Dufferin-Peel Catholic District School Board

AGENDA

Regular Board Meeting

Tuesday, January 28, 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.*

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April 29, 2025

May 27, 2025

June 17, 2025

O. Adjournment

Dufferin-Peel Catholic District School Board

Remembering Our Deceased
January 2025

Let us remember the students, staff, trustees and family members of staff and trustees who have recently passed away and keep them in our thoughts and prayers. Eternal rest grant unto them O Lord and let the perpetual light shine upon them. May they rest in peace. Amen

Student/Former Student

- **John Park,** former student, St. Francis Xavier Catholic Secondary School CSS.

Staff/Former Staff/Trustees/Former Trustees

- **Ianthe D'Souza,** retired teacher, St. Thomas Aquinas Catholic CSS.
- **Vito Garisto,** retired lead hand, St. James Catholic Global Learning Centre (CGLC) and custodian at St. Martin CSS, grandfather of Vittoria Teoh and Ted Teoh, teachers at St. Thomas Aquinas CSS and Jennifer Cerone, teacher at St. Michael CSS.
- **Bernie Kappius,** retired teacher and principal, husband of Lynda Kappius, retired teacher; father of Bonnie Lootsma, teacher, St. Timothy CES.
- **Theresa Frances Emburgh,** retired occasional teacher; mother of Lisa Strk, teacher, St. Raymond CES, and Leanne Compisano, teacher, All Saints CES.
- **Maria de Eyre**, former manager, health promotion and wellness, and sister-in-law of Pamela Boniferro, president of Dufferin-Peel Educational Workers Association (DPERWA).

Family Members of Staff/Family Members of Former Staff/Family Members of Trustees

- **Maria Giancola,** mother of Joe Giancola, former principal, Loyola CSS.
- **Mary Ropar,** mother-in-law of Barbara Ropar, teacher, St. Maria Goretti CES; and aunt of Dorothy Petrusa, teacher, St. Jacinta Marto CES.
- **Christopher Litster**, brother of John Litster, retired principal; brother-in-law of Arlene Litster, secretary, St. James CGLC, and Laura Litster, retired teacher.
- **Nadia Purawec,** grandmother of Lubomyr Stasyszyn, Dedicated Early Childhood Educator (DECE), St. Margaret of Scotland CES; and mother of Daria Stasyszyn, former student monitor, St. Sofia Byzantine CES.
- **Maria Armandina Da Silva,** mother of Cristina Pinto Badia, teacher, St. Timothy CES; and aunt of Sandra D'Annibale, Educational Resource Worker (ERW), St. David of CES.
- **Pedro Cristobal Alonsozana,** father of Jessie Alonsozana, retired teacher, Iona CSS.
- **John Gombita,** uncle of Stephen Glugosh, teacher, Father Michael Goetz CSS.
- **Nelson Escobar**, grandfather of Angela Díaz, Long Term Occasional (LTO) teacher, St. John of the Cross CES.
- **Joseph Campione**, uncle of Joseph Triumbari, floater custodian.

- **Franca Mazzulla,** grandmother of Vittoria Teoh and Ted Teoh, teachers, St. Thomas CES, and Jennifer Cerone, teacher, St. Michael CSS.
- **Peter Snodgrass,** father of Chantal LeBlanc, teacher, St. Catherine of Siena CES.
- **Gary Bunch,** husband of Diana Massey, retired teacher of the deaf and hard of hearing.
- **Maria Lauro,** mother of Joanne DeAcetis, security department assistant, Keaton Centre; and mother-in-law of Mario DeAcetis, retired custodian, St. Pio of Pietrelcina CES; and aunt of Franca Antenucci, head secretary, St. Andre Bessette CES.
- **Phyllis Lorene Horbatiuk**, mother of Lynne Horbatiuk, retired teacher, St. David of Wales CES.
- **Paul Szabo,** father of Reagan Johnson, DECE at St. James CGLC.
- **Domenic Greco,** uncle of Joseph Triumbari, floater custodian.
- **Girolamo James Rupolo,** husband of Colette Rupolo, DECE, St. Anthony CES.
- **Donald (Don) Smith**, husband of Elizabeth McGuire, retired Superintendent.
- **Cora Stubbert,** daughter of Sonia Stubbert, teacher at St. Edmund Campion CSS.
- **Twinfar Plummer,** father of Anthony Plummer, teacher, St. Aloysius Gonzaga CSS.
- **Doreen Lee,** mother of Karen Bell, teacher, St. Andrew CES.
- **Antonia Vita**, aunt of Maria Vitale, retired vice-principal, St. Anne CES and Antonella Oliveri-Mifsud, teacher, Good Shepherd CES; great aunt of Gianluca Vitale, teacher, Notre Dame CSS, and Alessia Vitale, emergency instructor, Good Shepherd CES; and great aunt-in-law of Alexandria Vitale, LTO, Mount Carmel CSS.
- **Mary Arseneau**, aunt of Jodie Arseneau, teacher, St. Joseph CSS; and sister-in-law of Claude Arseneau, retired principal.
- **Ermelinda Amaral Costa,** mother-in-law of Cidalia Costa, teacher, St. Francis Xavier CES.
- **Angela Greco,** aunt of Joseph Triumbari, floater custodian.
- Maria Melo, grandmother of Amanda Sousa, DECE, St. Isaac Jogues CES.
- Myrol Valentine Parsons, father of Allison Parsons, teacher, Cardinal Leger CSS.
- John Kyle Owens, brother-in-law of Julie Ruske, teacher, St. Valentine CES.
- **Pamela Quinn, s**ister of Lu-ann Richer, retired Training & Development administrator, and aunt of Sarah Richer, vice-principal, Metropolitan Andrei CES.
- **Basilisa Reyes,** grandmother of Gerard Engson, teacher, St. Michael CSS, Lawrence Cabading, teacher, Bishop Francis Allen CES, and Charlene Engson, teacher, St. Daniel Comboni CES.
- **Pawel Hac,** husband of Kate Ejzenchart, DECE, St. Edith Stein CES.
- **Philomena Monteiro**, mother of Shamitha D'Souza, occasional teacher.
- **Grande DiMichele,** father-in-law of Christina DiMichele, teacher, St. Francis Xavier CSS.
- **Dave Bice,** husband of Debbie Bice, retired teacher, St. Francis Xavier CES; and father-in-law of Crystal Bice, teacher, St. Daniel Comboni CES.
- **Richard O'Brien**, brother of Caroline McFarland, executive assistant of policy, strategy, research, safe schools & equity and Indigenous education; uncle of Christianna Maula, Teacher, Cardinal Leger CSS.
- **Bruna Berto**, mother-in-law of Diana Emanuele, teacher, John Cabot CSS.
- **Gary Elliot Robinson**, father of Tess Prendergast, teacher, St. Andrew CES.
- **Clinton Leslie Henriques**, father of Michael Henriques, head custodian, St. John Fisher School CES.
- **Frank Fallon**, husband of former DPCDSB Trustee, Sally Fallon.
- **Kenneth Higgs,** husband of Joan Higgs, retired teacher; grandfather of Meaghan Higgs, teacher, Notre Dame CSS.

- **Gabriela DiRenzo Teodorani,** aunt of Domenic Santucci, Financial Services Department.
- **Maria Pizzuto,** mother of Nella Bertani, Special Education Resource Teacher (SERT), Holy Family CES.
- **Jose Dias Alves,** grandfather of Jessica Goncalves, ERW casual supply, St. Joesph CSS.
- **Donald James Finlayson,** father of Jane Finalyson-Kulchin, ERW, St. Martin CSS; brother of retired teacher Jean O'Gorman; uncle of Neil O'Gorman, teacher, St. Margaret D'Youville CSS.
- **Mario Cedrone,** uncle of Cathy Ruscica, teacher, Father Michael Goetz CSS; uncle of Franca Angeli, teacher, St. Francis Xavier CSS.
- **John Haughey**, father-in-law of Robert Scicluna, principal, St. Bernard of Clairvaux CES.
- **Ivana Campa,** mother of Regina Zizek, ERW, St. Joseph CES, and Michele Wilson, vice-principal, St. Gregory CES; mother-in-law of Philip Wilson, former principal.
- **Yarla Maria Rabelo**, wife of Juan Carlos Orellana, service desk analyst, ICT Department.
- **Delphine Gonsalves**, mother of Anna Rita Hayde, OT; grandmother of Michelle Hayde, teacher, Father Michael Goetz CSS.
- **Anne-Marie Klyn**, sister of Vera Sasso, SERT, Our Lady of Lourdes CES.
- **Rosa Gambacorta,** grandmother of Adriana Pinto Da Costa, occasional teacher.
- **Matthew Fread**, son-in-law of Sandy Johnson, retired teacher, Our Lady of Good Voyage CES; Paul Johnson retired department head, St. Joan of Arc CSS.
- **Mary McLean**, mother of Joseph McLean, teacher, St. Edmund Campion CSS.
- **Vivienne Widner**, grandmother of Jacquelyn Flannigan, teacher, Father Francis McSpiritt CES.
- **Vincent Collaco,** father of Sonia Collaco, teacher, St. Andre Bessette CES; and uncle of Nadine Siemons, teacher, St. Francis of Assisi CES.
- **Carole Aherne,** mother of Christine Aherne, teacher, St. Dominic CES; and mother-In-law, Patrick Cahill, principal, Canadian Martyrs CES.
- **Mark Jaklic**, brother-in-law of Rob Malich, teacher, Cardinal Leger CSS.
- **Joseph Louis "Joe" Rosinski**, father of Joseph Rosinski, teacher, Father Daniel Zanon CES; father-In-law of Jennifer Ambal Rosinski, French Immersion (FI) teacher, All Saints CES.
- **Mary Mirza,** mother of Fadi Mirza, teacher, St. Jean Brebeuf CES.
- **Jose Antonio de Castro**, father of Nuno de Castro, teacher, Loyola CSS.

And, also for those whose passing we have not mentioned,
we know that God will not forget.

Regular Board Meeting January 28, 2025

January – New Beginnings

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

Let us pray…

Faithful companion, in this new year we pray:

To live deeply, with purpose,

To live freely, with detachment,

To live wisely, with humility,

To live justly, with compassion,

To live lovingly, with fidelity,

To live mindfully, with awareness,

To live gratefully, with generosity,

To live fully, with enthusiasm.

Help us to hold this vision

And to daily renew it in our hearts,

Becoming ever more one with you.

Amen

St. John Bosco, pray for us.

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

**Prayer by J. Rupp*

Opening Prayer

O almighty God,

Our Father in heaven,

From whom all goodness and truth on

Earth have come forth.

Grant to us,

The Catholic community gathered at this meeting,

The vision to recognize,

And the vigor to espouse,

Sound principles of educational theory

And practice in a spirit of balanced

Judgement,

And the proper perspective.

Give us also the courage

To turn always

Onto the path of higher goodness

In our deliberations,

Administrative decisions,

And courses of action.

Amen

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER A 7

**APPROVAL OF THE MINUTES OF
THE REGULAR BOARD MEETING,
DECEMBER 10, 2024**

1. THAT THE MINUTES OF THE REGULAR BOARD MEETING, DECEMBER 10, 2024, BE APPROVED.

Dufferin-Peel Catholic District School Board

MINUTES

Regular Board Meeting

Tuesday, December 10, 2024, 7:00 p.m.
Boardroom, Catholic Education Centre

Trustees:	Luz del Rosario	Chair
	Thomas Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Herman Viloria	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Jia Sharma	Student Trustee
Regrets:	Raheem White	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	Daniel Del Bianco	Associate Director, Corporate Services
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Max Vecchiarino	Executive Superintendent, Policy, Strategy, Research, Safe Schools
	Dulcie Belchior	Superintendent, Family of Schools
	Wayne Brunton	Superintendent, Equity and Indigenous Education
	Brian Diogo	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Ivana MacIsaac	Chief Information Officer
	Richard Moriah	Acting Superintendent, Planning and Operations
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Family of Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Drago Radic	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Stephanie Strong	Superintendent, Human Resources and Employee Relations
	Viviana Varano	Superintendent, Family of Schools
	Kevin Wendling	Assistant Superintendent: Math Lead
	Bruce Campbell	General Manager, Communications and Community Relations
	Theresa Davis	General Manager, Human Resources
	Christiane Kyte	General Manager, Clinical Services and Special Education
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

   Chair Luz del Rosario called the meeting to order at 7:00 p.m.

2. National Anthem

   The Chair acknowledged and thanked Martina Ortiz-Luis, Kibwe Thomas and Sole Power Productions for permission to use their recorded version of the national anthem.

3. Opening Prayer

   The Opening Prayers were led by Trustees Paula Dametto-Giovannozzi and Stefano Pascucci.

4. Land Acknowledgment

   The Chair recognized that the Land Acknowledgment was a video recording made by Indigenous student Rhaya Clyne, a recent graduate of Dufferin-Peel Catholic District School Board (DPCDSB).

5. Approval of Agenda

   Correction: F2 incorrect title and G1 spelling.

   Motion 1342 (24-12-10)
   Moved by Mario Pascucci
   Seconded by Darryl D'Souza

   MOTION TO ADD A PRIVATE IN CAMERA SESSION TRUSTEES AND DIRECTOR ONLY.

   CARRIED

   Motion 1343 (24-12-10)
   Moved by Brea Corbet
   Seconded by Bruno Iannicca

   THAT THE AGENDA BE APPROVED, AS AMENDED.

   CARRIED

6. Declaration of Interest

   The following trustees declared an interest in agenda items H1 AND L1a:

   1. Trustee Bruno Iannicca - family members belong to OECTA and CUPE 2026
   2. Trustee Mario Pascucci - family members belong to OECTA
   3. Trustee Brea Corbet - a family member is a DPCDSB employee
   4. Trustee Stefano Pascucci - a family member belongs to OECTA

   Motion 1344 (24-12-10)
   Moved by Paula Dametto-Giovannozzi
   Seconded by Thomas Thomas

   THAT THE DECLARED INTEREST ITEMS BE MOVED TO AGENDA ITEM H1 TO K1 AND L1a TO L8.

CARRIED

7. Approval of the Minutes of the Regular Board Meeting, November 26, 2024

Motion 1345 (24-12-10)
Moved by Anisha Thomas
Seconded by Shawn Xaviour

THAT THE MINUTES OF THE REGULAR BOARD MEETING, NOVEMBER 26, 2024, BE APPROVED.

CARRIED

a. Business Arising from the Minutes - Attached.

B. Pastor's Remarks: Video Presentation by Monsignor Shiels - Advent and Christmas

The Chair Luz del Rosario asked the Director to express our gratitude to Monsignor Shiels for his inspiring words and to Claudia Ferro, Consultant, Religious Education and Faith Development in the Program Department. Claudia is the gifted vocalist we hear throughout his video remarks.

Advent Prayer

Heavenly Father, your Son, Jesus, is your gift to us a great sign of your love.
Guide us as we strive to walk in love together, as a family this Advent.
As we prepare our hearts for Christmas, bring us closer to each other and to your son.
Give us the grace and strength we need each day.
Help us to always trust in you.
Come, Lord Jesus, lead all people closer to you.
Come and dispel the darkness of our world with the light of your love.
Amen.

Trustees' Prayer

Help me to be an active Trustee.
To share my ideals and the ideals in the Catholic faith with my fellow trustees.
May I be kind and gentle in listening to the ideas of my fellow trustees.
Help me Lord to be open to the wisdom of the spirit of God in my life and enable me to bring forth the love of God to our teachers, students, and parents.
I ask this in the name of Jesus, Our Lord and Our Saviour with the help of his mother, Mother Mary.
Amen

C. Awards and Presentations - Nil

D. Delegations - Nil

E. Reports from Trustees for Receipt

1. Regular Reports

a. Ontario Catholic School Trustees' Association (OCSTA) Report

Trustee Shawn Xaviour provided updates from the recent OCSTA Board of Trustees meeting:

- President Michael Bellmore met with Minister Jill Dunlop. At the meeting there were various MPPs and other parties discussing Catholic education, Bill 98 and other concerns regarding regulations affecting Catholic school boards. It was an opportunity to discuss the September 2025 trustee attendance requirements.
- Catholic Virtual Ontario (CVO) has 21 planned additional programs.
- January 17 and 18 is the OCSTA Trustee Seminar, please contact Michelle Vritsios for registration.
- The OCSTA Short Video Contest has concluded and voting begins on December 12 (until December 23). Please visit the OCSTA site to cast your vote.

Trustee Mario Pascucci commented that the OCSTA Large Boards Committee has requested a meeting room at the spring OCSTA Annual General Meeting to discuss concerns of large school boards.

b. Student Voice Report

Indigenous Student Trustee Bailey Clyne and Student Trustees Jia Sharma (North) introduced themselves. Indigenous Student Trustee Bailey Clyne spoke in Anishinaabemowin.

Our most recent Senate Meeting took place on November 26. Our Senators had the opportunity to attend the Level Up Skill Trades Career Fair. It was a wonderful excursion where we gained insight into various career pathways and emphasized the importance of including the elementary panel for transition purposes. Upon our return, we went into our working groups to discuss initiatives and to brainstorm what we would like to see happen in the future of our respective working groups. We look forward to our final meeting of 2024 with our Senators next week, with a lot of Christmas festive energy!

Across DPCDSB in the past month, many schools held Grade 8 Open House events and Academic Award ceremonies. Students are excited about the semi-formals being planned. Boys' Basketball and Girls' Volleyball seasons have started. Bullying Awareness Week was a success, especially with the collaboration between the senate and the Mental Health and Well-Being Champions. There were also special initiatives on World Kindness Day. Student Councils across the board are planning special events for Teacher Appreciation Day on December 12. Student Councils are also planning Christmas Spirit Weeks - our students are definitely feeling the Christmas spirit!

c. Good News Report

Trustee Paula Dametto-Giovannozzi
Caledon and Dufferin
Grade 5 students at St. Evan Catholic Elementary School (CES) hosted a Wax Museum. The students researched a saint and then dressed as their chosen saint. The statues came to life as Grade 1 to 4 students toured the museum. Father John Nosan from St. Leonard Church attended. This was a very impressive event and students learned a lot about the saints they portrayed. Congratulations and blessings to the teachers and students.

Trustee Bruno Iannicca
Mississauga Ward 7
Tomorrow night is Nativity night at St. Timothy CES. There are live animals such as lambs and donkeys and children singing Christmas carols. Both public and separate school students attend. All are welcome!

F. Updates/Information/Reports from Committees for Receipt

1. Receipt of the Minutes Brampton School Traffic Safety Council, October 10, 2024
2. Receipt of the Minutes Central Committee for Catholic School Councils Meeting, November 14, 2024

G. Updates/Information/Reports from Administration for Receipt

1. 2023-2024 Director's Annual Report

H. Updates/Information/Reports from Administration Requiring Action

1. Moved to K.
2. 2024-2025 Revised Estimates - Capital Budget

Superintendent Scott Keys summarized the report.

1. Trustee Mario Pascucci: Are we able to go back to the Ministry regarding projects?

Executive Superintendent Cherepacha: Capital projects are submitted annually based on Ministry requirements. In the last round we were not approved for anything beyond the St. Anne CES replacement school and the new school Mount Pleasant CES #2.

Motion 1346 (24-12-10)
Moved by Darryl D'Souza
Seconded by Paula Dametto-Giovannozzi

THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2024-2025 REVISED CAPITAL BUDGET POSITION WITH EXPENDITURES TOTALING $82.0 MILLION.

CARRIED

I. Additional Business - Nil

1. Notices of Motion

J. Questions Asked by Trustees

1. Trustee Mario Pascucci: Can staff comment on the development at Lakeshore Road and Highway 10 and the possible enrolment that is expected from this area?

   Manager Stephanie Cox: The Planning team has been following the Lakeview development. There is capacity in existing schools and we are considering holding schools if necessary.

2. Trustee Mario Pascucci: Has staff considered what accommodation will be needed due to the bike lane expansion along Bloor Street?

   Manager Cox: We can investigate further and will report back.

3. Trustee Brea Corbet: It is a reality that our schools do not have enough electronic devices for all students, and many of those devices are approaching end-of-life. The Ministry funding during the pandemic has not continued. Many schools do not have the funds to sustain the devices they have, let alone invest in new equipment. Can staff share some details about our system-wide plan to manage our technology inventory?

   Associate Director Del Bianco: We have been working on the Device Refresh Strategy for student and staff devices, with a centrally procured plan to assist system wide.

   Chief Information Officer MacIsaac: In the new year General Manager Campbell will communicate background information on the life of our devices, the challenges we are experiencing, the optimal device ratio per student and the benefits of using a four year device plan.

4. Trustee Brea Corbet: In the past we have submitted a resolution to OCSTA for further investment in technology. Should the Board of Trustees be advocating to the Ministry for additional funding?

   Director Mazzorato: I am very supportive of the Board of Trustees advocating additional funding for technology.

5. Trustee Bruno Iannicca: The last technology funding we received was four or five years ago, are we able to communicate to the Ministry what we are willing to invest, and possibly CSC could invest at the school level and find out how much the Ministry is willing to invest?

   Director Mazzorato: We can take the direction of the trustees to write a letter to the Ministry on behalf of the Board of Trustees to explain the challenges and include a high level summary of what we are able to invest.

6. Trustee Stefano Pascucci commented that recently the Enhancing Digital Security and Trust Act was created. This is a new regulatory framework for the Ontario public sector with respect to artificial intelligence systems and cybersecurity. We may want to include that in the letter to ask for assistance to ensure we are compliant.

7. Trustee Bruno Iannicca: Can staff advise how many administrators we have in the pool?

   Superintendent Varano: In the elementary pool we have ten (10) vice-principals and no principals. In the secondary pool we have no vice-principals and four (4) principals.

8. Trustee Bruno Iannicca: Recently we have had five elementary principal retirements. Do we know why there is no interest in leadership?

   Director Mazzorato: There is interest, unfortunately we have had a high number of retirements over the last five years. We are not the only board experiencing leadership challenges. We continue to run the Catholic Leadership Qualification Program (CLQP). Anecdotally, it depends on where educators are in their career and life; work life balance to consider leadership. They may not be interested in leadership right now. Teaching is a noble vocation and they may be content to stay as a teacher.

9. Trustee Bruno Iannicca: Do we have succession plans for all positions of the board? And are there opportunities for staff to learn many roles in order to gain overall knowledge?

Director Mazzorato: We have mentorship programs and a robust CLPQ leadership program, opportunities for principals who sit on community committees such as Central Committee for Catholic School Councils (CCSC) or Special Education Advisory Committee (SEAC) to gain system perspective and experience. There are principals who sit on the Multi-Year Strategic Plan (MYSP) committee.

10. Trustee Herman Viloria: How many participated in the CLQP in September?

    Director Mazzorato: We had approximately 100 educators show interest in the CLQP. This is an information evening to discuss pathways, receive information and then interested teachers may discern when they may participate in the program.

11. Trustee Herman Viloria: Of the 100 who came to the information session, how many participated in the program? When will the program be run again?

    Superintendent Strong: We can provide details in Issues & Events. This is an open registration evening. The next step is for the educator to sit with their principal and Family of Schools superintendent to discern their commitment. We will run the program again in the new year.

12. Trustee Herman Viloria: How long is the program? And when should we see more candidates in the pool?

    Superintendent Varano: The full process takes about one month and we hope to see successful candidates by March or April.

13. Trustee Bruno Iannicca: Khanmigo is an artificial intelligence (AI) program using OpenAI that marks students' work and suggests improvements to be made. It is used to save teachers' time and enhance student critical thinking skills.

    Director Mazzorato: We can discuss offline and follow up.

14. Trustee Herman Viloria: Have staff developed an exit survey for retiring principals?

    Director Mazzorato: We are always interested in how we can improve. We will review the possibility.

15. Trustee Herman Viloria: When will we get a report on the survey of administrators?

    Director Mazzorato: As we have indicated it will be presented in camera in January.

16. Trustee Darryl D'Souza: If I understand correctly, 100 candidates attended the information session. Thirty (30) interviewed after taking the CLQP, and of them, 18 were successful. How many of the 18 were diverse candidates?

    Superintendent Varano: I will confirm the numbers and advise how many were diverse candidates in Issues & Events.

17. Trustee Mario Pascucci: During this season of Advent and Christmas can we ensure that when people walk into our schools it is evident that it is a Catholic school? We need to ensure that every day our schools represent our faith; we are a Catholic School Board.

    Director Mazzorato: We will take the opportunity to remind administrators at our leadership meeting on Thursday.

18. Trustee Stefano Pascucci: There were recently coyote sightings on school properties. When we put up a temporary fence to protect board properties, does the city help with the costs associated?

    Associate Director Del Bianco: If we abut a municipal park we do not separate ourselves by a fence as part of the greenspace agreement. In the past if we backed on to a development and we put up a temporary fence we would have incurred the cost. We can reach out to the Municipalities to see if there is concern regarding fencing to protect against coyotes.

K. Declared Interest Items

1. Revised Estimates for the 2024-2025 Operating Budget

   Executive Superintendent Cherepacha summarized the report.

   Trustees with a declared interest left the meeting.

   1. Trustee Darryl D'Souza: Can staff clarify, are there 13,000 elementary vacant pupil spaces and 1,000 secondary vacant pupil spaces?

      Executive Superintendent Cherepacha: That is correct.

   2. Trustee Herman Viloria: Teachers hired after June 30, 2024 would be part of the OECTA employee-paid LTD Plan. How many teachers have been hired since that time?

      Executive Superintendent Cherepacha: Almost 100 teachers.

   Trustees with a declared interest returned to the meeting.

   Motion 1347 (24-12-10)
   Moved by Thomas Thomas
   Seconded by Darryl D'Souza

   THAT THE BOARD OF TRUSTEES APPROVE THE 2024-2025 REVISED ESTIMATES TOTAL OPERATING BUDGET OF $1,074.6 MILLION, THAT PRESENTS A COMPLIANCE DEFICIT POSITION OF $38.8 MILLION, TO BE REPORTED TO THE MINISTRY OF EDUCATION AS PART OF THE MULTI-YEAR FINANCIAL RECOVERY PLAN PROCESS.

   CARRIED

L. In Camera Meeting of the Committee of the Whole

Motion 1348 (24-12-10)
Moved by Stefano Pascucci
Seconded by Mario Pascucci

THAT THE COMMITTEE OF THE WHOLE MOVE INTO A CLOSED MEETING AS DISCUSSIONS WILL INVOLVE THE DISCLOSURE OF INTIMATE, PERSONAL OR FINANCIAL INFORMATION IN RESPECT OF A MEMBER OF THE BOARD OR COMMITTEE, OR AN EMPLOYEE.

CARRIED

M. Report from the In Camera Meeting of the Committee of the Whole

Report: Approval of In Camera Board Minutes November 26, 2024, Questions Asked of an In Camera Nature by Trustees, Personnel Matter, and there are Recommended Motions to the Board of Trustees to consider:

Motion 1349 (24-12-10)
Moved by Darryl D'Souza
Seconded by Paula Dametto-Giovannozzi

THAT THE BOARD OF TRUSTEES APPROVE THE DISPOSITION AND SALE OF THE BOARD PROPERTY AS RECOMMENDED.

CARRIED

Motion 1350 (24-12-10)
Moved by Shawn Xaviour
Seconded by Bruno Iannicca

THAT THE BOARD OF TRUSTEES APPROVE THE ENGAGEMENT OF ONTARIO EDUCATION SERVICES CORPORATION (OESC) TO COMPLETE THE FEEDBACK REQUIREMENT OF THE PERFORMANCE APPRAISAL OF THE DIRECTOR OF EDUCATION.

CARRIED

N. Future Meetings

January 28, 2025
February 25, 2025
March 25, 2025
April 29, 2025
May 27, 2025
June 17, 2025

O. Adjournment

Motion 1351 (24-12-10)
Moved by Thomas Thomas
Seconded by Paula Dametto-Giovannozzi

THAT THE MEETING BE ADJOURNED AT 10:23 P.M.

CARRIED

Dufferin-Peel Catholic District School Board

Business Arising from
Regular Board Meeting,
December 10, 2024

J.	Questions Asked by Trustees	
Q 2	Trustee Mario Pascucci: Has staff considered what accommodation will be needed due to the bike lane expansion at Bloor Street?	The Planning Department has reached out to the City of Mississauga regarding the bike lanes. The City has advised that the project was tendered last Fall (2024) and that the procurement process has not been completed yet. Once the procurement process is completed, the City will require provincial approval prior to proceeding. Even if the bike lanes are to proceed, there is no accommodation needed. The bike lanes will have no impact on our schools.
Q 4, 5 & 6	Trustee Brea Corbet: In the past we have submitted a resolution to OCSTA for further investment in technology. Should the Board of Trustees be advocating to the Ministry for additional funding? Trustee Bruno Iannicca: The last technology funding we received was four or five years ago, are we able to communicate to the Ministry what we are willing to invest, and possibly CSC could invest at the school level and find out how much they could invest? Trustee Stefano Pascucci commented that recently the Enhancing Digital Security and Trust Act was created. This is a new regulatory framework for the Ontario public sector with respect to artificial intelligence systems and cybersecurity. We may want to include that in the letter to ask for assistance to ensure we are compliant.	OCSTA Resolutions were on the Board By Law/Policies Committee Agenda on January 21, 2025.
Q 16	Trustee Darryl D'Souza: If I understand correctly, 100 candidates attended the information session. Thirty (30) interviewed after taking the CLQP, and of them, 18 were successful. How many of the 18 were diverse candidates?	Please see In Camera Confidential Business Arising Report

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

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Meeting name & date: January 28, 2025 Subject: Flag Protocol

☐ I wish to speak ONLY on my own behalf.
☐ I wish to delegate as a spokesperson for: _____
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

Flag Protocol on flying a 3rd flag at the Board's offices

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

Please note that delegations will be only heard during the allotted period for delegations. If it is necessary to cancel the delegation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433, Fax 905-890-8837 or Email cindy.child@dpcdsb.org

Delegation Contact Information: *

Name Blace Senra (delegate), Sarina Senra (Support) & Mario Senra (Support)

Address [redacted]

Date: 01/24/2025 Signature: _____

** **Municipal Freedom of Information and Protection of Privacy Act**: Personal information is collected under the legal authority of the Education Act, RSO 1990, c. E.2 and will be used by the Board and Committee Information Officer for corresponding with delegates. Questions about this collection should be addressed to the Manager, Records Management, Access & Privacy at 890-0708, Ext. 24443.*

D 1

Blace Senra

Good evening/morning school board members and trustees,

I stand here today as a proud transgender and queer man, speaking not only for myself but for thousands of 2SLGBTQIA+ students under this school board. I am an 18-year-old recent graduate of a Secondary school within the Dufferin Peel Catholic District School Board. I won't waste time with pleasantries because it is vital that minorities not only have a say in decisions that directly affect them but that their voices are genuinely heard and acted upon.

To begin, I want to share my personal experience as a queer and trans individual within this school board. Unfortunately, it was far from positive. Most days, I dreaded going to school because of the hostile and petty environment that surrounded me simply for being queer. This was not just my experience but a shared reality for many queer peers in Catholic schools. If it weren't for the open support system of a few incredible teachers and school staff, I wouldn't be standing here today. This discussion is not just about flying flags—it's about what you, as the head decision-makers, are willing to tolerate inside of these schools.

To address specific arguments raised from some trustees at last weeks meeting, I must speak on the misuse of scripture. One argument cited 2 Timothy 4:1, which speaks of upholding Catholic values "in season or out of season." However, this leaves us with the implication that acting outwardly supportive of the LGBTQ+ community or other movements somehow opposes Catholic values. This weaponization of God's word prevents unity and solidarity and drives this school board further from the message that you all want to send out. To counter this, I guide you all to 1 John 3:18: "My dear children, let us not love in word nor tongue, but in action and in truth." Shortly, your actions speak louder than your words. If this school board truly values love and inclusion, then flying the rainbow flag is a concrete action that demonstrates support for all students.

The argument that the cross is a universal symbol of all Catholic people, including queer Catholics, is a touching sentiment—but it does not erase the historical and systemic harm queer people have endured at the hands or in the name of religion. Flying the rainbow flag does not diminish the importance or symbolism of the cross; in fact. it reaffirms its message. It demonstrates that love, support, and inclusion are the values upheld within your schools. So I ask you, why is this movement really up for debate?

Some of you have argued that every single part of the Bible is unquestionably true and must be entirely followed. To that, I refer you to Exodus 21:20-21: "Anyone who beats their slave with a rod must be punished if the slave dies as a direct result, but they are not to be punished if the slave recovers after a day or two, since the slave is their property." How can or should this passage, which clearly condones violence and oppression, be treated as moral truth? The Bible has been written, translated, and edited by humans over thousands of years. It reflects human flaws and biases. It is not God—it is a tool for teaching lessons, not an excuse for exclusion and division. The ten commandments are the moral foundation of our faith, not every verse of scripture.

Hearing scripture twisted into arguments against supporting queer youth is frustrating and disheartening, and having to remind the people in charge of this school board the importance of

historical context and the meaning of the bible leaves reeks of unfortunate irony. Jesus' teachings are clear: love the vulnerable and the oppressed, without hesitation. Using the Bible to exclude or shroud others is not reflective of God's will—it is human interpretation rooted in fear and control.

I must also address the argument that those upholding "traditional Catholic values" are mocked and ridiculed. That. is false victimhood. Those who criticize the mindsets against queer people are not mocking faith—they are challenging hatred disguised as religious values. Across North America, we see evangelical extremists passing regressive legislation to harm minorities in the name of God. But these individuals are not ridiculed for their religion but for their hypocrisy. It is ironic to claim to follow the word of God while judging and oppressing others. This behavior does not represent the Catholic community, so why defend it?

You have claimed that the Catholic Church is "not against queer people" but does not support the "lifestyle." But when another queer child is killed in hate-fueled violence—God forbid it happens under your schools—where will you stand? There is no middle ground when it is life or death for these kids. My trans friends have been chased with weapons simply for existing in a Catholic school, byother catholic students. This is the reality students are living. Jesus did not say "maybe" or "kind of" when it came to supporting the vulnerable—he stood with them fully, without protest.

