
I pray that we hear the message that God is love…
that we no longer separate ourselves in the name of religion.
And finally, I pray that we open our hearts and learn to live together on this globe…
so that we find our great birthright of a loving life.

Draft

(By Ken Keyes Jr.)

Draft

Prayer of Learners

Father of Light and Wisdom
Thank you for giving me A
mind that can know, And
a heart that can love.
Help me to keep learning every day of my life
No matter what the lesson may be.
Let me be convinced that all knowledge leads to
You And let me know how to find You and love You
In all the things You have made.

Encourage me when I find the learning difficult
And I am tempted to give up
Enlighten me when my mind seems slow
And help me to grasp the truth held out to me.
Grant me the grace to put my knowledge to
use
In building the kingdom of God on earth
So that one day I may worthily enter the kingdom of God in heaven.

(By Charles Henderson)

A Precious Legacy of Memories

I rejoice in the life you lived,
Grateful for having shared it with you.
I loved you – And
was loved by you We
shared so much
So many memorable times
We've been through so much
together, How much sadder it would
have been
If I'd never known you at all.
Even though you are gone,
You will always be a part of me.
For you have left me so rich –
With a "Precious Legacy of Memories."

Draft

(Author Unknown)

Draft

Jesus in Everyday Life

I see you Jesus
No longer just in my prayer,
No longer just in my bible,
But in the breaking of the bread of everyday life.
I see you Jesus
When you help me get done what's got to get done;
My homework, my exams, my everyday living.
Where do I see You?
More and more in the people around
me; My friends, the people at the dinner
table,
My Mom and Dad, my sister, the guy on the bus home.
You have become flesh in them;
You are not just the spirit in the sky any longer,
But You are right here in them to love me,
For me to love.
How right it is to know that I can love them,
And in loving them, love You Yourself.
I feel so much more a part of them, a part of You,
And that's all I ever really wanted anyway.
Thanks for entering everyday life.
I'm glad I don't have to go to the desert to find You.
All I have to do is listen, right here and now and I'll find You coming through,
Gently and subtly touching my heart with Your love and wisdom.
I'm happy You love me just the way I am,
Helping me develop all the potential that's in
me, All the potential that's in the world,
Your precious gifts of every day.

Amen.

(By Dan McGraw)

Draft

May You Live all the Days of your Life

(-Jonathan Swift)

There is an old Irish blessing that goes: "May you live all the days of your life." Life is much like a game. Both a serious one and one that demands laughter, relaxation, and the ability to play. Either way it demands attention.

There is much of life that is truly exciting and fascinating – are we watching for it? There is hilarity and humor – do we see it? There is that in life which is touching and full of heroism – are we open to experiencing it?

These are not general nebulous truths about life, but concrete realities about our lives. Right here where we live, in our lives today, there will be the hero and the goat, there will be disappointment and reason for celebration, there will be the beautiful and the horrible. The soap opera is not out there; it is right here with us, in us, all around us. The task is to be present in our own lives, to get our heads out of the fictitious would of movies and television and books and to find the enormous meaning and vitality of our own lives.

(From: Days of Healing Days of Joy: Daily Meditations for Adult Children. By Earnest Larsen, Carol Hegarty)

Native American Call to Prayer

O Great Spirit,
Whose Breath gives life to the world
And whose voice is heard in the soft breeze
We need Your strength and wisdom
May we walk in beauty. May our eyes
Ever behold the red and purple sunset
Make us wise so that we may understand What You have taught us
Help us learn the lessons You have hidden In every leaf and rock
Make us always ready to come to You
With clean hands and straight eyes
So when life fades, as the fading sunset
Our spirits may come to You without shame

(Call to prayer in UNEP's 1988 Environmental Sabbath Kit. From a Native American Prayer)

Draft

Prayer of St. Francis

Lord, make me an instrument of your
peace; Where there is hatred, let me sow
love; Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness,
joy.

O Divine Master, grant that I may not so much seek
To be consoled as to console
To be understood as to understand;
To be loved as to love;
For it is in giving that we receive;
It is in pardoning that we are pardoned;
It is in dying that we are born to Eternal Life.

One's Daily Work

When God's Son became man
He didn't become a ruler or a great political leader.
He became a carpenter.
The gospels show us Christ
As a healer, a teacher, and a wonder
worker. But these activities lasted only
three years.
For the rest of His life on
earth He worked as a
carpenter.
There was nothing spectacular about His work.
He didn't make benches or tables by means of miracles,
But by the hammer and saw.
And, as far as we know,
Nothing He made ever became a collector's item. Our daily tasks may seem dull and insignificant, But we must not underestimate their importance.
In the long run,
The only thing that bears fruit, enabling us to

Draft

grow, Is the meager work and study of every day.

(Author Unknown)

Draft

Peace Prayer for International Day for Peace (Month of April)

Jesus said in His last discourse to His disciples
"My peace I leave with you,
My peace I give to you,
A peace the world cannot give,
This is My gift to you…do not let your hearts be troubled."
Let us pray today for that peace…

Give me peace, O God, a central peace,
Let me know that at the heart of
turbulence
There is the final calm that comes from faith in You.
That at the core of life
There is the great confidence from which comes courage and gladness.
When I leave my prayer, let me go with the assurance that I carry
within Your central peace which no agitation can shake.
I see the divisions among human beings and hear the shouts of hatred and anger.
Keep me from giving into the mad idea that peace among us is impossible.
Keep me from being content with things as they are.
Out of my central peace, let there ripple forth concern and compassion,
Indignation at injustice, and a willingness to give of myself in the Spirit of Christ.
May each of us be a sign to each other that points us down the road to peace –
At home, at school, in our neighborhoods.
Let us even dare to hope for peace in our hearts, and in the hearts of the world.

(By Ken Phifer)

Draft

Prayer for Right

Heavenly Father, God of tenderness and
compassion, Kind and loving Father of the poor and
the powerless.
Strengthen each of us today and every day
So that we may be gentle to ourselves and to each other, but never weak.
People who search for peace, but never at the price of fairness and justice.
Poor in spirit but never lazy and unconcerned.
Merciful and forgiving but always ready to confront
Injustice and prejudice,
Ready to suffer persecution if need be but strong in
Our defense of the rights of others.
May we not be afraid of confrontation;
Never flinch in fight for what is right;
Never turn away from another's pain and distress;
Each day may we build justice and community right here;
Each day may we recognize your Son, Jesus Christ,
And serve Him in everyone we meet.

(Author unknown)

Draft

The Samaritan Prayer

Lord, my God,
You may have missed me today,
Since I did not have time to kneel and
pray.
I did pray, my Lord,
But not the usual prayer of my day.
Instead, I prayed the prayer of the Samaritan.

You see, my Lord, My
neighbor was in need;
I saw the trouble, heard the cry for help.
In my neighbor's need, I saw you in need.
In my neighbor's plea for help,
I heard a call to prayer
And could not pass by.
For in the midst of the difficulty,
I felt Your Sacred presence.
I tasted the flavor of communion
In all that happened between us.
So my Lord,
While absent from formal
prayer, I was present
To You and to my neighbor,
In this my Samaritan prayer.
While I was unable to say my prayers,
I thank you for the gift of being
prayer. May all the spoken prayers of
my life Prepare me to be always ready
To pray the helping prayer
And provide me with the
grace To be the Emmanuel
prayer.

Blessed are You, Lord our God,
Who gifts us with the
opportunities To pray the
Samaritan prayer
Of compassionate concern.

Amen.

Draft

(By Edward Hays)

Draft

Take time…

Take time for what is important to you, what makes you the happiest.
Take time to be with those you love, sharing wishes and secret dreams.
Take time to look around you at all the gladness the world offers.
All of it is yours, if only you take the time.

Lord, we often find ourselves getting wrapped up in our busy schedules and rule by deadlines and time clocks. However, through all of this confusion, may we realize that the beauty of the world and those around us will pass us by, unless we make the effort and take time to enjoy them. In the same way, Lord, you always have time for us, but we will never quite know You until we take the time to let You into our hearts.

Take Time for 10 Things

Take time to work
It is the price of success

Take time to think
It is the source of power

Take time to play
It is the secret of youth

Take time to read
It is the foundation of knowledge

Take time to worship
It is the highway of reverence and washes the dust of the earth from our eyes.

Take time to help and enjoy friends
It is the source of happiness

Take time to love
It is the one sacrament of life

Take time to dream
It hitches the soul to the stars

Take time to laugh
It is the singing that helps with life's loads

Draft

Take time to plan
It is the secret of being able to have time to take time.

(By Northwest Synod of Wisconsin)

Draft

The Cross in my Pocket

I carry a cross in my pocket,
A simple reminder to me
That I am a Christian,
No matter where I may be.

This little cross isn't magic,
Nor is it a good luck charm.
It isn't meant to protect me From every physical harm.

It's not for
identification For all the
world to see.
It's simply an understanding
Between my Savior and me.

When I put my hand in my pocket
To bring out a coin or a key,
The cross is there to remind me
Of the price He paid for me.

It reminds me too, to be
thankful For my blessings every
day, And to strive to serve Him
better In all that I do or say.

It's also a daily reminder
Of the peace and comfort I share
With all who know my Master
And give themselves to His care.

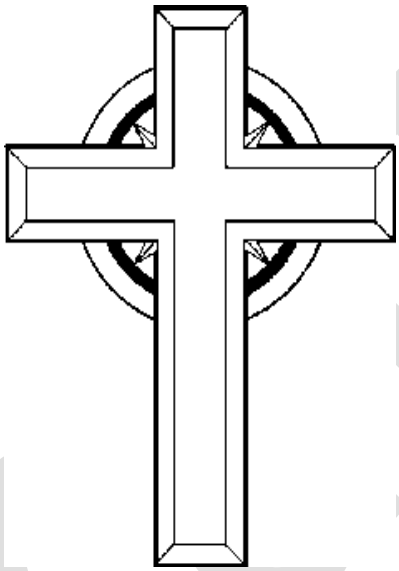
So, I carry a cross in my pocket
Reminding none but me
That Jesus Christ is Lord of my life,
If only I'll let Him be.

(By Vera Mae Thomas)

Draft

Section 8

LITURGY



"I tell you if two of you on earth agree on earth about anything you ask, it will be done for you by my Father in heaven. For where two or three people are gathered in my name, I am there among them."

Matthew 18:19-20

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

Contents

LITURGY 1
Step 1: The Collect Prayer 5
Step 2: Reading of the Day 6
It is meant for *all* of us. 6
It is meant for *each* of us. 6
Step 3: The Work of the People 7
Step 4: Petitions 7
Step 5: Lord's Prayer 7
Step 6: Summary or Concluding Prayer 8
Step 7: Sign of Peace 8
2. Reading of the Day 8
3. Work of the People 8
4. Petitions 8
5. Our Father 8
6. Concluding Prayer 8
7. Sign of Peace 8
Gathering Hymn 9
Option #2: One Bread, One Body 11
A Profession of Belief 12
Opening Prayer 12
Scripture Reading 12
Lord's Prayer 14
Concluding Prayer 14
Closing Hymn 14
Option #2: Here I Am Lord 15
Closing Prayer 15
Advent Reflection: Persons are Gifts 17
Lenten Reflection 18
Holy Week 19
Ten Commandments of Human Relations 20
Beatitudes for Friends of Exceptional Children 21
Earth Day 22

Draft

God Will Wait 23
Prayer for Humanity 24
Prayer of Learners 25
A Precious Legacy of Memories 25
Jesus in Everyday Life 26
May You Live all the Days of your Life 27
Native American Call to Prayer 27
Prayer of St. Francis 28
One's Daily Work 28
Prayer for Right 31
The Samaritan Prayer 32
Take time… 33
Take Time for 10 Things 33
The Cross in my Pocket 35

Draft

LITURGY

Liturgy, the collective work of acknowledging and responding to God's presence among us through prayer and faith sharing, is an essential element in the life of a Catholic School Council.

From the very beginning, those who were baptized "devoted themselves to the teaching of the apostles and to the community, to the breaking of the bread, and to prayer" (Acts 2:42). The Acts of the Apostles show us many instances of the Christian community praying together for the good of all.

Liturgy serves to centre the work of the Catholic School Council and maintain the critical focus on the vocational aspect of the work.