Lastly, I urge you to think beyond this single issue. The debate over the rainbow flag reflects broader patterns of exclusion. Imagine how many other observances could be denied—heritage flags, MMIW awareness flags, and so on. Will you erase and hide culture in the name of religion? Or will you stand with Jesus and show solidarity with all students, including queer people and other minorities?

The choice is yours. But be mindful, because the lives and well-being of your students depend on this.

Good day.

Dufferin-Peel Catholic District School Board

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Meeting name & date: January 28, 2025 Board Meeting Subject: Flag Protocol

☑ I wish to speak ONLY on my own behalf.
☐ I wish to delegate as a spokesperson for: _____
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I will request that trustees not permit the flying or display of the Pride flag.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Josephine Luetke

Address [redacted]

Date: January 26, 2025 Signature: _____

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D 2

Josephine Luetke

Good evening, trustees, staff, and fellow community members.

My name is Josephine Luetke. I'm a Catholic school supporter here in Mississauga, and a parishioner at St. John of the Cross.

I'd like to sincerely thank you for voting against a motion to raise the Pride flag last week. I especially want to thank those of you who may have been hesitant, but decided to heed the instruction of His Eminence Frank Cardinal Leo. You provided a noble witness to what it means to be obedient as Catholics. When in doubt, we defer to the Magisterium. We listen to Church authorities.

I recognize that you're motivated by genuine concern for the students in your board, and I commend initiatives like putting the "We all belong" banner in every school as a means of including every student, while also evangelizing and catechizing and being consistent with the principles of our Faith. *Thank you.*

I know you face a lot of internal and external pressure from those who don't understand the teachings of the Church.

Some apparently believe these teachings are in conflict with human rights, when actually, Church teachings provide us the full picture of human dignity, and our corresponding rights.

I think part of the problem is that a lack of support for the Pride flag is being interpreted as a lack of support for those who might experience same-sex attraction or gender dysphoria, and that is not at all the case.

As was established last week, it's not possible to fly flags representing the identities of every student in the board, let alone flags with concerning origins and associations.

The beauty of the Cross and the Sacred Heart of Jesus is that we may all find our identity in these symbols of profound meaning. All of us are sinners. All of us are children of God. Before anything else, all of us should define ourselves by Jesus' sacrificial love for us, and in response, we ought to conform ourselves to Christ.

I'm still trying to embrace this message myself—to accept both Christ's love for me and my own cross and to offer up my suffering—and so I can understand if this message seems strange or irrelevant to others. That doesn't mean that it doesn't bear repeating. Quite the opposite.

If some do not find the Cross and the Sacred Heart of Jesus sufficient, then we must promote these symbols all the more. They are necessary. They offer healing to a broken world.

Please take courage in knowing that Christians have been misunderstood in every age. John 15:18-19 promises, "If the world hates you, keep in mind that it hated me first. If you belonged

to the world, it would love you as its own. As it is, you do not belong to the world, but I have chosen you out of the world…"

His Eminence Thomas Cardinal Collins said similarly, "…there are times when the presentation of Catholic teaching will clash with the views held by many in society, whether these relate to human sexuality, the sanctity of life, issues of social justice or other deeply held beliefs. Those who are faithful to these teachings are often ridiculed, mocked and excluded. Frequently, since the time of Jesus, Christian teaching has not aligned with currently prevailing opinions."

While I am grateful that you have decided not to raise the controversial Pride flag on any third flagpoles, I'd like to challenge you to go further.

We heard last week that His Eminence Frank Cardinal Leo stands behind His Eminence Thomas Cardinal Collins' 2021 statement on Pride flags.

I know it's been quoted at length, but to reiterate, he said:

"Parents make a clear choice when they decide that their children will attend a Catholic school. They rightly expect that trustees, principals, teachers – all partners in education – will ensure that Catholic teaching is presented, lived and infused in all that we do. In that regard, the appropriate symbol that represents our faith, and the inclusion and acceptance of others, is the cross…"

He also reminded us that: "There is a belief among some that unless one embraces secular symbols, one cannot be inclusive or accepting. This is simply not true."

In light of these remarks, I'd like to again appeal to trustees not only to refuse to fly the Pride flag *outside of* schools, but also to prohibit the display of Pride flags *within* schools, even if it's just during the month of June, because that is the month of the Sacred Heart of Jesus—and just the month of the Sacred Heart of Jesus.

If it's inappropriate to fly Pride flags outdoors, it's inappropriate to display them indoors. Logically speaking, there's no difference.

These flags confuse students about what the Church teaches about sex and sexuality. The Pride flag does harm to students. It does harm to the reputation of Catholic schools. And it does harm to the Church.

I see the backlash you are facing for being obedient to the Church on the question of flying the Pride flag. Nevertheless, I'm asking you to be consistent on the display of such flags, even if there's a cost. Parents and pastors will have your back. We are praying for you. Under Section 93, subsection 1, of the Constitution, you do have denominational rights, and the responsibility to defend Catholic education, especially in the area of faith and morals.

Thank you for listening, and may God bless and guide you.

Dufferin-Peel Catholic District School Board

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Meeting name & date: Meeting of full Board, January 28, 2025 Subject: Raising of Pride Flag

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for: _____
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I wish to delegate to the Board to support the flying of the Pride flag at the main Board headquarters

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Kathleen Wynne

Address [redacted]

Telephone

Email

Date: January 22, 2025 Signature: K O Wynne

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D 3

Kathleen Wynne

January 28, 2025

KW Remarks to the Dufferin Peel Catholic District School Board

In support of flying the Pride Flag at the Board Catholic Education Centre annually for the month of June and displaying inside schools throughout the year.

Speaking to Policy 8.06

Good evening everyone, Chair del Rosario, Trustees, Students, Staff, Director Mazzorato,

Thank you so much for allowing me to speak to you on the issue of flying the Pride flag at the DPCDSB Catholic Education Centre during the month of June each year and displaying them inside schools throughout the year.

My name is Kathleen Wynne. I am a retired politician who has served in the roles of School Trustee with the TDSB, MPP for 19 years, and during that time, Minister of Education and Premier. I am a Lesbian who has lived with my spouse, Jane, for 35 years. My extended family includes a gay man, a trans man and a young Lesbian mom. I am the grandmother of 6 children, 3 of whom are Indigenous, who have lived with the understanding that their schools and communities should be explicitly safe for all children and all families.

I have a deep respect for the office of School Trustee and throughout my career I have consistently raised my voice in support of the role of school boards in our publicly funded education system.

Likewise, I have always been clear in my support for the publicly funded education system as it was founded and has evolved in Ontario including the Catholic Education system.

But let me also be clear that every time a Catholic School Board demonstrates that it is choosing to move away from the policies of inclusion and equity that have been a hallmark of publicly funded education in Ontario, it raises the very real question of why we, as a society that has demonstrated that we value the beautiful diversity of this country, would continue to support that institution.

In my time in provincial office, I worked closely with Catholic trustees, educators and to the best of my ability with senior representatives of the Catholic church. I have had challenging conversations in many of those settings as we worked to find common ground during the discussions around implementing an updated Health and Physical Education Curriculum (sex ed included) in order to keep children safe and allow them to

access the information they need to make sense of a world increasingly complicated by technology.

Obviously, we have made progress since the 1950's and 60's when my dad, a Family Physician Ontario, had in his practice a number of gay patients who drove from Toronto to Richmond Hill to see him because he was a safe doctor. And we have increased awareness and changed laws so that the world is much safer for the LGBTQ+ community than it was in 1960.

But still, as you have heard from other delegations in the past, LGBTQ+ children are much more at risk of mental health concerns or even dying by suicide than their peers. We have not yet made our world safe enough for all the staff and families in our schools to feel that they truly belong.

So, while we are talking tonight about a flag being flown for a few weeks a year in front of one School Board office, I think we all know that we are talking about much more than that.

We are talking about whether we are willing to live with the honesty we have asked of our children, our teachers, our staff and our families. We are talking about whether we are willing to support the 4-year-old child in kindergarten who when she draws her family, she draws two dads. We are talking about whether we are willing to declare openly that this school board in 2025 is a safe place for everyone, one where everyone belongs—even in the face of loud, angry and sometimes powerful voices. We must not turn back the clock on the acceptance of difference that we have all worked so hard to achieve for 50 years.

So yes, we are talking about a flag and what the visibility of that flag represents to the students, families and staff who need to feel seen, heard and loved in the face of anger and bullying.

Here's what I want to say to each Board member because I know you are under a lot of pressure:

Why does a Catholic school board that used to be explicitly supportive of flying the flag, no longer consider it acceptable to do so? Your board and all boards in the province have a legal obligation promote an education environment free from harassment and other forms of discrimination.

If Reverend Mariann Budde at the prayer service on January 21st, just a week ago could stand in pulpit facing the newly inaugurated President-elect, then I believe you can explain to your constituents why it is the right thing to fly the Pride flag for a few weeks a year. Here is a little of what she said:

"...Millions have put their trust in you. And as you told the nation yesterday you have felt the providential hand of a loving God. In the name of our God, I ask you to have mercy upon the people in our country. And we're scared now.

There are gay, lesbian and transgender children…—some who fear for their lives……..May God grant us the strength and courage to honour the dignity of every human being; to speak the truth to one another in love and walk humbly with each other and our God. For the good of all people in this nation and the world."

Mariann Budde brings the message of love that supersedes all our politics. She is not Catholic, nor am I but her message supersedes denomination and sect.

I hope that you will send a clear message of love and inclusion to the Dufferin Peel school family and the communities you serve.

Thank you for your time.

Dufferin-Peel Catholic District School Board

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Meeting name & date: Board Meeting Jan. 28, 2025 Subject: Flag Policy

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for: _____
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

Video recording will be submitted regarding the Motion to amend policy 8.06 (Flag Policy)

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Anna Deamaral

Address [redacted]

Date: Jan. 24 2025 Signature: [signature]

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D 4

Anna Deamaral

Video Presentation

Dufferin-Peel Catholic District School Board

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Meeting name & date: __Regular Board Meeting_____1/28/2025_____ Subject: _____Flag policy_____

X I wish to speak ONLY on my own behalf.

I wish to delegate as a spokesperson for: _____

I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.
Please provide a brief summary of the subject of the delegation.

I will speak to the need for the Pride flag to be flown and displayed in Dufferin-Peel schools and classrooms as a sign of solidarity with and dignity for Catholic education's 2SLGBTQI+ community members.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name _Kevin Welbes Godin

Address [redacted].

Telephone Email _[redacted]

Date: 1/19/2025_____ Signature: ___**Kevin W. Godin**

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Still in Every Class in Every School: Egale National Survey 2021

- "2SLGBTQ students attending Catholic schools reported more incidents of harassment, especially in relation to sexual and/or gender identity and were less likely to disclose these occurrences to school staff" (p. 13)
- “Students do experience more negative school climates in Catholic schools" (p. 41)
- "Students who attend Catholic schools were twice as likely to report experiencing verbal harassment based on their perceived sexual orientation (35%). Similar differences were observed in regard to verbal harassment based on gender identity (28% for students from Catholic schools)." (p. 55)
- **"45% of respondents from Catholic schools reported that their school was not safe for gender non-binary students, compared to 24% of participants from secular schools" (p. 79)**

Catechism of the Catholic Church (CCC)

- CCC 1930

‘everyone should look upon his neighbor (without any exception) as another self, above all bearing in mind his life and the means necessary for living it with dignity.

- CCC 1932

The duty of making oneself a neighbor to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be.

- CCC 1933

This same duty extends to those who think or act differently from us.

Still in Every Class in Every School: Egale National Survey 2021

- **62%** of 2SLGBTQ+ students do not feel safe in school
- **83%** of trans students do not feel safe in school
- The Every Teacher Project found that **85% of educators** expressing **support** LGBTQ education;
- **Only 37%** reporting having participated in LGBTQ inclusive efforts
- Reasons for not teaching in 2SLGBTQ-inclusive ways, educators cited **lack of formal support, lack of training or resources, and various forms of potential opposition** (Campbell et al., 2021; Peter et al., 2018; Taylor et al., 2015; Taylor et al., 2016).

D 5
Kevin Welbes Godin

I speak to you as a retired Catholic teacher, Religion and Family Life Consultant in Dufferin-Peel and Toronto Catholic, two term Chair of the Catholic Association for Religion and Family Life Educators of Ontario, and the OECTA Coordinator of Equity and Diversity that trained thousands of teachers, students, administrators, and the parent community on 2SLGBTQI+ inclusion in Ontario Catholic schools. With a Master's degree in Divinity and a Bachelor's degree in Sacred Theology, my voice joins many in and outside this room who work tirelessly and for the most part quietly to ensure Catholic schools are safer for our queer youth. The Pride Flag is one important symbol that represents queer youth and signals a safer place to learn. Is Dufferin-Peel that safer place?

Courage in the face of adversity is what you're being held accountable for tonight.

These stats represent the experiences students in Catholic in schools who yearn for equity, recognition, validation, and appreciation - and the value they bring to our Catholic community. (slide)

2021 Still In Every Class In Every School, National Survey

- "2SLGBTQ students attending Catholic schools reported more incidents of harassment, especially in relation to sexual and/or gender identity and were less likely to disclose these occurrences to school staff" (p. 13)
- "Findings suggest that students do experience more negative school climates in Catholic schools" (p. 41)
- "Students who attend Catholic schools (either private or publicly funded) were twice as likely to report experiencing verbal harassment based on their perceived sexual orientation (35%) as students who did not attend a Catholic school (18%). Similar differences were observed in regard to verbal harassment based on gender identity (28% for students from Catholic schools versus 15% for students not attending a Catholic school)." (p. 55)
- "45% of respondents from Catholic schools reported that their school was not safe for gender non-binary students, compared to 24% of participants from secular schools" (p. 79)

I have two children who identify in the 2SLGBTQI+ community and have attended Catholic schools. Their gender identity is not up for your debate or are they at the hands of misinformed theological arguments. Simply put, my children are as a vibrant part of the human family and Catholic community as anyone else. Period. The political, religious and social context in which 2SLGBTQI+ students exist can be toxic, dangerous, and even life threatening if not surrounded by allies, strong human rights codes, and a faith that is grounded in unconditional love.

We all know this policy proposal is more than just the flag. Some choose to stake their political careers on this policy while others hide behind ignorance and fear of what they don't know. Others pluck scripture out of context or snippets of Catholic teachings armed to bolster their arguments and further debate that is harmful to the human character. Scripture, theology, and the catechism is never meant to be a weapon, and certainly never meant to degrade the dignity of another human being.

We must consider a fulsome reading of Catechism on 2SLGBTQI+ people. **These teachings** (2357-2358 in the Catechism) (slide) admonish Catholics to avoid all forms of 'unjust discrimination' and to treat anyone homosexual with 'kindness, compassion and sensitivity.' I urge all present here to consider what this looks like in their interactions with the 2SLGBTQIA+ students we serve. I suggest we all consider how excluding the pride flag squares with a more fulsome understanding of the Catechism itself such as: (slide)

o CCC 1930

'everyone should look upon his neighbor (without any exception) as another self, above all bearing in mind his life and the means necessary for living it with dignity.

o CCC 1932

The duty of making oneself a neighbor to others and actively serving them becomes even more urgent when it involves the disadvantaged, in whatever area this may be.

o CCC 1933

This same duty extends to those who think or act differently from us.

Your decision requires you to either be in solidarity for the safety of queer students in Catholic schools or continue to deny them a visible, vocal presence by keeping them subdued and behind closets of fear. I want to believe you all hold the lives of vulnerable youth as a priority and will protect them with the homework you've done to understand scripture, Catholic teachings, as well as your privilege, power, and positions of authority to amend this policy with affirmative support.

A central symbol of our faith is the crucifix – which some will say is all we need to focus on. If so, what about the crucifix needs to be understood? Would you like this symbol to be defined by people who have not taken the time to sit with you, break bread with you, understand you, and engage you on questions of your own Catholic identity? 2SLGBTQIA+ students and staff, along with their Catholic allies in their requests to fly the pride flag, are likewise asking for this dignity and depth of thought. It is the community of 2SLGBTQI+ folks who are reminding us of the importance for their representation by a symbol of their inclusion.

This proposed policy handcuffs Catholic educators and administrators who faithfully and courageously support some of the most vulnerable students in the system, especially transgender students.
Without your decision in creating strong, equitable policy, research shows that this will continue – (slide)

Still in Every Class in Every School: Egale National Survey 2021

62% of 2SLGBTQ+ students do not feel safe in school

83% of trans students do not feel safe in school

The Every Teacher Project found that **85% of educators expressing support** LGBTQ education; however, there were **only 37% reporting having participated in LGBTQ inclusive efforts** at their schools (Taylor et al., 2015). This gap between values and practice needs to be bridged in order to effectively engage teachers in supporting 2SLGBTQ students. When asked about their **reasons for not teaching in 2SLGBTQ-inclusive ways, educators cited lack of formal support, lack of training or resources, and various forms of potential opposition** (Campbell et al., 2021; Peter et al., 2018; Taylor et al., 2015; Taylor et al., 2016).

Let's be clear. There are some that will try and persuade you to believe this policy is about sex or a "life-style" and will use tactics that ignore the spectrum of safety and necessary, accurate information needed for optimum, unobstructed learning. Those in support of the Pride flag know the importance of offering safety and sanctuary to all students, but especially those most marginalized which Jesus calls us to walk with, include and accept, and most of all love. Be courageous tonight in your position as Catholic trustee. Flying a Pride flag is the very least that you can do for our Catholic 2SLGBTQI+ community.

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7. Delegations are reminded that no decision on the issues presented will be made at the meeting. Delegations are allotted five minutes to present.

Meeting name & date: January 28th Board Meeting Subject: Policy 8.06

☐ I wish to speak ONLY on my own behalf.
☑ I wish to delegate as a spokesperson for: Countering Hate Committee
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

An overview of the work of the Countering Hate Committee, and findings from the community. I will be providing this with Constable Joanna Styrczula who is a member of the Countering Hate Committee.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

Please note that delegations will be only heard during the allotted period for delegations. If it is necessary to cancel the delegation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433, Fax 905-890-8837 or Email cindy.child@dpcdsb.org

Delegation Contact Information: *

Name Gerald Adad

Address [redacted]

Date: January 21st 2025 Signature: _____

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D 6

Gerald Adad and I am the Coordinator for the Countering Hate Committee

Joanna Styrczula and I am a member of the Countering Hate Committee as well as the Regional Hate Crime Coordinator at Peel Regional Police

Good evening, my name is Gerald Adad and I am the Coordinator for the Countering Hate Committee. I would like to speak to you about our Committee, our work in hate crime, and how our findings may inform the decisions being made today.

The Countering Hate Committee was founded in 2023 to launch a training module to educate the community on the complexities of hate, and encourage reporting of hate crime and incidents. This is a community-led and community-driven approach that is the first of its kind. It is work that has been informed by a diverse team of service providers and community groups representative of the communities that we serve in Peel Region. Taking this approach has directly contributed to the success of our program so far.

Since the program launch in March 2024 this approach has allowed us to reach over 50 community groups, agencies, and places of worship with a collective audience of over 2000 community members across the region.

This work has allowed us to reach youth communities and directly hear about their challenges and needs. It has informed the creation of a Youth Module, which we will also roll out into the community. This new module provides opportunities for youth to learn about bystander intervention practices when encountering hate in the community and better online habits to avoid hateful content.

Our interactions with youth have helped to educate us on the unique challenges they face when it comes to hate. We know that today, youth of all walks of life see and experience hate on a daily basis, such that it is becoming normalized in their day-to-day student experiences here in Peel. Statistics from Egale Canada have shown us that 62% of 2SLGBTQ+ respondents feel unsafe at school, compared to 11% of cisgender heterosexual students, and 35% of students who attend Catholic schools reported experiencing harassment based on their perceived sexual orientation.

I will now pass it over to my colleague, Cst. Joanna Styrczula to speak on some of her work and experiences at Peel Regional Police.

Good evening, my name is Joanna Styrczula and I am a member of the Countering Hate Committee as well as the Regional Hate Crime Coordinator at Peel Regional Police.

Peel Regional Police serves one of the most diverse communities in Canada, our sworn and civilian membership also reflect the diversity of our community. We recognize that creating an environment of inclusion and belonging greatly benefits our members, especially members from underrepresented communities. To create a sense of well-being

for our members at Peel Regional Police, we have established internal support networks specifically designed for marginalized members including for our 2SLGBTQ+ members,

promoting visibility, and creating a sense of belonging. These networks not only provide essential support but also facilitate information sessions for allies educating them about the 2SLGBTQ+ community and the invaluable contributions they make to our society. We also raise the Pride flag at our Headquarters every June and the Transgender flag every November as it sends a powerful message of inclusion and support signaling to our community that we value diversity and stand firmly against hate. These actions promoting inclusivity within our service create a better environment of wellbeing for our officers, which allows us to be better servants to the public here in Peel.

I will now turn it back to Gerald

Thank you Joanna.

Countering hate is not something that we can arrest our way out of. It takes an all-of-community approach, and institutions must play a major part in addressing how to best foster inclusion and safety. As a Father Michael Goetz Gator myself, I remember our slogan of “Take a risk, get involved and be committed”. I think of the first part of our slogan and acknowledge that bold action in service of our community takes risk, but it is necessary.

We hope that given the current climate, all institutions, including the board, will take our findings and experiences into consideration when making decisions on practices of inclusion and safety, in service of our community.

Thank you for your time.

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR PRESENTATIONS

Presenters must register five (5) working days before the date of the meeting. Up to two presenters may speak with a total time allotted of five (5) minutes. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law Article 7.

Meeting name & date: 28 Subject: Flag policy 8.06

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for:
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Presenters are reminded that no decision on the issues presented will be made at the meeting.

Please provide a brief summary of the subject.

As a student of theology who wants to remain within the generous orthodoxy of Nicene Christianity, I intend in the time allotted to offer "an interpretation of tongues" for those within DPCDSB expressing concern that the Rainbow Flag is blasphemous at worst and unnecessary at best. Though the operative theologies sound sound very different, advocates for flag raising operate within pastoral and political theologies, whereas those who oppose operate within dogmatic and moral theologies. This is not fundamentally about "culture war" or accepting a secular symbol, but about which group of theologies should have priority in our daily contact with students.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law Article 7 *(see reverse)* prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your presentation.

Please note that presentations will be only heard during the allotted period for presentations. If it is necessary to cancel the presentation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433 Email cindy.child@dpcdsb.org

Presentation Contact Information: *

Name Robert "Robbie" Walker

Address [redacted]

Date: 23 January 2025 Signature: [signature]

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D 7

Robert Walker

Friends and lovers of Jesus!

I am surprised and delighted to be with you tonight—and I need to say, “I’m sorry.” I’m sorry because I was raised by protestants who think Catholics aren’t real Christians—y’all have weird practices, feel guilty all the time, and don’t care very much about the Bible—which you’re supposed to read ‘straight’ with as little imagination and interpretation as possible. These are the people with bumper stickers like, “The Bible says it, I believe it, that settles it,” or who have a Jesus fish eating Charles Darwin. As an eight-year-old, I once asked my Ukrainian Catholic Charismatic babushka, "Baba, are you a real Christian?" After I learned the Apostles’ Creed at 18 years old, I asked her to forgive me for the injury I caused our relationship. Like a faithful Christian, she forgave me instantly, throwing her arms around my neck. “Oh, I love how we talk about the Holy Spirit,” she said.

Imagine my surprise when I learned that serious Catholics don’t read the Bible, nor culture, in a fundamentalist way. The Catholic Church teaches that Catholics read contextually. Paragraph 109 of the Catechism of the Catholic Church [CCC] states in 109 and 110:

To interpret Scripture correctly, the reader must be attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal to us by their words. …To discover the sacred authors’ intention, the reader must [account for] the conditions of their time and culture, the literary genres in use at that time, and the modes of feeling, speaking and narrating then current. ‘For the fact is that truth is differently presented and expressed in the various types of historical writing, in prophetical and poetical texts, and in other forms of literary expression.

For Catholics, it will not do to believe that Satan is in control of culture, waiting to infect the Church with lies at every turn. Nor is it a responsible Catholic stance to reject significant cultural symbols—it implies that God cannot put them to good use. The Catholic Church taught me that everything true already belongs to God. What a relief! Everything true already belongs to God.

I didn’t hear Catholic language that reflects contextual reading of Scripture or culture, at least last week. I heard, “We’re in a culture war,” with the Pride Flag as a weapon of mass destruction carrying “a fornicative and debaucherous payload." What a fabulous turn-of-phrase, but its spirit isn’t very Catholic. Do you know how I got rescued from culture war thinking? Faithful Christians sat me down for coffee and asked, “Robbie, what are you so afraid of?” And they sat and listened while I spewed fear, refusing to punch down. Go and do likewise!

The Church has always redeemed symbols. Even the Catholic bad-boy Martin Luther once said, "Why should the Devil have all the good tunes?" Christians have rescued most of our most precious symbols from “secular” culture: the Cross, the terms “Christian,” “Gospel,” and “Church,”and all the philosophical terms in the Nicene Creed—we grinned and said, “Thanks, we’ll take that,” and used it to “tell the Truth, but tell it slant.”

And the rainbow is in Scripture, too—and it has to do with God deciding not to use violence against humankind (Genesis); instead, God brings all people—with the gifts of languages,

cultures, and symbols, into the New Heaven and the New Earth (in Revelation). It's not about our behaviour, but about God's sense of humour—imagine a five-year-old trying to explain $E=mc^2$ to Albert Einstein. I imagine he would be delighted by the effort, and stoop down to play with that child. God does that for us where we are, in Scripture, but also supremely in the Word made Jewish flesh in Jesus of Nazareth. (Oh yeah, there's another term Christians have borrowed—Word!)

The most challenging thing I heard last week was: "Flying a flag won't stop bullies—there will always be bullies." Imagine with me that we're all together in a very Catholic world that's not quite the Kingdom of God. And in this Catholic eutopia, I walk into a parish church or other space, and I'm greeted quite appropriately by the Cross and Sacred Heart of Jesus Christ. But as one does, eventually, I have to go to the bathroom. So I take my fabulous pink stick and I mosey on in - and there's no accessible stall. Freeze!

Now, it might be correct that the Sacred Heart and Cross mean that there *should be* an accessible stall—and that when I reach the Resurrection of the Body, I won't have cerebral palsy. But at this moment, those wonderful truths don't have any practical application. But if there's a blue square with a person in a wheelchair, *that* tells me I'm being treated as an adult who can hold the Church accountable for this aspect of preaching the Gospel.

Similarly, the Rainbow flag offers an outward, visible sign of inward, inspirited grace—the commitment to bring queer people, with their vocations, into the presence of God so that we may hear: "You are My child. With you, I am well-pleased." For queer Christians like myself, friends and lovers of Jesus, *this* is what pride means: not *hubris*, but standing, sitting, rolling, resting in our belovedness. Please fly the Pride Flag across this Board in June—and allow its display wherever a teacher has prepared to lead queer students into their belovedness: in other words, by listening without punching down. [END TEXT] Thank you!

Robbie Walker (he/they)

Ph.D (cand), Toronto School of Theology (Trinity College)

Author, *O Beautiful Dust: Walking the Wilderness Toward Common Prayer.*

"God loves us the way that God loves God."

- Rowan Williams

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

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Meeting name & date: Jan. 28/25 Subject: Board Meeting

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for: _____
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I will be speaking generally on the importance of upholding Christ's standard of love, truth and compassion as defined by our Catholicity/Christian faith- compassion for all, love in truth, as modeled by Christ Jesus who's love includes everyone. We don't need another standard- there is no authority or higher standard beyond Jesus Christ, especially to represent a Catholic school board who's very existence is predicated by Jesus Christ as our cornerstone. The only appropriate flag for a Christ centered school is one that unifies & includes everyone- the Canadian flag denoting Canadian identity includes every student. A faith based banner denoting Catholic faith/virtue would also exist as another suitable standard for a Canadian Catholic School Board.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Sheri Cooper

Address [redacted]

[redacted]

Date: Jan. 24/25 Signature: S. Cooper

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D 8
Sherri Cooper

Honourable Board Members, delegates, students, families and staff,

I am here today to oppose the pride flag being raised in Catholic schools- not for a lack of love but for the reason of love.
I love Catholic schools because they teach about Jesus Christ as the cornerstone of love, life and faith.
I love that monthly virtues have been celebrated for years to show how this school system is uniquely set apart from others.
I love that Catholic schools were a safe space to express my faith and grow in my relationship with the Lord who has become the cornerstone of my life- I love the Lord and realize that nothing could be more important than knowing Him in this life.
He is the One who will never leave or forsake us and who enables us to share this precious faith and hope with others.

Though times and seasons and values and leaders and governments may change- God does not.
He is our rock.
He is the living Word, a living testament who walked in human flesh showing us how to live.
In Him we live and move and have our being. (Acts 17:28)
The Bible teaches us that there is nothing above Him.
He is the final standard.
There is no other standard, lifestyle or flag that could supersede Jesus Christ.
There exists nothing and no-one more loving, compassionate or inclusive.

Trustees, as elected leaders with the clearly defined role and responsibility of being stewards and guardians of Catholic education, I trust you are familiar with the most basic tenet of our faith- that Jesus died as the sacrifice for the sins of all to give us His identity, His resurrection life and power so that we would be made pure, holy, righteous and without spot or wrinkle as part of His royal priesthood. (1 Peter 2:9)
To offer any other standard or identity, including one defined by pride, is to undermine everything Jesus did.
There is no greater picture of love than Jesus dying on the cross to set us free from sin and death.
John 3:16- For God so Loved the world that He gave His only son, that whoever believes in Him would have eternal life.
As Catholics you are well familiar with the Communion rite we celebrate every mass where the bread is broken and the priest declares-
"Behold the lamb of God, behold Him who takes away the sins of the world."
As one worship leader who had previously come out of a same sex relationship expressed, "thank you for the blood Jesus, you made a way for me to come in".

The flag vote before us has eternal ramifications.
These decisions will impact the future of every student and each of us will answer to the One

who created us.
I will answer to Him too which is why I felt it was important to speak today. During last week's meeting I was flying home from Texas - a trip led by the Lord to look into the issue of child trafficking- a tragic epidemic not unrelated to the grooming and sexualization of children of all ages, sadly so prevalent in our day and even our schools increasingly. When I could not be here I asked others to also pray- we were amazed by the 10-1 vote to not fly the pride flag. Yet perhaps more amazing was being alerted that there would a 3rd meeting today to finalize that vote.

Indeed, I feel have returned for such a time as this.
The Lord gave me Jeremiah 1 when I prayed about this meeting- speak His words and know that, "He is watching and He will certainly carry out all His plans".

The vote today is not in my hands so I appeal to you with my voice- use wisdom.
The fear of the Lord is the beginning of wisdom.
I now understand that when we put God first- His Word & His way- everything else will take it's rightful place.
Trustees, I know this is a difficult position you're in- please also know, you were born and appointed for such a time as this, even for this vote.
Jesus said to let the children come to Him.
I pray no one here would stand in the way of children coming to know Christ through the Catholic school board.
And for those who have felt let down by the church, schools or by people of faith who failed to uphold Jesus' way of love, truth, righteousness and compassion, my heart also goes out to you.
I pray you will encounter God's love in a greater way.
I would encourage you to turn to Him- where others missed it, He will not.
The only identity that will remain for eternity is the one in Christ.
He is the eternal one who has gone before us, even defeating death.
Only He can give us the love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control we need- we have nothing apart from Him.

How tragic if Catholic schools were no longer an option for students or families, if they were no longer funded because they became indistinguishable from other school boards, no longer rooted in the bedrock of Christ which is so needed in these increasingly dark global times.
Let Jesus be your guiding light today.
He loves you and will never lead you astray.
If schools are to fly any flag, what stands as most appropriate for Catholic faith/students would be flags that bring unity and inclusion for all- a flag that unites us in Christ and as a people/nation would be most fitting.

I bless you and pray for you today as you vote!

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7. Delegations are reminded that no decision on the issues presented will be made at the meeting. Delegations are allotted five minutes to present.

Meeting name & date: Board Meeting - Jan 28, 2025 Subject: Flag Policy

☐ I wish to speak ONLY on my own behalf.
☑ I wish to delegate as a spokesperson for: Archdiocese of Toronto
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I will be speaking in the name of the Archdiocese of Toronto and His Eminence Francis Card Leo to the Trustees about the Flag Policy reiterating the official stance of the archdiocese on this subject.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Fr. Marcin Serwin OMI

Address [redacted]

Date: 26/01/2025 Signature: Fr Marcin Serwin OMI

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D 9

Father Marcin Serwin, OMI

On behalf of the Archdiocese of Toronto and His Eminence Cardinal Francis Leo

Good evening and God Bless. Like 4 years ago, also for this meeting, many Trustees, Board Staff, Parents and Students had reached out directly to the archdiocese, asking for a clear direction. I come to you today as a representative of the Archdiocese of Toronto at the request of His Eminence Cardinal Francis Leo, who asked that in his name, I reiterate what was said in 2021 in the letter of Card. Collins. The truth written in that letter, has not changed until today.

But I stand before you also as a brother in Christ and graduate of this Board. Permit me to commence with a reflection. As I listened to the many delegations presenting today, I was sad to see division among us. This should never be the case. St. Thomas Aquinas spoke about this, and I think we can learn a great deal from his words tonight. St. Thomas says that anger, being in itself a gift from God, points us to an injustice. It can be bullying, name calling or other actions. Seeing or hearing about injustice should cause anger in our hearts and a natural desire to bring about justice. We also heard a lot about this tonight. But St. Thomas reminds us, that true and lasting justice will never come from our own ideas and from simply taking matters into our own hands. History proves, we are terrible at justice. True justice will only come when we turn to Christ and search for the answers in Him. **We are all searching for the same thing.** For our schools to be places where Gods love is offered to everyone. Where not our definitions of acceptance and inclusivity rule, but God's. For this reason, as St. Thomas says, let our desire for justice, never let us believe we will find a better way or better symbols, than the ones God himself gave us. Dear Catholics, We can't be tricked by different ideas and viewpoints that may seem very logical and inclusive, even superficially justified with scripture, but do not bring us to Gods Love. Satan does that too. The Truth of Gods Love is one, and it is the love which only the cross portrays in its fullness. But never set apart from God's commandments and responsibilities. Anything else is a fraudulent and cheap replica that will help no one.

Therefore, His Eminence wants all of us to be convinced of the following: that the Cross is unchangingly, the pivotal symbol of our Christian faith. The cross outside of Catholic schools and any institution that wants to call itself Catholic, signals our commitment that all who enter the building are welcomed and loved in their beauty and uniqueness as children of God. The absurd suggestion that unless one embraces secular symbols, one cannot be inclusive or accepting is simply not true and therefore, not Catholic. Where there are cases of injustice, we must address them, and ensure that we lead by example to bring those hurt and those at fault, to understand the meaning of the Cross and the call to love that it demands of us. **This** needs to be the central effort in our Catholic Schools.

We also recognize that there are times when the presentation of Catholic teaching clashes with the views held by some in society. That's okay. St. Paul reminded this to St. Timothy saying: "Preach the word of God. Be prepared, whether the time is favorable or not." Lastly the Archbishop wants to remind us, that in the decision to sends their children to Catholic Schools, parents make a clear choice. And they expect that all entrusted with the responsibility to make decisions about these schools, will ensure that Catholic teaching is presented, lived out and infused in all that we do, including in the symbols we portray, in our Catholic Schools. Dear Trustees and all present, I hope this gives you the guidance you asked for.

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

All delegations are required to submit a Registration Form outlining the key points to be presented by no later than 1:00 p.m. five (5) business days before the date of the applicable meeting for the request to be considered. The written presentation and materials must be submitted by 12:00 p.m. one (1) business day prior to the meeting. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law 1-01, Article 7. Delegations are reminded that no decision on the issues presented will be made at the meeting. Delegations are allotted five minutes to present.

Meeting name & date: By-Law/Policies Committee Jan 21 Subject: Flag Protocol

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for: _____
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

Wishing to bring forward my thoughts and support regarding changing the policy to support the flying of the rainbow flag outside the board office and other buildings where there are 3 flag poles.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

Please note that delegations will be only heard during the allotted period for delegations. If it is necessary to cancel the delegation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433, Fax 905-890-8837 or Email cindy.child@dpcdsb.org

Delegation Contact Information: *

Name Alvin Tedjo

Address [redacted]

Date: January 17, 2025 Signature: _____

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D 10
Councillor Alvin Tedjo

Good evening members of the board. My name is Alvin Tedjo, I am the city councillor for Mississauga in Ward 2, and regional councillor for the Region of Peel. I attended Corpus Christi Catholic Elementary, Metropolitan Andre, and St. Vincent de Paul as a child. I am a graduate of Father Michael Goetz Catholic Secondary School, where I was Peer Minister and President of the Student Council. I was a Salesian retreat leader, wrote student prayers for our morning announcements, and was recognized as Catholic Student of the Year by this board. I was married at Merciful Redeemer 15 years ago last week, and my wife and I have raised our three children, who all attend St Jean Baptiste French-Catholic school. I share this history, so you know my experience and commitment to our community.

I don't want to repeat what you've heard already today, but I'd like to highlight the opportunity in front of you. I believe you already have many reasons why you can deny this request again and be comfortable in your decision. But often times, the most important decisions are not easy. I invite you to look to many of the other Catholic boards around us who have already made this step. We do not need to be an example in isolation.

The Pride Flag is a symbol of love and acceptance. Principles I know the Catholic church espouses. Many students, staff and faculty see the repudiation of the flag as a repudiation of themselves as people. They feel pushed out of their school or workplace. This is an opportunity to show them that isn't true, and they do belong here.

Symbols matter. At City Hall, we welcome everyone. Our flag poles are regularly celebrating cultural events, including Christian Heritage Month. We have expanded these symbols across our public spaces including the first Pride Crosswalk in the City proudly in featured in my ward.

Whenever we have the opportunity to show love, to show students acceptance, to expand our understanding and welcome more of us into our community, we should welcome it.

Thank you for your consideration.

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR DELEGATIONS

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Meeting name & date: Regular Board Meeting January 28, 2025 Subject: New Beginings

☐ I wish to speak ONLY on my own behalf.
☑ I wish to delegate as a spokesperson for: Protect Our Youth
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I will address the importance of revising the Dufferin-Peel Catholic District School Board's flag protocol to allow the raising of the Indigenous, Pride and other flags, regardless of the number of flag poles. I will emphasize that this action visibly demonstrates Gospel values, fosters inclusivity, and supports marginalized students. Drawing on examples from other Catholic boards like Toronto and Halton, I will highlight that such measures can align with Catholic teachings while promoting safe and accepting learning environments. I will also recommend forming an Equity Advisory Council under operational staff to ensure board alignment with provincial standards and support ongoing equity initiatives. (attached)

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Nicole Richard

Address [redacted]

Date: January 27 2025 Signature: [signature]

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D 11

Nicole Richard, Protect Our Youth

Recent discussions at DPCDSB have caused great concern. Decisions made here directly impact the safety, well-being, and dignity of your students. Publicly living out Gospel values as part of Ontario's Catholic education system must be reaffirmed.

As Catholics, we are called to recognize the dignity of every person. Flying the Indigenous, Pride and other flags reflects Christ's call to love and support the marginalized, showing that every student is valued and that love and compassion are alive and well in DPCDSB schools. This visibility can be a lifeline for some. It sends a message that learning environments are safe havens where students are accepted, even when that may not be experienced elsewhere.

The courage of your student trustees in advocating for this change is remarkable and reflects the values of critical thinking and service that Catholic schools instill. Supporting their leadership aligns with your mission to nurture the whole person—spiritually, intellectually, and emotionally.

Catholic boards across Ontario, including Toronto and Halton have adopted protocols that allow all schools to raise flags for community observances, even under constraints like with limited poles, following proper etiquette with the Canada flag holding the Position of Honour.

These nearby boards have proven that adhering to Catholic values and promoting inclusivity are not mutually exclusive. I know some disagree and see flags as confusing, but young people today are showing up as discerning believers who want to lead the way on social justice and live out their faith in action.

I also urge this board to form an Equity Advisory Council to help address related issues under an appointed operational staff member, who provides annual reports to the board as needed. This would help ensure the DPCDSB is working towards alignment with provincial standards while respecting the board's governance structure.

Finally, raising the Indigenous, Pride and other flags is more than a symbolic gesture—it is a profound statement that tells every student, staff member, and family that they are seen, valued, and loved in the eyes of God and within their school community.

Thanks for your time.

Dufferin-Peel Catholic District School Board

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Meeting name & date: Regular board meeting Jan. 28/25 Subject: DPCDSB Flag protocol

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for: _____
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

I will be speaking for on the flag policy, specifically for the right to fly the Pride Flag in June.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law # 1-01, Article 7 *(see reverse)* pertaining to delegations prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your delegation.

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Delegation Contact Information: *

Name Keri Morris

Address [redacted]

Telephone

Email

Date: January 27th, 2025 Signature: K Morris.

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D 12
Keri Morris

Good evening ladies and gentlemen, my name is Keri Morris, I am a Mississauga resident and I have two children that have both graduated from Catholic schools in Mississauga.

I am here tonight to discuss the DPCSB policy regarding the flying of the Pride Flag (and others) at this establishment and at all DPCSB schools. My points are based on the reporting of Isabel Teotonio in her article in the Toronto Star dated January 22nd of this year detailing the proceedings of the recent meeting on this subject.

I would start by saying that I find it beyond sad that we are still having conversations around issues such as this, especially when we are talking about a religion that preaches love, empathy, inclusiveness, and God's love for all his children. I want to make it perfectly clear I do not hold the Roman Catholic Church up as the only example of this kind of divisiveness, just the most recent. I apologize in advance if you think I veer off onto subjects that seem removed from what we are here to discuss, but I think that they are germane to this conversation.

While I respect the authority of the church and the board to create and administer their policies like any private institution, I must take exception to the flag policy as it stands currently as well as some of the comments that came out of the recent meeting, specifically:

"Don't let us be bullied into displaying secular and, in my opinion, scandalous symbols"

Scandalous is defined as "shocking, disgraceful or shameful" I find the usage of the word in the comment to be incorrect and somewhat hyperbolic. While I do not agree with bullying in any form I would take exception to her choice of words, is a rainbow-coloured piece of cloth specifically designed as a message of acceptance and love to a perennially persecuted and marginalized community "scandalous"? I would in no way assume to speak for victims of the decades- long sex abuse perpetuated against children by Catholic priests but I would say that the sight of a crucifix to a survivor of these abuses the word scandalous might be, in my opinion, a more appropriate usage of the word as defined.

"A Catholic school board should not promote any political or cultural belief that is not biblical"

Now we can all cherry pick passages from the bible to suit our arguments here, stoning adulterers, keeping slaves, (Leviticus 25:44-46) and various other beliefs stated in the bible are in our very distant past and I think that all people, regardless of their faith or lack thereof agree that we should live our lives based on the accepted cultural standards of our era. As far as the political argument which is very wide ranging, unfortunately I cannot go into great detail here due to the constraints regarding the time available to me to speak this evening, I would just say that the politicization of consensual love and sexual orientation is absurd on its face, it is a deeply personal individual matter for the individual only, free from political and religious oversight.

With regards to the display of the Pride Flag on flagpoles which is why we are here this evening, surely for one month of the year we can bend the arcane rules surrounding a metal pole in front of a building to accommodate marginalized communities and/or causes. It's just a flagpole folks.

And as far as the allowance of stickers, flags etc. in designated areas only during specific times of the year for specific causes and/or communities (Pride, Black History Month etc.) I would just say that people don't stop being gay at the end of June or black at the end of February.

Notwithstanding the increase of charged political rhetoric and divisiveness in society and the media in recent years, I still like to think that we are moving towards a more enlightened era. As an example, I would direct your attention to the recent Italian Bishops Conference held earlier this month. The details of this meeting are available at the euro.news.com website and I can provide the link to anyone that is interested in reading it. The article states, that it appears that the church may be moving closer to ordaining openly gay priests, but then, sadly in the same article I would direct your attention to the last paragraph regarding Pope Francis' casual homophobic comment. The comment which was made this past May states that they (openly gay men) shouldn't be allowed to enter the priesthood as there was "frociaggine" in some of the seminaries, this word unfortunately translates into the homophobic slur faggotry.

It is my sincere hope that my words tonight will be taken in the spirit I intend, that is encouraging congenial, intelligent discourse on this issue and others with the hope of ensuring a more accommodating, loving and peaceful environment for all, not just the communities I have discussed. I don't profess to be a biblical scholar or an expert on any of the issues discussed per se, or religious for that matter. But I don't think we need to be taught how to be decent human beings. I would like to think that God would have made this an innate quality in all of us.

As I near the end of my speech I would like to take the time to thank the school trustee of my ward for her continued unflinching, valiant efforts on this issue, as she is the only trustee with the courage to pursue this at this time. I hope that others find the same courage.

In closing, as mentioned earlier I do not profess to be an expert on all the issues, though as the proud father of a gay daughter I have, regrettably, become an expert on the mistreatment, abuse, and vile, hateful comments that my daughter and others in the LGBTQ community have to endure often on a daily basis. This treatment is something that no parent wants for their child and something that no one should have to put up with. Some would say it's only a flag, but it means so much more, to so many.

Thank you for your time and please enjoy the rest of your evening.

Dufferin-Peel Catholic District School Board

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Meeting name & date: Regular Board Meeting Jan 28, 2025 Subject: Flag Policy

☐ I wish to speak ONLY on my own behalf.
☑ I wish to delegate as a spokesperson for: DPCDSB Indigenous Educatic
☐ I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Please provide a brief summary of the subject of the delegation.

Delegation Tuesday January 28 2025

My name is Melanie Cormier, I am a descendant of Chief Samson Beardy,who is an original signatory of Treaty 9 with the Crown, Canada and Ontario. I am an Intergenerational Residential School Survivor as well as an Anishinaabe parent with two children attending school in the DPCDSB. I am here to speak about the flag policy but first I would like to share with you some information about who we are as Indigenous people and how we differ from Canadian citizens. As the Original Peoples who come from this land, we have unique, inherent, distinct and inalienable rights separate from Canadian citizens. Our rights are determined by the fact that we

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Delegation Contact Information: *

Name Melanie Cormier

Address [redacted]

Date: January 27, 2025 Signature: _____

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D 13
Melanie Cormier

Delegation Tuesday January 28 2025

My name is Melanie Cormier, I am a descendant of Chief Samson Beardy,who is an original signatory of Treaty 9 with the Crown, Canada and Ontario. I am an Intergenerational Residential School Survivor as well as an Anishinaabe parent with two children attending school in the DPCDSB. I am here to speak about the flag policy but first I would like to share with you some information about who we are as Indigenous people and how we differ from Canadian citizens. As the Original Peoples who come from this land, we have unique, inherent, distinct and inalienable rights separate from Canadian citizens. Our rights are determined by the fact that we come from self-determining nations that are separate from Canada and pre-date Canada. Our rights are also protected by many laws such as the Charter of Rights and Freedoms, and the United Nations Declaration on the Rights of Indigenous Peoples to which Canada has also signed into law.

We also have treaties with Canada which outline the terms and conditions for living in our lands. In fact, it is the treaty agreements between my nation and Canada that has allowed you to settle here and even sit here today. I am part of the Anishinaabek nation and like many Indigenous nations our treaties outlined the roles and responsibilities of any settlers who would come to live in our lands. We never ceded or surrendered our lands or our jurisdiction over them. We agreed to share our lands. This is recognized in Canada's constitution section 35 which states "existing Aboriginal and Treaty Rights of the Aboriginal people of Canada are hereby recognized and affirmed." This is also now acknowledged in the Oath of Canadian Citizenship which states: "I will faithfully observe the laws of Canada including the Constitution which recognizes and affirms the Aboriginal and treaty rights of First Nations, Inuit and Métis peoples."

This is why we have always insisted on starting our day with the land acknowledgement because first and foremost you are on our land. Without our land sharing agreement, Canada wouldn't exist. So just like we recognize Canada with the anthem, the land acknowledgement reminds us that we are here on Anishinaabek land. And to clarify, a statement made last week that Indigenous peoples are recognized in the Canadian anthem because of the line "our home and native land" is absolutely false. Perhaps if the line was changed to "our home ON native land" then this may get us closer to the truth. The Canadian anthem only recognizes Canada, and so, we have other ways to recognize us such as land acknowledgements and even our own flags.

The Anishinaabek nation continues to have jurisdiction over their territories here. In fact, since 2017 the Anishinaabek nation has a self-government agreement between Canada and Ontario that recognizes First Nation control over education. Since we are within the territory of the Anishinaabek nation that includes our school board.

And so, I am here to inform you that your flag policy is in violation of our jurisdiction. To say that any of our flags can not be flown in our own territories is unacceptable.

Most Canadians are unaware of our unique rights because there was a deliberate attempt to erase us and ignore our laws. Thankfully things are changing and we are now in a place to learn. I invite you to come and learn with us in our traditional lodge so that we can work together moving forward in a way that respects our unique identities and legal rights as the Original Peoples of this land.

Dufferin-Peel Catholic District School Board

REGISTRATION FORM FOR PRESENTATIONS

Presenters must register five (5) working days before the date of the meeting. Up to two presenters may speak with a total time allotted of five (5) minutes. Trustees may ask questions of clarification after the presentation in accordance with Board Procedural By-Law Article 7.

Meeting name & date: Policy 8.06 - Flag Protocol 01/28/25 Subject: Flag Protocol

- [x] I wish to speak ONLY on my own behalf.
- [ ] I wish to delegate as a spokesperson for:
- [ ] I am an employee of the Board and my subject cannot be dealt with under a Board Collective Agreement.

Presenters are reminded that no decision on the issues presented will be made at the meeting.

Please provide a brief summary of the subject.

The Dufferin-Peel Catholic District School Board's rejection of the Pride flag betrays the values of inclusion, compassion, and safety for LGBTQ+ students. Trustees are failing to listen to the voices of those they are meant to serve, prioritizing hate over evidence-based solutions.

The Board does not wish to prevent the expression of honest opinion, however, delegates should refrain from negative, critical or derogatory comments about identifiable persons.

Please read Dufferin-Peel Catholic District School Board By-Law Article 7 *(see reverse)* prior to signing, and returning the registration form to the Board and Committee Information Officer. The Board and Committee Information Officer will contact you to confirm the date and time of your presentation.

Please note that presentations will be only heard during the allotted period for presentations. If it is necessary to cancel the presentation, please do so in writing by email, fax or hand delivered copy at least 24 hours prior to the meeting: Phone 905-890-0708, Ext. 24433 Email cindy.child@dpcdsb.org

Presentation Contact Information: *

Name Erin Doherty

Address [redacted]

Telephone

Email

Date: 01/27/25 Signature:

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D 14

Erin Doherty

Video Presentation

Dufferin-Peel Catholic District School Board

Regular Board Meeting
January 28, 2025
GOOD NEWS REPORT
Multi Year Strategic Plan Value: Believe, Excel, Respect, Thrive, Trust

"Therefore encourage one another and build one another up, just as you are doing."
1 Thessalonians 5:11

BACKGROUND

The following Good News items represent a sample of unique, significant or extraordinary events or accomplishments that have recently taken place involving Dufferin-Peel Catholic District School Board (DPCDSB) students, staff, schools or facilities.

DPCDSB INDIGENOUS STUDENT TRUSTEE EXPANDS HORIZON ON PROVINCIAL STAGE

School: Our Lady of Mount Carmel Catholic Secondary School (CSS)
Principal: Jennifer Varnam
Trustee: Brea Corbet

Congratulations to DPCDSB Indigenous Student Trustee Bailey Clyne who served as a panelist with the Institute for Catholic Education (ICE) on December 12. The Day of Prayer and Solidarity with Indigenous People to reflect on the theme, *Signs of Hope and Hope for Signs*. She spoke about the signs of hope she has seen in terms of the Catholic Church reconciling with Indigenous people, and her hopes for the future to achieve this goal.

Bailey also served as a speaker at the Ontario Catholic School Trustees Association (OCSTA) seminar for student trustees on January 17 where she shared the plan for an expansion to the Indigenous trailblazer recourse that was started last year.

Congratulations, Bailey!

IMPROVING POSITIVE MENTAL HEALTH AND WELL-BEING AT GEORGES VANIER CATHOLIC ELEMENTARY SCHOOL (CES)

School: Georges Vanier CES
Principal: Daniel Birkenbergs
Trustee: Shawn Xaviour

From January 21 to 24, Georges Vanier CES staff focused their energies on supporting positive mental health and well-being through various activities. Using resources from School Mental Health Ontario, each weekday had a theme to support and uplift the entire school community. The activities were specific to classroom community needs and aligned with the theme of the day. On *Talk It Out Tuesday*

staff and students were encouraged to speak up and speak out about mental health and listen to those who are struggling. On *Wisdom Wednesday* staff sported #BellLetsTalk toques and all community members were encouraged to wear a toque to reflect that they have wisdom to share. Further, students and staff engaged in wellness activities focused on mindfulness, positive self-talk and a growth mindset. On *Thankful Thursday* the school community wore #VanierVikings spirit wear to show appreciation for the school. Finally, on *Feeling Fine Friday,* staff and students wore their favourite outfit celebrating the unique talents and gifts each member brings to the school community. The week provided a much needed opportunity to further build the positive, safe and healthy school climate at Georges Vanier CES.

Well done!

ST. ALOYSIUS GONZAGA CSS STUDENTS SHINE AT JUNIOR ACHIEVEMENT (JA) PITCH YOUR VISION FINALS

School: St. Aloysius Gonzaga CSS
Principal: Michael Freitas
Trustees: Brea Corbet, Herman Viloria, and Luz del Rosario

Six incredibly talented students from St Aloysius Gonzaga CSS recently competed in the prestigious Junior Achievement Pitch Your Vision Finals. Two teams: EcoChange led by Ana Maniram and Justinelle Mbi; and NOpaque, showcased their innovative ideas to a panel of esteemed judges. Team NOpaque comprised of Ruvin Mallawaarachchi, Rusiru Mallawaarachchi, Atharv Mahida, and Mohammad Al-Oda, emerged victorious with their groundbreaking concept to address eye care challenges sustainably. All six student participants will now participate in the Canadian National Competition in innovation and inventions. Congratulations to all the students for their hard work, dedication, and impressive achievements.

Prepared by: Bruce Campbell, General Manager, Communications & Community Relations

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

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER F 1

**RECEIPT OF THE MINUTES OF THE
FAITH AND PROGRAM COMMITTEE MEETING,
OCTOBER 8, 2024**

Dufferin-Peel Catholic District School Board

MINUTES

Faith and Program Committee Meeting

Tuesday, October 8, 2024, 7:00 p.m.
Boardroom, Catholic Education Centre

Trustees:	Shawn Xaviour	Chair
	Brea Corbet	Vice-Chair
	Paula Dametto-Giovannozzi	Trustee
	Luz del Rosario	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Thomas Thomas	Trustee
	Herman Viloria	Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Regrets:	Darryl D'Souza	Trustee
	Bailey Clyne	Indigenous Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Max Vecchiarino	Executive Superintendent, Policy, Strategy, Research and Global Learning
	Dulcie Belchior	Superintendent, Family of Schools
	Wayne Brunton	Superintendent, Equity and Indigenous Education
	Brian Diogo	Superintendent, Family of Schools
	Ivana MacIsaac	Chief Information Officer
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Family of Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Drago Radic	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Viviana Varano	Superintendent, Family of Schools
	Kevin Wendling	Assistant Superintendent: Math Lead
	Bruce Campbell	General Manager, Communications and Community Relations
	Theresa Davis	General Manager, Human Resources
	Christiane Kyte	General Manager, Clinical Services and Special Education
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

   Chair Shawn Xaviour called the meeting to order at 7:00 p.m.

2. Opening Prayer led by Chair Shawn Xaviour

   Chair Shawn Xaviour led the Opening Prayer.

3. Land Acknowledgment - Chair Shawn Xaviour

4. Approval of Agenda

   Moved by Brea Corbet

   THAT THE AGENDA BE APPROVED.

   CARRIED

5. Declaration of Interest - Nil

6. Approval of the Minutes from the Faith and Program Committee Meeting, May 14, 2024

   Moved by Bruno Iannicca

   THAT THE MINUTES OF THE FAITH AND PROGRAM COMMITTEE MEETING, MAY 14, 2024, BE APPROVED.

   CARRIED

   a. Business Arising from the Minutes - Attached.

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 Report

      Trustee Luz del Rosario reminded trustees that she has shared the OCSTA report "Why It Is Important For Us To Be a Member of OCSTA".

   b. Good News

      Trustee Brea Corbet
      Mississauga Wards 9 & 10
      Thank you to the Plant and Operations staff for installing the St. Aloysius Gonzaga Catholic Secondary School (CSS) digital sign in time for the Open House.

      The Our Lady of Mount Carmel CSS staff and school community are very grateful that the air conditioning has been installed and has operated throughout September.

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

F. Updates/Information/Reports from Administration for Receipt

1. Multi-Year Strategic Plan (MYSP) Research Findings for 2023-2024 Surveys and Proposed Action Steps for 2024-2025

   Executive Superintendent Vecchiarino summarized the report.

   1. Trustee Bruno Iannicca: Can staff clarify, it appears that some areas of improvement have not changed, is that correct?

      Executive Superintendent Vecchiarino: The report does address the needs of our board, some areas of need i.e., cultural representation is a societal need that we cannot as a school system change, these changes are not immediate and take time.

      Trustee Bruno Iannicca: How are the improvements measurable?

      Director Mazzorato: Perhaps we can bring forward fact sheets at a later date. For instance, on bullying, which we believe will be an area of improvement in the coming years, we can bring comparative details from last year to this year.

   2. Student Trustee Raheem White: Have we prepared an action plan on how we can best serve 2SLGBTQ+ students?

      Superintendent Vecchiarino: When we support our students, we do not support based on group. In the broad sense, our hope and goals using the Catholic social teachings, are that we support each student as needed. Student alliances support 2SLGBTQ+ students as well as through our Equity and Inclusivity team.

   3. Student Trustee Raheem White: If we have noticed that achievement as a whole is declining, then how can we say that we are using what is a "proven" strategy?

      Executive Superintendent Vecchiarino: There are proven instructional strategies. Our challenge is to ensure all educators are using these proven strategies all the time.

      Superintendent Murphy: The challenge is also to ensure that educators continue to learn best practices that are encouraged and promoted by the Ministry. We provide professional development (PD). Educators should continue to learn these strategies, just as students learn through repetition, educators continue to practice and implement proven instructional and assessment practices.

      Superintendent Wendling: High impact strategies can be found on our Program SharePoint: high impact math conversation, descriptive feedback, problem solving, small group and flexible groupings. These are important aspects put forth by the Ministry and ensure that our educators are using appropriate pedagogy.

      Superintendent Murphy: Through high impact instruction, we are trying to "gamify" math so that students can be excited, challenged and engaged to learn math.

   4. Student Trustee Raheem White: Regarding special education programming and programs, how can we destigmatize the wording/titles IEP and ESL?

      Superintendent Papaloni: Our primary goal is to advocate and integrate students; students learn in different fashions. It is important that students with differing abilities learn to advocate for themselves.

Trustee Shawn Xaviour passed the chair to Trustee Brea Corbet.

5. Trustee Shawn Xaviour: What are we as a board doing regarding artificial intelligence (AI) and the positives that it can bring to our teachers and students?

   Superintendent Murphy: We are proceeding cautiously and are in the exploration phase. There are opportunities as AI can be a positive tool. Our Chief Information Officer and partner companies are working to understand AI. We have a small engaged and passionate team that are working to promote safety for our students and build capacity. DPCDSB hopes to be a leader in AI.

Trustee Shawn Xaviour resumed the chair.

2. Supporting Year 2 of the Mathematics Achievement Action Plan

Assistant Superintendent Wendling summarized the report.

1. Trustee Bruno Iannicca: Are Math teachers specially qualified as math teachers?

   Director Mazzorato: Secondary teachers must have Math qualifications, and as a professional, we hope that they continue to develop their tool kits. In elementary there has been a push to fund teacher learning. Teachers have been encouraged to take an additional qualification (AQ) Math course, and if successful they are reimbursed by the Ministry. The pedagogy has changed and continues to develop.

   Superintendent Wendling: Last year we were provided with funding for 150 AQ spots and requested more due to demand, we had 200 commitments. This year Dufferin-Peel requested 400 spots and are pleased the Ministry has confirmed funding for 400 teachers to take their Math AQ.

2. Trustee Bruno Iannicca: Is there a financial motivation to taking these AQs?

   Director Mazzorato: Yes, there is motivation to move up on the salary grid, however, I don't believe that is the reason most teachers are presently taking this AQ. This is a significant time commitment by teachers, many are taking Math AQs as an investment in their learning.

   We will communicate our gratitude to educators for their ongoing commitment outside of the work day.

3. Celebrating the Jubilee Year

Superintendent Murphy summarized the report.

1. Trustee Brea Corbet: Do we have details on a Jubilee Youth Day?

   Superintendent Murphy: We are focusing on our involvement of the When Faith Meets Pedagogy Conference, the writing of newsletters, and providing an understanding of the theology of the Jubilee Year. Once we have details of the Jubilee Youth Day we will inform the trustees. We will ensure that the student trustees are included in the planning of the Jubilee Youth Day.

G. Trustee/Committee/Administration Reports requiring Action – Nil

H. Additional Business – Nil

1. Notices of Motion

I. Questions Asked by Trustees

1. Trustee Brea Corbet: Some of our schools are using online booking platforms for parents to schedule their parent-teacher interviews this year. I raised this issue in January 2023. My understanding is that until now, it has been optional for schools to use, some use it, others choose not to. There is a small fee associated with the application. However, this booking platform is something we can use to ensure a consistent practice across our schools, it is important that all parents have similar opportunities. Has there been direction from the board for schools to use the online booking platform?

   Director Mazzorato: We will work through the Family of Schools superintendents to ensure all schools are using the online booking.

2. Student Trustee Raheem White: Do we have any specialized staff working on AI?

   Superintendent Murphy: We are very fortunate to have a group of gifted, engaged and passionate educators working on AI in the Program department.

Trustee Shawn Xaviour passed the chair to Trustee Brea Corbet.

3. Trustee Shawn Xaviour: Can staff provide status of the Principal and Vice-Principal pools?

   Director Mazzorato: Last week we had more than 100 individuals attend our information session, a very positive interest in leadership. We have had a wave of retirements this year. Presently there are no candidates in the elementary panel. In secondary there are no vice-principal candidates, there are two secondary principal candidates.

   Trustee Shawn Xaviour: What are the next steps?

   Director Mazzorato: We will run the fall Catholic Leadership Qualifications Program (CLQP), which will be completed in the new year, and we intend and hope to have more people in the leadership pool.

Trustee Shawn Xaviour resumed the chair.

J. Declared Interest Items - Nil

K. In Camera Session - Nil

L. Report from In Camera - Nil

M. Future Meetings

January 14, 2025 March 4, 2025 May 13, 2025

N. Adjournment

Moved by Thomas Thomas

THAT THE MEETING BE ADJOURNED AT 8:22 P.M.

CARRIED

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER F 2

**RECEIPT OF THE MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING,
NOVEMBER 20, 2024**

Dufferin-Peel Catholic District School Board

MINUTES

Special Education Advisory Committee Meeting

Wednesday, November 20, 2024, 7:00 p.m.
Boardroom, Catholic Education Centre

Attendees:	Bruno Iannicca	Trustee - Chair
	Dely Farrace	Brampton Caledon Community Living - Vice Chair - Representative
	Myra Del Rosario	ABC Association for Bright Children - Representative
	Liza Dowson	OAFCCD - Representative
	Caroline Huxtable	Epilepsy South Central Ontario - Representative
	Christine Koczmara	Community Living Mississauga - Representative
	Lisa Papaloni	Learning Disabilities Association of Peel Region - Representative
	Paula Dametto-Giovannozzi	Alternate Trustee
	Eva Akinsara	Down Syndrome Association of Peel
	Jamie Philip	OECTA Elementary Alternative
	Sheena Tennessee	Member at Large, Central Committee for Catholic School Councils
Regrets:	Luz del Rosario	Alternate Chair
	Thomas Thomas	Alternate Trustee
	Airene Cunanan	Autism Ontario, Peel Chapter - Alternative
	Janice Hatton	Autism Ontario, Peel Chapter - Representative
	Shanna Walsh	Down Syndrome Assoc. of Peel: Caring Network - Alternative
	Pam Boniferro	Dufferin-Peel Educational Resource Workers' Association - Alternative
Staff:	Teresa Abbruscato	Consultant, Special Education
	Katherine Cordi	Consultant, Special Education
	Sharon Chambers	Principal, Vice Principal Association, Elementary
	Peter Cusumano	Principal, Vice Principal Association, Secondary
	Joanne Dean	Chief, Speech/Language/Hearing/Vision
	Brian Diogo	Superintendent Representative
	Ruba Jeorgy	DPERWA Representative
	Alexandra Lawrence	Coordinator, Special Education and Learning Services
	Jessica Lim	Consultant, Special Education
	Katherine Magee	Executive Assistant, Special Education and Learning Services - Recorder
	Eliane Moniz-Baptista	Coordinator, Special Education and Learning Services
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Cristine Pergotski	Association of Professional Student Services Personnel
	Laura Pincente	Coordinator, Secondary Transitions and Diverse Learners
	Gemma Rea	Consultant, Special Education
	Sandra Roiati	OECTA Secondary Representative
	Jacqueline Toste	Consultant, Diverse Learning Needs
	Julie Cherepacha	Executive Superintendent of Finance, CEO and Treasurer
	Scott Keys	Superintendent of Finance
	Guy Arangio	Manager, Budget
	Domenic Santucci	Supervisor, Grants
	Carrie Salemi	General Manager, Finance
Recorder:	Katherine Magee	Executive Assistant

A. Routine Matters

1. Call to Order and Attendance

   Chair of SEAC, Bruno Iannicca, called the meeting to order at 7:00 p.m.

2. Opening Prayer - Lisa Papaloni

3. Land Acknowledgment - Liza Dowson

4. Approval of Agenda

   Moved by Caroline Huxtable

   THAT THE AGENDA BE APPROVED.

   CARRIED

5. Approval of the Minutes of the Special Education Advisory Committee Meeting, October 16, 2024

   Moved by Myra Del Rosario

   THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING, OCTOBER 16, 2024, BE APPROVED.

   CARRIED

6. Previous Business - Nil

B. Presentations and Staff Reports

1. Financial Presentation: J. Cherepacha, S. Keys, C. Salemi, G. Arangio, D. Santucci

   Trustee Bruno Iannicca introduced J. Cherepacha, Executive Superintendent, Finance, CFO and Treasurer. J. Cherepacha discussed the financial position of the board, including challenges and enrolment trend. She detailed the reasons for the current deficit. She introduced S. Keys, Superintendent, Finance, who discussed the funding model. He detailed the five-year financials for the board. He discussed Ministry funding for Special Education. S. Keys introduced, C. Salemi, General Manager, Finance to discuss the Special Education Envelope. C. Salemi explained the per pupil allocations. She mentioned the reduction in funding due to dropping enrolment. Dufferin-Peel subsidizes the Special Education funding not covered by the Ministry.

   J. Cherepacha said that a copy of the presentation will be sent to the committee through Katherine.

   E. Akinsara asked about the Per Pupil Allocations, and why the grades are funded differently. J. Cherepacha mentioned that the rates are set by the Ministry. Regardless of the amount of funding, the board will allocate where needed.

Lisa Papaloni asked if the moratorium on schools can be revisited. J. Cherepacha answered that the Ministry put that in place to protect rural areas and, at this time, they will not allow the schools to close. The costs of keeping schools open was discussed.