Catholic School Councils have access to a number of resources both at the local school and on-line. Of particular significance are the resources made available annually to support the thematic focus of CATHOLIC EDUCATION WEEK. These resources are found on-line at:

https://www.ocsta.on.ca/resources/catholic-education-week-resources-2/

Draft

PRAY THE DAY: A SIMPLE MODEL FOR LEADING GROUPS IN PRAYER

Often, as Catholic School leaders, we are called upon to open a meeting or a session with a prayer or a short liturgy. This can seem daunting, as we are being asked to publicly assume the role of the faith leader of the gathered community- a role which many of us find uncomfortable. On one hand, it may be tempting to turn to standard prayers like the "Our Father" or "Hail Mary" or perhaps even a pre-written prayer service. On the other hand, it may seem easier to delegate the prayer to a Chaplaincy Leader, Faith Ambassador or other willing staff member. We suggest to you that you resist both these impulses. Leading prayer with groups is a wonderful opportunity to build community, expand the optic of your role, and to call God's blessing on the work that is about to take place.

This needn't be a burden. This module presents a simple model that will add both meaning and simplicity to your opening prayers. Put simply, the underlying principle is: Pray the Day! The following box presents an outline of the "Pray the Day" format. The format uses seven steps.

1. Collect (You, Who, Do, Through)
2. Reading of the Day
3. Work of the People
4. Petitions
5. Our Father
6. Concluding Prayer
7. Sign of Peace

What does 'Pray the Day' mean? Well, simply put, it means that we ask God for what we need at this ***time***, in this ***place*** and for this ***purpose***. There will always be an objective for your gathering, whether it be a council meeting, a PD session or a social. If nothing else happens, your prayer should ask God to support you in that gathering's major objective. A clear way to do this is by using the prayer format of the "Collect" prayer. This should be your opening prayer.

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Step 1: The Collect Prayer

The format of a Collect prayer is always the same. It looks like:

You
Who
Do
Through

Consider an example that could be used before a council meeting about school discipline and student conduct:

"God of justice and compassion,	***1. You***
Who gave us commandments and beatitudes for our moral guidance,	***2. Who***
Be with us today, and help us to discern which laws and guidelines best serve our community.	***3. Do.***
We ask this through Christ, our Lord." "Amen"	***4. Through***

1. ***You***:
   Call God (or Jesus) by a title or descriptor that reflects that aspect of God that you would like to call forth. Here we would like to focus on justice. In the case of a memorial we might use a descriptor like "Merciful" or "Consoling."

2. ***Who***:
   This is the tricky one. Recall a time in scripture where God (or Jesus) acted in a way similar to what you would like to ask for today. In our example, we knew we wanted to talk about rules and laws, so we recalled 2 times where God spoke about these things- the Ten Commandments and the Beatitudes. Once again, if we were in a memorial setting, we might talk about the time when Jesus consoled the sisters of Lazarus, or

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when he healed the centurion's child.

3. ***Do***:
   This is the easiest one (and might be the one you want to think of first!) Ask God to be active in your gathering in some specific way. In our example we have asked God to help us discern. But in a different setting we might have asked God to give us comfort, or open our hearts to new learning, or even to strengthen us for tough times ahead.

4. ***Through***:
   Finally, we conclude our prayer with an acclamation of intercession. In the example, we have used the simplest one, "We ask this through Christ, Our Lord." But you might be more comfortable asking for the intercession of the Holy Spirit: "We ask this through the power of your Spirit." And if you're really feeling adventurous, you could use, "We ask this through Jesus Christ our Lord, who lives and reigns with you in the unity of Holy Spirit, one God forever and ever."

The idea of a Collect prayer however is that it can be done quickly and spontaneously, even on the spot. Hopefully the formula "You, Who, Do, Through" will be a useful memory aid.

Step 2: Reading of the Day

Every day of the year, the Church offers us a set of readings. These readings are the same throughout the world Church. Regardless of where you are, and in what language you are speaking, today's reading will be the same. This is part of the reason that we should use the reading of the day whenever possible:

It is meant for *all* of us.

By reading the reading of the day, we are plugging ourselves in to the world Church. There can be a tremendous feeling of solidarity knowing that every Catholic, everywhere in the world is hearing this particular reading, regardless of their situation. Moreover, the reading of the day calls our attention to the ***liturgical season*** and any relevant feast days that we might want to highlight. But there is more to it.

Scripture is more than just a book- it is God's revelation. As such, we believe that every time we read it, we are meant to find our own particular meaning for our own particular lives. In other words:

It is meant for *each* of us.

As we grow and mature, and as our state of life changes, we may hear the same scripture very differently. Our hearing of a piece of scripture is intimately bound to our life circumstances, our moods and our feelings. It may even have special relevance when read in the context of a

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particular school function or event. By reading scripture together, we invite our colleagues to reflect on both their shared faith story, but also on their unique faith story.

Step 3: The Work of the People

This is the actual meaning of the word liturgy. Liturgy (*leitourgia*) is a Greek composite word which means "the work of the people." This should be a reminder to us that in every liturgical setting, the people should actually do something. This often takes the form of communal responses. But for our purposes it can and should reflect something more thoughtful. One of the easiest ways to involve the whole group is to invite them to share a bit about what they got out of the previous reading. Two guiding questions may prove helpful, as they are simple re-statements of the observations offered in step #2. These are:

What do you think the reading is saying to* us*?

What do you think the reading is saying to* you*?

In this way we invite our gathered groups into a deeper contemplation of both the mystery of scripture, and of the potential relevance for the scripture for today's gathering. These reflections need not be shared with the whole group but, depending on who is there, you may want to allow that opportunity. This empowers committee members to take pride and ownership in demonstrating their own interpretive skills.

Step 4: Petitions

It is always appropriate when we 'pray the day' to bring the petitions of the people forward in prayer. Again, as the prayer leader, you may wish to have a few petitions in mind, or it might be more appropriate to let the petitions come forth from the assembled group. This serves several important functions. It alerts the community to those issues that many individuals carry quietly with them, and therefore increases empathy within the group. It also gives the group the opportunity to offer immediate comfort and prayer to the individuals in need. When a petition is offered by an individual in a group, it is always an act of trust. So, even before the group response, the very offering of the prayer says that the petitioner feels a sense of trust in the assembled group. This is a feeling worth cultivating.

Step 5: Lord's Prayer

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Step 6: Summary or Concluding Prayer

In no more than one or two phrases, the presider (namely you!) should offer a short summary of the key aspects of the liturgy. Although this does involve thinking on your feet a bit, there should be a lot to choose from. You have heard scripture, you have heard some reflections, some petitions, and you still have your meeting to get to. The key phrase that you want to include here is "Thank-You." It is your opportunity to thank God in advance for God's work today, but also to offer a public Thank-you for the gift of your gathered community and the work that they do.

Step 7: Sign of Peace

Why not conclude with a physical gesture of goodwill? It may take a few moments to bring the group back to order, but in the interest of building up fellowship and morale, it may be a risk worth taking.

Let us now conclude with a summary of the key points. Once you get used to this format, all you will need to remember to bring is the reading of the day. The rest will emerge naturally from the flow of the liturgy. Best of luck in your ministry.

1. Collect (*You, Who, Do, Through*)
2. Reading of the Day
3. Work of the People
4. Petitions
5. Our Father
6. Concluding Prayer
7. Sign of Peace

("Pray the Day" Module by M. Harrison 2011)

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OPENING PRAYER SERVICE

Invitation to Prayer

LEADER:As God's holy people we recall the promise that whenever two or three of us are gathered in God's name that our God is present among us. Remembering this Presence let us begin our prayer as we should begin all that we do – In the name of the Father and of the Son and of the Holy Spirit. Amen.

Gathering Hymn
(Two Suggestions Follow)

Option 1: Gather Us In
By Marty Haugen (CBW III, # 587)

Verse 1:
Here in this place, new light is streaming,
Now is the darkness vanished away;
See, in this space, our fears and our dreamings,
Brought here to you in the light of this day.

Chorus:
Gather us in, the lost and forsaken,
Gather us in, the blind and the lame;
Call to us now, and we shall awaken,
We shall arise at the sound of our name.

Verse 2:
We are the young, our lives are a mystery; We are the old, who yearn for your face; We have been sung through-out all of hist'ry,
Called to be light to the whole human race.

Gather us in, the rich and the haughty,
Gather us in, the proud and the strong;
Give us a heart so meek and so lowly,
Give us the courage to enter the song.

Chorus:

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Verse 4:
Not in the dark of the buildings confining, Not in some heaven, light years away; But here in this place, the new light is shining,
Now is the kingdom, now is the day.

Chorus:
Gather us in, and hold us for ever,
Gather us in, and make us your own; Gather us in, all people together,
Fire of love in our flesh and our bone.

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Option #2: One Bread, One Body
By John Foley
(Gather Comprehensive- 2nd edition, #813)

Chorus:
One bread, one body, one Lord of all,
One cup of blessing which we bless.
And we, though many, throughout the earth, We are one body in this one Lord.

Verse 2:
Many the gifts, many the works, One in the Lord of all.

Verse 3:
Grain for the fields, scattered and grown, Gathered to one, for all.

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A Profession of Belief

TOGETHER: We believe that:

- God calls us to be God's holy people in the world
- God's Spirit resides among us in community
- Community is at the heart of all education
- A faith community is the privileged residence of God's Spirit and the focus of all faith learning
- We are privileged to be called by God to create the faith community for Catholic Education

Opening Prayer

Leader: God, in the waters of Baptism, you have bonded us to yourself and to one another as your people. You have called us to be your Good News in the world. Release afresh within us the life of your Spirit and keep us faithful branches of the Vine Jesus who is Lord forever and ever. Amen

Scripture Reading
1 Corinthians 12: 4 – 28

There is a variety of gifts but always the same Spirit; there are all sorts of service to be done, but always to the same Lord; working in all sorts of different ways in different people, it is the same God who is working in all of them. The particular way in which the Spirit is given to each person is for a good purpose. One may have the gift of preaching with wisdom given him by the Spirit; another may have the gift of preaching instruction given him by the same Spirit; and another the gift of faith given by the same Spirit; another again the gift of healing, through this one Spirit; one, the power of miracles; another, prophecy; another the gift of recognizing Spirits; another the gift of tongues and another the ability to interpret them. All these are the work of one and the same Spirit, who distributes different gifts to different people just as he chooses.

Just as a human body, though it is made up of many parts, is a single unit because all these parts, though many, make one body, so it is with Christ. In the one Spirit we were all baptized, Jews as well as Greeks, slaves as well as citizens, and one Spirit was given to us all to drink.

Nor is the body to be identified with any one of its many parts. If the foot were to say, "I am not a hand and so I do not belong to the body", would that mean that it stopped being part of the body? If the ear were to say, "I am not an eye, and so I do not belong to the

body", would that mean that it was not a part of the body? If your whole body was just one eye, how would you hear anything? If it was just one ear, how would you smell anything?

Instead of that, God put all the separate parts into the body on purpose. If all the parts were the same, how could it be a body? As it is, the parts are many but the body is one. The eye cannot say to the hand, "I do not need you", nor can the head say to the feet, "I do not need you". God has arranged the body so that more dignity is given to the parts which are without it, and so that there may not be disagreements inside the body, but that each part may be equally concerned for all the others. If one part is hurt, all parts are hurt with it. If one part is given special honour, all parts enjoy it. Now you together are Christ's body; but each of you is a different part of it.

Prayers from God's People

Response: Lord, release your Spirit among us.

For all parents, that they may always grow in appreciation of their call to be the primary educators of their children especially in handing on the faith, we pray:

For our Bishops, that as the chief teachers in our diocese, they will call all of us to ever greater witness to Jesus who is our Good News and our salvation, we pray:

For our elected trustees, that they may be gifted by God with wise and discerning hearts as they respond to the many challenges in Catholic Education, we pray:

For out administrators, teachers and all professional educators, that they may be deeply rooted in and draw hope from the Teacher from Nazareth, we pray:

For our students, may they always be open to the Spirit alive within them and generously use their talents and gifts for the good of all, we pray:

(Other prayers may be added by those present)

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Lord's Prayer

Leader: Let us gather all our prayers into one as we pray our family prayer OUR FATHER……..

Concluding Prayer

Leader: God of all unity, all things work together for good for those who believe in You. Draw us closer to one another that we may be a source of strength for each other. Keep us faithful to the work of Catholic Education and to the proclamation of your Son Jesus Christ who is Lord forever and ever. ***AMEN***

Closing Hymn
(Two Suggestions Follow)

Option #1: City of God
By Dan Schutte
(CBW III, #345)

Verse 1:
Awake from your slumber!
Arise from your sleep!
A new day is dawning for all those who weep.
The people in darkness have seen a great light.
The Lord of our longing has conquered the night.

Chorus:
Let us build the City of God.
May our tears be turned into dancing! For the Lord, our light and our love, Has turned the night into day!

Verse 2:
We are sons of the morning; We are daughters of day.
The one who has loved us has brightened our way.
The Lord of all kindness
Has called us to be
A light for all people
To set their hearts free.

Chorus:
Let us build the City of God.
May our tears be turned into dancing! For the Lord, our light and our love, Has turned the night into day!