C. Koczmara asked if there will be another financial presentation in the spring. J. Cherepacha replied yes, there will be another presentation in the spring. C. Koczmara asked to receive the slides beforehand for easier viewing. C. Koczmara asked if the self-contained classrooms were both Elementary and Secondary. Superintendent Papaloni answered yes. C. Koczmara asked what classes these were. Superintendent Papaloni answered that the classes were all discussed at the last meeting.

2. Special Education Plan Timeline: L. Pincente

Superintendent Papaloni introduced L. Pincente, Coordinator, Special Education, to review the timelines for input into the Special Education Plan. After input is received, the plan will be presented to the committee in the spring.

Lisa Papaloni asked for a copy of the presentation. L. Pincente said this will be sent by Katherine to the committee. D. Farrace asked if the questions can be printed out. L. Pincente said this can also be sent to the committee. E. Akinsara asked if the current plan is on the website. L. Pincente answered yes.

3. Parent Event Update - Entry Planning Evening for Students with Differing Abilities: J. Toste

Trustee Bruno Iannicca introduced J. Toste, Consultant, Special Education to discuss the Entry Planning Event. J. Toste explained that the event helps welcome families of new students into our community. There will be two options to attend this year. There will be an in-person session on January 16th and a virtual session on January 20th. Katherine will send the flyer to the committee.

Trustee Bruno Iannicca asked the committee members to share this event with their organizations. It is a great opportunity for families.

C. Koczmara asked if it's only for Kindergarten students. J. Toste answered that it is for all grades, Elementary and Secondary, for any student new to Dufferin Peel.

C. Budget - Nil

D. Reports from Trustees for Receipt

Trustee Bruno Iannicca mentioned the decreasing enrolment which creates challenges due to less funding. He discussed the underfunding for maintenance and air conditioning needs. As well, Trustee Bruno Iannicca discussed introducing financial literacy in Mathematics. He also mentioned the Peel Crime Stoppers presentation, the shortage of support workers and the process for weather protocol.

L. Dowson asked how the public can access AODA non-compliance. Superintendent Papaloni answered that this was shared at the Administration and Finance meeting in October.

E. Information/Reports from Community Associations

L. Dowson, Ontario Association of Families of Children with Communication Disorders, mentioned that the OAFCCD is dissolving after 30 years of serving the community. The funds left over will be donated to Autism Ontario. Trustee Bruno Iannicca thanked her for her contributions.

F. Information and Correspondence - Nil

G. Communication - Nil

H. Questions Asked by Committee Members

M. Del Rosario asked if events are still funded by the PROGrant funds. Superintendent Papaloni answered that yes, the Ministry still funds PROGrants, which now come from funding given to CCCSC. The funding does not pay for staffing. Our staff members volunteer their time for all these events.

Lisa Papaloni asked regarding questions from the public. Trustee Bruno Iannicca answered that the process was changed by Ministry guidelines. Superintendent Papaloni explained that if a member of the public has a question, they must ask the question through a committee member. Lisa Papaloni asked if there can be more communication regarding the coop programs. Superintendent Papaloni mentioned that it is being communicated, it's still very new so the information is just getting implemented.

C. Koczmara asked about anti-bullying awareness. Superintendent Papaloni said that the Well-Being department provides many activities and brochures to bring awareness to this issue.

I. Future Meetings

December 11, 2024

January 22, 2025

February 19, 2025

March 19, 2025

April 23, 2025

May 21, 2025

June 11, 2025

CARRIED

J. Adjournment

Moved by

Moved by Christine Koczmara

THAT THE MEETING BE ADJOURNED AT 8:35P.M.

CARRIED

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER F 3

**RECEIPT OF THE MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING,
DECEMBER 11, 2024**

Dufferin-Peel Catholic District School Board

MINUTES

Special Education Advisory Committee Meeting

Wednesday, December 11, 2024, 6:30 p.m.
Catholic Education Centre, Chapel and Room 301

Attendees:	Bruno Iannicca	Trustee - Chair
	Dely Farrace	Brampton Caledon Community Living - Vice Chair - Representative
	Caroline Huxtable	Epilepsy South Central Ontario - Representative
	Christine Koczmara	Community Living Mississauga - Representative
	Sandra Roiati	OECTA Secondary Representative
	Sheena Tennessee	Member at Large, Central Committee for Catholic School Councils
Regrets:	Luz del Rosario	Alternate Chair
	Thomas Thomas	Alternate Trustee
	Airene Cunanan	Autism Ontario, Peel Chapter - Alternative
	Myra Del Rosario	ABC Association for Bright Children - Representative
	Liza Dowson	Ontario Association for Families of Children with Communication Disorders - Representative
	Janice Hatton	Autism Ontario, Peel Chapter - Representative
	Lisa Papaloni	Learning Disabilities Association of Peel Region - Representative
	Shanna Walsh	Down Syndrome Assoc. of Peel: Caring Network - Alternative
	Pam Boniferro	Dufferin-Peel Educational Resource Workers' Association - Alternative
	Paula Dametto-Giovannozzi	Alternate Trustee
	Eva Akinsara	Down Syndrome Association of Peel
	Jamie Philip	OECTA Elementary Alternative
Staff:	Teresa Abbruscato	Consultant, Special Education and Learning Services
	Katherine Cordi	Consultant, Special Education and Learning Services
	Joanne Dean	Chief, Speech/Language/Hearing/Vision
	Tanya Galway	Chief, Psychology
	Pina Grosso	Chief, Social Work
	Christiane Kyte	General Manager, Clinical Services and Spec Education
	Cristine Pergotski	Association of Professional Student Services Personnel
	Laura Pincente	Coordinator, Secondary Transitions and Diverse Learners
	Jacqueline Toste	Consultant, Diverse Learning Needs
	Katherine Magee	Executive Assistant, Special Education and Learning Services - Recorder
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Kristie Boily	Consultant, Special Education and Learning Services
	Alexandra Lawrence	Coordinator, Special Education and Learning Services
	Eliane Moniz-Baptista	Coordinator, Special Education and Learning Services
	Ruba Jeorgy	DPERWA Representative
	Gemma Rea	Consultant, Special Education and Learning Services
	Gina Renda	Secondary Principal/VP Representative
	Jessica Lim	Consultant, Special Education and Learning Services
Recorder:	Katherine Magee	Executive Assistant

A. Routine Matters

1. Advent Liturgy in CEC Chapel

2. Call to Order and Attendance in Room 301

   Chair of SEAC, Bruno Iannicca, called the meeting to order at 7:05p.m.

3. Land Acknowledgment - Superintendent Papaloni's daughter

4. Approval of Agenda - D. Farrace

   THAT THE AGENDA BE APPROVED.

   CARRIED

5. Approval of the Minutes of the Special Education Advisory Committee Meeting, November 20, 2024 - C. Huxtable

   THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING, NOVEMBER 20, 2024, BE APPROVED.

   CARRIED

6. Previous Business - Nil

B. Presentations and Staff Reports

1. Gifted Information Event Update: J. Toste

   Superintendent Papaloni introduced J. Toste, Consultant, Special Education. J. Toste provided information on the Gifted Information event on January 29th, 2025. The virtual event helps provide an overview for identifying students.

C. Budget

Trustee Bruno Iannicca mentioned the Public Budget Meeting for all parents will be on April 24th, 2025. This is an annual meeting.

D. Reports from Trustees for Receipt

Trustee Bruno Iannicca wished everyone a Merry Christmas on behalf of the Board of Trustees and the staff of the Special Education Advisory Committee.

Trustee Bruno Iannicca also mentioned the Nativity Night at St. Timothy's on Monday, December 16th. The activity is for the community to enjoy.

E. Information/Reports from Community Associations - Nil

F. Information and Correspondence

1. Letter from Limestone District School Board SEAC to Linda Lacroix, Office of the Register, OCT

   Superintendent Papaloni discussed the letter from the Special Education Advisory Committee for Limestone District School Board. The Limestone School Board is having

difficulty finding qualified Special Education teachers. Superintendent Papaloni explained that Dufferin-Peel CDSB does not have this same problem. DP has many qualified Special Education teachers. In addition, the Ministry provides funding for Special Education AQ courses which are rapidly claimed each time they are offered.

G. Communication - Nil

H. Questions Asked by Committee Members

C. Koczmara asked the time of the Budget meeting in April. Trustee Bruno Iannicca answered that the time of the meeting has not been set up yet, but he will communicate it as soon as it becomes available.

I. Future Meetings

January 22, 2025
February 19, 2025
March 19, 2025
April 23, 2025
May 21, 2025
June 11, 2025

J. Adjournment

Moved by C. Koczmara

THAT THE MEETING BE ADJOURNED AT 7:18 P.M.

CARRIED

Peel Safe and Active Routes to School Committee (PSARTS) Meeting
January 21 2025, 10:00am-12:00pm

In person/hybrid at Peel District School Board (PDSB) Central Board Office

MINUTES

Chair: Jaclyn Newman, Peel Region

Minutes: Laura Zeglen, City of Mississauga

In Attendance:

Region of Peel	Peel Public Health: Jaclyn Newman, Taran Narwal, Lee-Ann Kosziwka, Annique Marko Public Works: Sage Handler, Jennifer Andrade, Erica Duque
Municipalities:	City of Brampton: Tyron Nimalakumar (Transportation Planning), Nkechi Nwokoye (Transportation Planning) City of Mississauga: Matthew Sweet (Active Transportation), Laura Zeglen (Active Transportation), Sheelagh Duffin (Crossing Guards Supervisor and Traffic Safety Council)
School Boards:	PDSB: Tracy Appleton (Sustainability Specialist), Susan Benjamin (Trustee) DPCDSB: Krystina Koops (Planning), Thomas Thomas (Trustee) STOPR: Rebecca Rozario
Peel Police:	Peel Children's Safety Village: Christiana Hallett, Andrew Wernert
Organizations:	TRCA: Amy Thurston EcoSource: Merisa Nudelman
Guests:	PDSB: Jim Brooks (Principal), LaShawn Murray (Governance and Policy), Delia Chan (Instructional Resource Teacher in HPE)

Item No.	Notes	Action Items
1	**1.1 Introductions and Land Acknowledgment** **1.2 Review and Approval of Previous Minutes** **1.3 Actions Arising from Previous Meeting**	1.1 – No Actions 1.2 – No Actions 1.3 – Re Municipalities (i.e., Peel, Mississauga, Brampton,

		Caledon) to provide contacts for infrastructure questions to STOPR: Laura to follow up to identify contacts for all municipalities, as needed.

2	**2.1 Presentation: PDSB Active and Sustainable Transportation (ASST) Charter Overview**
	• Presenters delivered a presentation providing background and overview of the PDSB ASST Charter that was adopted in June 2024, and provided a preview of the webpage to be launched in the near future
	• The ASST webpage features:
	  ○ Landing page with guiding principles as well as commitment of the board
	  ○ Curriculum connections
	  ○ Designing school properties to support ASST (e.g., considerations of bike parking)
	  ○ Success stories, including schools promoting active school travel on their own and through existing programming
	  ○ Additional resources page for parents and school staff
	• Energy and Sustainability: PDSB is advancing environmental stewardship via making EcoSchools certification mandatory, in line with the approach in DPCDSB
	• Presentation slide deck distributed with meeting minutes
	• Follow-up question: Is the board looking for content to populate the resource page? PSARTS members may be able to support.
	  ○ Answer: Yes. Contact LaShawn Murray.
		2.1 – PSARTS members to share potential ASST resources with PDSB via LaShawn Murray: lashawn.murray@peelsb.com

3	**3.1 Communications Working Group Update** • Winter Walk Month: Members of this committee created a new colourable bookmark available on Peel's website • Walk and Roll Skills and Drills Guide: This is an update to the previous Bike Rodeo guide, to incorporate learning stations for various active travel modes as a series of action cards; this will be hosted on the Peel Children's Safety Village website. It is in the phase of drafting the individual action cards.	3.1 – Members of this working group to continue to work on the Walk and Roll Skills and Drills Guide, and alert members of PSARTS when it is ready to be advertised externally.

4	**4.1 Policy and Environment Working Group Update** • Previous focus: Updating STOPR webpage to include active school travel language and reflect other modes of transport besides school bus transportation • Current focus: Advocating to PDSB and DPCDSB to adopt ASST Charters; achieved at PDSB, still working through discussions at DPCDSB • What's next for this working group?	4.1 – PSARTS members to reflect on active school travel policy advocacy issues that this working group might pursue.
5	**5.1 Roundtable Updates** 5.2 DPCDSB Updates • The board is looking to update existing transportation policies to include something that includes active and sustainable transportation (also includes bussing and public transit) • Challenge for the board: Defining what would be the benefit of the Charter 5.3 City of Brampton Updates • Working towards Winter Walk Month campaign; want to highlight PDSB's ASST Charter as part of Brampton Mobility Plan 5.4 Peel Public Health Updates • E-blasts gone out to school nurses to forward to school principals; Winter Walk Month flyer and bookmark has been provided to schools this way; working with school boards on EcoSchools implementation 5.5 City of Mississauga Updates • Mississauga's School Walking Routes program has completed the Safety Audit Walks at 7 schools this fall; a number of action items are now underway to improve the safety of school walking routes in Mississauga • The City of Mississauga, along with various partners from within PSARTS, have formed a Project Advisory Group to begin planning for our next School Streets Project to launch in September 2025. This School Street will run for a full school year. • Winter Walk Month: Deliver social media campaign; Complete Winter Wonderland Walks at 5 schools this February	5.1- 5.7 – No follow-up actions.

	5.6 TRCA Updates • Chara's role will be backfilled and her replacement will be introduced in the coming weeks. • TRCA had 5 workshops in the fall for teachers working in Peel with a focus on EcoSchools implementation. New action card launched called "Flood smart in Peel". 5.7 Peel Region Updates • Public Works has started planning for Bike Month and Bike to School Week; registration will open March 3. Guaranteed gift packages for first 100 schools to register. Prize packs to include helmets, bike locks, bells, lights, stickers.	

6	**6.1 Open Discussion**
	• Re: promoting ASST in schools: What do we do about parents who don't agree? Many parents are not interested in walking
	  ○ A large majority of parents were supportive of PDSB having an ASST Charter
	  ○ It's important to educate our school communities; one way could be to attend Parent Involvement Committee (PIC) to speak to parents.
	• Re: Working with French language schools: Peel Public Health has bilingual nurses (fluent in English/French)
	• Re: School Streets: What are the criteria for selecting School Streets?
	  ○ Equity factors; street design; % of students living within walking distance; interest of the school in promoting ASST
	• Re: Understanding needs of families: Peel Public Health does Family Travel Surveys as part of their School Travel Planning Program
	• Re: Sidewalk implementation: Municipalities are limited by political factors in where they can implement sidewalks in older neighbourhoods; we collectively need a new way of articulating this problem so that individual homeowners don't unfairly influence where sidewalks get built
	  ○ Equity and inclusion: the benefit of installing sidewalks is for everyone, it's not just about walking to school
	• Re: School site development: In Brampton, staff work with developers; developers often don't
		6.1 – No follow-up actions.

	believe that anyone will walk or bike to school, there is pushback on planning that supports ASST ○ Idea: real people describing real scenarios of how they get to school; bring this to Council • A potential policy issue for P&E working group: What is the school boards' policy on how many bike racks? ○ School boards plan using municipal requirements; rates are different by land use type. ○ Region could support providing racks if space is planned. ○ Should we try to get the minimums to be more?	
7	**7.1 Adjournment and Next Meeting** • Next meeting: April 15 2025, 10am-12pm; location TBD • Meeting Room Requirements: Hybrid capabilities and around 20 people occupancy • Adjournment	7.1 – Please let Laura/Jaclyn know if your organization can host the next meeting.

Sustainable School Transportation Charter

PSARTS Meeting

January 21, 2025

peel District School Board
Empowering Modern Learners

Overview

1. Setting the Context
2. PDSB ASST Charter Website
3. Good News Stories
4. Next Steps

peel District School Board
Empowering Modern Learners

Setting the Context: Our Journey to the ASST Charter

peel District School Board
Empowering Modern Learners

Active and Sustainable School Transportation Charter

Active transportation refers to human-powered forms of transport and includes walking, cycling, skateboarding, scootering, in-line skating and using mobility devices. Sustainable transportation includes travel by school bus and public transportation.

Students using active modes of transportation benefit from opportunities for physical activity, which research has extensively linked to improvements in healthy physical development; improved mental health and reductions in stress levels; and a higher readiness for learning. At the community level, schools with higher levels of active and sustainable school travel benefit from reduced traffic, increased safety around drop-off and pick-up areas, reduced local levels of air pollution, and stronger connections among community members.

Peel District School Board respects the following principles in support of Active and Sustainable modes of transportation.

LEARNING
Daily physical activity, including active school travel, prepares students to learn more effectively.

PHYSICAL & MENTAL WELL-BEING
Utilizing active modes of transportation promotes physical and mental well-being.

COMMUNITY COHESION
Using active modes of transportation together creates a supportive environment that builds strong connections in our school communities.

EQUITY & ACCESSIBILITY
Active modes of transportation can promote independence and increased accessibility for users.

ENVIRONMENTAL SUSTAINABILITY
Active transportation relies on human power, creating less impact on the environment, and both active and sustainable transportation can reduce carbon emissions.

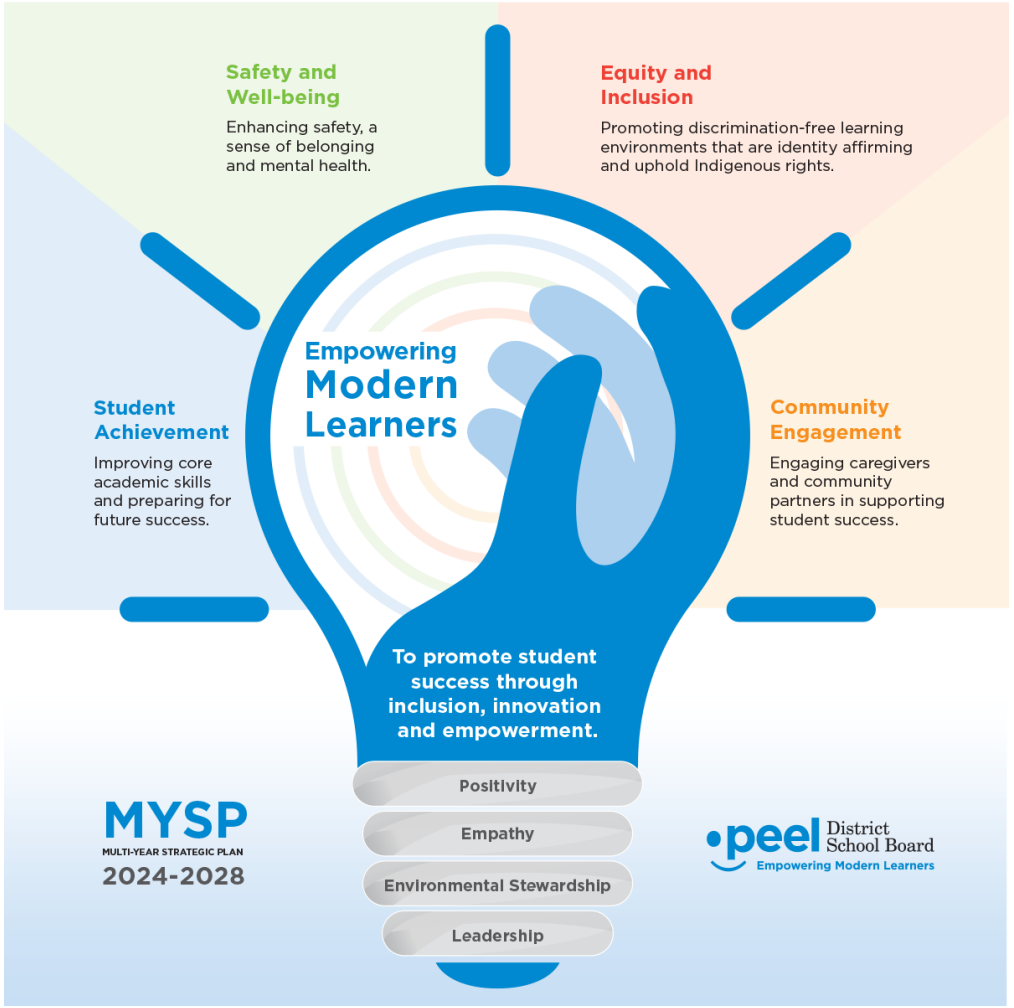
COMMUNITY SAFETY
Using active modes of transportation for school travel can strengthen one's awareness of their surroundings and feelings of safety and comfort in our neighbourhoods.

1

- **Community Advocacy**: Initiated by a March 2023 community delegation emphasizing the need for an ASST Charter.
- **Feasibility Study**: Multi-department collaboration assessed feasibility and alignment with board goals.
- **Key Principles**: Accessibility, Equity, Health & Well-Being, Community Cohesion, Environmental Sustainability, and Safety.
- **Stakeholder Engagement**: March 2024 consultations showed 82% family support.
- **Strategic Alignment**: Aligns with EcoSchools Program and the Multi-Year Strategic Plan (2024-2028).
- **Approval**: Adopted by Trustees in June 2024 following financial analysis.

ASST Charter and Multi-Year Strategic Plan (2024 - 2028)

- **Student Achievement:** cross-curricular connections to promote engagement and improved learning outcomes for students.
- **Safety and Well-Being:** enhancement of infrastructure to support safe active transportation. Supports the implementation of ASST interventions to promote physical and mental health.
- **Equity and Inclusion:** providing access for active transportation, listening to student and community voices for equitable and inclusive access.
- Engaging community members



PDSB ASST Website

Good News Stories

"Leading the Way in Active and Sustainable School Travel" at Brookmede PS

"School Streets Pilot Project" at Hillside PS

Next Steps...

- **Connection to Multi-Year Strategic Plan:** Advancing environmental stewardship initiatives
- **Establish Board-Level Environmental Sustainability Committee:** Supporting system-wide environmental action
- **Leverage Active School Travel Initiatives:** Strengthen Bike to School and Walk to School Days in partnership with Peel Public Health
- **Enhance Cross-Departmental Collaboration:** Foster partnerships to maximize impact and align efforts

Questions?

peel District School Board
Empowering Modern Learners

Thank You

@PeelSchools

peel District School Board
Empowering Modern Learners

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER G 1

LETTER OF RETIREMENT
BERNADETTE GILLIS, PRINCIPAL

January 10, 2025

Bernadette Gillis
[redacted]

Marianne Mazzorato, Ed. D.
Dufferin-Peel CDSB
40 Matheson Blvd. L5R 1C5
Mississauga. ON

Dear Marianne,

I am writing this letter requesting your approval and acceptance of my decision to retire. My last day will be January 31st, 2025. I have enjoyed over 34 years as an educator with Dufferin-Peel. I have been blessed to have experienced various roles within Dufferin-Peel and these experiences afforded me the opportunity to grow professionally.

During my tenure with DPCDSB, I have met wonderful professional people from colleagues, staff, board resource staff, families, parish priests and their communities, trustees, and senior administration.

Fortunately, I was a member of the Association of P/Vps and CPCO. As members, we participated in many activities for the administrators. It was these memorable times that provided an environment for all administrators to network and learn from one another.

I would be remiss if I did not give special thanks to the mentors while I was in the vice principal role under their direction. These are the people that inspired me to pursue the Principalship I held for many years. Thank you to: Greg Kelly and Paula Prajza, who recently passed away, and Gary Menard. Each one of these excellent administrators had a variety of strengths that I could build on to prepare for the role.

In closing, I'd like to say special thanks to my family for the ongoing support throughout my career. Without their support and encouragement these opportunities would not have been possible. Thank you and God bless.

B. Gillis

Bernadette Gillis

Cc Stephanie Strong, Superintendent Human Resources

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER G 2

LETTER OF RETIREMENT
JENNIFER VIEIRA, PRINCIPAL

January 17, 2025

Stephanie Strong
Superintendent of Human Resources and Employee Relations
The Dufferin-Peel Catholic District School Board

Dear Stephanie,

Please accept this letter as notice of my intention to retire from the position of Principal, effective January 31, 2025. I have been blessed to have fulfilled my vocation in Catholic Education in the Dufferin-Peel CDSB for the past 25 years, and after much discernment, I am ready and excited to move on to the next calling in my life and new opportunities.

I look back and stand proud of the people and communities I served. I had a remarkable career working as a teacher, consultant, coordinator, Vice-Principal, and Principal within the board, and I have many warm memories working with staff, students, Catholic School Councils, parents, and parish priests. To the communities of St. Maria Goretti, St. Thomas More, Holy Cross, Our Lady of Peace, St. Monica, Good Shepherd, and St. Rita, thank you for the many blessings you bestowed upon me. It was an honour to have the opportunity to serve you. I hope and trust that I left you knowing that my goal was always to put people first, and always dedicate myself to Loving, Learning, and Leading in your service. I wish to also acknowledge the incredible Principals and Vice-Principals I have had the pleasure of working with in my career. I am in awe of the amazing work you do, day in and day out, to support our students, communities and each other. God bless you!

My career was filled with many positive achievements. I am most proud of the work we accomplished together to cultivate a co-learning stance and prioritize the well-being of all learners in our system. I am also very proud of the opportunity to serve the PVP Association for 10 years, fulfilling many roles, including president. To all the members, past and present, thank you for representing our members with dignity, respect, and authenticity. I am blessed to end my career at St. Rita, surrounded by genuinely caring students and staff, leading by example every day. Thank you to Dufferin-Peel for providing me with opportunities to grow and flourish. Through our work together, I met life-long friends, all contributing to my personal and professional well-being.

To my husband Mark, daughter Iliana, and stepdaughters Victoria and Andreana – thank you for your love and support; celebrating the things that went well and encouraging me when things could have been better. You always reminded me to be hope filled.

God bless,

Vieira

Jennifer Vieira [redacted]

C: Dr. Marianne Mazzorato, Director of Education
Viviana Varano, Superintendent of Schools - Brampton West

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 2

**MOTIONS RECOMMENDED BY THE FAITH AND PROGRAM COMMITTEE,
JANUARY 14, 2025**

1. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING TO SUPPORT ADDITIONAL SUPERVISION* FOR SUBMISSION TO OCSTA.**

2. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *TECHNOLOGY FUNDING* FOR SUBMISSION TO OCSTA.**

3. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *STUDENT TRANSPORTATION FUNDING* FOR SUBMISSION TO OCSTA.**

4. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING FOR RETROFITTING/RENOVATING SCHOOLS* FOR SUBMISSION TO OCSTA.**

5. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING TO LOWER CLASS SIZES IN GRADES 4 THROUGH 8* FOR SUBMISSION TO OCSTA.**

6. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *REVIEW MORATORIUM ON SCHOOL CLOSURES* FOR SUBMISSION TO OCSTA.**

7. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *REVIEW OF POLICIES ON TRUSTEE ATTENDANCE AT BOARD MEETINGS* FOR SUBMISSION TO OCSTA.**

8. **THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *INTERNET SAFETY FOR STUDENTS* FOR SUBMISSION TO OCSTA.**

Dufferin-Peel Catholic District School Board

Regular Board Meeting
January 28, 2025
ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA) RESOLUTIONS
Multi-Year Strategic Plan Value: Trust

"Teach children how to live, and they will remember it all their life."
Proverbs 22:6

BACKGROUND

Each year the Ontario Catholic School Trustees' Association (OCSTA) requests draft resolutions for consideration at their Annual General Meeting (AGM) to be held in the Spring. The resolution process provides member boards with the opportunity to bring forward important issues, which have provincial implications, to the attention of all trustees in the province. The deadline for submissions is February 7, 2025.

DISCUSSION

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. Dufferin-Peel Catholic District School Board (DPCDSB) Trustees are asked to submit resolutions for consideration. It is important to note that proposed resolutions are to be of provincial interest; additionally, Trustees are asked to focus on items not covered in any other OCSTA submissions to the Ministry of Education (i.e., Financial Briefs). If approved by the board of trustees, resolutions are then finalized and submitted to OCSTA.

CONCLUSION

To ensure that important issues relating to the DPCDSB, and which have provincial implications, are heard at the OCSTA AGM, the process of generating and finalizing resolutions has taken place during January 2025, and said resolutions are attached (Appendices A-H).

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING TO SUPPORT ADDITIONAL SUPERVISION* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *TECHNOLOGY FUNDING* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *STUDENT TRANSPORTATION FUNDING* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING FOR RETROFITTING/RENOVATING SCHOOLS* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *FUNDING TO LOWER CLASS SIZES IN GRADES 4 THROUGH 8* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *REVIEW MORATORIUM ON SCHOOL CLOSURES* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *REVIEW OF POLICIES ON TRUSTEE ATTENDANCE AT BOARD MEETINGS* FOR SUBMISSION TO OCSTA.

THAT THE BOARD OF TRUSTEES APPROVE THE RESOLUTION ON *INTERNET SAFETY FOR STUDENTS* FOR SUBMISSION TO OCSTA.

Prepared by: Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research, Safe Schools

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

Appendix A

RESOLUTION FORM

Moved by: Paula Dametto-Giovannozzi **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Funding to Support Additional Supervision**

Whereas: Schools are experiencing a notable increase in serious behavioural incidents, especially in, but not limited to, washrooms, hallways and other common spaces. These include physical aggression, verbal threats, cyberbullying, vaping, vandalism and other forms of disruptive conduct that contravenes the Catholic Code of Conduct; and

Whereas: These behaviours jeopardize the safety, mental health and well-being of students. They also erode their confidence in feeling safe in washrooms, hallways and common spaces, and negatively impact the overall learning environment; and

Whereas: These behaviours have made it increasingly difficult to provide adequate supervision based on current staffing allocations, particularly in washrooms, hallways common spaces (based on current supervision `minutes' allocations and administrative responsibilities); and

Whereas: Significant benefits in additional and dedicated supervision throughout the day would ensure students receive continuous supports, fostering a more positive and safe school experience.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to ensure that additional and ongoing funding be provided to school boards to increase dedicated supervision in schools to proactively address and prevent such incidents of student behaviour and support healthy school climates.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Supporting this initiative is in the best interest of students and the greater public of Ontario by promoting a safer learning environment, which is crucial for student well-being and academic success, while also empowering staff to focus on their core educational responsibilities.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix B

RESOLUTION FORM

Moved by: Bruno Iannicca **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Technology Funding**

Whereas: Technology is progressively more prevalent and infused throughout curriculum delivery; and

Whereas: Technology is increasingly linked to equity of access and student engagement, provides students with equitable access to 21st century inquiry-based learning, and supports Catholic digital citizenship and student achievement; and

Whereas: The Ministry of Education's funding for technology and related infrastructure fluctuates from year to year, and previously provided Technology Learning Funds (TLF) have been discontinued despite the Ministry's focus on increasing the amount of e-learning in secondary schools; and

Whereas: The ever increasing threat of cyber risks posed by threat actors requires continuous protection and monitoring. Board technologies, related programs, and overall board infrastructure require replacement on a regular basis, particularly a vis-à-vis aging hardware and software that should be retried due to performance and security risks they pose to the board; and

Whereas: Core Education Funding does not address technology needs for corporate functions, including Financial, Plant and Maintenance work order systems, payroll systems, student information systems, Human Resources, and Employee Relations Reporting.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to support learning through increased and sustainable technology infrastructure funding.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Being aligned to the province's focus on modernizing learning and classrooms, school boards would benefit from increased and stable funding to support technology priorities.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix C

RESOLUTION FORM

Moved by: TBD **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Student Transportation Funding**

Whereas: Pursuant to the Education Act R.S.O.1990, School Boards may provide home-to-school transportation services for their students; and

Whereas: School bus transportation is an essential service for some students to access safe and timely travel to and from school every day; and

Whereas: The Ministry of Education's 2024-2025 Core Education Funding for transportation services does not align with the costs of the distance criteria thresholds for student transportation (the funding eligibility is based on home-to-school distance: 0.8 KM or more - Kindergarten, 1.6 KM or more - Grades 1 to 8, 3.2 KM - Grades 9 to 12); and

Whereas: Funding for transportation for Regional Programs by the Ministry of Education has not been considered for consistency across the province; and

Whereas: Issues related to driver retention, late bus routes, and cancelled bus routes have impacted many families who rely on student transportation services to transport their children, including some of our most vulnerable students with special needs; and

Whereas: Costs associated with transportation have increased substantially across the province (i.e., bus operator contracts, fuel costs, cap and trade program, fleet costs, etc.); and

Whereas: The new funding model changes are still not sufficient in providing the funding required to provide efficient and effective transportation.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to review the current transportation funding model and increase funds to allow school boards to provide equitable access for all students, including access to Regional Programs.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Increased funding for transportation aligns with the goals of schools by ensuring equitable access for students, families, and the broader Ontario community, fostering fairness and accessibility to education regardless of geographic or socioeconomic barriers.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix D

RESOLUTION FORM

Moved by: Thomas Thomas **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Funding for Retrofitting/Renovating Schools**

Whereas: Keeping schools in a state of good repair is essential to providing safe and healthy learning environments for students and staff; and

Whereas: Funding levels for school renewal, repairs and retrofits have not been sufficient to reduce the overall deferred maintenance backlog; and

Whereas: Stable and reliable school renewal funding, including the provision of adequate air conditioning and security measures, is necessary to make strategic, long-term investments to ensure that learning environments can support high levels of student achievement and well-being; and

Whereas: These upgrades facilitate compliance with modern health and safety standards while incorporating more energy-efficient systems; and

THEREFORE, BE IT RESOLVED THAT:

OCSTA petitions the Ministry of Education to provide stable, reliable multi-year funding to support school renewal, renovations, and retrofits that will keep schools in a state of good repair and provide students and staff with environments to support 21st century learning.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Incorporating regular renovations into publicly funded schools ensures access to safe, sustainable, and innovative learning environments that aligns with the province-wide ambition to enhance the quality and equity of education across Ontario.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix E

RESOLUTION FORM

Moved by: TBD **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Funding to Lower Class Sizes in Grades 4 through 8**

Whereas: Class size plays an important role in shaping the quality of education students receive; and

Whereas: Smaller class sizes in grades 4-8 would enable teachers to build meaningful relationships with students that are pivotal in identifying individual strengths and applying timely support; and

Whereas: Smaller classes in grades 4-8 would enable teachers to provide an increased level of individual attention to students who might require it; and

Whereas: Smaller class sizes foster a productive and more engaging learning environment with fewer disruptions, more collaboration, ensuring that instructional time is maximized.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to reduce class sizes through grades 4-8 to create a more effective learning environment amongst elementary school students.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Reducing class sizes is in the greater interest of students in Ontario's publicly funded school boards as it provides more equitable access to quality education, fosters improved academic outcomes, and creates a more inclusive learning environment that benefits both students and educators.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix F

RESOLUTION FORM

Moved by: Luz del Rosario **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Review Moratorium on School Closures**

Whereas: It is incumbent on school boards to be fiscally responsible and work within funding structures provided by the Ministry of Education; and

Whereas: Ministry of Education funding is maximized when schools are operating at or close to full utilization; and

Whereas: School boards across the province are operating underutilized schools that still require significant investments to staff to operate and maintain; and

Whereas: Underutilized schools limit a school's ability to provide equitable programming and extra-curricular activities; and

Whereas: School boards are finding it increasingly difficult to balance budgets without the ability to address the ongoing investment required to operate surplus pupil places in underutilized schools.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to lift the moratorium on school closures thereby providing school boards with the opportunity to maximize Ministry funding and programming opportunities by addressing the ongoing investment required to operate underutilized schools.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

The ability to close and consolidate underutilized schools is in the best interest of Ontario's publicly funded education system as this would allow school boards the ability to eliminate surplus pupil places and maximize Ministry funding by investing in learning environments that are being fully utilized.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix G

RESOLUTION FORM

Moved by: TBD **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Review of Policies on Trustee Attendance At Board Meetings**

Whereas: Trustees serve pivotal roles within their respective school boards; and

Whereas: From time to time, a Trustee may require an accommodation or flexibility to enable them to participate in a meeting, which includes the option to attend meetings virtually; and

Whereas: Trustees recognize the importance of meeting in person and exercise the option to participate virtually in a responsible manner, choosing to do so only when necessary; and

Whereas: The Ministry of Education has been supportive of Trustee attendance by virtual means when an accommodation or flexibility is required; and

Whereas: Changes in legislation effective September 2025 will penalize a trustee who requires accommodation or flexibility to attend meetings virtually when an unforeseen circumstance arises (and in the event that they cannot obtain timely permission from the Chair if one of the exceptions are met for virtual attendance) and may lead to an automatic bi-election, causing additional costs, both monetary and nonmonetary, to school boards and to the province, thus taking more resources away from students; and

Whereas: The previous wording of the rules regarding attendance at Board of Trustees' and Committee meetings allowed Trustees to attend meetings virtually, thus providing accommodations and flexibility when needed; and

Whereas: The previous wording in the legislation regarding Trustee attendance at meetings provides a more effective and less punitive approach that considers the likelihood and very real possibility that unforeseen circumstances may impede a Trustee's ability to attend in-person meetings, and that those circumstances are not contemplated by the current upcoming changes to the legislation; and

Whereas: It is important to strike a balance between maintaining accountability and providing an understanding of personal circumstances.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education to amend the *Education Act* to provide accommodations and flexibility to Trustees to allow them to attend meetings virtually during unforeseen circumstances which make their in-person attendance challenging.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

Revising the Trustee attendance policies aligns the Catholic values of a compassionate governance model that sets a positive example for students by striking a balance between well-being and professionalism.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Appendix H

RESOLUTION FORM

Moved by: TBD **Board: Dufferin-Peel CDSB**

Seconded by: TBD

Topic: **Internet Safety for Students**

Whereas: With internet access becoming more widespread, students face increased risks of inappropriate solicitation and exposure to harmful content; and

Whereas: The prevalence of child exploitation is rising, and students currently lack the essential knowledge and skills to effectively recognize and avoid these threats; and

Whereas: Many educators lack the essential training and tools to effectively teach internet safety, leaving students vulnerable to online threats; and

Whereas: Funding to embed internet safety into the curriculum is essential for teaching students how to navigate the digital world responsibly and mitigate harmful risks.

THEREFORE, BE IT RESOLVED THAT:

OCSTA petition the Ministry of Education for funding to integrate internet safety into school curricula, which is essential for equipping students and educators with the skills and knowledge required to navigate the digital world safely.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☑ *No* ☐

Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

This is a province-wide issue that continues to affect the youth of Ontario and necessitates a unified approach across school boards to protect students and ensure their best interests are met through comprehensive internet safety education.

Please submit all resolutions by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca. If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.

Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 1

MOTIONS RECOMMENDED BY THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE, JANUARY 21, 2025

1. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY *8.06: FLAG PROTOCOL* AS AMENDED.**

2. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 4.04: EDUCATIONAL EXCURSIONS* AS AMENDED.**

3. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 1.85: CHILD CARE IN DPCDSB AS AMENDED.***

4. **THAT THE BOARD OF TRUSTEES RESCIND *POLICY 1.90 CHILD CARE – SELECTION AND APPOINTMENT OF THIRD PARTY PROVIDERS*.**
5. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY 7.14: OPENING EXERCISES IN SCHOOLS AND AT FORMAL MEETINGS AS AMENDED.**

6. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT THE NEW POLICY 19.02: WORK YEAR FOR PRINCIPALS AND VICE-PRINCIPALS.**

7. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY 1.75: CHAPELS IN SECONDARY SCHOOLS AS AMENDED.**

8. **THAT THE BOARD OF TRUSTEES APPROVE RESCISSION OF POLICY 6.80: CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS.**

9. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT THE SEVEN REVISED SAFE SCHOOLS POLICIES AS AMENDED. 1) 9.01: CATHOLIC CODE OF CONDUCT, 2) 9.02: BULLYING AWARENESS, PREVENTION, AND INTERVENTION, 3) 9.03: PROGRESSIVE DISCIPLINE, 4) 9.04: DELEGATION OF AUTHORITY, 5) 9.05: VICTIM'S RIGHTS, 6) 9.06: FRESH START, AND 7) EXCLUSION PENDING COMPLETION OF A POLICE INVESTIGATION.**

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
BOARD POLICY NUMBER:	**8.06**
SUBJECT:	**Flag Protocol**
REFERENCE:	Guidelines for National Symbols, Government of Canada Regulation 298 of the *Education Act*
EFFECTIVE DATE:	May 20, 2003
AMENDED DATE:	December 8, 2015; April 24, 2024; June 18, 2024; January 2025

"Let the nations be glad and sing for joy, for you judge the peoples with equity and guide the nations upon earth."
Psalm 67:4

1 INTRODUCTION

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) adheres to the guidelines regarding the flying of flags in accordance with Guidelines for National Symbols, Government of Canada, and Regulation 298 of the *Education Act*.

2 FLAGS

2.1 The National Flag of Canada shall be flown at each DPCDSB facility including all schools and DPCDSB facilities. Wherever the National Flag of Canada is flown, it shall be flown on a flagpole alone.

~~2.2~~ At board facilities where two flag poles exist the provincial flag of Ontario shall be flown on the second flag pole. Where there are three flag poles at a board facility the DPCDSB flag (containing the DPCDSB logo) will be flown on the ~~the~~ third flag pole. ~~flown shall be associated withthe~~ Vatican (Papal) ~~flaga flag associated with the liturgical calendar; the liturgical year .will be the DPCDSB flag (containing the DPCDSB logo).~~

2.2

~~2.3 The Vatican (Papal) flag, The ShareLife flag, and DPCDSB flag may be flown or displayed inside schools or other DPCDSB facilities.~~

~~2.4~~2.3 Flags of the Provinces and Territories of Canada may be displayed inside schools or other DPCDSB facilities.

~~2.5~~2.4 Additional flags may be displayed inside DPCDSB buildings in support of particular observances. Where such flags are displayed, their use shall be limited to the areas of the school or facility allocated to the activities associated with the corresponding observance and shall be removed when the observance period ends.

~~2.6~~2.5 The display of additional flags is to be approved by the Director of Education or designate.

~~2.7~~2.6 On Remembrance Day, only the National Flag of Canada shall be flown.

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~~2.8~~2.7 During liturgical celebrations, only the National Flag of Canada and flags associated with the Catholic Christian faith shall be flown.

3 HALF-STAFF

3.1 All flags at DPCDSB schools and facilities shall be flown at half-staff upon the direction of the Director of Education or designate. Flags are flown at half-staff in recognition of the death of prominent public figures and other individuals, as well as for national memorial days.

3.2 Individual schools, at the discretion of the principal and in consultation with their supervisory officer, may fly their flag at half-staff to recognize the death of a student or staff member.

3.3 On Remembrance Day, flags at all DPCDSB schools and facilities shall be flown at half-staff from 11:00 a.m. to the end of the instructional day as a symbol of respect.

4 FLAG REQUIREMENTS

4.1 Flags must always be treated with dignity and respect.

4.2 Flags shall be regularly inspected for signs of wear and damage, and shall be replaced when worn, noticeably faded, or otherwise unfit for service. When a flag is tattered and is no longer in a suitable condition for use, it should be destroyed in a dignified way.

4.3 When raised or lowered, a flag should be prevented from touching or falling to the ground.

4.4 No banners or pennants should be flown together on the same pole except at single pole locations.

4.5 The Canadian flag may be displayed flat or flown on a staff. If flat, it may be hung horizontally or vertically. If it hangs vertically, against a wall, the flag should be placed so that the upper part of the leaf is to the left and the stem is to the right as seen by spectators.

4.6 In a procession, the Canadian flag shall be at the marching right or at the centre front.

4.7 No flag, banner, or pennant shall be flown or displayed above the Canadian flag.

4.8 Where possible, the Canadian flag shall be flown from the highest pole.

4.9 No flag flown at schools or DPCDSB facilities shall be larger than the Canadian flag.

4.10 Where three flags are flown together, the Canadian flag shall be in the centre.

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5 PLEDGE OF ALLEGIANCE TO THE CANADIAN FLAG

5.1 Opening exercises for a school day may include a pledge to the Canadian flag. Schools may use the following pledge or adapt it to their specific situation:

Pledge of Allegiance to the Canadian Flag:
I pledge allegiance to my flag and to the country it represents, I pledge respect and loyalty. Wave with pride from sea to sea and within your folds, keep us ever united. Be for all a symbol of love, freedom, and justice. God keep our flag. God protect our Canada.

5.2 Principals should consider including a Pledge to the Flag as part of the opening exercises on school days which are on or near days of special national significance (e.g. Remembrance Day, Canada Day).

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
BOARD POLICY NUMBER:	**8.06**
SUBJECT:	**Flag Protocol**
REFERENCE:	Guidelines for National Symbols, Government of Canada Regulation 298 of the *Education Act*
EFFECTIVE DATE:	May 20, 2003
AMENDED DATE:	December 8, 2015; April 24, 2024; June 18, 2024; January 2025

"Let the nations be glad and sing for joy, for you judge the peoples with equity and guide the nations upon earth."

Psalm 67:4

1 INTRODUCTION

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) adheres to the guidelines regarding the flying of flags in accordance with Guidelines for National Symbols, Government of Canada, and Regulation 298 of the *Education Act*.

2 FLAGS

2.1 The National Flag of Canada shall be flown at each DPCDSB facility including all schools and DPCDSB facilities. Wherever the National Flag of Canada is flown, it shall be flown on a flagpole alone.

2.2 At board facilities where two flag poles exist the provincial flag of Ontario shall be flown on the second flagpole. Where there are three flag poles at a board facility the DPCDSB flag (containing the DPCDSB logo) will be flown on the third flagpole.

2.3 Flags of the Provinces and Territories of Canada may be displayed inside schools or other DPCDSB facilities.

2.4 Additional flags may be displayed inside DPCDSB buildings in support of particular observances. Where such flags are displayed, their use shall be limited to the areas of the school or facility allocated to the activities associated with the corresponding observance and shall be removed when the observance period ends.

2.5 The display of additional flags is to be approved by the Director of Education or designate.

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5.2 Principals should consider including a Pledge to the Flag as part of the opening exercises on school days which are on or near days of special national significance (e.g. Remembrance Day, Canada Day).

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	4.04
SUBJECT:	Educational Excursions
REFERENCE:	General Administrative Procedure (GAP) 801.00 – Educational Excursions~~Out-of-School Programs and Events~~
EFFECTIVE DATE:	November 18, 1986~~; April 22, 2008; April 26, 2011; December 8, 2015; October 15, 2019; February 27, 2024~~
AMENDED DATE:	April 22, 2008; April 26, 2011; December 8, 2015; October 15, 2019; February 27, 2024; January TBD, 2025

"If I take the wings of the morning and dwell in the uttermost parts of the sea, even there your hand shall lead me, and your right hand shall hold me."
Psalm 139: 9-10

1. The Dufferin-Peel Catholic District School Board (DPCDSB) supports the efforts of teachers in planning and undertaking educational excursions and encourages teachers to continue supplementing their programs with safe, caring, inclusive, educationally sound, and justifiable excursions.

2. DPCDSB does not encourage or sponsor any non-DPCDSB approved excursions. DPCDSB assumes no liability for any non-DPCDSB approved trips.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**4.04**
SUBJECT:	**Educational Excursions**
REFERENCE:	General Administrative Procedure (GAP) 801.00 – Educational Excursions
EFFECTIVE DATE:	November 18, 1986
AMENDED DATE:	April 22, 2008; April 26, 2011; December 8, 2015; October 15, 2019; February 27, 2024; January TBD, 2025

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**800 ~~Out of School~~ Excursions ~~and Events~~**
GAP NUMBER:	**801.00**
SUBJECT:	~~Out of School~~Educational ~~Programs and Events~~Excursions
REFERENCE:	Policy 4.04: Educational Excursions~~;~~ Policy 4.20: Fundraising and Donations~~;~~ Policy 20.00: Fees for Learning Materials and Activities~~;~~ GAP 101.02 – Student Accidents~~;~~ GAP 414.00 – Health and Physical Education Safety Guidelines (Curriculum, Intramural and Interschool)~~;~~ GAP 502.10 – Safety of Pupils-Head Injuries-First Aid Response~~;~~ GAP 502.12 – Safety of Pupils: Missing Students~~;~~ GAP 514.~~10~~ 10 – Prevalent Medical Conditions~~;~~ GAP 519.01 – Board Insurance – Incident Reports~~;~~ GAP 519.02 – Board Insurance – Excursions and Use of Personal Vehicles~~;~~ GAP 530.00 – Catholic Code of Conduct~~;~~ GAP 531.00 – Fees for Learning Materials and Activities~~;~~ GAP 538.00 – Fundraising and Donations~~;~~ GAP 602.00 – Crisis Communications Plan~~;~~ GAP 702.00 – Finances~~/~~ – General~~;~~ ~~GAP~~ GAP 704.02 – Accounting – The Administration of School Generated Funds~~School Generated Funds;~~ GAP 716.00 – Corporate Vehicle Usage Procedures~~;~~ GAP 722 – Administration of School Council Funds GAP 802.00 – Serious Accident or Disaster GAP 803.00 – Van/Busettes for ~~S.S.~~Secondary Schools
EFFECTIVE DATE:	March, 1991
~~REVIEWED/~~AMENDED DATE:	March 2007; January 2008; November 2008; February 2013; ~~(~~June 2014~~)~~; October 2019; February 27, 2024; January TBD, 2025

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1 BACKGROUND

1.1 Introduction

1.1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the educational value of out-of-school programs and experiencesexcursions which support the development and well-being of the whole child and reinforce the moral teachings of the Catholic Church and the Ontario Catholic School Graduate Expectations.

1.1.2 Out-of-School ProgramsEducational excursions include a wide range of DPCDSB-approved activities such as excursions to local sites, events, and areas of interests (e.g., museums, festivals, conservation areas, etc.); retreat programs at various centres; charity and social outreach opportunities; athletic events (e.g., inter-school tournaments); rehearsals and performances; and extendedovernight excursions within the province and beyond its borders. Every student shall be provided with opportunities to participate in Out-of-School Programseducational excursions.

1.1.3 Mindful of provincial health and safety legislation and DPCDSB policy and procedures, some additional considerations may be required to support students with differing abilities, ensuring safe access to excursions. The Family of Schools Superintendent and/or Family Level of Schools Special Education Consultant is toshall be informed of situations that may require additional supports and/or considerations.

1.1.4 Principals must review this material with their staff on an annual basis.

2 RATIONALE

2.1 Educational Goals

2.1.1 All travel excursions must be educational and linked to the school goals, DPCDSB goals, and/or mission. In providing out-of-schoolsuch experiences for students, staff must consider the needs of all students and provide opportunities for learning in their local environment before travelling to more distant locations.

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2.1.2 The purpose of any ~~Out-of-School Program or activity~~educational excursion should be to provide inquiry opportunities encompassing:

a) direct experiences of a phenomenon, process, operation or enterprise;
b) practical applications of topics studied in theory;
c) aesthetic, religious, cultural, educational, or athletic experiences;

2.2 Catholic Code of Conduct

2.2.1 Students are expected to behave according to *Policy 9.01: Catholic Code of Conduct* and associated *GAP 530.00 – Catholic Code of Conduct*. Staff shall employ appropriate classroom management strategies. Under no circumstances shall an action be taken which would place a student in jeopardy (such as sending a student home unaccompanied).

2.3 Criteria of Educational Validity

2.3.1 All ~~activities~~ excursions must adhere to the moral teachings of the Catholic Church and reinforce the Ontario Catholic School Graduate Expectations. Furthermore, the educational validity of ~~activities~~ excursions undertaken beyond the school shall be ensured by the ~~Principal/Designate~~Principal or designate according to the criteria listed below.

a) The experience lies within the competency and/or understanding of the students involved (e.g., staff must consider the diverse needs of all students when planning an out-of-school excursion).
b) The experience has a curricular relevance for the group of students concerned.
c) The experience has educational objectives which have been clearly defined.
d) The experience has educational value in proportion to the time spent travelling.
e) No equally effective alternative to achieving the objective exists within the regular school organization.
f) The experience relates to one or more of the Ontario Catholic School Graduate Expectations.

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3 TYPES OF EXCURSIONS

3.1 Attending Local Sites

3.1.1 These sites are those to which students walk from the school (e.g., local church, park, public library, grocery store). This category excludes excursions and activities defined in 3.2 and 3.3.

3.2 Out of School Experience

3.2.1 These excursions take place off school property and may require transportation (e.g., school sports practices or tournaments, ROPSSA teams, choir or band rehearsals or performances, school transition visits, DPCDSB Outdoor Education Centre visits, restaurant, grocery store, shopping mall, public library).

3.3 Out of School Activity

3.3.1 This type of excursion requires the arrangement of one or more of the following prior to any student visits:

a) a contract;
b) a booking;
c) an agreement; or
d) paid admission.

3.3.2 **Note** that DPCDSB maintains a list of approved out of school activities, as well as a list of Out of School Activity Providers for such activities. Non-approved providers are in no way supported by DPCDSB; nor does DPCDSB assume any liability in this regard. Out of school activities offered by providers not on the list will not be approved. Details regarding adding activities and activity providers to the respective lists can be found in 4.4.4 through 4.4.6 of this GAP.

3.4 Independently Attended Supervised Event

3.4.1 This type of excursion is an event, which is separate from the school day, occurs after students have been dismissed, or is an evening event for which students require a ticket to attend and participate on their own (e.g., prom, semi-formal). This type of excursion may or may not be held on school premises. Events held on school premises outside of the school day and where the attendees would beparticipate only as spectators only (e.g., plays, music performances, sporting events) would beare **NOTnot** be included in this type of excursion.

This type of excursion is an event, which is separate from the school day, occurs after students have been dismissed, or is an evening event which students choose to attend on their own (e.g., prom, semi-formal). This type of excursion may or may not be held on school premises.

3.5 Overnight Out-of-School Activity within Ontario and Québec

3.5.1 This type of excursion meets the following:

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a) the definition of **3.3**,
b) involves overnight stays (including tournaments and competitions), and
c) may require transportation to the site.

3.6 Overnight Out-of-School Activity outside Ontario and Québec

3.6.1 This type of excursion meets the following:

a) the definition of **3.3**,
b) involves overnight stays (including tournaments and competitions), and,
c) requires transportation to the site.

~~3~~4 APPROVAL

~~3.1~~4.1 Key Considerations

~~3.1.1~~4.1.1 The following procedures are provided to facilitate ~~Out-of-School Programs~~educational excursions, and at the same time:

a) ensure the safety and supervision of all students;
b) reduce the liability to staff and volunteers;
c) keep ~~parents/guardians~~parents and guardians fully informed;
d) enhance the integrity of a program.

~~3.1.2~~4.1.2 These procedures ~~are to~~shall be implemented in conjunction with DPCDSB policies and procedures as appropriate.

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Excursion Categories

Excursions are grouped into the following categories:

- **Use of Local Sites**: These sites are those to which students walk from the school.

- **Curricular; Extra-Curricular; Co-Curricular Activities**: These activities take place off-school property and may require transportation (e.g., sports tournaments, choir or band rehearsals or performances). The duration of these activities is not more than one day, nor do they involve overnight or extended travel. Refer to (Health and Physical Education Safety Guidelines-Curriculum, Intramural and Interschool) for additional information.

- **One Day Out-of-School Activities:** These activities are to a facility offering an activity to which transportation is required.

- **Individually Attended Supervised Events:** These are events which are separate from the school day, occur after students have been dismissed, or are evening events which students chose to attend on their own (e.g., prom, semi-formal).

- **Extended Out-of-School Activities within Province**: These activities involve overnight stays, and transportation is needed to the site. For trips of more than three (3) days, the use of a pre-approved travel and tour operator is required.

- **Extended Out-of-School Activities outside Province**: These activities involve overnight stays, and transportation is needed to the site.

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~~3.2 Physical Education Out-of-School Programs involving Approved by DPCDSB~~

~~3.3~~

~~3.4 For Out-of-School Programs involving Physical Education, refer to General Administrative Procedure (GAP) 414.00 (Health and Physical Education Safety Guidelines – Curriculum, Intramural and Interschool).~~

~~3.5~~

~~3.6 Programs Offered at Outdoor Education Centre(s) Operated By DPCDSB~~

~~3.7~~

~~3.8 Arrangements for bookings and bus transportation to the Outdoor Centre(s) will be made by the local school Principal or designate in conjunction with program staff. Staff of Outdoor Education Centre(s) are not counted in the supervision ratio for any part of the day.~~

~~3.9~~

~~3.10 Out-Of-School Programs Not Officially Approved~~

~~3.11~~

~~3.12 Note that non-approved, non-sponsored excursions operated by commercial agents are in no way supported by DPCDSB nor does DPCDSB assume any liability in this regard. Staff are not permitted to engage in non-approved, non-sponsored activities.~~

~~3.13~~

~~3.14~~4.2 Approval Process: Use of Local Sites (3.1)

~~3.14.1~~4.2.1 Consent to participate is captured in General Form (GF) 068.

~~3.14.2~~4.2.2 The Principal shall be notified whenever students are departing the school property under this category to walk to a local site.

~~3.14.3~~4.2.3 This type of excursion cannot include elements of social justice outreach, as defined in 5.8 of this GAP.

~~3.15~~4.3 Approval Process: Out of School Experience (3.2)

4.3.1 Curricular, extra-curricular, and co-curricular out of school experiences, which will be completed within the school day or an extended school day and may involve conventional land travel, require the approval of the Principal via submission of ~~*GF 110 Request For Approval Of Out-Of-School Activity or Excursion*~~*GF 110 Request For Approval of Out of School Educational Excursion*.

~~3.15.1~~4.3.2 Clubs, teams, and/or certain courses have occasion to have multiple, regularly scheduled Out of School Experiences, which will be completed within the school day or an extended school day and may involve conventional land travel during the school year. These excursions require the approval of the Principal via completion of *GF 100 Request for Principal Approval of Regularly Scheduled Educational Excursions*. There must be an itinerary or calendar schedule with dates and locations that accompanies GF 100. If at any time the dates, times, or locations change, the principal and parents and guardians must be notified via an updated

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itinerary and/or calendar.

~~3.15.2~~4.3.3 Out of School Experiences that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

~~3.16~~4.4 Approval Process: Out of School Activity (3.3)

~~3.16.1~~4.4.1 **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 4.4.4, below.

~~3.16.2~~4.4.2 **Step 2:** After confirming activity is pre-approved, please refer to the approved Out of School 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 4.4.54 prior to proceeding to Step 3 (4.4.3).

~~3.16.3~~4.4.3 **Step 3:** If the Out of School Activity Provider is pre-approved, proceed with the processes outlined below:

a) Out of School Activities that will be completed within the school day or an extended school day and involving conventional land travel require the approval of the Principal using ~~*GF 110 Request For Approval Of Out Of School Activity or Excursion*~~*GF 110 Request For Approval of Out of School Educational Excursion*.

b) Clubs, teams, and/or certain courses have occasion to have multiple, regularly scheduled Out of School Activities, which will be completed within the school day or an extended school day, involving conventional land travel during the school year. These activities require the approval of the Principal via completion of *GF 100 Request for Principal Approval of Regularly Scheduled Educational Excursions*. There must be an itinerary or calendar schedule with dates and locations that accompanies GF 100. If at any time the dates, times, or locations change, the principal and parents and guardians must be notified via an updated itinerary and/or calendar.

~~to the Risk Management and Insurance Officer. If approved following consideration the activity will be added to the list.tIf the Family of Schools Superintendent supports the proposed activity, they will consult with the Risk Management Department and the Associate Director – Instructional Services. If the Risk Management Department and the Associate Director – Instructional Services approve of the proposed activity, the activity may be added to the approved activity list.~~

4.4.4 Activities that are not on the DPCDSB Board ~~a~~Approved Activities list ~~approved out of school 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.

4.4.5 ~~Activity~~ If a Principal wishes to engage an Out of School Activity Provider that is not on the~~Providers that are not on the~~ Out of School Activity Provider List~~-~~, the Principal must arrange for the proposed Out of School Activity Provider to complete the DPCDSB "Out of School Activity Provider Application " for consideration ~~of off-site activities~~ by Risk

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Management. The link is available on DPCDSB's public website and should be forwarded to the Activity Provider for completion.

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~~3.16.4~~4.4.6 Out of School 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 Out of School Activity Provider List. Where the Principal still wishes to arrange for the use of the Out of School Activity Provider not on the approved 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.

~~3.16.5~~4.4.7 Out of School Activities that include an element of social justice outreach require review of and compliance with subsection 5.8 of this GAP, as appropriate.

~~3.17~~4.5 Approval Process: Independently Attended Supervised Event (3.4)

~~3.17.1~~4.5.1 Supervised events, which are separate from the school day, occur after students have been dismissed and ~~to~~ which students attend independently, require the approval of the Principal via *GF 110B Request for Principal Approval of Independently Attended Supervised Event*.

~~3.18~~

4.6 Approval Process: Overnight Out-of-School Activity within Ontario and Québec (3.5)

4.6.1 In addition to the approval of the Principal using *GF 110 Request For Approval of Out of School Educational Excursion*, Family of Schools Superintendent approval is required prior to advertising any overnight excursion within the province to students and parents and guardians (refer to GF 110).

4.6.2 No commitment shall be made to tour operators, students, or parents and guardians until written approval is obtained.

4.6.3 A complete itinerary and full description of the Overnight Out of School Activity must be submitted when asking for Family of Schools Superintendent approval.

4.6.4 For trips of three (3) nights or more, the Family of Schools Superintendents shall consult with the Associate Director – Instructional Services.

~~If the Principal determines that a proposed excursion involves considerable expense to students and parents/guardians, then preliminary approval should be requested from the appropriate Family of Schools Superintendent~~**~~. No commitment shall be made to tour operators, students, or parents/guardians until written approval is obtained.~~**

4.6.5 Once approved, the Principal or the Excursion Leader (as defined in 4.8.1) shall inform parents and guardians of the intended overnight excursion and its purpose.

4.6.6 Overnight Out of School Activities within Ontario and Québec that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

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4.6.7 Refer to Section 9 of this GAP for detailed information.

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4.7 Approval Process: Overnight Out-of-School Activity outside Ontario and Québec (3.6)

4.7.1 In addition to the approval of the Principal using *GF 110 Request For Approval of Out of School Educational Excursion*, and prior to advertising any overnight excursion outside Ontario or Québec to students and parents and guardians, approvals must be secured from each of the following:

a) Family of Schools Superintendent,
b) Outside Ontario and Québec Excursion Advisory Committee, and
c) Associate Director – Instructional Services (where the destination is outside Canada or is for three [3] nights or more).

4.7.2 No commitment shall be made to tour operators, students, or parents and guardians until written approval is obtained.

4.7.3 Overnight Out of School Activities outside Ontario and Québec are to take place during Christmas, March, or summer breaks, with students missing no more than two (2) instructional days. However, the Associate Director – Instructional Services may grant permission for trips outside of this time period if special circumstances apply (e.g., Social Justice Action or Awareness trips) for a maximum of five (5) missed instructional days.

4.7.4 The approval process includes completion of the **Overnight Out of School Activity Outside Ontario and Québec (OOSAO²Q) Package** for submission, review, and approval by the parties listed in 4.7.1. The OOSAO²Q Package is available from the Superintendent Responsible for Overnight Out of School Activities outside of Ontario and Québec. See 11.4.2 of this GAP for the list of contents in the OOSAO²Q package.

4.7.5 Once approved, the Principal or the Excursion Leader (as defined in 4.8.1) shall inform parents and guardians of the intended overnight excursion and its purpose.

4.7.6 Overnight Out of School Activities outside Ontario and Québec that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

4.7.7 Refer to Section 10 of this GAP for detailed information.

4.8 Considerations Related to Approvals

~~**3.19 Step 1: Prior to beginning the approval process, please refer to the DPCDSB "Board Approved Activities List" to determine approval status of activity.**~~

~~**3.20**~~

~~**Step 2: After confirming activity is pre-approved, please refer to the DPCDSB "Board Approved Vendors List" to determine if the chosen vendor has been pre-approved by DPCDSB for use.**~~

4.8.1 The Excursion Leader is a staff member appointed to lead an excursion. The Excursion Leader must be a staff member from the school or central DPCDSB department that organized the excursion.

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4.8.2 During any excursion, staff shall not deviate from an approved itinerary or program except when required for emergency or safety reasons. If a group's return is significantly delayed, then the Excursion Leader will contact the Principal or designate. The school shall notify the parents and guardians of any delay.

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4.8.3 For liability insurance purposes, the appropriate approval form (GF 100, GF 110, or GF 110B) the signed permission form (GF 115 or GF 115B), and a copy of the excursion letter, if applicable, must be held by the school in a secure location, according to the record retention procedures outlined in *GAP 540.00 – Classification and Records Retention Schedule*.

4.8.4 Cancellation of excursions due to safety-related conditions shall be considered in consultation with the appropriate Family of Schools Superintendent. Where consultation confirms cancellation, the Principal shall immediately notify the parents and guardians of the cancellation.

~~3.20.1 **Step 3: If the excursion Vendor is pre-approved, proceed with the processes outlined below:**~~

~~c) **Out-of-School Programs that will be completed within the school day or an extended school day, and involving conventional land travel, require the approval of the Principal via GF 110 (Request for Principal Approval of Out-Of-School Event). For use of a school busette/or van, refer to GAP 803.00 (Vans/Busettes for Secondary Schools).**~~

~~d) **Clubs, teams, and/or certain courses have occasion to have multiple, regularly scheduled Out-of-School events, which will be completed within the school day or an extended school day, involving conventional land travel during the school year. These excursions require the approval of the Principal via completion of GF 100 (Request for Principal Approval of Repeated or Regularly Scheduled Out-Of-School Events). There must be an itinerary or calendar schedule with dates and locations that accompanies the GF 100. For use of a school busette/or van, refer to GAP 803.00 (Vans/Busettes for Secondary Schools)/. If at any time the dates, times, or locations change, the principal and parents must be notified immediately.**~~

~~e) **Supervised Out-of-School Programs that are separate from the school day, occur after students have been dismissed, and to which students attend independently (e.g., prom, semi-formal), require the approval of the Principal using GF 110B (Request for Principal Approval of Independently Attended Supervised Events).**~~

~~3.20.2 **Note: If the Vendor is not pre-approved, have the Vendor complete the DPCDSB "Vendor Excursion Pre-Approval Form" for consideration of off-site activities by Risk Management *or* the DPCDSB "Vendor On-Site Pre-Approval Form" for consideration of on-site activities by Risk Management.**~~

~~3.20.3 **Amusement Park Excursions**For approval of an artistic performance (e.g., band fest, cheerleading completion) or a curriculum activity (e.g., physics class) at an amusement park (e.g., Canada's Wonderland, Centre Island, Walt Disney World), after which students will remain on site and participate in the park's activities, the following steps must be taken:~~

~~3.20.4 For approval of an artistic performance (e.g., band fest, cheerleading completion) or a curriculum activity (e.g., physics class) at an amusement park (e.g., Canada's Wonderland, Centre Island, Walt Disney World), after which students will remain on site and participate in the park's activities, the following steps must be taken:~~

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~~a) Complete GF 110 (Request for Principal Approval of Out-Of-School Event).~~
~~b) Ensure the approval from the Family of Schools Superintendent has been obtained.~~
~~c) Ensure that the signed parental permission forms, GF 115 (Parent/Guardian Permission Form for Out-of-School/Extra Curricular Activities), are received.~~

4.8.5 Principals shall ensure that all precautions for the safety and supervision of participating students are taken according to the **supervision ratios.** Location of the excursion and student needs should be given utmost consideration when planning supervision (see ~~**Staff Supervision and Management)**~~5.3 of this GAP for staff supervision and management requirements).