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Option #2: Here I Am Lord

By Dan Schutte
(CBW III, # 520)

Verse 1:
I, the Lord of sea and sky,
I have heard my people cry.
All who dwell in dark and sin,
My hand will save.
I who made the stars of night,
I will make their darkness bright.
Who will bear my light to them?
Whom shall I send?

Chorus:
Here I am Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

Verse 2:
I, the Lord of snow and rain,
I have borne my people's pain.
I have wept for love of them: they turn away.
I will break their hearts of stone, Give them hearts for love alone, I will speak my word to them.
Whom shall I send?

Chorus:
Here I am Lord. Is it I, Lord?
I have heard you calling in the night.
I will go, Lord, if you lead me.
I will hold your people in my heart.

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Closing Prayer

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A Litany For Those Who Walk

Response: God of guidance, show us your way

"For you who walk, there is no road; the path is made by walking." In these challenging times, as we seek new ways not only to be bearers of the "Good News" but to BE the Good News" *(-Antonio Marchado*)

As we stand at the crossroads in this re-defining moment in Catholic education where we are challenged to name, claim and proclaim who we are.

As we seek your divine wisdom in our leadership and grace in our

actions. As we re-kindle the fire of our faith and our passion for

Catholicity.

As we continue the "conversation behind the wall" with energy, courage and hope… As we build a community in which gospel values are lived and loved …

As we take new steps in proclaiming your goodness through our work …

Spirit of God, you are stirring in our hearts. You urge us to move forward in new ways. You prompt us to follow. You encourage us not to give up. You call us to open our minds and our hearts to receive your energizing transforming radiance. Make us receptive so that we will follow your loving movement within our lives. We trust in your powerful presence within us. Amen.

From the Book: May I Have This Dance, by Joyce Rupp)

- *Taken from Putting Feet on the Gospel: Discussing and Living the Spirit of Catholicity on School community Councils: a workshop for Catholic School Community Councils of the Simcoe Muskoka CDSB, Facilitated by Suzanne Musters.*

Draft

PRAYERS FOR SEASONS AND OCCASIONS

Advent Reflection: Persons are Gifts

Persons are gifts…, at least Jesus thought so: "Father, I want those whom you have given to me to be where I am," he said.

Persons are gifts which the Father sends to us … wrapped. Some are very beautifully wrapped; they are very attractive when we first see them. Some come in very ordinary wrapping paper. Others have been mishandled in the mail. Once in a while there is a "Special Delivery" stamped on some. Some persons are gifts which come very loosely wrapped; others, very tightly.

But the wrapping is not the gift! It is so easy to make this mistake…babies do it all the time. Sometimes the gift is very easy to open up. Sometimes we need others to help. Is it because they are afraid? Maybe they have been opened up before and thrown away. We are all persons. Therefore we are all a gift too. A gift to yourself first of all. The Father gave you to you. Have you ever really looked inside the wrappings? Afraid to? Perhaps you've never accepted the gift you are. Could it be there is something else inside the wrappings than what you think there is?

Maybe you've never seen the wonderful gift that you are. Could the Father's gifts be anything but beautiful? We love the gifts which those who love us give to us. Why not this gift from the Father?

And – we are gifts to other persons. Are we willing to be given by the Father to others? A servant for others? Or do others have to be content with the wrappings…never permitted to enjoy the gift? Every meeting of persons is an exchange of gifts.

Friendship is a gift not just to you but to others through you…when you keep a friend to yourself, possess them – then you destroy his chances of being a gift to others. If you save a life for only yourself, you lose it, but if you lose it for others then you save it.

Persons are gifts, gifts received and gifts given…just like the Son of God. Friendship is the response of persons – gifts to the Father. Friendship is Eucharist!

(Author Unknown)

Draft

Lenten Reflection

Lent is about change,
About conversion.
But how does change happen?
How do we, as human beings, change ourselves?

First, change always has to have a beginning.
There must be a first time,
A now as opposed to tomorrow.
Lent gives us that point; that
now.

Second, change happens not when we do something once.
But often. When we practice it.
Lent gives us forty days,
forty chances to do it over and over again until it becomes a part of us.

And finally, there needs to be support.
We rarely get into bad habits alone and we rarely get out of them alone.
We need the love and support of others,
That is why we celebrate lent as a community.

Let us begin the process of change then together.
As it is written…
"Now is the favorable time, this is the year favorable to the Lord."

(Author Unknown)

Draft

Holy Week
(Isaiah 53 in the present tense)

Who can believe what we hear?
And who can see the hand of God in this?

As a child he grew up before us
Like a young plant in dry ground,
Small and insignificant.
He has no dignity or handsomeness to make us take notice of him, No beauty that attracts us to him
He is a simple and ordinary man.

And yet we despise him and reject him, he lives a life of sorrow, and grief;
And we yet we don't help him.
We hate him,
And we ignore him
As if he were nothing.
And yet it is our grief he carries and our sorrow he bears;
And though we blame him for his pain,
As though his suffering is God's punishment for an evil life.
It is because of our sinfulness that he is wounded, He is beaten because of the evil in our own hearts. But the punishment he is suffering is for our sake And our healing is through his wounds.

We are all like sheep, stupid and lost,
Each of us looking out only for ourselves.
But the consequence of this is on him,
Even though we are the ones who deserve it.

His treatment is harsh,
But he accepts it and never complains. He is arrested and sentenced to death. But he dies for the sins of everyone.
And even though his is placed among criminals
He himself never committed a crime
Or told a lie.

And because he accepts this, God will lift him up.
(Author Unknown)

Draft

Ten Commandments of Human Relations

1. Speak to people. There is nothing so nice as a cheerful word of greeting.

2. Smile at people. It takes 72 muscles to frown, only 14 to smile.

3. Call people by name. The sweetest music to anyone's ears is the sound of his own name.

4. Be friendly and helpful. If you would have friends, be a friend.

5. Be cordial. Speak and act as if everything you do is a genuine pleasure.

6. Be genuinely interested in people. You can like almost everybody if you try.

7. Be generous with praise – cautious with criticism.

8. Be considerate with the feelings of others.
   There are usually three sides to controversy; yours, the other fellow's and the right side.

9. Be alert to give service. What counts most in life is what we do for others.

10. Add to this a good sense of humour, a big dose of patience and a dash of humility, and you will be rewarded many-fold.

(Adapted from the Bible Tract Bulletin)

Draft

Beatitudes for Friends of Exceptional Children

Blessed are you who take time to listen to difficult speech,
For you help us to know that if we persevere we can be understood.

Blessed are you who walk with us in public places,
And ignore the stares of strangers,
For in your companionship we find havens of relaxation.

Blessed are you who never bid us to hurry up, and, more blessed,
Are you who do not snatch our tasks from our hands to do them for us,
For often we need time rather than help.

Blessed are you who stand beside us as we enter new and untried ventures,
For our failures will be outweighed by the times when we surprise ourselves and you.

Blessed are you who ask for our help, for our greatest need is to be needed.

Blessed are you, when, by all these things you assure us that
The thing that makes us individuals is not in our peculiar muscles, nor in our
Wounded nervous systems, nor in difficulties in learning,
But in our God given self which no infirmity can confine.

Rejoice and be exceedingly glad,
And know that you give us reassurances that could never be spoken in words, For you deal with us as Christ dealt with all his children.

(Author Unknown)

Draft

Earth Day

You must teach your children that the ground
Beneath their feet is the ashes of our
grandfathers. So that they will respect the land,
tell your children That the earth is rich with the
lives of our kin.
Teach your children what we have taught our children –
That the earth is our mother.
Whatever befalls the earth,
Befalls the children of the
earth.

This we know.
The earth does not belong to us;
We belong to the earth.
This we know.
All things are connected like the blood that unites one family.
All things are connected.
We did not weave the web of
life; We are merely a strand in it.
Whatever we do to the web,
We do to ourselves.

(Chief Seattle)

Draft

God Will Wait

God will wait as long as it takes for us.
(Rev. R. Walters)

Scripture tells us that God loves us. We are loved. Regardless of all the painful experiences we may have had that convinced us love never lasts, or that love may be fine for others but it just doesn't work for us – regardless of any negative experiences we've had – we are told God loves us.

There is a familiar parable about the lost sheep and the steadfast love of the shepherd who did not simply write it off as the cost of doing business. The shepherd searched diligently until the lost sheep was found. No mention is made of scolding, abuse, or punishment – simply the shepherd's joy at finding one who was lost.

We are as loved as that lost sheep; and, at times, we are as lost. It is important to remember that; at times when we feel lost, or worthless, or down; that whether we feel worth it or not, the love of God, shaped patiently, faithfully searches us out. We cannot outrun God's reach.

(From: Days of Healing Days of Joy: Daily Meditations for Adult Children. By Earnest Larsen, Carol Hegarty)

Draft

Prayer for Humanity

I pray that we learn to love more and demand less…
so that our cooperation with each other will be our ever-present reality and consciousness.
I pray that our minds may become more flexible…
that we all graduate from power intelligence to love intelligence.
I pray that we experience our common humanity
and that we understand that all of us are more alike than different.
I pray that I realize that my life won't work well
unless your life works well and that our lives on this planet are deeply intertwined.
I pray that each of us finds the joy of heart-to-heart living and being…
that our minds learn to create perceptions of me-and-them…not me-vs.-them.
I pray that we be honest with each other…
so that person-to-person trust may be created between all of us.
I pray that we learn that we have one world…
and that we no longer create hostility across national boundary lines.
I pray that we learn to disagree without throwing each other out of our
hearts… and not keep ourselves upset over our differences.
I pray that we settle arguments in nonviolent ways…
that we learn to listen to one another and truly hear…so that all armaments become
obsolete.
I pray that we no longer play with devices that can destroy life on this planet…
that we have no loaded nuclear pistols.
I pray that we all outgrow our nuclear adolescence…
that our passions and our destructive technology not overwhelm us.
I pray that all aggression and killing be as outdated as other forms of human folly…
so that we can create a wonderful fulfillment of our human destiny together.
I pray that we learn to forgive, for our own sake…
for a heart hardened with hatred is too heavy to carry.
I pray that we act less impulsively…so that love and wisdom may guide our actions.
I pray that we take responsibility for the way we feel…
and that we not blame others for the separating emotions we create within ourselves.
I pray that we learn from our great fund of human experience…
and that we not suffer from making the same mistakes over and over again.
I pray that we realize that there can be more than enough on this earth for all of
us… so that we do not separate ourselves through greed.
I pray that we learn to experience the beauty in ourselves and each
other and that we feel deep appreciation for the many good things
we have.
I pray that we hear the message that God is love…
that we no longer separate ourselves in the name of religion.
And finally, I pray that we open our hearts and learn to live together on this globe…
so that we find our great birthright of a loving life.

(By Ken Keyes Jr.)

Draft

Prayer of Learners

Father of Light and Wisdom
Thank you for giving me A
mind that can know, And
a heart that can love.
Help me to keep learning every day of my life
No matter what the lesson may be.
Let me be convinced that all knowledge leads to
You And let me know how to find You and love You
In all the things You have made.

Encourage me when I find the learning difficult
And I am tempted to give up
Enlighten me when my mind seems slow
And help me to grasp the truth held out to me.
Grant me the grace to put my knowledge to
use
In building the kingdom of God on earth
So that one day I may worthily enter the kingdom of God in heaven.

(By Charles Henderson)

A Precious Legacy of Memories

I rejoice in the life you lived,
Grateful for having shared it with you.
I loved you – And
was loved by you We
shared so much
So many memorable times
We've been through so much
together, How much sadder it would
have been
If I'd never known you at all.
Even though you are gone,
You will always be a part of me.
For you have left me so rich –
With a "Precious Legacy of Memories."

(Author Unknown)

Draft

Jesus in Everyday Life

I see you Jesus
No longer just in my prayer,
No longer just in my bible,
But in the breaking of the bread of everyday life.
I see you Jesus
When you help me get done what's got to get done;
My homework, my exams, my everyday living.
Where do I see You?
More and more in the people around
me; My friends, the people at the dinner
table,
My Mom and Dad, my sister, the guy on the bus home.
You have become flesh in them;
You are not just the spirit in the sky any longer,
But You are right here in them to love me,
For me to love.
How right it is to know that I can love them,
And in loving them, love You Yourself.
I feel so much more a part of them, a part of You,
And that's all I ever really wanted anyway.
Thanks for entering everyday life.
I'm glad I don't have to go to the desert to find You.
All I have to do is listen, right here and now and I'll find You coming through,
Gently and subtly touching my heart with Your love and wisdom.
I'm happy You love me just the way I am,
Helping me develop all the potential that's in
me, All the potential that's in the world,
Your precious gifts of every day.

Amen.

(By Dan McGraw)

Draft

May You Live all the Days of your Life

(-Jonathan Swift)

There is an old Irish blessing that goes: "May you live all the days of your life." Life is much like a game. Both a serious one and one that demands laughter, relaxation, and the ability to play. Either way it demands attention.

There is much of life that is truly exciting and fascinating – are we watching for it? There is hilarity and humor – do we see it? There is that in life which is touching and full of heroism – are we open to experiencing it?

These are not general nebulous truths about life, but concrete realities about our lives. Right here where we live, in our lives today, there will be the hero and the goat, there will be disappointment and reason for celebration, there will be the beautiful and the horrible. The soap opera is not out there; it is right here with us, in us, all around us. The task is to be present in our own lives, to get our heads out of the fictitious would of movies and television and books and to find the enormous meaning and vitality of our own lives.

(From: Days of Healing Days of Joy: Daily Meditations for Adult Children. By Earnest Larsen, Carol Hegarty)

Native American Call to Prayer

O Great Spirit,
Whose Breath gives life to the world
And whose voice is heard in the soft breeze
We need Your strength and wisdom
May we walk in beauty. May our eyes
Ever behold the red and purple sunset
Make us wise so that we may understand What You have taught us
Help us learn the lessons You have hidden In every leaf and rock
Make us always ready to come to You
With clean hands and straight eyes
So when life fades, as the fading sunset
Our spirits may come to You without shame

(Call to prayer in UNEP's 1988 Environmental Sabbath Kit. From a Native American Prayer)

Prayer of St. Francis

Lord, make me an instrument of your
peace; Where there is hatred, let me sow
love; Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness,
joy.

O Divine Master, grant that I may not so much seek
To be consoled as to console
To be understood as to understand;
To be loved as to love;
For it is in giving that we receive;
It is in pardoning that we are pardoned;
It is in dying that we are born to Eternal Life.

One's Daily Work

When God's Son became man
He didn't become a ruler or a great political leader.
He became a carpenter.
The gospels show us Christ
As a healer, a teacher, and a wonder
worker. But these activities lasted only
three years.
For the rest of His life on
earth He worked as a
carpenter.
There was nothing spectacular about His work.
He didn't make benches or tables by means of miracles,
But by the hammer and saw.
And, as far as we know,
Nothing He made ever became a collector's item. Our daily tasks may seem dull and insignificant, But we must not underestimate their importance.
In the long run,
The only thing that bears fruit, enabling us to

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grow, Is the meager work and study of every day.

(Author Unknown)

Draft

Peace Prayer for International Day for Peace (Month of April)

Jesus said in His last discourse to His disciples
"My peace I leave with you,
My peace I give to you,
A peace the world cannot give,
This is My gift to you…do not let your hearts be troubled."
Let us pray today for that peace…

Give me peace, O God, a central peace,
Let me know that at the heart of
turbulence
There is the final calm that comes from faith in You.
That at the core of life
There is the great confidence from which comes courage and gladness.
When I leave my prayer, let me go with the assurance that I carry
within Your central peace which no agitation can shake.
I see the divisions among human beings and hear the shouts of hatred and anger.
Keep me from giving into the mad idea that peace among us is impossible.
Keep me from being content with things as they are.
Out of my central peace, let there ripple forth concern and compassion,
Indignation at injustice, and a willingness to give of myself in the Spirit of Christ.
May each of us be a sign to each other that points us down the road to peace –
At home, at school, in our neighborhoods.
Let us even dare to hope for peace in our hearts, and in the hearts of the world.

(By Ken Phifer)

Draft

Prayer for Right

Heavenly Father, God of tenderness and
compassion, Kind and loving Father of the poor and
the powerless.
Strengthen each of us today and every day
So that we may be gentle to ourselves and to each other, but never weak.
People who search for peace, but never at the price of fairness and justice.
Poor in spirit but never lazy and unconcerned.
Merciful and forgiving but always ready to confront
Injustice and prejudice,
Ready to suffer persecution if need be but strong in
Our defense of the rights of others.
May we not be afraid of confrontation;
Never flinch in fight for what is right;
Never turn away from another's pain and distress;
Each day may we build justice and community right here;
Each day may we recognize your Son, Jesus Christ,
And serve Him in everyone we meet.

(Author unknown)

Draft

The Samaritan Prayer

Lord, my God,
You may have missed me today,
Since I did not have time to kneel and
pray.
I did pray, my Lord,
But not the usual prayer of my day.
Instead, I prayed the prayer of the Samaritan.

You see, my Lord, My
neighbor was in need;
I saw the trouble, heard the cry for help.
In my neighbor's need, I saw you in need.
In my neighbor's plea for help,
I heard a call to prayer
And could not pass by.
For in the midst of the difficulty,
I felt Your Sacred presence.
I tasted the flavor of communion
In all that happened between us.
So my Lord,
While absent from formal
prayer, I was present
To You and to my neighbor,
In this my Samaritan prayer.
While I was unable to say my prayers,
I thank you for the gift of being
prayer. May all the spoken prayers of
my life Prepare me to be always ready
To pray the helping prayer
And provide me with the
grace To be the Emmanuel
prayer.

Blessed are You, Lord our God,
Who gifts us with the
opportunities To pray the
Samaritan prayer
Of compassionate concern.

Amen.
(By Edward Hays)

Draft

Take time…

Take time for what is important to you, what makes you the happiest.
Take time to be with those you love, sharing wishes and secret dreams.
Take time to look around you at all the gladness the world offers.
All of it is yours, if only you take the time.

Lord, we often find ourselves getting wrapped up in our busy schedules and rule by deadlines and time clocks. However, through all of this confusion, may we realize that the beauty of the world and those around us will pass us by, unless we make the effort and take time to enjoy them. In the same way, Lord, you always have time for us, but we will never quite know You until we take the time to let You into our hearts.

Take Time for 10 Things

Take time to work
It is the price of success

Take time to think
It is the source of power

Take time to play
It is the secret of youth

Take time to read
It is the foundation of knowledge

Take time to worship
It is the highway of reverence and washes the dust of the earth from our eyes.

Take time to help and enjoy friends
It is the source of happiness

Take time to love
It is the one sacrament of life

Take time to dream
It hitches the soul to the stars

Take time to laugh
It is the singing that helps with life's loads

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Take time to plan
It is the secret of being able to have time to take time.

(By Northwest Synod of Wisconsin)

Draft

The Cross in my Pocket

I carry a cross in my pocket,
A simple reminder to me
That I am a Christian,
No matter where I may be.

This little cross isn't magic,
Nor is it a good luck charm.
It isn't meant to protect me From every physical harm.

It's not for
identification For all the
world to see.
It's simply an understanding
Between my Savior and me.

When I put my hand in my pocket
To bring out a coin or a key,
The cross is there to remind me
Of the price He paid for me.

It reminds me too, to be
thankful For my blessings every
day, And to strive to serve Him
better In all that I do or say.

It's also a daily reminder
Of the peace and comfort I share
With all who know my Master
And give themselves to His care.

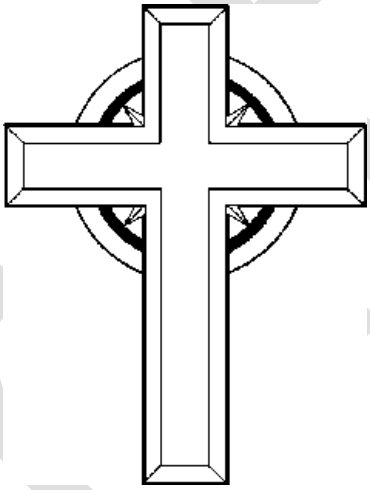
So, I carry a cross in my pocket
Reminding none but me
That Jesus Christ is Lord of my life,
If only I'll let Him be.

(By Vera Mae Thomas)

Draft

Section 9

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"We have spoken frankly to you…, our heart is wide open to you"
2 Corinthians 6:11

Dufferin-Peel Catholic District School Board

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TABLE OF CONTENTS

QUICK FACTS 2
Background 2
Roman Catholic Nature of the System 2
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Draft

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DPCDSB Profile

Jurisdiction
DPCDSB's jurisdiction covers 2,670 square miles (Mississauga, Brampton, Caledon, and Dufferin County)

Trustees
11 elected trustees and 3 student trustees

Student Enrolment
~~72~~70,~~425~~784: ~~42~~40,~~546~~ 549 elementary | ~~29~~30,~~879~~ 235 secondary

Employees
10,000

Schools
151: 125 elementary | 26 secondary

Eastern Rite Catholic Elementary School
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Holy Name of Mary C.S.S.

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Central Committee for Catholic School Councils
Website: dpcdsb.org/cccsc

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The public is welcome to attend these meetings and may address the board on any issue by making prior application to appear as a delegation. Applications to delegate the board must be received no less than five business days prior to the meeting date. For more information on the delegation process, call your local trustee, or contact the Board and Committee Information Officer at (905) 890-0708, ext. 24433.

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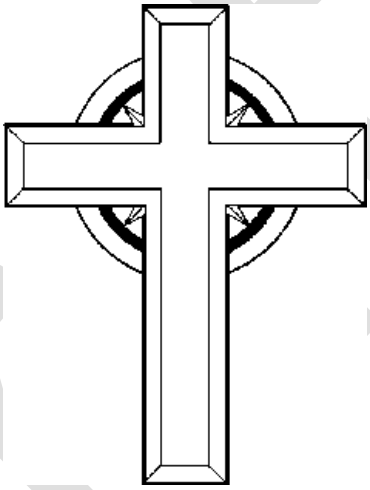
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Section 9

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Draft

TABLE OF CONTENTS

QUICK FACTS 2
Background 2
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Draft

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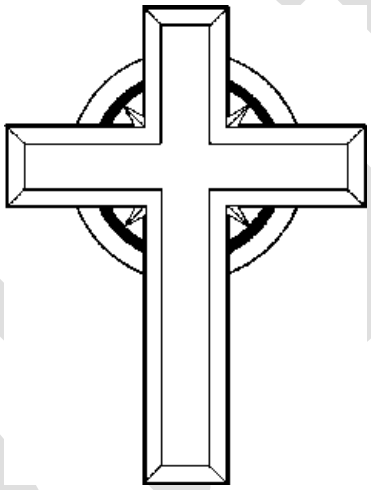
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Section 10

FUNDRAISING, ADMINISTRATION AND FINANCIAL REPORTING



"May integrity and uprightness preserve, as I wait for you"

Psalm 25:21

Dufferin-Peel Catholic District School Board

Draft

Table of Contents

FUNDRAISING, ADMINISTRATION, FINANCIAL REPORTING 2

FINANCIAL ACCOUNTABILITY 2

School-Board Relationship 2

GAP 6004 – Administration of School Council Funds 3

GAP 7003 – Administration of School Generated Funds 3

GAP 7004 – Travel, Meals, Hospitality and Other Business Expenses 4

GAP 7000 – Supply Chain Management Administrative Procedures 4

GAP 6003 – Fundraising and Donations 5

CATHOLIC SCHOOL COUNCIL – FINANCIAL ADMINISTRATION 5

Roles & Responsibilities 5

School Principal 6

CSC Chair/Co-Chair 6

CSC Treasurer 6

Receipts 7

School Cash Online 7

Funds Collection 8

Deposits 9

Disbursements 10

Payments 10

Refunds 10

Reporting 11

Reconciliations 11

Treasurer's Report 12

Annual Report & Financial Summary 12

Other 13

Draft

FUNDRAISING, ADMINISTRATION, FINANCIAL REPORTING

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- The roles and responsibilities of the Principal, CSC Chair/Co-Chair, and CSC Treasurer.
- Board Policy 7003 and GAP6003 that detail fundraising activities in the schools.
- Financial reporting requirements to the school community.

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- Reporting

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- ✓ Disclosure – Fundraising should have a designated purpose and timeline. These must be communicated to the school community prior to the start of the event.
- ✓ Transparency – Funds raised and the designated purpose of the funds must be communicated to the school community annually.

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Roles & Responsibilities

Proper financial administration of CSC funds is contingent on a strong partnership between the

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CSC and school administration. While CSC initiatives may involve multiple council members and school staff, key individuals are responsible for the administration of CSC funds. These positions, roles, and responsibilities related to the administration of funds are described below.