4.8.6 The Excursion Leader will arrange, in advance and with the Principal or designate, for the school to be open at the appropriate time if it is necessary to enter the school after hours or on a weekend to pick up or return equipment used as part of the excursion.

a) The Principal or designate will ensure all safety protocols are followed where there is a requirement to access the school or school grounds after hours (e.g., adequate lighting in drop off/pick up areas, winter maintenance as required).

4.9 Use of Occasional Teachers

4.9.1 In exceptional circumstances and on a case-by-case basis, Occasional Teachers may be hired as additional supervisors for excursions.

4.9.2 The hiring of Occasional Teachers for excursions shall be in consultation with the appropriate Family of Schools Superintendent.

4.9.3 The Occasional Teacher **shall not** be designated as the Excursion Leader.

4.9.4 Where an excursion has been planned to an outdoor education center and the regular classroom teacher is absent, the principal shall consider reassigning the class to a teacher on staff who is familiar with the students. An Occasional Teacher may replace a teacher absent for the day of the outing if:

a) there is more than one class attending,
b) the teacher from the other class is familiar with the plan for the day, and
c) they are not the Excursion Leader.

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4.10 Elements of Excursions Requiring Superintendent of Schools Approval

~~3.21 Preliminary Conceptual Approval~~

~~3.22~~

~~3.23 If the Principal determines that a proposed excursion involves considerable expense to students and parents/guardians, then preliminary approval should be requested from the appropriate Family of Schools Superintendent. No commitment shall be made to tour operators, students, or parents/guardians until written approval is obtained.~~

~~3.24~~

~~3.25 Superintendent of Schools Approval~~

4.10.1 The following elements require Family of Schools Superintendent in advance of the excursion:

~~3.25.1 Principals shall submit a completed GF 110, (Request for Superintendent Approval of Out- of-School Event) to the appropriate Family of Schools Superintendent, in advance of the event for excursions in the categories listed below.~~

a) School busette overnight excursion within Ontario
b) Air or land travel outside Ontario*
d) Unconventional land travel (e.g., bicycle, snowmobile)
e) Travel during holiday periods (including weekends)
f) Use of a DPCDSB busette outside Peel, Dufferin, Niagara, Halton, Simcoe, Wellington, York, and/or Toronto
~~Van use for local driving and on city roads~~
g) Amusement parks (see 4.10.2)

~~3.25.2~~

4.10.2 Excursions may only involve attending an **amusement park** (e.g., Canada's Wonderland, Centre Island, Walt Disney World) if they include an artistic performance (e.g., band fest, cheerleading competition) or a curriculum activity (e.g., physics class). Students may participate in the park's activities with appropriate supervision (see section 5 of this GAP) if approved by the Principal and Family of Schools Superintendent.

4.10.3 For excursions defined in 3.2 and 3.3 and which also include elements from 4.10.1 and/or 4.10.2, Principals shall submit a completed *GF 110 Request For Approval of Out of School Educational Excursion* to the appropriate Family of Schools Superintendent for their consideration.

~~3.25.3 Note that the excursion itinerary must be included. Additionally, no commitment shall be made to any tour operator prior to Superintendent Approval.~~

~~3.25.4~~

~~3.25.5~~4.10.4 ~~Note:~~For excursions defined in 3.5 and 3.6, the Family of Schools Superintendent will consider the elements listed in 4.10.1 and 4.10.2 as part of the approval process~~ A presentation to the DPCDSB Extended Excursion Advisory Committee is required for this category. Refer to the **Extended Excursions** section of this GAP for considerations, presentation requirements, eligibility, procedures and grants information~~.

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~~**3.26 Final Superintendent Approval**~~

~~3.26.1 No verbal commitment or written contract for travel or accommodation will be provided to parents/guardians or students until approval has been given by the appropriate Superintendent.~~

~~3.27~~4.11 Parent/Guardian Approval

4.11.1 The~~The~~ Excursion Leader or ~~Principal/Designate~~Principal or designate ~~will~~ shall require a signed permission form, *GF 115 Parent/Guardian Permission Form For Educational Excursions* ~~(Parental/Guardian Permission Form for Out-Of-School/Extra Curricular Activities)~~, for students to attend excursions defined by 3.2, 3.3, 3.5, and 3.6.~~, for all Out-of-School events.~~

~~For programs extending overnight, the Excursion Leader will collect relevant medical information about each student and get permission to seek medical attention in the event of an emergency. See (Parent/Guardian Health and Safety Information and Medical Consent Form) for required information.~~

4.11.2 The Excursion Leader or Principal or designate shall require a signed permission form, *GF 115B Parent/Guardian Permission Form for an Individual to Attend a Supervised Event*, for students to attend excursions defined by 3.4.~~The Excursion Leader is a staff member appointed to lead the Out-of-School excursion or program. Note that t~~

~~3.27.1 he GF 115B form will be used for all supervised school events which are separate and beyond the school day and which **students attend independently** (e.g., prom, semi-formal). The following considerations must be noted, according to the nature of the Out-of-School Program:~~

~~a) For events, clubs, athletic teams, and courses (e.g. physical education, planning for independence, school clubs) which have **regularly scheduled outings**, all dates and locations shall be provided to the parents/guardians on the **GF 115 or on an accompanying list.** Any changes to the scheduled dates and locations **must be** provided in writing immediately to both the Principal and the parents/guardians.~~

~~b) For programs extending overnight, the Excursion Leader will collect relevant medical information about each student and get permission to seek medical attention in the event of an emergency. See GF 080, (Parent/Guardian Health and Safety Information and Medical Consent Form) for required information.~~

~~c) Staff will not deviate from an approved itinerary or program except when required for emergency or safety reasons. If a group's return is significantly delayed, then the Excursion Leader will contact the Principal/Designate. The school will notify the parents/guardians of any delay.~~

~~d) Cancellation of Out-of-School activities due to safety-related conditions shall be considered in consultation with the appropriate Superintendent of Family of Schools. The Principal will immediately notify the parents/guardians of any cancellations.~~

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~~3.27.2 For liability insurance purposes, the appropriate approval form (GF 100, GF 110, or GF 110B) the signed permission form (GF 115 or GF 115B), and a copy of the excursion letter, if applicable, must be held by the school in a secure location, according to the record retention policy outlined by DPCDSB.~~Cancellation of Out-of-School activities due to safety-related conditions shall be considered in consultation with the appropriate Superintendent of Family of Schools. The Principal will immediately notify the parents/guardians of any cancellations.

~~**3.28 Record of Out-of-School Events**~~

~~Principals are required to keep all GFs related to all Out-of-School excursions, programs, and events undertaken during the school year. These documents must be kept for a minimum of one year from the date on which the excursion, program, or event occurred. The log containing these documents shall be retained in a secure location by the school, according to the record retention standards outlined by DPCDSB.~~

5 SUPERVISION

5.1 Supervision Ratios

5.1.1 All excursions must have an Excursion Leader as defined in 4.8.1.

5.1.2 It is expected that, during all excursions, there shall be sufficient supervision to ensure that students are always supervised by school personnel (e.g., for a social justice outreach experience, one supervisor in a food preparation area with one group of students, while another supervisor would be with other groups of students serving food).

5.2 Minimum Supervision Ratios

5.2.1 Principals shall ensure that all precautions for the safety, comfort, and supervision of participating students are taken according to the **minimum supervision ratios** listed in the table below. The location of the excursion and student needs should be given utmost consideration.

	Excursion Type			
	3.1	3.2, 3.3, 3.4	3.5	3.6
Grade	Use of Local Site	Out of School Experience, Out of School Activity, or Independently Attended Event	Overnight Out of School Activity Within Ontario and Québec	Overnight Out of School Activity Outside Ontario and Québec
K/1/2	2 adults/class	1:5	Not Recommended	Not Recommended
3/4/5/6	1 adult/class	1:10	Not Recommended	Not Recommended
7/8	1 adult/class	1:15 (**1 male and 1 female where possible**)	1:10 (**2 males and 2 females**)	1:10 (**2 males and 2 females**)
9-12	1 adult/class	1 adult/class	Ontario: 1:15 Québec: 1:10 (**2 males and 2 Females**)	1:10 (**2 males and 2 females**)

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5.2.2 Notwithstanding the ratio for elementary students, any approved Overnight Out of School Activity (3.5 or 3.6) in the elementary panel that includes Grade 6 students shall have a ratio of 1:8 (one supervisor for every 8 students).

5.2.3 Every Overnight Out of School Activity (3.5 and 3.6) shall have at least 2 male and 2 female supervisors unless it is a group made up of a single gender.

5.2.4 These ratios are the minimum and, in some cases, there may be a need to augment them with additional support. Some factors to take into consideration are the individual needs of students, including students with specific support needs, and the nature and location of the excursion.

5.2.5 Where the excursion location is not a DPCDSB site or where there are no other DPCDSB staff present, the excursion must have a minimum of two supervisors for students in Kindergarten through Grade 8.

5.2.6 **As appropriate**, Principals may use parents and guardians to assist in the supervision of excursions. All parents/guardian supervisors must have completed a Criminal Record Check (CRC), including a Vulnerable Sector Screening Check, with clear results. Please see section 5 of *GAP 318.00 – Criminal Background Checks, Vulnerable Sector Screening and Offence Declarations* for details.

5.2.7 Supervising parents and guardians shall be clearly apprised of the objectives of the excursion and the role which the parents and guardians are expected to play, which may include being informed of the OPHEA and other safety guidelines pertaining to the activity.

5.2.8 Where more staff than required by the supervision ratios in 5.2.1 are interested in acting as Excursion Leaders or supervisors on overnight excursions (3.5 and 3.6), the Principal shall consult the Family of Schools Superintendent to ensure that the staff selection process is transparent in nature.

5.3 Staff Supervision and Management

5.3.1 Before and during any excursion, as appropriate (3.1 through 3.6), the Excursion Leader shall ensure the following:

a) A cell phone is available, and the school has a record of that contact information.

b) All staff supervisors are familiar with the location of the closest medical facilities, particularly when travelling outside of urban areas.

c) All staff supervisors are apprised of the medical protocols specific to the needs of all students participating in the excursion.

d) All students have school identification information and/or personal identification on their person (e.g., name tag, student card).

e) All students have been instructed on appropriate safety procedures for all activities.

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Special attention should be paid to activities that require specific safety rules and expectations (e.g., low-rope activities).

f) At each gathering point (e.g., boarding a bus after a stop, at a restaurant), a check shall be made to ensure that all members of the party are accounted for. All Field Trip Manifests (see 7.2.1 of this GAP) must be accurate at all times.

g) Adults who are assisting on the excursion shall seat themselves in a location which facilitates proper supervision of the students.

h) Students shall remain with the group for the total duration of the excursion.

i) **If a student is missing**, the Excursion Leader **shall immediately** inform the Principal or designate at the school, the police, and any other appropriate authority. The staff shall act on the instructions of the Principal or designate and ensure the safety and well-being of the entire group. Refer also to *GAP 502.12 – Safety of Students: Missing Students* for additional information.

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5.4 Emergency Supervision

5.4.1 Where there are no adult supervisors other than the Excursion Leader and a student becomes ill or is injured and requires medical attention, the Excursion Leader shall immediately contact the Principal or designate at their school for direction. If the illness or injury requires an ambulance, the following shall occur once 911 has been called:

a) the parents and guardians of the ill or injured student shall be contacted,
b) a staff member not on the excursion shall be designated to meet the ill or injured student at the hospital, where possible,
c) the sole Excursion Leader shall remain with the other students to ensure supervision.

5.4.2 Where there are no adult supervisors other than the Excursion Leader on an excursion, an emergency supervisor at the location shall be identified to students. The emergency supervisor shall be designated using the ranked list below in order of priority and/or availability:

(i) a DPCDSB staff member also attending the excursion, or
(ii) a parent or guardian volunteer from the school also attending the excursion, or
(iii) a convenor, other coach, or host school administrator at the excursion, or
(iv) out of school activity provider representative.

5.4.3 The Excursion Leader, upon arrival, shall provide the emergency supervisor in 5.4.2 with the school Principal or designate contact information to be used in the event that the Excursion Leader is incapacitated or must leave due to their own medical or other emergency.

5.4.4 In the case of a situation described in 5.4.3, the emergency supervisor shall contact the Principal or designate immediately for direction.

5.5 Expectations for Supervision and Safety During Transport

5.5.1 The following points are the expectations regarding transportation supervision and safety:

a) Ensure all students are properly seated on school buses.

b) Ensure the bus driver is aware of students with special and/or medical needs, if applicable, and without breaching student privacy.

c) Ensure a copy of the Field Trip Manifest (see 6.2 of this GAP) is provided to the driver and a copy is given to all the staff members who are riding on the bus.

d) Confirm with the driver(s) the destinations and time guidelines of each excursion before leaving the school.

e) Know the location of the Field Trip Manifest (see 6.2 of this GAP) copies at all times.

f) Where applicable, check that all seat belts are fastened.

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g) Where required and appropriate, ensure that all objects or materials are placed under seats.

h) Review with all passengers the emergency procedures and location of the emergency exit(s).

i) Review the importance of keeping the noise level below that of distraction while traveling on the bus.

j) Before leaving the school, the Excursion Leader shall review with staff the location of the shut off bus engine key or button and how to use the radio, in case the driver is disabled.

k) Ensure that no one is left on the bus unattended at any time during the excursion.

5.6 Students Billeted in Host Family Homes

5.6.1 If students are billeted in homes, the Excursion Leader must, with parent/guardian permission, inform each host family of all special needs and/or medical needs of the student(s) they are billeting. The host family must also be given detailed information which will allow them to contact the Excursion Leader at any time.

5.7 DPCDSB-Wide Excursions

5.7.1 Some excursions are sponsored centrally and administered through various DPCDSB personnel. The review and approval process with regards to these excursions requires the authorization of the appropriate Superintendent(s) (e.g., Family of School Superintendent).

5.7.2 The central organizer shall prepare the appropriate GF 110 or GF 110B and provide a copy to each school for Principal signature.

5.7.3 Schools shall provide parents and guardians with the appropriate GF 115 or GF 115B to collect consent.

5.7.4 In addition, for these excursions, as with all other excursions, all related Supply Chain Management procedures must be followed.

5.8 Special Considerations for Social Justice and Outreach Excursions

5.8.1 In addition to all considerations mentioned above, for excursions involving a significant social justice or charitable outreach component, Excursion Leaders shall provide parents and guardians with a detailed description of the nature of the outreach and of the tasks students will perform. This description must highlight any elements of substantial risk. This information can be communicated on the GF115. Additional considerations and requirements include the following:

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a) For social justice and outreach excursions, especially those involving close contact with clients of social service agencies, Principals shall ensure a sufficient number of DPCDSB staff accompany the students, to ensure that all organized activities are under direct supervision. This direct supervision shall be carried out by DPCDSB staff and approved retreat facilitators; it may not be delegated to employees of the social service agency. Outreach walks through an urban area require a minimum of two such supervisors.

b) For excursions that include walking students through an urban area, especially for an inner-city social outreach program, the Excursion Leader must follow a prescribed route. This route should be shared ahead of time with all participants and should be noted on the GF 115.

c) All excursions to a social service agency for social justice and outreach are categorized as Out of School Activities as defined in section 3.3, 3.5, or 3.6 of this GAP. Refer to section 4.4, 4.6, or 4.7, as appropriate, for information regarding the respective approval process.

6 DOCUMENTATION

6.1 Record of Excursions

6.1.1 Principals are required to keep all GFs related to all excursions undertaken during the school year. These documents must be kept in accordance with *GAP 540.00 – Classification and Records Retention Schedule*.

6.2 Field Trip Manifest

6.2.1 All schools shall use *GF 085 Field Trip Manifest* to record all students, staff, and volunteers who are participating in the excursion. Bus and or vehicle numbers are to be included on the Field Trip Manifest.

6.2.2 The Excursion Leader shall update the Field Trip Manifest, as required, during the excursion, recording any illness or injuries, early departures, or other events of significance.

6.2.3 After the excursion has concluded, the Excursion Leader shall collect all Field Trip Manifests. The Excursion Leader's copy shall be retained as a record of the excursion (as per 6.1.1 of this GAP) and all other copies shall be destroyed.

6.3 Recording of Students Participating

6.3.1 When a group of students leaves the school on an approved excursion, the Field Trip Manifest from the student information system must be completed for each vehicle and/or walking group and shared as follows:

a) one copy shall be left with the Principal or designate,
b) one copy, in the case of secondary school excursions, shall be left in the Attendance Office,
c) one copy shall remain with the Excursion Leader,

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d) one copy shall be provided for each additional supervisor,
e) one copy shall be provided to the bus/vehicle driver.

6.4 Recording of Staff and Volunteer Supervisors

6.4.1 The name of the Excursion Leader (see 4.8.1 of this GAP) and the names of all staff and volunteer supervisors shall be recorded for potential claim purposes. Note that DPCDSB does not carry Accident Insurance on behalf of nor provide Accident Insurance for volunteers.

6.4.2 A complete list of adult (staff and volunteer) supervisors must be attached to the Request for Approval form (GF 110, GF100 or GF110B, as appropriate).

6.5 Medical Alerts

6.5.1 The GF 115 and GF 115B, as applicable, note medical alerts, if any, for students. The GF 115 or GF 115B shall be maintained in a confidential envelope by the Excursion Leader. All other supervisors, as appropriate, shall be aware of students with such alerts, as well as the appropriate response(s) in the event of a medical incident. Note that **all student information and medical concerns should be clearly listed on the Field Trip Manifest before departure**.

~~**4 FUNDS**~~

~~**4.1 Funds for Out-of-School Activities**~~

~~4.1.1 With Principal approval, costs may be subsidized from the school operating budget. Refer to GAP 702.00 (Finances/General) and/or GAP 722.00 (Administration of School Council Funds) for specific information. The collection of all excursion funds shall follow procedures and requirements listed in GAP 704.02 (School Generated Funds). Additional excursion funding considerations are listed below.~~

~~a) Student fundraising projects may be used to provide additional funds. These projects must be undertaken with discretion and in accordance with DPCDSB Policy 4.20: Fundraising and GAP 538.00 (Fundraising).~~

~~b) As per Policy 20.00: Fees for Learning Materials and Activities and GAP 531.00 (Fees for Learning Materials and Activities), every effort should be made to ensure that **no child is excluded** from a class activity, a program or an event because of an inability to pay. Should students decline to participate in planned Out-of-School programs or events, the Excursion Leader or Principal/Designate must provide alternative activities for students not participating. Exceptions in the case of excursions including extended travel will be discussed with the Family of Schools Superintendent.~~

~~c) If money was collected and the activity is cancelled for any reason, the school will return all monies collected from students, as appropriate, in consultation with the appropriate Superintendent. Return of funds to students due to cancellation will be undertaken on a case-by-case basis.~~

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5 DOCUMENTATION

5.1 Field Trip Manifest

All schools shall use GF 085 (Field Trip Manifest) to record all students, staff, and volunteers who are participating in the excursion. Bus/vehicle numbers are to be included on the Field Trip Manifest.

5.2 Recording of Students Participating

a) When a group of students leaves the school on an approved excursion, the Field Trip Manifest (GF 085) must be completed for each vehicle and/or walking group. One copy will be left with the Principal/Designate (and in the case of secondary, one additional copy in the Attendance Office), one copy will remain with the Excursion Leader, one copy will be provided to the bus/vehicle driver, and one will be provided in a confidential, sealed envelope to the supervisor on the vehicle.

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~~5.3 Recording of Staff and Volunteer Supervisors~~

~~5.3.1 One individual staff member will be appointed as "Excursion Leader" on any excursion. It is important that the names of all staff and volunteer supervisors be recorded for potential claim purposes. Note that DPCDSB does not carry Accident Insurance on behalf of nor provide Accident Insurance for volunteers. A complete list of adult (staff and volunteer) supervisors must be attached to the Request for Approval form (GF 110, GF100 or GF110B, as appropriate).~~

~~5.4 Medical Alerts~~

~~5.4.1 If a medical alert is noted for any student, GF 080 (Parent/Guardian Health and Safety Information Form and Medical Consent Form) will be completed for that student and maintained in a confidential envelope by the Excursion Leader. Supervisors, as appropriate, shall be aware of students with such alerts, as well as the appropriate response(s) in the event of a medical incident. Note that **all student information and medical concerns should be clearly listed on the Field Trip Manifest before departure.**~~

~~6 Use of Occasional Teachers~~
~~7~~
~~8 In exceptional circumstances and on a case-by-case basis, Occasional Teachers may be hired as additional supervisors for day and/or overnight excursions or educational visits.~~
~~9~~
~~10 The hiring of Occasional Teachers for excursions should be in consultation with the appropriate Family of Schools Superintendent.~~
~~11~~
~~12 The Occasional Teacher will not be designated as the Excursion Leader.~~
~~13~~
~~14 Where an excursion has been planned to an outdoor education center and the regular classroom teacher is absent, the principal shall consider reassigning the class to a teacher on staff who is familiar with the students. An Occasional Teacher may replace a teacher absent for the day of the outing if there is more than one class attending and the other teacher is familiar with the plan for the day. The teacher who is absent is expected to provide day plans related to the excursion.~~
~~15~~
~~16 Access to School Building after Hours~~
~~17~~
~~18 For any excursion, the Excursion Leader will arrange, in advance, with the Principal/Designate for the school to be open at the appropriate time if it is necessary to enter the school after hours or on a weekend in order to pick up or return equipment used as part of the excursion. The Principal/Designate will ensure all safety protocols are followed where there is a requirement to access the school or school grounds after hours (e.g., adequate lighting in drop off/pick up areas, winter maintenance as required).~~
~~19~~

~~20~~7 TRANSPORTATION

~~20.1~~7.1 Transportation Considerations

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~~20.1.1 All transportation requirements for overnight excursions must be outlined in detail prior to obtaining Superintendent Approval.~~

~~20.1.2~~

~~20.1.3~~7.1.1 All transportation carriers, owners, and operators shall be approved through DPCDSB's Supply Chain Management Department. All transportation arrangements shall be approved by the Principal, ~~and/or~~ Family of Schools Superintendent, and/or the Outside Ontario and Québec Excursion Advisory Committee, depending upon the ~~nature of the~~type of excursion as defined in section 3 of this GAP ~~as described above~~.

7.1.2 Accessibility needs shall be considered for all students and staff.

7.1.3 All transportation requirements for overnight excursions must be outlined in detail prior to ~~obtaining~~submitting the request for Principal and Family of Schools Superintendent ~~A~~approval.

~~20.2~~

~~20.3~~

~~20.4~~7.2 Travel in Inclement Weather

7.2.1 In the event an excursion is delayed by weather conditions that create a hazard to safe travel, the Excursion Leader, under the direction of the ~~Principal/Designate~~Principal or designate, has the ultimate responsibility for the safety of the students and must make the decision whether to proceed.

7.2.2 ~~Secondary school vans and busettes are only to be used during reasonable weather conditions.~~ If school buses are cancelled due to inclement weather in the area of travel, ~~school vans and busettes are not to be used and~~ the excursion must be rescheduled or cancelled if the excursion uses any form of vehicular transportation.

7.2.3 Secondary school busettes are only to be used during reasonable weather conditions.

~~20.4.1~~7.2.4 ~~In order to~~To avoid conflict with the driver of a chartered bus, DPCDSB will underwrite the additional costs generated by such a delay. Costs will also be underwritten if the police close the highway.

~~20.5~~7.3 ~~Types of~~Methods of Ground Transportation ~~Buses —~~and Distance Restrictions

7.3.1 Approved types of ground transportation include:

a) school buses,
b) secondary school busettes,
c) coach buses,
d) taxis,
e) personal vehicles,
f) active transportation (e.g., walking, biking).

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7.3.2 Secondary schools ~~are able to~~can operate ~~vans or~~ busettes to facilitate ~~Out-of-School~~ excursions, with some restrictions and following all safety regulations outlined by the Ministry of Transportation and Highway Traffic Act, R.S.O. 1990, c. H.8, as amended (the "Highway Traffic Act").

~~20.5.1~~7.3.3 Refer to *GAP 803.00 – Van/Busettes for Secondary Schools* for additional operating requirements of secondary school busettes.

~~20.5.2 The following points are additional considerations related to vehicles used and distances.~~

a) All drivers of DPCDSB-owned ~~vans/~~busettes must hold a valid class "E" driver's license, regardless of how many passengers and/or how many seats may be in the vehicle at the time. This information shall be documented in accordance with *GF 120A Annual Driver's Vehicle Acknowledgement School Vans/Busettes*. ~~from GAP 803.00 (Vans/Busettes for Secondary Schools).~~

~~a)~~b) ~~In addition, the Principal, on an annual basis, will review this GAP, including all related policies and procedures, with all staff involved with transporting students using school vehicles (i.e., vans and/or busettes).~~ ~~(Driver's Daily Log [Hours of Service] Form School Van/Busette)~~ *GF 121 Driver's Daily Log (Hours of Service) Form School Vans/Busettes* is to be used by all secondary schools daily. Daily inspection procedures shall be followed as per Ministry of Transportation requirements (Daily inspection, classes B and E).

c) ~~School vans may be used only for local driving and on city roads during reasonable weather conditions.~~ If the mode of transportation is by DPCDSB busette and the destination is outside of Peel, Dufferin, Halton, Niagara, Simcoe, Wellington, York, or Toronto boundaries, approval from the Family of Schools Superintendent is required. ~~**School vans and busettes are not to be used if STOPR has cancelled transportation due to inclement weather in applicable zones**~~.

~~b)~~d) Secondary school vans having a maximum seating capacity of 15 passengers (including the driver) are no longer approved for student transportation.

~~20.5.3~~7.3.4 ~~Highway~~ Coach busses~~coaches~~ are recommended when the destination is outside of Peel, Dufferin, Halton, Niagara, Simcoe, Wellington, York, or Toronto boundaries~~beyond the areas designated above~~.

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~~20.7 Secondary school vans having a maximum seating capacity of 15 passengers (including the driver) are only permitted to carry 10 or fewer passengers (including the driver) and are only to be used for local driving and on city roads. Secondary schools that are in possession of these types of vehicles must remove the rear seat and not allow passengers when carrying cargo/equipment in this area.~~

~~20.8~~

~~20.9 GF 121 (Driver's Daily Log [Hours of Service] Form School Van/Busette) is to be used by all secondary schools daily. Daily inspection procedures shall be followed as per Ministry of Transportation requirements (Daily inspection, classes B and E). For more information, refer to GAP 803 (Vans/Busettes for Secondary Schools).~~

~~20.10~~

~~20.11~~7.4 Bus Safety

~~20.11.1~~7.4.1 All safety regulations outlined by the Ministry of Transportation and the Highway Traffic Act are expected to be adhered to by all drivers as defined in the Highway Traffic Act.

7.4.2 Each bus must be numbered, and the number must be visibly placed on the Field Trip Manifest that corresponds to the list of students on the bus.~~.~~

~~20.11.2~~7.4.3 ~~Just b~~When ~~efore~~ departing the school and after taking bus attendance, the driver and ~~at least one~~each supervisor on each bus shall update the Field Trip Manifest and keep it with them for the duration of the excursion (see 6.3.1).~~.~~

~~20.12~~7.5 Use of Taxis to Transport Students

7.5.1 Students younger than Grade 4 **are not** allowed to take taxis without a staff member remaining present in the vehicle.

7.5.2 For students in **Grade~~. 4 and older4 or higher~~,** ~~and~~ who are participating in an approved ~~school activity~~excursion, the Principal may deem it appropriate, with parent/guardian permission, for the students to be transported by **DPCDSB Supply Chain Management Department-approved** taxi to and/or from the ~~activity~~excursion, with no teacher/supervisor present in the vehicle.

a) **DPCDSB-approved** taxi companies require their drivers to submit evidence of clear criminal reference checks.

b) When transporting ~~**elementary**~~ **students** by DPCDSB-approved taxi, *GF 117 Parental/Guardian Permission for Students to Travel in a Private Vehicle or DPCDSB-Approved Taxi* shall be completed. Where DPCDSB-approved taxis are being used to transport students, there shall be a supervisor escorting students to and from the taxis.

~~20.12.1 When transporting **secondary students** by DPCDSB- approved taxi, GF 117S (Parental/Guardian Permission to Transport Self or Others in a Private and/or Commercial Vehicle – Secondary Students) shall be completed.~~

~~20.12.2~~

~~20.12.3 Refer to the **Supervision** section of this GAP for further information regarding transportation of students via taxis.~~

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~~20.13~~7.6 Approved ~~Carriers~~Ground Transportation Providers

7.6.1 DPCDSB approves, through its Supply Chain Management Department, all carriers/taxi companies used for student transportation. A listing of approved carriers/taxi companies is provided by DPCDSB and is updated as appropriate.

~~20.13.1~~7.6.2 For other transportation requirements and/or ~~extended~~overnight excursions, the carriers/taxi companies will be approved when the detailed plans are presented to the appropriate Superintendent for approval.

~~20.13.2~~7.6.3 Note that DPCDSB **DOES NOT** approve the use of Uber, Lyft, or other ride-sharing services.

~~20.14~~7.7 Public Transportation

~~20.14.1~~ Public transportation may be an alternative to a school bus for students in ~~the junior, intermediate, and senior divisions~~Grades 4 and older. ~~As a courtesy to the local transit company, the Excursion Leader should notify the Municipal Transit Office about one week in advance, giving the following information:~~

~~20.14.2~~

~~20.14.3 date and time of excursion;~~

~~20.14.4 origin, destination, and route;~~

~~20.14.5 number of persons in the group~~

~~20.14.6~~7.7.1 ~~grade levels of the students involved.~~

~~20.15~~7.8 Private Motor Vehicles

7.8.1 DPCDSB does not encourage the use of privately-owned automobiles in the transportation of students. However, in the event privately-owned vehicles are used, volunteer drivers must have the Principal's authorization in writing~~,~~ and *GF 116 Authorization to Transport Students – Volunteer Drivers*~~)~~ must be completed.

a) Persons transporting students in private motor vehicles shall have valid and current liability insurance coverage.

b) DPCDSB maintains excess liability insurance, which covers all employees and volunteers who are transporting students within Canada on behalf of DPCDSB, in excess of the regular insurance carried by the employee and volunteers.

c) Be aware that DPCDSB's Excess Automobile Liability insurance comes into effect only after the vehicle owner's Primary Third-Party Liability insurance limit has been exhausted.

d) DPCDSB's liability insurance policy protects both staff and volunteers who are working within the scope of their duties for DPCDSB. This coverage responds to lawsuits that are brought against staff or volunteers who are supervising school events and provides protection up to $27 million for each occurrence.

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e) ~~Senior high~~Secondary school students over the age of 18 may seek parent/guardian permission to travel off school property as the driver of their own vehicle for educational excursions/activities only. Permission will be sought using GF 117~~S~~. ~~The description of the activity, location, and date should be as specific as possible. This permission shall be renewed each semester.~~ **Students are not permitted to transport other students during DPCDSB-approved excursions**.

~~20.15.1~~ Parents and guardians must provide written approval to have their student ride in a private motor vehicle by completing *GF 117 Parental/Guardian Permission for Students to Travel in a Private Vehicle or DPCDSB-Approved Taxi*~~GF 117E or GF 117S (Parental/Guardian Permission to Transport Elementary Students in a Private and/or Commercial Vehicle **or** Parental/Guardian Permission to Transport Self or Others in a Private and/or Commercial Vehicle – Secondary Students)~~, as appropriate to student grade. ~~Additional requirements and considerations include the following:~~

~~20.15.2~~

~~20.15.3~~7.8.2 ~~Persons transporting students in private motor vehicles shall have valid and current liability insurance coverage. DPDSB maintains excess liability insurance, which covers all employees and volunteers who are transporting students within Canada on behalf of DPCDSB, in excess of the regular insurance carried by the employee and volunteers.~~ ~~**Be aware that DPCDSB's Excess Automobile Liability insurance comes into effect only after the vehicle owner's Primary Third-Party Liability insurance limit has been exhausted**~~. ~~DPCDSB's liability insurance policy protects both staff and volunteers who are working within the scope of their duties for DPCDSB. This coverage responds to lawsuits that are brought against staff or volunteers who are supervising school events and provides protection up to $27 million for each occurrence.~~

~~20.15.4~~7.8.3 When a school group is staying in a remote area, an additional vehicle must be available for the emergency transportation of students.

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8 ACCIDENT, STUDENT INJURY, OR ILLNESS

8.1 Procedures in Cases of Accident, Student Injury, or Illness

8.1.1 In case of accident, injury, or illness, the Excursion Leader shall ensure emergency supervision is provided for students (5.4 of this GAP), as appropriate.

8.1.2 Where appropriate, staff shall follow *GAP 502.10 – Safety of Pupils: Head Injuries – First Aid Response*, *GAP 101.02 – Student Accidents*, and/or *GAP 549 – Concussions*.

8.1.3 In cases of major accidents, the Principal shall implement the crisis communication procedure outlined in *GAP 602.00 – Crisis Communications Plan*.

8.1.4 In the event of an accident, employees driving while on an approved excursion shall, at the first opportunity, contact their Principal or designate, refer to *GAP 519.01 – Board Insurance – Incident Reports*, and submit an Ontario School Board Insurance Exchange (OSBIE) accident report when transporting students.

8.1.5 The following procedures also apply in cases of accident/student injury or illness:

a) All possible attention shall be given to maintaining calm and orderly behaviour by all concerned.

b) The Excursion Leader or designate shall immediately begin the process of identifying all students with the aid of the Field Trip Manifest (as defined in 6.2 of this GAP).

c) All possible cooperation shall be extended to the police in their investigation, as appropriate.

d) The Excursion Leader shall be responsible for the general organization at the scene of the accident.

e) If injured students are sent to the hospital, at least one adult must go with them. Where there are no adult supervisors other than the Excursion Leader and a student must be taken to the hospital, a staff member from the school who is not on the excursion shall be designated to meet the ill or injured student at the hospital, where possible, as described in 5.4.1 of this GAP. The Excursion Leader shall remain with the other students.

f) The Excursion Leader shall inform the proper authorities, the Principal or designate, and/or police, of any ad hoc arrangements made, such as: changing buses, having students transported to an unscheduled site, etc.