School Principal

- ✓ Work with CSC Chair/Co-Chairs to ensure that all members understand relevant DPCDSB policies and guidelines (GAP 6004, GAP 7003, etc.)
- ✓ Provide guidance to CSC over the implementation of initiatives
- ✓ Review, date and sign:
  - CSC submitted School Cash Item Creation Request Forms (GF264)
  - CSC submitted School Cheque Requisition Forms (GF269)
  - CSC monthly bank reconciliation (elementary schools who are maintaining a separate CSC bank account) or CSC category balances (elementary and secondary schools using a consolidated SGF account)
  - Annual School Council Summary of Financial Activities Report ensuring that the report is distributed to the school community
- ✓ Advise Family of Schools Superintendent and Superintendent of Financial Services of any deviations from GAP including missing funds

CSC Chair/Co-Chair

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- ✓ Periodically review the records of CSC

CSC Treasurer

- ✓ Work with the school Principal and/or CSC Chair/Co-chairs to ensure that CSC initiatives

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are compliant with DPCDSB requirements

- ✓ Co-ordinate the completion of Cash Online Catalogue Forms (GF264)
  - Assess reasonability of proposed costs
  - Ensure that supporting documentation, including CSC Board minutes, are included with GF264 submission
  - Ensure that the GF264 submission has been reviewed and approved by the CSC Chair/Co-chairs prior to delivery to school administration
- ✓ Co-ordinate CSC deposits with the Head Secretary
  - Count and verify funds received for deposit in the presence of another person(s)
  - Complete the Funds Received Envelope (GF267) including supporting documentation
  - Complete the Deposit Log Book (GF268) entry
  - Once the deposit has been completed obtain a copy of the GF267, and Deposit Receipt and retain for CSC records
- ✓ Complete CSC School Cheque Requisition submissions
  - Review, date and sign CSC submitted School Cheque Requisition Forms (GF269)
  - Ensure the accompanying documentation is compliant with DPCDSB requirements
- ✓ Prepare and present financial reporting to the CSC
  - Monthly bank reconciliation (elementary schools) or CSC category balances (secondary schools)
  - CSC monthly Treasurer's Report
  - Annual School Council Summary of Financial Activities Report
  - Grants and spending information (Example: Parent Reaching Out, Parent Involvement)

Receipts

Many CSC initiatives involve the collection of funds from the school community. Initiatives may require the completion and approval of certain DPCDSB forms prior to being made available for purchase. Please consult with your school administration prior to making offerings available to the school community. In an effort to eliminate the amount of cash circulating in schools, DPCDSB requires schools and CSCs to adopt School Cash Online for the collection of funds. Not only will this reduce cash handling activities in schools, but it can also facilitate the immediate issuance of donation receipts (where applicable), as well as streamline the funds collection process.

School Cash Online

All items offered for sale by the school and/or school community must be made available online.

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To initiate the online process the CSC must complete the School Cash Item Creation Request Form (GF264). This form is available as a fillable .pdf for ease of entry. The GF264 must have approval from CSC through the Chair and school approval through the Principal prior to being made available to the school community. It is the responsibility of the Treasurer and/or the Chair/Co-Chair to review and co-ordinate the GF264 submission. When completing the GF264 submission please ensure that:

- ✓ The GF264 and supporting documentation is submitted to the school administration 2 weeks prior to the initiative's anticipated online offering
- ✓ All fields on the GF264 have been completed
- ✓ All required documentation is included with the submission
  - Costing information (Vendor Invoice, Purchase Order)
  - Event Letter/Flyer
  - Approved Field Trip Forms (if applicable)
  - CSC Minutes approving the initiative
- ✓ The CSC Chair/Co-Chair has signed and dated the GF264

Once submitted and approved by the Principal the offering is made available online to the school community.

The GF264 is not required for initiatives where there is no exchange of goods or services, instead the School Cash Online Donations module should be used. Please forward a copy of the event letter and approved CSC Minutes to the Head Secretary to initiate these initiatives.

Funds Collection

Although the preferred method of collecting funds is through School Cash Online, this may not always be possible/feasible. Schools are not authorized to accept EFT payments from suppliers or parents. Funds collected from CSC initiatives must be placed in the school safe prior to the close of the school day. Funds should not be removed from school premises. Funds collected must be counted in the presence of two individuals, one of which is preferably the CSC Treasurer or Chair/Co-chair. Please ensure that funds are counted in a secure location, the Principal's office or other location where the door can be locked is highly recommended.

Once funds have been collected and counted, the CSC Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the Funds Received Envelope (GF267) have been completed
- ✓ All required documentation is included with the GF267 submission
  - Team/Class Roster

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- Event Letter/Flyer
- Approved Field Trip Forms (GF110, GF115, Excursion Letter)

✓ The GF267 is submitted to the Head Secretary prior to the close of the school day

✓ The Deposit Log Book (GF268) is completed and a Log Book Sequence # is assigned and written on the GF267

Once the GF267 submission has been logged and reviewed and amounts verified by the Head Secretary and CSC representative the GF267 is stored in the school safe and deposited in accordance with the school's Deposit Process Plan.

Deposits

All funds collected through School Cash Online will be directly deposited into the CSC bank account (Elementary Schools), or the CSC category (elementary and secondary schools using a consolidated SGF account for CSC activities). Typically, cash and cheques collected by the CSC are deposited by the school administration (Head Secretary and/or Principal). Once funds have been deposited with the financial institution the CSC should receive and maintain copies of:

- Completed GF267 and supporting documentation
- (including assigned deposit number)
- Deposit Form
- Deposit Receipt

The CSC may elect to have their own representative make deposits. For instances when the CSC completes the deposit please ensure that:

✓ The GF267 has been reviewed with the Head Secretary

✓ The GF268 has been completed

✓ A system generated deposit number has been assigned and cross referenced to the GF267 and GF268

✓ A printout of the Deposit Form has been received

✓ A receipt and/or stamp has been made on the Deposit Form, as proof of deposit has been obtained from the financial institution

✓ All documentation including receipts are returned to the Head Secretary

✓ Copies of all deposit documentation are retained for CSC records

Copies of documentation should be maintained by the CSC for the current school year. The original documentation is maintained at the school in accordance with the DPCDSB records retention policy typically 7 years for financial information.

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Disbursements

Funds spent by CSCs are subject to the same requirements as funds spent by the schools. Further guidance for the common use of funds is captured in the following GAP:

- ✓ GAP 6003 – Fundraising and Donations
- ✓ GAP 7003 – Administration of School Generated Funds
- ✓ GAP 7004 – Travel, Meals, Hospitality and Other Business Expenses
- ✓ GAP 7000 – Supply Chain Management Administrative Procedures
- ✓ GAP 6004 – Administration of School Council Funds

CSC initiative expenditures must be reviewed at CSC meetings with approvals captured in meeting minutes.

Payments

All payments made for the purchase of goods and services are to be made by cheque. Payments must not be made in cash, nor any cheques made payable to cash or payments made in advance. A SGF cheque is used where the CSC funds are in a consolidated SGF bank account, or a CSC cheque where a separate CSC account is maintained. Cheques are to be securely stored at the school and the signing authority for cheques must be members of the school administration team (Principal, Vice Principal, Head Secretary). Signing authorities over the CSC account should closely follow the signing authorities for the school's School Generated Funds account. No cheques can be issued from the CSC account (Elementary School) or CSC categories (Secondary Schools) without authorized approval from CSC (Treasurer, Chair/Co-chair). Once the CSC has an approved expenditure, the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the School Cheque Requisition Form (GF269) have been completed
- ✓ All required documentation is included with the GF269 submission
  - Original Invoices/Receipts/E-mail
  - CSC minutes documenting approval of expenditure
- ✓ The GF269 (Pre-Approval) has been signed by the CSC Treasurer, and/or Chair/Co-chair
- ✓ The GF269 submission is delivered to the Head Secretary on a timely basis

Once the GF269 submission has been reviewed and signed by the Principal a cheque will be issued to the Payee noted to the GF269. The Head Secretary will assign the cheque number to the GF269 and the CSC will be provided with copies of:

- Completed GF269 and supporting documentation
- (including assigned cheque number and Principal approval)
- Signed cheque or cheque stub

Refunds

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Situations may arise where CSC initiatives are unable to be completed, or students are no longer able to participate. Depending on the situation full or partial refunds can be provided. To initiate refunds the CSC must complete a GF269 and co-ordinate with the Principal to have the refunds processed. When requesting refunds for the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the School Cheque Requisition Form (GF269) have been completed
- ✓ All required documentation is included with the GF269 submission
  - Approved original School Cash Item Creation Request Form (GF264)
  - Event Letter/Flyer
  - Supporting calculations (for partial refunds)
  - CSC minutes documenting refund approval
- ✓ The GF269 (Pre-Approval) has been signed by the CSC Treasurer, and/or Chair/Co-chair
- ✓ The refund submission was delivered to the Head Secretary

Please note that any payments made through School Cash Online will be refunded to the account that initiated the payment. Cheques will be issued for funds received by cash or cheque. This is currently a manual process and relies on the proper submission of rosters and class lists included with the Funds Received Envelope (GF267). When communicating the timing of refunds to the school community please consult with the Principal to ensure that there is sufficient notice provided for processing.

Reporting

Timely financial reporting helps CSCs make effective decisions and tracks progress towards meeting council's goals. Financial reports must be made available to the school community in order to effectively demonstrate transparency and accountability. Reports are to be presented and reviewed at CSC meetings. The treasurer's report including approved bank/account reconciliations are to be completed monthly, while the annual report and accompanying financial summary is to be completed at the end of the fiscal year. Reports and relevant information are available via SchoolCash.Net. The Treasurer should co-ordinate with the Head Secretary to obtain reports and/or information required to complete reports.

Reconciliations

Reconciliations must be reviewed by the Treasurer and/or Chair/Co-chair monthly. This review provides timely assurance that the amounts collected and expensed are consistent with CSC approved transactions. The key focus is to monitor their CSC Account(s) transactions. These items can be obtained from the Head Secretary. When reviewing these reports, the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Reports and supporting documentation provided are up to date
- ✓ Balances and transactions listed on reports are correct and verified:

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- Balances roll forward – opening balance in the current month agrees to the closing balance in the prior month
- Transactions are appropriate – deposits and withdrawals are consistent with CSC approved initiatives
- Reconciling items – outstanding items are investigated and followed up is conducted until item has cleared

✓ Bank/Account reconciliations have been signed by the Principal and CSC Treasurer, and/or Chair/Co-chair where a separate CSC bank account is maintained

✓ Reconciliations are presented at CSC meetings and original signed documents are returned to the Head Secretary

Treasurer's Report

The treasurer's report is based on the values from the reconciliation. It provides the CSC with an update on the sources of funds collected and expensed in the month, while also listing CSC commitments to fund future initiatives. It is recommended that when presenting the treasurer's report, the reconciliation is also included as supporting documentation. When creating the treasurer's report, the Treasurer and/or the Chair/Co-chair must ensure that:

- Balances roll forward - opening balance in the current month agrees to the closing balance in the prior month
- Deposits and related expenditures are classified by CSC initiative
- Opening Balance + Deposits – Expenditures = Ending Balance on Reconciliation
- Outstanding items for which CSC funds have been obligated have been identified
- Treasurer's Report has been signed by: Principal, Treasurer, and Chair/Co-Chair

In essence the treasurer's report and accompanying reconciliation provides CSC with a monthly snapshot of the progress of initiatives that have commenced, and a road map of what initiatives are anticipated to be launched in the current year. These reports should be included with the CSC agenda and documented in the CSC meeting minutes.

Annual Report & Financial Summary

The fiscal year for CSC corresponds to September 1 to August 31 of the following year. The annual report and accompanying financial summary must reflect all activities undertaken by the CSC for this period. These reports must be provided to every parent who has a child enrolled in the school. The annual report is a high-level written summary of the activities undertaken by the CSC during the school year and is to be signed by the Chair/Co-Chair. At a minimum the

annual report should include the following:

- Names and positions held by all CSC members
- CSC goals for the year
- Initiatives undertaken
- Significant achievements
- Fundraising activities
- Acknowledgement of the contribution of outgoing CSC members
- Dates of CSC meetings and any information available on upcoming meetings

The financial summary consolidates the results of the monthly reports from September 1 to August 31 and supplements the annual report. The financial summary is a snapshot of the net proceeds/(losses) from CSC initiatives and identifies the total funds spent on planned projects. Once reviewed and approved by the CSC the annual report and financial summary must be forwarded to the Principal for distribution to the parents of children enrolled in the school. In addition, the CSC annual report must be submitted online, links for the submission will be forwarded each year by your school administration. These reports are to be posted on the school's website for greater transparency and accountability.

Other

There are other reports/requests that the CSC Treasurer and/or Chair/Co-chair are required to prepare:

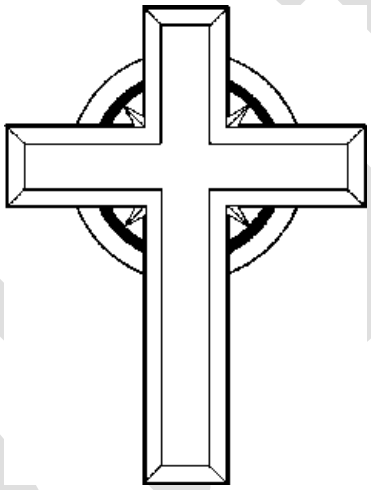
- Grants – the CSC may have elected to file for certain grant funding such as, the Parent Reaching Out (PRO) grant and/or the Parent Involvement grant. Please be mindful that there are certain restrictions placed on the use of these funds. Each grant must be tracked separately to ensure all spending is compliant with grant guidelines and that funds are used prior to the expiry of the grant. It is recommended that the status of grant spending be presented with the monthly treasurer's report to the CSC.

If you require further information, please contact your school Principal.

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Section 10

FUNDRAISING, ADMINISTRATION AND FINANCIAL REPORTING



"May integrity and uprightness preserve, as I wait for you"

Psalm 25:21

Dufferin-Peel Catholic District School Board

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Table of Contents

FUNDRAISING, ADMINISTRATION, FINANCIAL REPORTING 2
FINANCIAL ACCOUNTABILITY 2
School-Board Relationship 2
GAP 6004 – Administration of School Council Funds 3
GAP 7003 – Administration of School Generated Funds 3
GAP 7004 – Travel, Meals, Hospitality and Other Business Expenses 4
GAP 7000 – Supply Chain Management Administrative Procedures 4
GAP 6003 – Fundraising and Donations 5
CATHOLIC SCHOOL COUNCIL – FINANCIAL ADMINISTRATION 5
Roles & Responsibilities 5
School Principal 6
CSC Chair/Co-Chair 6
CSC Treasurer 6
Receipts 7
School Cash Online 7
Funds Collection 8
Deposits 9
Disbursements 10
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- ✓ Advise Family of Schools Superintendent and Superintendent of Financial Services of any deviations from GAP including missing funds

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- ✓ Co-ordinate CSC deposits with the Head Secretary
  - Count and verify funds received for deposit in the presence of another person(s)
  - Complete the Funds Received Envelope (GF267) including supporting documentation
  - Complete the Deposit Log Book (GF268) entry
  - Once the deposit has been completed obtain a copy of the GF267, and Deposit Receipt and retain for CSC records
- ✓ Complete CSC School Cheque Requisition submissions
  - Review, date and sign CSC submitted School Cheque Requisition Forms (GF269)
  - Ensure the accompanying documentation is compliant with DPCDSB requirements
- ✓ Prepare and present financial reporting to the CSC
  - Monthly bank reconciliation (elementary schools) or CSC category balances (secondary schools)
  - CSC monthly Treasurer's Report
  - Annual School Council Summary of Financial Activities Report
  - Grants and spending information (Example: Parent Reaching Out, Parent Involvement)

Receipts

Many CSC initiatives involve the collection of funds from the school community. Initiatives may require the completion and approval of certain DPCDSB forms prior to being made available for purchase. Please consult with your school administration prior to making offerings available to the school community. In an effort to eliminate the amount of cash circulating in schools, DPCDSB requires schools and CSCs to adopt School Cash Online for the collection of funds. Not only will this reduce cash handling activities in schools, but it can also facilitate the immediate issuance of donation receipts (where applicable), as well as streamline the funds collection process.

School Cash Online

All items offered for sale by the school and/or school community must be made available online.

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To initiate the online process the CSC must complete the School Cash Item Creation Request Form (GF264). This form is available as a fillable .pdf for ease of entry. The GF264 must have approval from CSC through the Chair and school approval through the Principal prior to being made available to the school community. It is the responsibility of the Treasurer and/or the Chair/Co-Chair to review and co-ordinate the GF264 submission. When completing the GF264 submission please ensure that:

- ✓ The GF264 and supporting documentation is submitted to the school administration 2 weeks prior to the initiative's anticipated online offering
- ✓ All fields on the GF264 have been completed
- ✓ All required documentation is included with the submission
    - Costing information (Vendor Invoice, Purchase Order)
    - Event Letter/Flyer
    - Approved Field Trip Forms (if applicable)
    - CSC Minutes approving the initiative
- ✓ The CSC Chair/Co-Chair has signed and dated the GF264

Once submitted and approved by the Principal the offering is made available online to the school community.

The GF264 is not required for initiatives where there is no exchange of goods or services, instead the School Cash Online Donations module should be used. Please forward a copy of the event letter and approved CSC Minutes to the Head Secretary to initiate these initiatives.

Funds Collection

Although the preferred method of collecting funds is through School Cash Online, this may not always be possible/feasible. Schools are not authorized to accept EFT payments from suppliers or parents. Funds collected from CSC initiatives must be placed in the school safe prior to the close of the school day. Funds should not be removed from school premises. Funds collected must be counted in the presence of two individuals, one of which is preferably the CSC Treasurer or Chair/Co-chair. Please ensure that funds are counted in a secure location, the Principal's office or other location where the door can be locked is highly recommended.

Once funds have been collected and counted, the CSC Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the Funds Received Envelope (GF267) have been completed
- ✓ All required documentation is included with the GF267 submission
    - Team/Class Roster

Draft

- Event Letter/Flyer
- Approved Field Trip Forms (GF110, GF115, Excursion Letter)

✓ The GF267 is submitted to the Head Secretary prior to the close of the school day

✓ The Deposit Log Book (GF268) is completed and a Log Book Sequence # is assigned and written on the GF267

Once the GF267 submission has been logged and reviewed and amounts verified by the Head Secretary and CSC representative the GF267 is stored in the school safe and deposited in accordance with the school's Deposit Process Plan.

Deposits

All funds collected through School Cash Online will be directly deposited into the CSC bank account (Elementary Schools), or the CSC category (elementary and secondary schools using a consolidated SGF account for CSC activities). Typically, cash and cheques collected by the CSC are deposited by the school administration (Head Secretary and/or Principal). Once funds have been deposited with the financial institution the CSC should receive and maintain copies of:

- Completed GF267 and supporting documentation
- (including assigned deposit number)
- Deposit Form
- Deposit Receipt

The CSC may elect to have their own representative make deposits. For instances when the CSC completes the deposit please ensure that:

✓ The GF267 has been reviewed with the Head Secretary

✓ The GF268 has been completed

✓ A system generated deposit number has been assigned and cross referenced to the GF267 and GF268

✓ A printout of the Deposit Form has been received

✓ A receipt and/or stamp has been made on the Deposit Form, as proof of deposit has been obtained from the financial institution

✓ All documentation including receipts are returned to the Head Secretary

✓ Copies of all deposit documentation are retained for CSC records

Copies of documentation should be maintained by the CSC for the current school year. The original documentation is maintained at the school in accordance with the DPCDSB records retention policy typically 7 years for financial information.

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Disbursements

Funds spent by CSCs are subject to the same requirements as funds spent by the schools. Further guidance for the common use of funds is captured in the following GAP:

- ✓ GAP 6003 – Fundraising and Donations
- ✓ GAP 7003 – Administration of School Generated Funds
- ✓ GAP 7004 – Travel, Meals, Hospitality and Other Business Expenses
- ✓ GAP 7000 – Supply Chain Management Administrative Procedures
- ✓ GAP 6004 – Administration of School Council Funds

CSC initiative expenditures must be reviewed at CSC meetings with approvals captured in meeting minutes.

Payments

All payments made for the purchase of goods and services are to be made by cheque. Payments must not be made in cash, nor any cheques made payable to cash or payments made in advance. A SGF cheque is used where the CSC funds are in a consolidated SGF bank account, or a CSC cheque where a separate CSC account is maintained. Cheques are to be securely stored at the school and the signing authority for cheques must be members of the school administration team (Principal, Vice Principal, Head Secretary). Signing authorities over the CSC account should closely follow the signing authorities for the school's School Generated Funds account. No cheques can be issued from the CSC account (Elementary School) or CSC categories (Secondary Schools) without authorized approval from CSC (Treasurer, Chair/Co-chair). Once the CSC has an approved expenditure, the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the School Cheque Requisition Form (GF269) have been completed
- ✓ All required documentation is included with the GF269 submission
  - Original Invoices/Receipts/E-mail
  - CSC minutes documenting approval of expenditure
- ✓ The GF269 (Pre-Approval) has been signed by the CSC Treasurer, and/or Chair/Co-chair
- ✓ The GF269 submission is delivered to the Head Secretary on a timely basis

Once the GF269 submission has been reviewed and signed by the Principal a cheque will be issued to the Payee noted to the GF269. The Head Secretary will assign the cheque number to the GF269 and the CSC will be provided with copies of:

- Completed GF269 and supporting documentation
- (including assigned cheque number and Principal approval)
- Signed cheque or cheque stub

Refunds

Situations may arise where CSC initiatives are unable to be completed, or students are no longer able to participate. Depending on the situation full or partial refunds can be provided. To initiate refunds the CSC must complete a GF269 and co-ordinate with the Principal to have the refunds processed. When requesting refunds for the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Relevant fields on the School Cheque Requisition Form (GF269) have been completed
- ✓ All required documentation is included with the GF269 submission
  - Approved original School Cash Item Creation Request Form (GF264)
  - Event Letter/Flyer
  - Supporting calculations (for partial refunds)
  - CSC minutes documenting refund approval
- ✓ The GF269 (Pre-Approval) has been signed by the CSC Treasurer, and/or Chair/Co-chair
- ✓ The refund submission was delivered to the Head Secretary

Please note that any payments made through School Cash Online will be refunded to the account that initiated the payment. Cheques will be issued for funds received by cash or cheque. This is currently a manual process and relies on the proper submission of rosters and class lists included with the Funds Received Envelope (GF267). When communicating the timing of refunds to the school community please consult with the Principal to ensure that there is sufficient notice provided for processing.

Reporting

Timely financial reporting helps CSCs make effective decisions and tracks progress towards meeting council's goals. Financial reports must be made available to the school community in order to effectively demonstrate transparency and accountability. Reports are to be presented and reviewed at CSC meetings. The treasurer's report including approved bank/account reconciliations are to be completed monthly, while the annual report and accompanying financial summary is to be completed at the end of the fiscal year. Reports and relevant information are available via SchoolCash.Net. The Treasurer should co-ordinate with the Head Secretary to obtain reports and/or information required to complete reports.

<u>Reconciliations</u>

Reconciliations must be reviewed by the Treasurer and/or Chair/Co-chair monthly. This review provides timely assurance that the amounts collected and expensed are consistent with CSC approved transactions. The key focus is to monitor their CSC Account(s) transactions. These items can be obtained from the Head Secretary. When reviewing these reports, the Treasurer and/or the Chair/Co-chair must ensure that:

- ✓ Reports and supporting documentation provided are up to date
- ✓ Balances and transactions listed on reports are correct and verified:

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- Balances roll forward – opening balance in the current month agrees to the closing balance in the prior month
- Transactions are appropriate – deposits and withdrawals are consistent with CSC approved initiatives
- Reconciling items – outstanding items are investigated and followed up is conducted until item has cleared

✓ Bank/Account reconciliations have been signed by the Principal and CSC Treasurer, and/or Chair/Co-chair where a separate CSC bank account is maintained

✓ Reconciliations are presented at CSC meetings and original signed documents are returned to the Head Secretary

Treasurer's Report

The treasurer's report is based on the values from the reconciliation. It provides the CSC with an update on the sources of funds collected and expensed in the month, while also listing CSC commitments to fund future initiatives. It is recommended that when presenting the treasurer's report, the reconciliation is also included as supporting documentation. When creating the treasurer's report, the Treasurer and/or the Chair/Co-chair must ensure that:

- Balances roll forward - opening balance in the current month agrees to the closing balance in the prior month
- Deposits and related expenditures are classified by CSC initiative
- Opening Balance + Deposits – Expenditures = Ending Balance on Reconciliation
- Outstanding items for which CSC funds have been obligated have been identified
- Treasurer's Report has been signed by: Principal, Treasurer, and Chair/Co-Chair

In essence the treasurer's report and accompanying reconciliation provides CSC with a monthly snapshot of the progress of initiatives that have commenced, and a road map of what initiatives are anticipated to be launched in the current year. These reports should be included with the CSC agenda and documented in the CSC meeting minutes.