8.1.6 If a major accident occurs outside of regular school hours, the Excursion Leader must call the local police and then contact the Principal or designate, or one person from the following list:

a) Appropriate Family of Schools Superintendent,
b) Superintendent of Planning and Operations,
c) Director of Education or Associate Director(s).

8.1.7 When taking a student for medical attention, the adult accompanying the student, as per the procedures listed above, must take along the completed GF 115 or GF 115B, which identifies all medical concerns for each student on the excursion.

~~a) Senior high school students over the age of 18 may seek parent/guardian permission to travel off school property as the driver of their own vehicle for educational excursions/activities only. Permission will be sought using GF 117S. The description of the activity, location, and date should be as specific as possible. This permission shall be renewed each semester. **Students are not permitted to transport other students during DPCDSB-approved excursions**.~~

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~~Procedures in Cases of Accident/Student Injury or Illness~~

~~Where appropriate, staff shall follow GAP 502.10 (Safety of Pupils – Head Injuries – First Aid Response), GAP 101.02 (Student Accidents), and/or GAP 549 (Concussions).~~

~~In cases of major accidents, the Principal shall implement the crisis communication procedure outlined in GAP 602.00 (Crisis Communications Plan).~~

~~At the first opportunity, employees who are driving at the time of the emergency and/or accident shall contact their Principal or designate, refer to GAP 519.01 (Board Insurance – Incident Reports), and submit an Ontario School Board Insurance Exchange (OSBIE) accident report.~~

~~The following procedures also apply in cases of accident/student injury or illness:~~

~~All possible attention shall be given to maintaining calm and orderly behaviour by all concerned.~~
~~The Excursion Leader/Designate shall immediately begin the process of identifying all students with the aid of the Field Trip Manifest.~~
~~All possible cooperation shall be extended to the police in their investigation, as appropriate.~~
~~If injured students are sent to the hospital, at least one adult must go with them.~~
~~The person designated by the Principal as Excursion Leader shall:~~
~~be responsible for the general organization at the scene of the accident;~~
~~inform the proper authorities, the Principal/Designate and/or police, of any ad hoc arrangements made, such as: changing buses, having students transported to an unscheduled site, etc.~~

~~If a major accident occurs outside of regular school hours, the Excursion Leader must call the local police and then contact the Principal/Designate, or one person from the following list:~~
~~Appropriate Family of Schools Superintendent~~
~~Superintendent of Planning and Operations~~
~~Director of Education/Associate Director(s)~~

~~When taking a student for medical attention, the adult accompanying the student, as per the procedures listed above, must take along the completed GF 080 (Health and Safety Information and Medical Consent Form), which identifies all medical concerns for each student on the excursion.~~

~~**21 SUPERVISION**~~
~~**22**~~
~~**23 Supervision Ratios**~~
~~**24**~~
~~**25 All Out-of-School activities must be under the supervision of at least one staff member from the school involved.**~~
~~**26**~~

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It is expected that in situations involving retreat and service-based excursions there would be sufficient supervision to ensure that all students are always directly supervised by school personnel (e.g., one supervisor in a food preparation area with one group of students, while another supervisor would be with other groups of students serving food). For supervision related to social justice and outreach excursions, refer to the Social Justice and Outreach Excursions section of this GAP.

For supervision related to overnight excursions refer to the Overnight Excursions section of this GAP.

For supervision related to taxis, refer to the Transportation section of this GAP.

Excursion Categories

Excursions are grouped into the following categories:

Use of Local Sites: These sites are those to which students walk from the school.

Curricular; Extra-Curricular; Co-Curricular Activities: These activities take place off school property and may require transportation (e.g., sports tournaments, choir or band rehearsals or performances). The duration of these activities is not more than one day, nor do they involve overnight or extended travel. Refer to GAP 414.00 (Health and Physical Education Safety Guidelines-Curriculum, Intramural and Interschool) for additional information.

One Day Out-of-School Activities: These activities are to a facility offering an activity to which transportation is required.

Individually Attended Supervised Events: These are events which are separate from the school day, occur after students have been dismissed, or are evening events which students chose to attend on their own (e.g., prom, semi-formal).

Extended Out-of-School Activities within Province: These activities involve overnight stays, and transportation is needed to the site. For trips of more than three (3) days, the use of a pre-approved travel and tour operator is required.

Extended Out-of-School Activities outside Province: These activities involve overnight stays, and transportation is needed to the site.

Minimum Supervision Ratios

Principals shall ensure that all precautions for the safety, comfort, and supervision of participating students are taken according to the minimum supervision ratios listed in the table below, following page. Location of the excursion and student needs should be given utmost consideration.

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Grade	Local site (walking distance)	One Day Excursion & Independently Attended Events	Extended Excursion Within Ontario	Extended Excursion Outside Ontario
K/1/2	2 adults/class	1:5	Not Recommended	Not Recommended
3/4/5/6	1 adult/class	1:10	Not Recommended	Not Recommended
7/8	1 adult/class	1:15 (1 male and 1 female where possible)	1:10 (2 males and 2 females)*	1:10 (2 males and 2 females)*
9-12	1 adult/class	1 adult/class	1:15 (2 males and 2 females)*	1:10 (2 males and 2 females)*

Notwithstanding the ratio for elementary students, any approved Extended Excursions in the elementary panel that includes Grade 6 students shall have a ratio of 1:8 (one supervisor for every 8 students). *In addition, every overnight excursion shall have at least 2 male and 2 female supervisors unless it is a group made up of a single gender.

These ratios are the minimum and, in some cases, there may be a need to augment with additional support. Some factors to take into consideration are the individual needs of students, including students with specific support needs, and the nature and location of the excursion.

As appropriate, Principals may use parents/guardians to assist in the supervision of excursions. All parents/guardians must have completed a Criminal Record Check (CRC), including a Vulnerable Sector Screening Check with clear results. Supervising parents/guardians shall be clearly apprised of the objectives of the excursion and the role which the parents/guardians are expected to play, which may include being informed of the OPHEA and other safety guidelines pertaining to the activity.

Where more staff than required by the supervision ratios in 7.3.1 are interested in acting as Excursion Leaders on extended excursions within or outside Ontario, including on overseas excursions, the principal shall contact the Family of Schools Superintendent to ensure that the staff selection process is transparent in nature.

Staff Supervision and Management

Before any Out-of-School activity, the Excursion Leader shall ensure the following:

A cell phone is available and that the school has a record of that contactinformation.

All staff are to be familiar with the location of the closest medical facilities, particularly when travelling outside of urban areas.

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~~All staff have been apprised of the medical protocols specific to the needs of all students participating in the excursion.~~

~~All students have school identification information and/or personal identification on their person.~~

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All students have been instructed on appropriate safety procedures for all activities. Special attention should be paid to activities that require specific safety rules and expectations (e.g., low-rope activities).

At each gathering point (e.g. boarding a bus after a stop, at a restaurant), a check shall be made to ensure that all members of the party are accounted for. All field trip manifests must be accurate at all times.

Adults who are assisting on the excursion shall seat themselves in a location which facilitates proper supervision of the students.

Students shall remain with the group for the total duration of the excursion.

If a student is missing, the Excursion Leader shall immediately inform as soon as possible: The Principal /Designate at the school, the police, and any other appropriate authority. The staff shall act on the instructions of the Principal/Designate and ensure the safety and well-being of the entire group. Refer also to GAP 502.12 (Safety of Students – Missing Student) for additional information.

Emergency Supervision

Where possible, each excursion should have two Excursion Leaders at minimum. However, where only one Excursion Leader accompanies students on an excursion, that Excursion Leader shall identify to students upon arrival, as appropriate to the excursion, any of the following individuals who can supervise students in case of an emergency in which the Excursion Leader must depart the event:

- a DPCDSB staff member also attending the excursion; or
- a parent or guardian volunteer from the school also attending the excursion; or
- a convenor, other coach, or host school administrator at the excursion.

Where there is a single Excursion Leader and they must depart the excursion to attend to the medical needs of an ill or injured student, the Excursion Leader shall immediately contact the Principal/Designate at their school for direction and identify one of the persons in 7.5.1, as available, to supervise students until the Principal/Designate can arrange alternate supervision.

Where there is a single Excursion Leader and they must depart due to their own medical emergency, all efforts shall be made to contact the school Principal/Designate immediately and to access one of the persons in 7.5.1, as available, to supervise students until the Principal/Designate can arrange alternate supervision.

Expectations for Transportation Safety

The following points are the expectations regarding transportation safety:

All students are properly seated on school buses.

Ensure the bus driver is aware of students with special and/or medical needs, if applicable, and without breaching student privacy.

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~~Ensure a copy of the field trip manifest is provided to the driver and a copy is given to one of the staff members that is riding on the bus. Both manifests should be in a sealed envelope to maintain confidentiality.~~

~~Confirm with the driver(s) the destinations and time guidelines of each excursion before leaving the school.~~

~~Know the location of the field trip manifests at all times.~~

~~Where applicable, check that all seat belts are fastened.~~

~~Ensure that all objects or materials are placed under seats.~~

~~Review with all passengers the emergency procedures and emergency exit.~~

~~Review the location of the bus's emergency exits.~~

~~Review the importance of keeping the noise level below that of distraction while traveling on the bus.~~

~~Before leaving the school, review with staff the location of the shut off bus engine key or button and how to use the radio, in case the driver is disabled.~~

~~Ensure that no one is left on the bus unattended at any time during the excursion.~~

~~Students Billeted in Host Family Homes~~

~~If students are billeted in homes, the Excursion Leader must, with parent/guardian permission, inform each host family of all special needs and medical needs of the student(s) they are billeting. The host family must also be given detailed information which will allow them to contact the Excursion Leader at any time.~~

~~DPCDSB-Wide Excursions~~

~~Some excursions are sponsored centrally and administered through various DPCDSB personnel. The review and approval process with regards to these excursions requires the authorization of the appropriate Superintendent(s) (e.g., Family of School Superintendent). In addition, for these excursions, as with all other excursions, all related Supply Chain Management procedures must be followed prior to presentation to the Extended Excursions Advisory Committee (as appropriate).~~

~~Special Considerations for Social Justice and Outreach Excursions~~

~~In addition to all considerations mentioned above, for excursions involving a significant social justice or charitable outreach component, Excursion Leaders shall provide parents/guardians with a detailed description of the nature of the outreach and of the tasks students will perform. This description must highlight any elements of substantial risk. This information can be communicated on the GF115 form. Additional considerations and requirements include the following:~~

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~~159 For social justice and outreach excursions, especially those involving close contact with clients of social service agencies, Principals shall ensure a sufficient number of DPCDSB staff accompany the students, to ensure that all organized activities are under direct supervision. This direct supervision shall be carried out by DPCDSB staff and approved retreat facilitators; it may not be delegated to employees of the social service agency. Outreach walks through an urban area require a minimum of two suchsupervisors.~~

~~160~~

~~161 For excursions that include walking students through an urban area, especially for an inner-city social outreach program, the Excursion Leader must follow a prescribed route. This route should be shared ahead of time with all participants and should be noted on the GF 115.~~

~~162~~

~~163 For any excursion to a social service agency, the agency in question must be either (a) on the DPCDSB-approved list of agencies /retreat centres, or (b) be visited ahead of time by the Excursion Leader or Principal and approved by the Principal.~~

~~164~~

~~159~~ OVERNIGHT ~~EXCURSIONS~~OUT OF SCHOOL ACTIVITIES WITHIN ONTARIO AND QUÉBEC

~~165.1~~9.1 Special Consideration for Overnight ~~Excursions~~Out of School Activities within Ontario and Québec

~~165.1.1~~9.1.1 Refer to ~~the Supervision ratios chart~~supervision requirements ~~under~~in section 5 ~~the Supervision section~~ of this GAP, including the chart in 5.2.1. In addition to all items ~~mentioned above~~in section 5, the following must be considered:

~~a)~~ Superintendent approval is required prior to advertising any overnight excursion to students and ~~parents/guardians~~parents and guardians ~~(refer to GF 110)~~. ~~A complete itinerary and full description of the excursion must be submitted when asking for Superintendent Approval. Once approved, the Principal or the Excursion Leader shall inform parents/guardians of the intended excursion and its purpose.~~Refer to the approval process in 4.6.

~~b)~~

a)

b) A description of how the proposed overnight excursion supports curriculum, including Catholic faith connections, shall be prepared and provided for approval and, once the excursion is approved, shared with parents and guardians.

c) When the excursion days include Sunday, the Excursion Leader shall plan specifically to attend Sunday Mass with all students and supervisors. If travel is to an area that does not have a regularly scheduled Mass, or where a Mass is not possible, then a Sunday Liturgy of the Word must be held, as appropriate and in consultation with the Superintendent of the Family of Schools.

d) A detailed itinerary, complete with names of sites, addresses, and telephone numbers, will be prepared and given to the ~~parents/guardians~~parents and guardians, students, staff, and bus driver (as appropriate).

e) Expectations for student behaviour on overnight excursions shall be clarified with ~~parents/guardians~~parents and guardians and students jointly, including the consequences that may result from misbehavior.

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f) ~~Through GF 085 (~~The *GF 085 Field Trip Manifest*~~Field Trip Manifest)~~ and ~~GF 080~~ *GF 115 Parent/Guardian Permission Form For Educational Excursions* ~~(Health and Safety Information Form and Medical Consent Form)~~, shall identify all students with medical conditions ~~shall be identified~~. All supervisors shall be aware of students with such conditions and the appropriate response(s) in the event of a medical incident, **including, but not limited to, any applicable Plan of Care created in accordance with *GAP 514.10 – Prevalent Medical Conditions*~~)~~.

g) All students travelling outside Ontario shall purchase medical and ~~c~~cancellation insurance, where necessary, through the tour operator.

~~g)~~h) Where there is **unstructured time** for students to explore and/or reflect, **staff shall always ensure provision of active supervision**, appropriate to the location and needs of the students, established in consultation with the Superintendent. Unstructured time and supervision arrangements must be included in the itinerary and articulated to parents and guardians at the information meeting.

~~166~~10 ~~EXTENDED~~OVERNIGHT ~~EXCURSIONS~~OUT OF SCHOOL ACTIVITIES OUTSIDE ONTARIO AND QUÉBEC

~~166.1~~10.1 ~~Extended~~Outside Ontario and Québec Excursion Advisory Committee ~~Excursion Advisory Committee~~ for Excursions outside ~~the Province~~Ontario and Québec

~~166.1.1~~10.1.1 ~~An~~ The ~~Extended~~Outside Ontario and Québec Excursion Advisory Committee ~~Excursion Advisory Committee~~ has been established by the Associate Director – Instructional Services. This committee meets twice a year to review any ~~extended~~Overnight Out of School Activity outside Ontario and Québec ~~excursion~~ proposals put forth by individual schools.

~~166.1.2~~10.1.2 The ~~Extended~~Outside Ontario and Québec Excursion Advisory Committee ~~Excursion Advisory Committee~~:

a) designates two Secondary Principals or two Elementary Principals, depending on the grade level of the proposed excursion;

b) reviews annually the policies and procedures for ~~extended~~overnight excursions and makes appropriate recommendations;

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c) hears proposals for ~~extended~~Overnight Out of School Activities outside Ontario and Québec ~~excursions~~ from Principals in conjunction with their Excursion Leaders twice in each school year and makes recommendations to the Associate Director – Instructional Services regarding proposed ~~extended~~overnight excursions.

~~166.2~~10.2 Special Considerations for ~~Extended~~Overnight ~~Excursions~~Out of School Activities outside Ontario and Québec

10.2.1 Refer to supervision requirements in section 5 of this GAP, including the chart in 5.2.1. In addition to all items in section 5, the following must be considered:

~~166.2.1 Refer to the supervision ratios chart under the **Supervision** section of this GAP. In addition to all items mentioned above, the following must be considered:~~

a) Superintendent approval is required prior to advertising any overnight excursion to students and parents and guardians. Refer to the approval process in 4.7.

b) A description of how the proposed overnight excursion supports curriculum, including Catholic faith connections, shall be prepared and provided for approval and, once the excursion is approved, shared with parents and guardians.

~~a) All extended excursion travel requires completion of the form GF110. (Request for Superintendent Approval of Out-of-School Event).~~

~~a)~~c) The ~~Extended~~OOSAO^{2}Q Package ~~Excursion Package~~ (4.7.4 of this GAP) must be completed, submitted, reviewed, and approved by the ~~**Extended**~~ Outside Ontario and Québec Excursion Advisory Committee ~~**Excursion Advisory Committee**~~ and the Family of Schools Superintendent.

~~b)~~d)All excursions outside of ~~Canada~~ Ontario and Québec require approval of the Associate Director – Instructional Services through the ~~Extended~~Overnight Excursions Advisory Committee.

e) When the excursion days include Sunday, the Excursion Leader shall plan specifically to attend Sunday Mass with all students and supervisors. If travel is to an area that does not have a regularly scheduled Mass, or where a Mass is not possible, then a Sunday Liturgy of the Word must be held, as appropriate and in consultation with the Superintendent of the Family of Schools.

f) A detailed itinerary, complete with names of sites, addresses, and telephone numbers, will be prepared and given to the parents and guardians, students, staff, and coach driver, as appropriate.

~~c) Where possible, ensure that all flights are direct and/or do not land in the United States of America.~~

~~d) After final approval, parents/guardians should be informed that all appropriate travel documents are the responsibility of the parent/guardian (e.g. Travel Visa).~~

~~e)~~g)The Excursion Leader and school Principal must check with Foreign Affairs Canada and

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International Trade Canada (1-800-267-6788) in advance of the excursion, to determine whether the intended destination has been deemed dangerous for travelers. The other option is to access the *Government of Canada Foreign Affairs Travel Information and Advisory Reports* available through the following web link: www.travel.gc.ca. By accessing the "Travel Reports and Warnings" section of the website, the user receives the latest reports outlining countries or areas of countries that are deemed unsafe by the Government of Canada. **The Excursion Leader and school Principal must continue to monitor, and comply with, the reports issued by the Government of Canada with regard to the status of travel advisories. The Excursion Leader and school Principal must also communicate to trip participants any local travel warnings which may apply**.

h) After final approval, parents and guardians should be informed that all appropriate travel documents are the responsibility of the parent/guardian (e.g. Travel Visa).

~~f)~~i) Legal considerations for entry to, exit from, and residence in, the other country should be explained to ~~parents/guardians~~parents and guardians and students. Ensure that full entry/exit requirements for each student are met. ~~-~~**Note that visa requirements may differ according to a student's nationality and passport**~~)~~.

j) All students shall purchase sufficient medical, trip cancellation, and luggage insurance prior to departure, as well as other applicable insurance policies deemed necessary to ensure sufficient coverage. For ~~extended~~Overnight Out of School Activities outside Ontario and Québec ~~excursions~~, insurance purchases shall be arranged, where possible, through the tour operator. Ensure that **all trip cancellation fees are included in costs**. The Excursion Leader shall advise participants that, if an excursion is cancelled or delayed for any reason, there is no guarantee of any reimbursement from board funds.

k) Expectations for student behaviour on overnight excursions shall be clarified with parents and guardians and students jointly, including the consequences that may result from misbehavior.

~~g)~~ The *GF 085 Field Trip Manifest* and *GF 115 Parent/Guardian Permission Form For Educational Excursions*, shall identify all students with medical conditions. All supervisors shall be aware of students with such conditions and the appropriate response(s) in the event of a medical incident, **including, but not limited to, any applicable Plan of Care created in accordance with *GAP 514.10 – Prevalent Medical Conditions***.

l)

m) All arrangements for travel outside Ontario must be made with the use of a travel agency that has been approved by Supply Chain Management. Under the *Travel Industry Act,* all DPCDSB employees are in breach of the law when acting as a sales agent for such travel without being licensed to do so**. Refer to the TICO guidelines for school trips**.

n) Where the Principal wishes to travel outside of Ontario, but within Canada, without the use of a travel agency, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational

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value of the excursion 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.

~~All arrangements for travel outside Ontario must be made with a travel agency that has been approved by Supply Chain Management. Under the *Travel Industry Act,* all DPCDSB employees are in breach of the law when acting as a sales agent for such travel without being licensed to do so. **Refer to the following link to the for school trips: https://www.tico.ca/files/SchoolTrip%20Guidelines-August2016-**~~

~~h)~~o) Any incentives or bonuses offered by a tour operator shall directly assist with covering costs normally associated with the trip itself. Trip organizers (i.e., the Excursion Leader and supervisors) shall not benefit personally from any bonuses or incentives offered by the tour operator.~~**%20Final.pdf**~~

~~i)~~p) The Excursion Leader or Principal shall contact the International Association for Medical Assistance to Travelers (IAMAT) for an updated listing of world-wide "English-speaking medical services". ~~http://www.iamat.org/~~

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~~j)~~q) The Excursion Leader ~~should~~ shall carry the address and telephone number of appropriate Canadian High Commissions, Embassies, and Consulates, as they are available, within the framework of the tour.

~~k)~~r) A master list of passport numbers and ticket numbers shall be prepared, including photocopies of all documents, with one set carried by the Excursion Leader and one set left with the school Principal. The Excursion Leader ~~should~~ shall consider having the original documents, and the photocopies, carried by 2 separate supervisors.

~~l)~~s) ~~Parents/guardians~~Parents and guardians shall be advised to visit a travel clinic and/or family doctor with their child to ensure appropriate medical needs are attended to prior to departure, as appropriate.

~~m)~~t) Where students will be involved at worksites involving manual labour, appropriate ~~safety/~~protective clothing~~/~~ and/or other safety gear must be worn. (i.e., CSA approved work boots~~/~~, gloves~~/~~, long pants~~/~~, safety goggles~~/~~, sunscreen). With permission of ~~parents/guardians~~parents and guardians, consideration should be given to leaving these items to support labourers in the developing countries, as appropriate.

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~~b)~~u) Where there is **unstructured time** for students to explore and/or reflect, **staff shall always ensure provision of active supervision**~~.~~, appropriate to the location and needs of the students, established in consultation with the Superintendent. Unstructured time and supervision arrangements must be included in the itinerary and articulated to ~~parents/guardians~~parents and guardians at the information meeting.

~~166.3~~10.3 Eligibility

~~166.3.1~~10.3.1 All elementary and secondary schools are eligible to apply for ~~Extended~~Overnight ~~Excursions~~Out of School Activities outside Ontario and Québec.

~~166.4~~10.4 Procedures

~~166.4.1~~10.4.1 Refer to the approval process in section 4 of this GAP, specifically 4.7. In addition to all items in 4.7, the following must be considered:~~The following points lists procedures related to extended excursions:~~

a) All ~~Extended~~overnight excursions are initiated at the school level and must receive initial sanction from the Principal.

b) The Principal shall review and approve the preliminary excursion package (e.g., GF 110, rationale, proposed itinerary) and forward it to the Family of Schools Superintendent. Collectively, they review the proposal and either agree with, modify, or veto the proposal.

c) If there is agreement to proceed, the Principal, in collaboration with the Excursion Leader, will prepare the OOSAO^{2}Q Package.

d) ~~-~~The OOSAO^{2}Q Package is available from the Superintendent responsible for the Outside Ontario and Québec Excursion Advisory Committee.

~~c)~~e) The Principal and the Excursion Leader shall~~and~~ present ~~the extended excursion~~ their proposal and pre-approval routing forms to the ~~Extended~~ Outside Ontario and Québec Excursion Advisory Committee ~~Excursions Advisory Committee~~ for recommendation to the Associate Director – Instructional Services.

~~166.4.2~~10.4.2 The ~~extended~~Overnight Out of School Activity Outside Ontario and Québec ~~excursion~~ proposal must include the following:

a) ~~Extended~~Overnight ~~Excursion~~ Out of School Activity outside Ontario and Québec Presentation Summary Form
b) ~~Extended~~Overnight Out of School Activity outside Ontario and Québec ~~Excursions~~ Checklist
c) Pre-Approval Routing Form
d) Signed ~~GF 110~~GF 110
e) Rationale and excursion budget information
f) Itinerary

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g) ~~Extended~~Overnight Out of School Activity outside Ontario and Québec ~~Excursions~~ Executive Summary
h) Plan of Care Information
i) Other appropriate information, as required

~~166.4.3~~10.4.3 The Associate Director – Instructional Services will approve or not approve the proposed ~~extended~~Overnight Out of School Activity outside Ontario and Québec ~~excursion~~. Schools are **not** to sign any contracts with tour companies or operators and are **not** to begin sharing information with students and ~~parents/guardians~~parents and guardians until the ~~extended~~Overnight Out of School Activity outside Ontario and Québec ~~excursion~~ is approved by the Associate Director – Instructional Services.

10.4.4 If approved, the Principal will proceed to finalize the arrangements for the Overnight Out of School Activity outside Ontario and Québec~~excursion~~ and keep the appropriate Family of Schools Superintendent apprised of all details.

~~166.4.4~~10.4.5 The Principal, in conjunction with the Excursion Leader, will call a meeting with the students and ~~parents/guardians~~parents and guardians to explain the rationale for the excursion, provide an overview, outline the itinerary, review all the procedures, and address any questions or concerns they may have regarding the excursion.

~~166.4.5~~10.4.6 At the end of the ~~extended~~overnight excursion, when students and staff have returned to school, the Excursion Leader and supervisors~~s~~ will be asked to complete and return a feedback form that will be reviewed by the ~~Extended~~ Outside Ontario and Québec Excursion Advisory Committee ~~Excursion Advisory Committee~~.

~~166.5~~10.5 Grants

10.5.1 Grants may be available from Provincial and Federal Government sources.

10.5.2 All grants must be approved through the Grants Review Committee.

10.5.3 All trips having a specific social justice action or awareness focus may be considered for subsidies requested through the Program Department.

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11 FINANCIAL CONSIDERATIONS

11.1 Funds for Excursions

11.1.1 With Principal approval, costs may be subsidized from the school operating budget. Refer to *GAP 702.00 – Finances – General* and/or *GAP 722 – Administration of School Council Funds* for specific information.

11.1.2 The collection of all excursion funds shall follow procedures and requirements listed in *GAP 704.02 – Accounting – The Administration of School Generated Funds*. Additional excursion funding considerations are listed below.

a) Student fundraising projects may be used to provide additional funds. These projects must be undertaken with discretion and in accordance with DPCDSB *Policy 4.20: Fundraising and Donations* and *GAP 538.00 – Fundraising and Donations*.

b) As per *Policy 20.00: Fees for Learning Materials and Activities* and *GAP 531.00 – Fees for Learning Materials and Activities*, every effort should be made to ensure that **no child is excluded** from a class activity, a program or an event because of an inability to pay. Should students decline to participate in an excursion, the Excursion Leader or Principal or designate must provide alternative activities for students not participating. Exceptions in the case of excursions including extended travel will be discussed with the Family of Schools Superintendent.

c) If money was collected and the excursion is cancelled for any reason, the school will return all monies collected from students, as appropriate, in consultation with the appropriate Superintendent. Return of funds to students due to cancellation will be undertaken on a case-by-case basis.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**800 Excursions**
GAP NUMBER:	**801.00**
SUBJECT:	**Educational Excursions**
REFERENCE:	Policy 4.04: Educational Excursions Policy 4.20: Fundraising and Donations Policy 20.00: Fees for Learning Materials and Activities GAP 101.02 – Student Accidents GAP 414.00 – Health and Physical Education Safety Guidelines (Curriculum, Intramural and Interschool) GAP 502.10 – Safety of Pupils-Head Injuries-First Aid Response GAP 502.12 – Safety of Pupils: Missing Students GAP 514.10 – Prevalent Medical Conditions GAP 519.01 – Board Insurance – Incident Reports GAP 519.02 – Board Insurance – Excursions and Use of Personal Vehicles GAP 530.00 – Catholic Code of Conduct GAP 531.00 – Fees for Learning Materials and Activities GAP 538.00 – Fundraising and Donations GAP 602.00 – Crisis Communications Plan GAP 702.00 – Finances – General GAP 704.02 – Accounting – The Administration of School Generated Funds GAP 716.00 – Corporate Vehicle Usage Procedures GAP 722 – Administration of School Council Funds GAP 802.00 – Serious Accident or Disaster GAP 803.00 – Van/Busettes for Secondary Schools
EFFECTIVE DATE:	March, 1991
AMENDED DATE:	March 2007; January 2008; November 2008; February 2013; June 2014; October 2019; February 27, 2024; January TBD, 2025

"If I take the wings of the morning and dwell in the uttermost parts of the sea, even there your hand shall lead me, and your right hand shall hold me."
Psalm 139:9-10

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1 BACKGROUND

1.1 Introduction

1.1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the educational value of excursions which support the development and well-being of the whole child and reinforce the moral teachings of the Catholic Church and the Ontario Catholic School Graduate Expectations.

1.1.2 Educational excursions include a wide range of DPCDSB-approved activities such as excursions to local sites, events, and areas of interests (e.g., museums, festivals, conservation areas, etc.); retreat programs at various centres; charity and social outreach opportunities; athletic events (e.g., inter-school tournaments); rehearsals and performances; and overnight excursions within the province and beyond its borders. Every student shall be provided with opportunities to participate in educational excursions.

1.1.3 Mindful of provincial health and safety legislation and DPCDSB policy and procedures, some additional considerations may be required to support students with differing abilities, ensuring safe access to excursions. The Family of Schools Superintendent and/or Family of Schools Special Education Consultant shall be informed of situations that may require additional supports and/or considerations.

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1.1.4 Principals must review this material with their staff on an annual basis.

2 RATIONALE

2.1 Educational Goals

2.1.1 All excursions must be educational and linked to the school goals, DPCDSB goals, and/or mission. In providing such experiences for students, staff must consider the needs of all students and provide opportunities for learning in their local environment before travelling to more distant locations.

2.1.2 The purpose of any educational excursion should be to provide inquiry opportunities encompassing:

a) direct experiences of a phenomenon, process, operation or enterprise;
b) practical applications of topics studied in theory;
c) aesthetic, religious, cultural, educational, or athletic experiences;

2.2 Catholic Code of Conduct

2.2.1 Students are expected to behave according to *Policy 9.01: Catholic Code of Conduct* and associated *GAP 530.00 – Catholic Code of Conduct*. Staff shall employ appropriate classroom management strategies. Under no circumstances shall an action be taken which would place a student in jeopardy (such as sending a student home unaccompanied).

2.3 Criteria of Educational Validity

2.3.1 All excursions must adhere to the moral teachings of the Catholic Church and reinforce the Ontario Catholic School Graduate Expectations. Furthermore, the educational validity of excursions undertaken beyond the school shall be ensured by the Principal or designate according to the criteria listed below.

a) The experience lies within the competency and/or understanding of the students involved (e.g., staff must consider the diverse needs of all students when planning an out-of-school excursion).
b) The experience has a curricular relevance for the group of students concerned.
c) The experience has educational objectives which have been clearly defined.
d) The experience has educational value in proportion to the time spent travelling.
e) No equally effective alternative to achieving the objective exists within the regular school organization.
f) The experience relates to one or more of the Ontario Catholic School Graduate Expectations.

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3 TYPES OF EXCURSIONS

3.1 Attending Local Site

3.1.1 These sites are those to which students walk from the school (e.g., local church, park, public library, grocery store). This category excludes excursions defined in 3.2 and 3.3.

3.2 Out of School Experience

3.2.1 These excursions take place off school property and may require transportation (e.g., school sports practices or tournaments, ROPSSA teams, choir or band rehearsals or performances, school transition visits, DPCDSB Outdoor Education Centre visits, restaurant, grocery store, shopping mall, public library).

3.3 Out of School Activity

3.3.1 This type of excursion requires the arrangement of one or more of the following prior to any student visits:

a) a contract;
b) a booking;
c) an agreement; or
d) paid admission.

3.3.2 **Note** that DPCDSB maintains a list of approved out of school activities, as well as a list of Out of School Activity Providers for such activities. Non-approved providers are in no way supported by DPCDSB; nor does DPCDSB assume any liability in this regard. Out of school activities offered by providers not on the list will not be approved. Details regarding adding activities and activity providers to the respective lists can be found in 4.4.4 through 4.4.6 of this GAP.

3.4 Independently Attended Supervised Event

3.4.1 This type of excursion is an event, which is separate from the school day, occurs after students have been dismissed, or is an evening event for which students require a ticket to attend and participate on their own (e.g., prom, semi-formal). This type of excursion may or may not be held on school premises. Events held on school premises outside of the school day and where the attendees would participate only as spectators (e.g., plays, music performances, sporting events) are **not** included in this type of excursion.

3.5 Overnight Out-of-School Activity within Ontario and Québec

3.5.1 This type of excursion meets the following:

a) the definition of **3.3**,
b) involves overnight stays (including tournaments and competitions), and
c) may require transportation to the site.

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3.6 Overnight Out-of-School Activity outside Ontario and Québec

3.6.1 This type of excursion meets the following:

a) the definition of **3.3**,
b) involves overnight stays (including tournaments and competitions), and,
c) requires transportation to the site.

4 APPROVAL

4.1 Key Considerations

4.1.1 The following procedures are provided to facilitate educational excursions, and at the same time:

a) ensure the safety and supervision of all students;
b) reduce the liability to staff and volunteers;
c) keep parents and guardians fully informed;
d) enhance the integrity of a program.

4.1.2 These procedures shall be implemented in conjunction with DPCDSB policies and procedures as appropriate.

4.2 Approval Process: Use of Local Sites (3.1)

4.2.1 Consent to participate is captured in General Form (GF) 068.

4.2.2 The Principal shall be notified whenever students are departing the school property under this category to walk to a local site.

4.2.3 This type of excursion cannot include elements of social justice outreach, as defined in 5.8 of this GAP.

4.3 Approval Process: Out of School Experience (3.2)

4.3.1 Curricular, extra-curricular, and co-curricular out of school experiences, which will be completed within the school day or an extended school day and may involve conventional land travel, require the approval of the Principal via submission of *GF 110 Request For Approval of Out of School Educational Excursion*.