Annual Report & Financial Summary

The fiscal year for CSC corresponds to September 1 to August 31 of the following year. The annual report and accompanying financial summary must reflect all activities undertaken by the CSC for this period. These reports must be provided to every parent who has a child enrolled in the school. The annual report is a high-level written summary of the activities undertaken by the CSC during the school year and is to be signed by the Chair/Co-Chair. At a minimum the

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annual report should include the following:

- Names and positions held by all CSC members
- CSC goals for the year
- Initiatives undertaken
- Significant achievements
- Fundraising activities
- Acknowledgement of the contribution of outgoing CSC members
- Dates of CSC meetings and any information available on upcoming meetings

The financial summary consolidates the results of the monthly reports from September 1 to August 31 and supplements the annual report. The financial summary is a snapshot of the net proceeds/(losses) from CSC initiatives and identifies the total funds spent on planned projects. Once reviewed and approved by the CSC the annual report and financial summary must be forwarded to the Principal for distribution to the parents of children enrolled in the school. In addition, the CSC annual report must be submitted online, links for the submission will be forwarded each year by your school administration. These reports are to be posted on the school's website for greater transparency and accountability.

Other

There are other reports/requests that the CSC Treasurer and/or Chair/Co-chair are required to prepare:

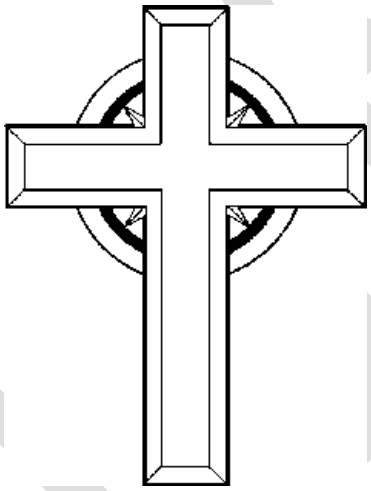
- Grants – the CSC may have elected to file for certain grant funding such as, the Parent Reaching Out (PRO) grant and/or the Parent Involvement grant. Please be mindful that there are certain restrictions placed on the use of these funds. Each grant must be tracked separately to ensure all spending is compliant with grant guidelines and that funds are used prior to the expiry of the grant. It is recommended that the status of grant spending be presented with the monthly treasurer's report to the CSC.

If you require further information, please contact your school Principal.

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Section 11

CATHOLIC SCHOOL COUNCIL FILLABLE FORMS



Let everything that breathes praise the Lord!
Praise the Lord!

Psalm 150:6

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

CATHOLIC SCHOOL COUNCIL FILLABLE FORMS

NOMINATION FOR PARENT MEMBER (SECTION ~~7~~11A) NOMINATION

RECEIPT FORM (SECTION ~~7~~11B)

CATHOLIC SCHOOL COUNCIL ANNUAL REPORT (SECTION ~~10~~11C)

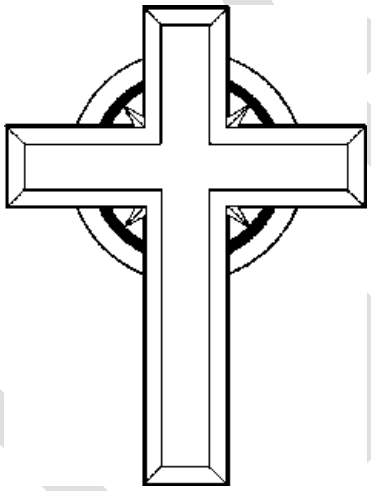
CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY (SECTION ~~10~~11D)

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Section 11

CATHOLIC SCHOOL COUNCIL FILLABLE FORMS



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Praise the Lord!

Psalm 150:6

Dufferin-Peel Catholic District School Board

Draft

TABLE OF CONTENTS

CATHOLIC SCHOOL COUNCIL FILLABLE FORMS

NOMINATION FOR PARENT MEMBER (SECTION 11A) NOMINATION

RECEIPT FORM (SECTION 11B)

CATHOLIC SCHOOL COUNCIL ANNUAL REPORT (SECTION 11C)

CATHOLIC SCHOOL COUNCIL ANNUAL SURVEY (SECTION 11D)

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NOMINATION FORM FOR ELECTION OF PARENT MEMBERS

Name of School:

Please complete the following and return to our school office by

Name

Address

Telephone Child's Name

1 I am an English Separate School elector or spouse (Note: To be eligible, a candidate must be an English Separate School elector or spouse.) Yes ☐ No ☐

2 I am an employee** of the Dufferin-Peel Catholic District School Board and I work at this school. Yes ☐ No ☐

3 I am an employee** of the Dufferin-Peel Catholic District School Board but I work elsewhere in the Board (i.e. not at this school). Yes ☐ No ☐

****Note: "*Employee*" <u>includes</u> parents/guardians who work as Student Monitors and/or Emergency Supply Instructors.**

This is self-nomination. (name):
It is not necessary to receive a nomination from another parent.

This is a nomination made by another parent:
I nominate to be a parent representative on our Catholic School Council.

Signature of Nominee Name (print)

Signature of Nominator Name (print)

Signature of School Official Date

<u>Please attach a brief biography (one or two paragraphs).</u>

DRAFT

NOMINATION FORM FOR ELECTION OF PARENT MEMBERS

Name of School:

Please complete the following and return to our school office by

Name

Address

Telephone Child's Name

1 I am an English Separate School elector or spouse (Note: To be eligible, a candidate must be an English Separate School elector or spouse.) Yes ☐ No ☐

2 I am an employee** of the Dufferin-Peel Catholic District School Board and I work at this school. Yes ☐ No ☐

3 I am an employee** of the Dufferin-Peel Catholic District School Board but I work elsewhere in the Board (i.e. not at this school). Yes ☐ No ☐

****Note: "*Employee*" <u>includes</u> parents/guardians who work as Student Monitors and/or Emergency Supply Instructors.**

This is self-nomination. (name):
It is not necessary to receive a nomination from another parent.

This is a nomination made by another parent:
I nominate to be a parent representative on our Catholic School Council.

Signature of Nominee Name (print)

Signature of Nominator Name (print)

Signature of School Official Date

<u>Please attach a brief biography (one or two paragraphs).</u>

ASAP

NOMINATION FORM RECEIPT

The nomination form for parent/guardian representative on the Catholic School Council for

_____

School Name

_____ _____

School Address School Phone No.

_____ _____

(Parent Nominee's Name) (School Name)

has been received by:

_____ _____

Name of Principal or Date
Chair of the Nomination Committee

Draft

NOMINATION FORM RECEIPT

The nomination form for parent/guardian representative on the Catholic School Council for

_____

School Name

_____ _____

School Address School Phone No.

_____ _____

(Parent Nominee's Name) (School Name)

has been received by:

_____ _____

Name of Principal or Date
Chair of the Nomination Committee

Draft

Dufferin-Peel Catholic District

School Board

CATHOLIC SCHOOL COUNCIL ANNUAL REPORT

OPENING STATEMENT:

The purpose of the Catholic School Council is to improve pupil achievement and enhance the accountability of the education system to parents and guardians. It is the policy of the Dufferin-Peel Catholic District School Board that our Catholic School Councils will promote the vision, values, sacramental life, and Catholic practices of the Board and be faithful to its mission.~~The purpose of the Catholic School Council is to improve pupil achievement and enhance the accountability of the education system to parents.~~

~~It is the policy of the Dufferin Peel Catholic District School Board that our Catholic School Councils will promote the vision, values, sacramental life and Catholic practices of the Board and be faithful to its mission.~~

COUNCIL MEMBERS:

An election was held on:

The following parents were elected or acclaimed:

Chair and/or Co-Chair:

Chair email:
Co-Chair email:
The Parish representative:
The OAPCE representative:
Treasurer:
Secretary:
Other voting members as per your Catholic School Council by-laws:

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~~The teacher representative~~

~~The non-teaching representative~~

~~The Parish representative~~

~~The OAPCE representative~~

~~The School Principal~~

Draft

~~Other community representatives:~~

MEETING DATES:

Please indicate your 2024-2025 planned meeting dates (minimum of 4 required): ~~The Catholic School Council met __ times during the school year. Meetings were held on the following dates:~~

SUMMARY OF ACHIEVEMENTS AND ACTIVITIES ~~UNDERTAKEN DURING THE SCHOOL YEAR:~~

~~FINANCIAL REPORTING / ACCOUNTABILITY PROCEDURES~~BEING PLANNED FOR THIS SCHOOL YEAR

Please provide a summary of achievements and/or activities being planned for this school year~~The following Reports were completed cooperatively between the school administration and the school council, and were submitted during the year~~:

~~1. **Monthly School Council Treasurers Report**~~
~~*(due at the end of each month and submitted to the Finance Dept.)* **(completed)**~~

~~2. **Semi-Annual School Council Summary of Financial Activities and Report**~~
~~*(summarizing September 1 to February 29 each year – submit in March)*~~

~~**(completed)**~~

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~~**3. Annual School Council Summary of Financial Activities and Report**~~

~~*(summarizing September 1 to August 31st each year – submit in September)*~~ ☐

~~***(completed)***~~

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GOALS FOR THE FUTURE:

Please indicate your Catholic School Council goals for the future:

~~PRINCIPAL'S SIGNATURE~~ ~~DATE~~

~~SCHOOL COUNCIL CHAIRPERSON~~ ~~DATE~~

Dufferin-Peel Catholic District

School Board

CATHOLIC SCHOOL COUNCIL ANNUAL REPORT

OPENING STATEMENT:

The purpose of the Catholic School Council is to improve pupil achievement and enhance the accountability of the education system to parents and guardians. It is the policy of the Dufferin-Peel Catholic District School Board that our Catholic School Councils will promote the vision, values, sacramental life, and Catholic practices of the Board and be faithful to its mission.

COUNCIL MEMBERS:

An election was held on:

The following parents were elected or acclaimed:

Chair and/or Co-Chair:
Chair email:
Co-Chair email:
The Parish representative:
The OAPCE representative:
Treasurer:
Secretary:
Other voting members as per your Catholic School Council by-laws:

Draft

MEETING DATES:

Please indicate your 2024-2025 planned meeting dates (minimum of 4 required):

SUMMARY OF ACHIEVEMENTS AND ACTIVITIES BEING PLANNED FOR THIS SCHOOL YEAR

Please provide a summary of achievements and/or activities being planned for this school year:

GOALS FOR THE FUTURE:

Please indicate your Catholic School Council goals for the future:

Draft

Dufferin-Peel Catholic District School Board

Catholic School Council Annual Survey

MISSION STATEMENT

Disciples of Christ, nurturing mind, body, and soul to the fullness of life. ~~*THE MISSION OF THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD, IN PARTNERSHIP WITH THE FAMILY AND CHURCH, IS TO PROVIDE, IN A*~~

Effective educational governance requires various groups within the Dufferin-Peel Catholic District School Board educational community to share their perspectives on the evolution and maintenance of the school. Catholic School Councils are a significant vehicle for sharing a perspective on the local school situation.

The Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document is a formal means of soliciting information from the Catholic School Council on a variety of items relating to the local school community. This document along with other organizational documents and organizational functions, helps portray the school community.[1]

Each school year the Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document will be sent to each Catholic School Council Chair with the request that the document be developed, reviewed or revised by the Catholic School Council, in accordance with the approved template for comment. All members of the Catholic School Council should have the opportunity to review the document and have input into the creation of it. The information provided by each Catholic School Council through the completion of this document will assist the board and its educational officers in a number of ways. This includes goal setting by the principal, identification of budget concerns and school improvement plans. The information provides a means of better understanding each unique school community. The survey outlines key competencies in an effective school administrator. While all qualities are essential, the last question asks councils to select and highlight one or two major leadership attributes that are needed in your school administrator. Administrative changes can occur as a result of retirement but can also be made after a number of years in a school community. School councils can also list other qualities that they would like to see in a new school Principal or Vice Principal.

~~Please take time to develop, review or revise the *Catholic School Council Annual Survey* document and forward the completed document to the Superintendent of your Family of Schools, by **November 30, 20 15.**~~

[1] a) Ontario Regulation 612/00
b) DPCDSB, "Policy & Regulation" for School Councils
c) The Catholic School Principal in the DPCDSB.

Catholic School Council Survey 2024-2025~~SCHOOL COUNCIL ANNUAL SURVEY~~

Q1. Please indicate your school.

~~**Name of School:**~~

~~You are invited to develop responses to each of the key areas outlined below as it relates to your school. To assist you in the development of these responses, there are a variety of suggested focuses/themes listed under each key area which you may wish to address, comment on, or expand upon.~~

~~**1. Catholicity and Spiritual Leadership**~~

- ~~Home, school and parish all have a part in the educational process,~~
- ~~Collaborative relationships with the local parish and diocese~~
- ~~School climate exemplifies the teachings of Christ and the Catholic church~~
- ~~Opportunities for the school community to gather as a faith community~~
- ~~Catholic religious instruction across the spectrum of the curriculum.~~

~~**2. Program Development and Academic Progress**~~

- ~~Communicate school implementation plans to staff, parents and the school community~~
- ~~Involve staff, school council and the community in the development of a shared vision~~
- ~~Community is aware of curriculum program requirements~~
- ~~Professional Development opportunities are provided to staff to help meet the learning needs of all students~~

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- ~~Curriculum needs are supported by human, financial and material resources~~
- ~~All partners feel that their school is providing the best possible education to the students.~~

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3. **Positive Relationships and Effective Student Discipline**
    - A safe, orderly environment is established for students to learn and work
    - Policies/expectations about discipline/behaviour are clear, fair and equitably applied
    - Problem solving is collaborative and conflict resolution involves all stakeholders
    - Solutions are consistent with the values/beliefs/goals of the school
    - Teachers model good citizenship and positive behaviour for students.

4. **School Communication and Public Relations**
    - Communication is open between all stakeholders
    - Community is part of the development and integration of goals which focus on student achievement
    - Communication takes place regarding Ministry/Board/Family/School goals
    - Involve the community in all facets of the school program, extra-curricular and social elements
    - Community is involved in school and faith based activities.

5. **Fiscal Management and Allocation of Resources**
    - School Council is aware of the budgetary issues and allocation of resources within the school.

- ~~Budgetary matters are reported to the community on an annual basis.~~

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6. **Organizational Management**
    - Timelines, schedules and school planning is organized in an efficient, effective manner
    - Unforeseen incidents at the school level are managed while at the same time maintaining efficiency and a controlled environment.

7. **Administrative Competencies List. Administrative changes can be made at various points in a Principal or Vice Principal tenure, throughout the school year. On behalf of the school council, please identify one or two major leadership qualities that are most needed at your school if there is to be an administrative change. (Please indicate these with an *) Senior administration, in conjunction with the Director and trustees will take this information under advisement as they look to place school administrators.**

    - School Administrator creates a school climate that models gospel teachings in their interactions with students, staff and parents.
    - School Administrator follows Ministry and Board initiatives and is committed to increasing student achievement, inclusive education in an effort to meet the diverse learners in the school community.
    - School Administrator creates a safe learning environment both physically and emotionally for all students. Students are treated in a fair and consistent manner and high expectations are set for all.
    - School Administrator is a strong communicator who is also an effective listener who is willing to listen to all the concerns of the many stakeholders in the community.
    - School Administrator is transparent with respect to school budget and resources. Budget is deployed with consultation in a prudent and equitable manner using a pre-established consistent process.
    - School Administrator is able to demonstrate and run the school effectively and has processes in place to maintain an orderly environment.

Draft

- ~~Please add any additional criteria that you would like to see included… School Administrator…~~

Q2. Please indicate the degree to which you think each of the following aspects of **Catholicity and spiritual leadership** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Home, school and parish all have a part in the educational process (1)	○	○	○	○	○	○
Collaborative relationships with the local parish and diocese (2)	○	○	○	○	○	○
School climate exemplifies the teachings of Christ and the Catholic church (3)	○	○	○	○	○	○
Opportunities for the school community to gather as a faith community (4)	○	○	○	○	○	○
Catholic religious instruction across the spectrum of the curriculum (5)	○	○	○	○	○	○

Draft

~~School Administrator…~~

Q3. Please include any additional comments you may have related to Catholicity and spiritual leadership at your school.

~~**SIGNATURES REQUIRED:**~~

~~Catholic School Council Chair:~~ ~~Date:~~

~~Catholic School Council Co-Chair:~~ ~~Date:~~

~~School Principal:~~ ~~Date:~~

Draft

Q4. Please indicate the degree to which you think each of the following aspects of **program development and academic progress** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Communicate school implementation plans to staff, parents and the school community (1)	○	○	○	○	○	○
Involve staff, school council and the community in the development of a shared vision (2)	○	○	○	○	○	○
Curriculum needs are supported by human, financial and material resources (5)	○	○	○	○	○	○
All partners feel that their school is providing the best possible education to the students (6)	○	○	○	○	○	○

Q5. Please include any additional comments you may have related to program development and academic progress at your school.

Draft

Q6. Please indicate the degree to which you think each of the following aspects of **positive relationships and effective student discipline** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
A safe, orderly environment is established for students to learn and work (1)	○	○	○	○	○	○
Policies/expectations about discipline/behaviour are clear, fair and equitably applied (2)	○	○	○	○	○	○
Problem solving is collaborative and conflict resolution involves all stakeholders (3)	○	○	○	○	○	○
Solutions are consistent with the values/beliefs/goals of the school (4)	○	○	○	○	○	○
Teachers model good citizenship and positive behaviour for students (5)	○	○	○	○	○	○
Students were supported in a safe online learning environment (6)	○	○	○	○	○	○
Online platforms were effective for student engagement and learning (7)	○	○	○	○	○	○

Q7. Please include any additional comments you may have related to positive relationships and effective student discipline at your school.

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Draft

Q8. Please indicate the degree to which you think each of the following aspects of **school communication and public relations** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Communication is open between all stakeholders (1)	○	○	○	○	○	○
Community is part of the development and integration of goals which focus on student achievement (2)	○	○	○	○	○	○
Communication takes place regarding Ministry/Board/Family/School goals (3)	○	○	○	○	○	○
Community is involved in school and faith based activities (5)	○	○	○	○	○	○
Communication is shared with all stakeholders with regards to updates in online/in-person learning and ministry updates (4)	○	○	○	○	○	○

Q9. Please include any additional comments you may have related to school communication and public relations at your school.

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Draft

Q10. Please indicate the degree to which you think each of the following aspects of **fiscal management and allocation of resources** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Catholic School Council is aware of the budgetary issues and allocation of resources within the school (1)	○	○	○	○	○	○
Budgetary matters are reported to the community on an annual basis (2)	○	○	○	○	○	○

Q11. Please include any additional comments you may have related to fiscal management and allocation of resources at your school.

Draft

Q12. Administrative changes can be made at various points in a Principal or Vice Principal tenure, throughout the school year. On behalf of the school council, **please identify one or more** major leadership qualities that are **most needed at your school** if there is to be an administrative change. (Please indicate below) Senior administration, in conjunction with the Director and trustees will take this information under advisement as they look to place school administrators.

- ☐ School Administrator creates a school climate that models gospel teachings in their interactions with students, staff and parents. (1)
- ☐ School Administrator follows Ministry and Board initiatives and is committed to increasing student achievement, inclusive education in an effort to meet the diverse learners in the school community. (2)
- ☐ School Administrator creates a safe learning environment both physically and emotionally for all students. Students are treated in a fair and consistent manner and high expectations are set for all. (3)
- ☐ School Administrator is a strong communicator who is also an effective listener who is willing to listen to all the concerns of the many stakeholders in the community. (4)
- ☐ School Administrator is transparent with respect to school budget and resources. Budget is deployed with consultation in a prudent and equitable manner using a pre-established consistent process. (5)
- ☐ School Administrator is able to demonstrate and run the school effectively and has processes in place to maintain an orderly environment. (6)

Q13. Please indicate your preferred format for future Catholic School Council meetings at your school.

- ○ All meetings held virtually (1)
- ○ A combination of some members attending virtually and some members attendings in-person (2)
- ○ All meetings in-person (3)

Draft

Q14. Please provide any additional comments or feedback regarding future Catholic School Council meetings.

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Q15. Please type in the names of the Catholic School Council Chair(s), the school Principal and your email. Upon entering your email and submitting the survey, you will receive an email containing your responses to this survey, as well as a link to your survey responses for future reference.

- ○ Catholic School Council Chair name(s): (1) _____
- ○ Chair(s) email address(s): (6) _____
- ○ Principal name: (2) _____
- ○ Principal email address: (4) _____
- ○ Date: (3) _____

Draft

Dufferin-Peel Catholic District School Board

Catholic School Council Annual Survey

MISSION STATEMENT

Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

Effective educational governance requires various groups within the Dufferin-Peel Catholic District School Board educational community to share their perspectives on the evolution and maintenance of the school. Catholic School Councils are a significant vehicle for sharing a perspective on the local school situation.

The Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document is a formal means of soliciting information from the Catholic School Council on a variety of items relating to the local school community. This document along with other organizational documents and organizational functions, helps portray the school community.[1]

Each school year the Dufferin-Peel Catholic District School Board *Catholic School Council Annual Survey* document will be sent to each Catholic School Council Chair with the request that the document be developed, reviewed or revised by the Catholic School Council, in accordance with the approved template for comment. All members of the Catholic School Council should have the opportunity to review the document and have input into the creation of it. The information provided by each Catholic School Council through the completion of this document will assist the board and its educational officers in a number of ways. This includes goal setting by the principal, identification of budget concerns and school improvement plans. The information provides a means of better understanding each unique school community. The survey outlines key competencies in an effective school administrator. While all qualities are essential, the last question asks councils to select and highlight one or two major leadership attributes that are needed in your school administrator. Administrative changes can occur as a result of retirement but can also be made after a number of years in a school community. School councils can also list other qualities that they would like to see in a new school Principal or Vice Principal.

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[1] a) Ontario Regulation 612/00
b) DPCDSB, "Policy & Regulation" for School Councils
c) The Catholic School Principal in the DPCDSB.

Catholic School Council Survey 2024-2025

Q1. Please indicate your school.

Q2. Please indicate the degree to which you think each of the following aspects of **Catholicity and spiritual leadership** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Home, school and parish all have a part in the educational process (1)	○	○	○	○	○	○
Collaborative relationships with the local parish and diocese (2)	○	○	○	○	○	○
School climate exemplifies the teachings of Christ and the Catholic church (3)	○	○	○	○	○	○
Opportunities for the school community to gather as a faith community (4)	○	○	○	○	○	○
Catholic religious instruction across the spectrum of the curriculum (5)	○	○	○	○	○	○

Draft

Q3. Please include any additional comments you may have related to Catholicity and spiritual leadership at your school.

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Q4. Please indicate the degree to which you think each of the following aspects of **program development and academic progress** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Communicate school implementation plans to staff, parents and the school community (1)	○	○	○	○	○	○
Involve staff, school council and the community in the development of a shared vision (2)	○	○	○	○	○	○
Curriculum needs are supported by human, financial and material resources (5)	○	○	○	○	○	○
All partners feel that their school is providing the best possible education to the students (6)	○	○	○	○	○	○

Q5. Please include any additional comments you may have related to program development and academic progress at your school.

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Q6. Please indicate the degree to which you think each of the following aspects of **positive relationships and effective student discipline** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
A safe, orderly environment is established for students to learn and work (1)	○	○	○	○	○	○
Policies/expectations about discipline/behaviour are clear, fair and equitably applied (2)	○	○	○	○	○	○
Problem solving is collaborative and conflict resolution involves all stakeholders (3)	○	○	○	○	○	○
Solutions are consistent with the values/beliefs/goals of the school (4)	○	○	○	○	○	○
Teachers model good citizenship and positive behaviour for students (5)	○	○	○	○	○	○
Students were supported in a safe online learning environment (6)	○	○	○	○	○	○
Online platforms were effective for student engagement and learning (7)	○	○	○	○	○	○

Draft

Q7. Please include any additional comments you may have related to positive relationships and effective student discipline at your school.

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Q8. Please indicate the degree to which you think each of the following aspects of **school communication and public relations** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Communication is open between all stakeholders (1)	○	○	○	○	○	○
Community is part of the development and integration of goals which focus on student achievement (2)	○	○	○	○	○	○
Communication takes place regarding Ministry/Board/Family/School goals (3)	○	○	○	○	○	○
Community is involved in school and faith based activities (5)	○	○	○	○	○	○
Communication is shared with all stakeholders with regards to updates in online/in-person learning and ministry updates (4)	○	○	○	○	○	○

Q9. Please include any additional comments you may have related to school communication and public relations at your school.

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Draft

Q10. Please indicate the degree to which you think each of the following aspects of **fiscal management and allocation of resources** are either a strength or a need at your school.

	A definite strength	Somewhat of a strength	Neither a strength nor a need	Somewhat of a need	An urgent need	Not sure
Catholic School Council is aware of the budgetary issues and allocation of resources within the school (1)	○	○	○	○	○	○
Budgetary matters are reported to the community on an annual basis (2)	○	○	○	○	○	○

Q11. Please include any additional comments you may have related to fiscal management and allocation of resources at your school.

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Draft

Q12. Administrative changes can be made at various points in a Principal or Vice Principal tenure, throughout the school year. On behalf of the school council, **please identify one or more** major leadership qualities that are **most needed at your school** if there is to be an administrative change. (Please indicate below) Senior administration, in conjunction with the Director and trustees will take this information under advisement as they look to place school administrators.

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Draft

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- ○ Catholic School Council Chair name(s): (1) _____
- ○ Chair(s) email address(s): (6) _____
- ○ Principal name: (2) _____
- ○ Principal email address: (4) _____
- ○ Date: (3) _____

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