4.3.2 Clubs, teams, and/or certain courses have occasion to have multiple, regularly scheduled Out of School Experiences, which will be completed within the school day or an extended school day and may involve conventional land travel during the school year. These excursions require the approval of the Principal via completion of *GF 100 Request for Principal Approval of Regularly Scheduled Educational Excursions*. There must be an itinerary or calendar schedule with dates and locations that accompanies GF 100. If at any time the dates, times, or locations change, the principal and parents and guardians must be notified via an updated itinerary and/or calendar.

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4.3.3 Out of School Experiences that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

4.4 Approval Process: Out of School Activity (3.3)

4.4.1 **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 4.4.4, below.

4.4.2 **Step 2:** After confirming activity is pre-approved, please refer to the approved Out of School 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 4.4.5 prior to proceeding to Step 3 (4.4.3).

4.4.3 **Step 3:** If the Out of School Activity Provider is pre-approved, proceed with the processes outlined below:

a) Out of School Activities that will be completed within the school day or an extended school day and involving conventional land travel require the approval of the Principal using *GF 110 Request For Approval of Out of School Educational Excursion*.

b) Clubs, teams, and/or certain courses have occasion to have multiple, regularly scheduled Out of School Activities, which will be completed within the school day or an extended school day, involving conventional land travel during the school year. These activities require the approval of the Principal via completion of *GF 100 Request for Principal Approval of Regularly Scheduled Educational Excursions*. There must be an itinerary or calendar schedule with dates and locations that accompanies GF 100. If at any time the dates, times, or locations change, the principal and parents and guardians must be notified via an updated itinerary and/or calendar.

4.4.4 Activities that are not on the DPCDSB Board Approved Activities 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.

4.4.5 If a Principal wishes to engage an Out of School Activity Provider that is not on the Out of School Activity Provider List, the Principal must arrange for the proposed Out of School Activity Provider to complete the DPCDSB "Out of School 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.

4.4.6 Out of School 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 Out of School Activity Provider List. Where the Principal still wishes to arrange for the use of the Out of School Activity Provider not on the approved 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.

4.4.7 Out of School Activities that include an element of social justice outreach require review of and compliance with subsection 5.8 of this GAP, as appropriate.

4.5 Approval Process: Independently Attended Supervised Event (3.4)

4.5.1 Supervised events, which are separate from the school day, occur after students have been dismissed and which students attend independently, require the approval of the Principal via *GF 110B Request for Principal Approval of Independently Attended Supervised Event*.

4.6 Approval Process: Overnight Out-of-School Activity within Ontario and Québec (3.5)

4.6.1 In addition to the approval of the Principal using *GF 110 Request For Approval of Out of School Educational Excursion*, Family of Schools Superintendent approval is required prior to advertising any overnight excursion within the province to students and parents and guardians (refer to GF 110).

4.6.2 No commitment shall be made to tour operators, students, or parents and guardians until written approval is obtained.

4.6.3 A complete itinerary and full description of the Overnight Out of School Activity must be submitted when asking for Family of Schools Superintendent approval.

4.6.4 For trips of three (3) nights or more, the Family of Schools Superintendents shall consult with the Associate Director – Instructional Services.

4.6.5 Once approved, the Principal or the Excursion Leader (as defined in 4.8.1) shall inform parents and guardians of the intended overnight excursion and its purpose.

4.6.6 Overnight Out of School Activities within Ontario and Québec that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

4.6.7 Refer to Section 9 of this GAP for detailed information.

4.7 Approval Process: Overnight Out-of-School Activity outside Ontario and Québec (3.6)

4.7.1 In addition to the approval of the Principal using *GF 110 Request For Approval of Out of School Educational Excursion*, and prior to advertising any overnight excursion outside Ontario or Québec to students and parents and guardians, approvals must be secured from each of the following:

a) Family of Schools Superintendent,
b) Outside Ontario and Québec Excursion Advisory Committee, and
c) Associate Director – Instructional Services (where the destination is outside Canada or is for three [3] nights or more).

4.7.2 No commitment shall be made to tour operators, students, or parents and guardians until written approval is obtained.

4.7.3 Overnight Out of School Activities outside Ontario and Québec are to take place during Christmas, March, or summer breaks, with students missing no more than two (2) instructional days. However, the Associate Director – Instructional Services may grant permission for trips outside of this time period if special circumstances apply (e.g., Social Justice Action or Awareness trips) for a maximum of five (5) missed instructional days.

4.7.4 The approval process includes completion of the **Overnight Out of School Activity Outside Ontario and Québec (OOSAO^{2}Q) Package** for submission, review, and approval by the parties listed in 4.7.1. The OOSAO^{2}Q Package is available from the Superintendent Responsible for Overnight Out of School Activities outside of Ontario and Québec. See 11.4.2 of this GAP for the list of contents in the OOSAO^{2}Q package.

4.7.5 Once approved, the Principal or the Excursion Leader (as defined in 4.8.1) shall inform parents and guardians of the intended overnight excursion and its purpose.

4.7.6 Overnight Out of School Activities outside Ontario and Québec that include an element of social justice outreach require review of and compliance with 5.8 of this GAP, as appropriate.

4.7.7 Refer to Section 10 of this GAP for detailed information.

4.8 Considerations Related to Approvals

4.8.1 The Excursion Leader is a staff member appointed to lead an excursion. The Excursion Leader must be a staff member from the school or central DPCDSB department that organized the excursion.

4.8.2 During any excursion, staff shall not deviate from an approved itinerary or program except when required for emergency or safety reasons. If a group's return is significantly delayed, then the Excursion Leader will contact the Principal or designate. The school shall notify the parents and guardians of any delay.

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4.8.3 For liability insurance purposes, the appropriate approval form (GF 100, GF 110, or GF 110B) the signed permission form (GF 115 or GF 115B), and a copy of the excursion letter, if applicable, must be held by the school in a secure location, according to the record retention procedures outlined in *GAP 540.00 – Classification and Records Retention Schedule*.

4.8.4 Cancellation of excursions due to safety-related conditions shall be considered in consultation with the appropriate Family of Schools Superintendent. Where consultation confirms cancellation, the Principal shall immediately notify the parents and guardians of the cancellation.

4.8.5 Principals shall ensure that all precautions for the safety and supervision of participating students are taken according to the **supervision ratios.** Location of the excursion and student needs should be given utmost consideration when planning supervision (see 5.3 of this GAP for staff supervision and management requirements).

4.8.6 The Excursion Leader will arrange, in advance and with the Principal or designate, for the school to be open at the appropriate time if it is necessary to enter the school after hours or on a weekend to pick up or return equipment used as part of the excursion.

a) The Principal or designate will ensure all safety protocols are followed where there is a requirement to access the school or school grounds after hours (e.g., adequate lighting in drop off/pick up areas, winter maintenance as required).

4.9 Use of Occasional Teachers

4.9.1 In exceptional circumstances and on a case-by-case basis, Occasional Teachers may be hired as additional supervisors for excursions.

4.9.2 The hiring of Occasional Teachers for excursions shall be in consultation with the appropriate Family of Schools Superintendent.

4.9.3 The Occasional Teacher **shall not** be designated as the Excursion Leader.

4.9.4 Where an excursion has been planned to an outdoor education center and the regular classroom teacher is absent, the principal shall consider reassigning the class to a teacher on staff who is familiar with the students. An Occasional Teacher may replace a teacher absent for the day of the outing if:

a) there is more than one class attending,
b) the teacher from the other class is familiar with the plan for the day, and
c) they are not the Excursion Leader.

4.10 Elements of Excursions Requiring Superintendent of Schools Approval

4.10.1 The following elements require Family of Schools Superintendent in advance of the excursion:

a) School busette overnight excursion within Ontario
b) Air or land travel outside Ontario
d) Unconventional land travel (e.g., bicycle, snowmobile)
e) Travel during holiday periods (including weekends)
f) Use of a DPCDSB busette outside Peel, Dufferin, Niagara, Halton, Simcoe, Wellington, York, and/or Toronto
g) Amusement parks (see 4.10.2)

4.10.2 Excursions may only involve attending an **amusement park** (e.g., Canada's Wonderland, Centre Island, Walt Disney World) if they include an artistic performance (e.g., band fest, cheerleading competition) or a curriculum activity (e.g., physics class). Students may participate in the park's activities with appropriate supervision (see section 5 of this GAP) if approved by the Principal and Family of Schools Superintendent.

4.10.3 For excursions defined in 3.2 and 3.3 and which also include elements from 4.10.1 and/or 4.10.2, Principals shall submit a completed *GF 110 Request For Approval of Out of School Educational Excursion* to the appropriate Family of Schools Superintendent for their consideration.

4.10.4 For excursions defined in 3.5 and 3.6, the Family of Schools Superintendent will consider the elements listed in 4.10.1 and 4.10.2 as part of the approval process.

4.11 Parent/Guardian Approval

4.11.1 The Excursion Leader or Principal or designate shall require a signed permission form, *GF 115 Parent/Guardian Permission Form For Educational Excursions*, for students to attend excursions defined by 3.2, 3.3, 3.5, and 3.6.

4.11.2 The Excursion Leader or Principal or designate shall require a signed permission form, *GF 115B Parent/Guardian Permission Form for an Individual to Attend a Supervised Event*, for students to attend excursions defined by 3.4.

5 SUPERVISION

5.1 Supervision Ratios

5.1.1 All excursions must have an Excursion Leader as defined in 4.8.1.

5.1.2 It is expected that, during all excursions, there shall be sufficient supervision to ensure that students are always supervised by school personnel (e.g., for a social justice outreach experience, one supervisor in a food preparation area with one group of students, while another supervisor would be with other groups of students serving food).

5.2 Minimum Supervision Ratios

5.2.1 Principals shall ensure that all precautions for the safety, comfort, and supervision of participating students are taken according to the **minimum supervision ratios** listed in the table below. The location of the excursion and student needs should be given utmost consideration.

	Excursion Type			
	3.1	**3.2, 3.3, 3.4**	**3.5**	**3.6**
Grade	**Use of Local Site**	**Out of School Experience, Out of School Activity, or Independently Attended Event**	**Overnight Out of School Activity Within Ontario and Québec**	**Overnight Out of School Activity Outside Ontario and Québec**
K/1/2	2 adults/class	1:5	Not Recommended	Not Recommended
3/4/5/6	1 adult/class	1:10	Not Recommended	Not Recommended
7/8	1 adult/class	1:15 (**1 male and 1 female where possible**)	1:10 (**2 males and 2 females**)	1:10 (**2 males and 2 females**)
9-12	1 adult/class	1 adult/class	Ontario: 1:15 Québec: 1:10 (**2 males and 2 Females**)	1:10 (**2 males and 2 females**)

5.2.2 Notwithstanding the ratio for elementary students, any approved Overnight Out of School Activity (3.5 or 3.6) in the elementary panel that includes Grade 6 students shall have a ratio of 1:8 (one supervisor for every 8 students).

5.2.3 Every Overnight Out of School Activity (3.5 and 3.6) shall have at least 2 male and 2 female supervisors unless it is a group made up of a single gender.

5.2.4 These ratios are the minimum and, in some cases, there may be a need to augment them with additional support. Some factors to take into consideration are the individual needs of students, including students with specific support needs, and the nature and location of the excursion.

5.2.5 Where the excursion location is not a DPCDSB site or where there are no other DPCDSB staff present, the excursion must have a minimum of two supervisors for students in Kindergarten through Grade 8.

5.2.6 **As appropriate**, Principals may use parents and guardians to assist in the supervision of excursions. All parents/guardian supervisors must have completed a Criminal Record Check (CRC), including a Vulnerable Sector Screening Check, with clear results. Please see section 5 of *GAP 318.00 – Criminal Background Checks, Vulnerable Sector Screening and Offence Declarations* for details.

5.2.7 Supervising parents and guardians shall be clearly apprised of the objectives of the excursion and the role which the parents and guardians are expected to play, which may include being informed of the OPHEA and other safety guidelines pertaining to the activity.

5.2.8 Where more staff than required by the supervision ratios in 5.2.1 are interested in acting as Excursion Leaders or supervisors on overnight excursions (3.5 and 3.6), the Principal shall consult the Family of Schools Superintendent to ensure that the staff selection process is transparent in nature.

5.3 Staff Supervision and Management

5.3.1 Before and during any excursion, as appropriate (3.1 through 3.6), the Excursion Leader shall ensure the following:

a) A cell phone is available, and the school has a record of that contact information.

b) All staff supervisors are familiar with the location of the closest medical facilities, particularly when travelling outside of urban areas.

c) All staff supervisors are apprised of the medical protocols specific to the needs of all students participating in the excursion.

d) All students have school identification information and/or personal identification on their person (e.g., name tag, student card).

e) All students have been instructed on appropriate safety procedures for all activities. Special attention should be paid to activities that require specific safety rules and expectations (e.g., low-rope activities).

f) At each gathering point (e.g., boarding a bus after a stop, at a restaurant), a check shall be made to ensure that all members of the party are accounted for. All Field Trip Manifests (see 7.2.1 of this GAP) must be accurate at all times.

g) Adults who are assisting on the excursion shall seat themselves in a location which facilitates proper supervision of the students.

h) Students shall remain with the group for the total duration of the excursion.

i) **If a student is missing**, the Excursion Leader **shall immediately** inform the Principal or designate at the school, the police, and any other appropriate authority. The staff shall act on the instructions of the Principal or designate and ensure the safety and well-being of the entire group. Refer also to *GAP 502.12 – Safety of Students: Missing Students* for additional information.

5.4 Emergency Supervision

5.4.1 Where there are no adult supervisors other than the Excursion Leader and a student becomes ill or is injured and requires medical attention, the Excursion Leader shall immediately contact the Principal or designate at their school for direction. If the illness or injury requires an ambulance, the following shall occur once 911 has been called:

a) the parents and guardians of the ill or injured student shall be contacted,
b) a staff member not on the excursion shall be designated to meet the ill or injured student at the hospital, where possible,
c) the sole Excursion Leader shall remain with the other students to ensure supervision.

5.4.2 Where there are no adult supervisors other than the Excursion Leader on an excursion, an emergency supervisor at the location shall be identified to students. The emergency supervisor shall be designated using the ranked list below in order of priority and/or availability:

(i) a DPCDSB staff member also attending the excursion, or
(ii) a parent or guardian volunteer from the school also attending the excursion, or
(iii) a convenor, other coach, or host school administrator at the excursion, or
(iv) out of school activity provider representative.

5.4.3 The Excursion Leader, upon arrival, shall provide the emergency supervisor in 5.4.2 with the school Principal or designate contact information to be used in the event that the Excursion Leader is incapacitated or must leave due to their own medical or other emergency.

5.4.4 In the case of a situation described in 5.4.3, the emergency supervisor shall contact the Principal or designate immediately for direction.

5.5 Expectations for Supervision and Safety During Transport

5.5.1 The following points are the expectations regarding transportation supervision and safety:

a) Ensure all students are properly seated on school buses.

b) Ensure the bus driver is aware of students with special and/or medical needs, if applicable, and without breaching student privacy.

c) Ensure a copy of the Field Trip Manifest (see 6.2 of this GAP) is provided to the driver and a copy is given to all the staff members who are riding on the bus.

d) Confirm with the driver(s) the destinations and time guidelines of each excursion before leaving the school.

e) Know the location of the Field Trip Manifest (see 6.2 of this GAP) copies at all times.

f) Where applicable, check that all seat belts are fastened.

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g) Where required and appropriate, ensure that all objects or materials are placed under seats.

h) Review with all passengers the emergency procedures and location of the emergency exit(s).

i) Review the importance of keeping the noise level below that of distraction while traveling on the bus.

j) Before leaving the school, the Excursion Leader shall review with staff the location of the shut off bus engine key or button and how to use the radio, in case the driver is disabled.

k) Ensure that no one is left on the bus unattended at any time during the excursion.

5.6 Students Billeted in Host Family Homes

5.6.1 If students are billeted in homes, the Excursion Leader must, with parent/guardian permission, inform each host family of all special needs and/or medical needs of the student(s) they are billeting. The host family must also be given detailed information which will allow them to contact the Excursion Leader at any time.

5.7 DPCDSB-Wide Excursions

5.7.1 Some excursions are sponsored centrally and administered through various DPCDSB personnel. The review and approval process with regards to these excursions requires the authorization of the appropriate Superintendent(s) (e.g., Family of School Superintendent).

5.7.2 The central organizer shall prepare the appropriate GF 110 or GF 110B and provide a copy to each school for Principal signature.

5.7.3 Schools shall provide parents and guardians with the appropriate GF 115 or GF 115B to collect consent.

5.7.4 In addition, for these excursions, as with all other excursions, all related Supply Chain Management procedures must be followed.

5.8 Special Considerations for Social Justice and Outreach Excursions

5.8.1 In addition to all considerations mentioned above, for excursions involving a significant social justice or charitable outreach component, Excursion Leaders shall provide parents and guardians with a detailed description of the nature of the outreach and of the tasks students will perform. This description must highlight any elements of substantial risk. This information can be communicated on the GF115. Additional considerations and requirements include the following:

a) For social justice and outreach excursions, especially those involving close contact with clients of social service agencies, Principals shall ensure a sufficient number of DPCDSB staff accompany the students, to ensure that all organized activities are under direct supervision. This direct supervision shall be carried out by DPCDSB staff and approved retreat facilitators; it may not be delegated to employees of the social service agency. Outreach walks through an urban area require a minimum of two such supervisors.

b) For excursions that include walking students through an urban area, especially for an inner-city social outreach program, the Excursion Leader must follow a prescribed route. This route should be shared ahead of time with all participants and should be noted on the GF 115.

c) All excursions to a social service agency for social justice and outreach are categorized as Out of School Activities as defined in section 3.3, 3.5, or 3.6 of this GAP. Refer to section 4.4, 4.6, or 4.7, as appropriate, for information regarding the respective approval process.

6 DOCUMENTATION

6.1 Record of Excursions

6.1.1 Principals are required to keep all GFs related to all excursions undertaken during the school year. These documents must be kept in accordance with *GAP 540.00 – Classification and Records Retention Schedule*.

6.2 Field Trip Manifest

6.2.1 All schools shall use *GF 085 Field Trip Manifest* to record all students, staff, and volunteers who are participating in the excursion. Bus and or vehicle numbers are to be included on the Field Trip Manifest.

6.2.2 The Excursion Leader shall update the Field Trip Manifest, as required, during the excursion, recording any illness or injuries, early departures, or other events of significance.

6.2.3 After the excursion has concluded, the Excursion Leader shall collect all Field Trip Manifests. The Excursion Leader's copy shall be retained as a record of the excursion (as per 6.1.1 of this GAP) and all other copies shall be destroyed.

6.3 Recording of Students Participating

6.3.1 When a group of students leaves the school on an approved excursion, the Field Trip Manifest from the student information system must be completed for each vehicle and/or walking group and shared as follows:

a) one copy shall be left with the Principal or designate,
b) one copy, in the case of secondary school excursions, shall be left in the Attendance Office,
c) one copy shall remain with the Excursion Leader,

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d) one copy shall be provided for each additional supervisor,
e) one copy shall be provided to the bus/vehicle driver.

6.4 Recording of Staff and Volunteer Supervisors

6.4.1 The name of the Excursion Leader (see 4.8.1 of this GAP) and the names of all staff and volunteer supervisors shall be recorded for potential claim purposes. Note that DPCDSB does not carry Accident Insurance on behalf of nor provide Accident Insurance for volunteers.

6.4.2 A complete list of adult (staff and volunteer) supervisors must be attached to the Request for Approval form (GF 110, GF100 or GF110B, as appropriate).

6.5 Medical Alerts

6.5.1 The GF 115 and GF 115B, as applicable, note medical alerts, if any, for students. The GF 115 or GF 115B shall be maintained in a confidential envelope by the Excursion Leader. All other supervisors, as appropriate, shall be aware of students with such alerts, as well as the appropriate response(s) in the event of a medical incident. Note that **all student information and medical concerns should be clearly listed on the Field Trip Manifest before departure**.

7 TRANSPORTATION

7.1 Transportation Considerations

7.1.1 All transportation carriers, owners, and operators shall be approved through DPCDSB's Supply Chain Management Department. All transportation arrangements shall be approved by the Principal, Family of Schools Superintendent, and/or the Outside Ontario and Québec Excursion Advisory Committee, depending upon the type of excursion as defined in section 3 of this GAP.

7.1.2 Accessibility needs shall be considered for all students and staff.

7.1.3 All transportation requirements for overnight excursions must be outlined in detail prior to submitting the request for Principal and Family of Schools Superintendent approval.

7.2 Travel in Inclement Weather

7.2.1 In the event an excursion is delayed by weather conditions that create a hazard to safe travel, the Excursion Leader, under the direction of the Principal or designate, has the ultimate responsibility for the safety of the students and must make the decision whether to proceed.

7.2.2 If school buses are cancelled due to inclement weather in the area of travel, the excursion must be rescheduled or cancelled if the excursion uses any form of vehicular transportation.

7.2.3 Secondary school busettes are only to be used during reasonable weather conditions.

7.2.4 To avoid conflict with the driver of a chartered bus, DPCDSB will underwrite the additional costs generated by such a delay. Costs will also be underwritten if the police close the highway.

7.3 Methods of Ground Transportation and Distance Restrictions

7.3.1 Approved types of ground transportation include:

a) school buses,
b) secondary school busettes,
c) coach buses,
d) taxis,
e) personal vehicles,
f) active transportation (e.g., walking, biking).

7.3.2 Secondary schools can operate busettes to facilitate excursions, with some restrictions and following all safety regulations outlined by the Ministry of Transportation and Highway Traffic Act, R.S.O. 1990, c. H.8, as amended (the "Highway Traffic Act").

7.3.3 Refer to *GAP 803.00 – Van/Busettes for Secondary Schools* for additional operating requirements of secondary school busettes.

a) All drivers of DPCDSB-owned busettes must hold a valid class "E" driver's license, regardless of how many passengers and/or how many seats may be in the vehicle at the time. This information shall be documented in accordance with *GF 120A Annual Driver's Vehicle Acknowledgement School Vans/Busettes*.

b) *GF 121 Driver's Daily Log (Hours of Service) Form School Vans/Busettes* is to be used by all secondary schools daily. Daily inspection procedures shall be followed as per Ministry of Transportation requirements (Daily inspection, classes B and E).

c) If the mode of transportation is by DPCDSB busette and the destination is outside of Peel, Dufferin, Halton, Niagara, Simcoe, Wellington, York, or Toronto boundaries, approval from the Family of Schools Superintendent is required.

d) Secondary school vans having a maximum seating capacity of 15 passengers (including the driver) are no longer approved for student transportation.

7.3.4 Coach busses are recommended when the destination is outside of Peel, Dufferin, Halton, Niagara, Simcoe, Wellington, York, or Toronto boundaries.

7.4 Bus Safety

7.4.1 All safety regulations outlined by the Ministry of Transportation and the Highway Traffic Act are expected to be adhered to by all drivers as defined in the Highway Traffic Act.

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7.4.2 Each bus must be numbered, and the number must be visibly placed on the Field Trip Manifest that corresponds to the list of students on the bus.

7.4.3 When departing the school and after taking bus attendance, the driver and each supervisor on each bus shall update the Field Trip Manifest and keep it with them for the duration of the excursion (see 6.3.1).

7.5 Use of Taxis to Transport Students

7.5.1 Students younger than Grade 4 **are not** allowed to take taxis without a staff member remaining present in the vehicle.

7.5.2 For students in **Grade 4 and older** who are participating in an approved excursion, the Principal may deem it appropriate, with parent/guardian permission, for the students to be transported by **DPCDSB Supply Chain Management Department-approved** taxi to and/or from the excursion, with no teacher/supervisor present in the vehicle.

a) **DPCDSB-approved** taxi companies require their drivers to submit evidence of clear criminal reference checks.

b) When transporting **students** by DPCDSB-approved taxi, *GF 117 Parental/Guardian Permission for Students to Travel in a Private Vehicle or DPCDSB-Approved Taxi* shall be completed. Where DPCDSB-approved taxis are being used to transport students, there shall be a supervisor escorting students to and from the taxis.

7.6 Approved Ground Transportation Providers

7.6.1 DPCDSB approves, through its Supply Chain Management Department, all carriers/taxi companies used for student transportation. A listing of approved carriers/taxi companies is provided by DPCDSB and is updated as appropriate.

7.6.2 For other transportation requirements and/or overnight excursions, the carriers/taxi companies will be approved when the detailed plans are presented to the appropriate Superintendent for approval.

7.6.3 Note that DPCDSB **DOES NOT** approve the use of Uber, Lyft, or other ride-sharing services.

7.7 Public Transportation

7.7.1 Public transportation may be an alternative to a school bus for students in Grades 4 and older.

7.8 Private Motor Vehicles

7.8.1 DPCDSB does not encourage the use of privately-owned automobiles in the transportation of students. However, in the event privately-owned vehicles are used, volunteer drivers must have the Principal's authorization in writing and *GF 116 Authorization to Transport Students – Volunteer Drivers* must be completed.

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a) Persons transporting students in private motor vehicles shall have valid and current liability insurance coverage.

b) DPCDSB maintains excess liability insurance, which covers all employees and volunteers who are transporting students within Canada on behalf of DPCDSB, in excess of the regular insurance carried by the employee and volunteers.

c) Be aware that DPCDSB's Excess Automobile Liability insurance comes into effect only after the vehicle owner's Primary Third-Party Liability insurance limit has been exhausted.

d) DPCDSB's liability insurance policy protects both staff and volunteers who are working within the scope of their duties for DPCDSB. This coverage responds to lawsuits that are brought against staff or volunteers who are supervising school events and provides protection up to $27 million for each occurrence.

e) Secondary school students over the age of 18 may seek parent/guardian permission to travel off school property as the driver of their own vehicle for educational excursions/activities only. Permission will be sought using GF 117. **Students are not permitted to transport other students during DPCDSB-approved excursions**.

7.8.2 Parents and guardians must provide written approval to have their student ride in a private motor vehicle by completing *GF 117 Parental/Guardian Permission for Students to Travel in a Private Vehicle or DPCDSB-Approved Taxi*, as appropriate to student grade.

7.8.3 When a school group is staying in a remote area, an additional vehicle must be available for the emergency transportation of students.

8 ACCIDENT, STUDENT INJURY, OR ILLNESS

8.1 Procedures in Cases of Accident, Student Injury, or Illness

8.1.1 In case of accident, injury, or illness, the Excursion Leader shall ensure emergency supervision is provided for students (5.4 of this GAP), as appropriate.

8.1.2 Where appropriate, staff shall follow *GAP 502.10 – Safety of Pupils: Head Injuries – First Aid Response*, *GAP 101.02 – Student Accidents*, and/or *GAP 549 – Concussions*.

8.1.3 In cases of major accidents, the Principal shall implement the crisis communication procedure outlined in *GAP 602.00 – Crisis Communications Plan*.

8.1.4 In the event of an accident, employees driving while on an approved excursion shall, at the first opportunity, contact their Principal or designate, refer to *GAP 519.01 – Board Insurance – Incident Reports*, and submit an Ontario School Board Insurance Exchange (OSBIE) accident report when transporting students.

8.1.5 The following procedures also apply in cases of accident/student injury or illness:

a) All possible attention shall be given to maintaining calm and orderly behaviour by all concerned.

b) The Excursion Leader or designate shall immediately begin the process of identifying all students with the aid of the Field Trip Manifest (as defined in 6.2 of this GAP).

c) All possible cooperation shall be extended to the police in their investigation, as appropriate.

d) The Excursion Leader shall be responsible for the general organization at the scene of the accident.

e) If injured students are sent to the hospital, at least one adult must go with them. Where there are no adult supervisors other than the Excursion Leader and a student must be taken to the hospital, a staff member from the school who is not on the excursion shall be designated to meet the ill or injured student at the hospital, where possible, as described in 5.4.1 of this GAP. The Excursion Leader shall remain with the other students.

f) The Excursion Leader shall inform the proper authorities, the Principal or designate, and/or police, of any ad hoc arrangements made, such as: changing buses, having students transported to an unscheduled site, etc.

8.1.6 If a major accident occurs outside of regular school hours, the Excursion Leader must call the local police and then contact the Principal or designate, or one person from the following list:

a) Appropriate Family of Schools Superintendent,
b) Superintendent of Planning and Operations,
c) Director of Education or Associate Director(s).

8.1.7 When taking a student for medical attention, the adult accompanying the student, as per the procedures listed above, must take along the completed GF 115 or GF 115B, which identifies all medical concerns for each student on the excursion.

9 OVERNIGHT OUT OF SCHOOL ACTIVITIES WITHIN ONTARIO AND QUÉBEC

9.1 Special Consideration for Overnight Out of School Activities within Ontario and Québec

9.1.1 Refer to supervision requirements in section 5 of this GAP, including the chart in 5.2.1. In addition to all items in section 5, the following must be considered:

a) Superintendent approval is required prior to advertising any overnight excursion to students and parents and guardians. Refer to the approval process in 4.6.

b) A description of how the proposed overnight excursion supports curriculum, including Catholic faith connections, shall be prepared and provided for approval and, once the excursion is approved, shared with parents and guardians.

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c) When the excursion days include Sunday, the Excursion Leader shall plan specifically to attend Sunday Mass with all students and supervisors. If travel is to an area that does not have a regularly scheduled Mass, or where a Mass is not possible, then a Sunday Liturgy of the Word must be held, as appropriate and in consultation with the Superintendent of the Family of Schools.

d) A detailed itinerary, complete with names of sites, addresses, and telephone numbers, will be prepared and given to the parents and guardians, students, staff, and bus driver (as appropriate).

e) Expectations for student behaviour on overnight excursions shall be clarified with parents and guardians and students jointly, including the consequences that may result from misbehavior.

f) The *GF 085 Field Trip Manifest* and *GF 115 Parent/Guardian Permission Form For Educational Excursions* , shall identify all students with medical conditions. All supervisors shall be aware of students with such conditions and the appropriate response(s) in the event of a medical incident, **including, but not limited to, any applicable Plan of Care created in accordance with *GAP 514.10 – Prevalent Medical Conditions***.

g) All students travelling outside Ontario shall purchase medical and cancellation insurance, where necessary, through the tour operator.

h) Where there is **unstructured time** for students to explore and/or reflect, **staff shall always ensure provision of active supervision**, appropriate to the location and needs of the students, established in consultation with the Superintendent. Unstructured time and supervision arrangements must be included in the itinerary and articulated to parents and guardians at the information meeting.

10 OVERNIGHT OUT OF SCHOOL ACTIVITIES OUTSIDE ONTARIO AND QUÉBEC

10.1 Outside Ontario and Québec Excursion Advisory Committee for Excursions outside Ontario and Québec

10.1.1 The Outside Ontario and Québec Excursion Advisory Committee has been established by the Associate Director – Instructional Services. This committee meets twice a year to review any Overnight Out of School Activity outside Ontario and Québec proposals put forth by individual schools.

10.1.2 The Outside Ontario and Québec Excursion Advisory Committee:

a) designates two Secondary Principals or two Elementary Principals, depending on the grade level of the proposed excursion;

b) reviews annually the policies and procedures for overnight excursions and makes appropriate recommendations;

c) hears proposals for Overnight Out of School Activities outside Ontario and Québec from Principals in conjunction with their Excursion Leaders twice in each school year and makes recommendations to the Associate Director – Instructional Services regarding proposed overnight excursions.

10.2 Special Considerations for Overnight Out of School Activities outside Ontario and Québec

10.2.1 Refer to supervision requirements in section 5 of this GAP, including the chart in 5.2.1. In addition to all items in section 5, the following must be considered:

a) Superintendent approval is required prior to advertising any overnight excursion to students and parents and guardians. Refer to the approval process in 4.7.

b) A description of how the proposed overnight excursion supports curriculum, including Catholic faith connections, shall be prepared and provided for approval and, once the excursion is approved, shared with parents and guardians.

c) The OOSAO^{2}Q Package (4.7.4 of this GAP) must be completed, submitted, reviewed, and approved by the Outside Ontario and Québec Excursion Advisory Committee and the Family of Schools Superintendent.

d) All excursions outside of Ontario and Québec require approval of the Associate Director – Instructional Services through the Overnight Excursions Advisory Committee.

e) When the excursion days include Sunday, the Excursion Leader shall plan specifically to attend Sunday Mass with all students and supervisors. If travel is to an area that does not have a regularly scheduled Mass, or where a Mass is not possible, then a Sunday Liturgy of the Word must be held, as appropriate and in consultation with the Superintendent of the Family of Schools.

f) A detailed itinerary, complete with names of sites, addresses, and telephone numbers, will be prepared and given to the parents and guardians, students, staff, and coach driver, as appropriate.

g) The Excursion Leader and school Principal must check with Foreign Affairs Canada and International Trade Canada (1-800-267-6788) in advance of the excursion, to determine whether the intended destination has been deemed dangerous for travelers. The other option is to access the *Government of Canada Foreign Affairs Travel Information and Advisory Reports* available through the following web link: www.travel.gc.ca. By accessing the "Travel Reports and Warnings" section of the website, the user receives the latest reports outlining countries or areas of countries that are deemed unsafe by the Government of Canada. **The Excursion Leader and school Principal must continue to monitor, and comply with, the reports issued by the Government of Canada with regard to the status of travel advisories. The Excursion Leader and school Principal must also communicate to trip participants any local travel warnings which may apply**.

h) After final approval, parents and guardians should be informed that all appropriate travel documents are the responsibility of the parent/guardian (e.g. Travel Visa).

i) Legal considerations for entry to, exit from, and residence in, the other country should be explained to parents and guardians and students. Ensure that full entry/exit requirements for each student are met. **Note that visa requirements may differ according to a student's nationality and passport**.

j) All students shall purchase sufficient medical, trip cancellation, and luggage insurance prior to departure, as well as other applicable insurance policies deemed necessary to ensure sufficient coverage. For Overnight Out of School Activities outside Ontario and Québec, insurance purchases shall be arranged, where possible, through the tour operator. Ensure that **all trip cancellation fees are included in costs**. The Excursion Leader shall advise participants that, if an excursion is cancelled or delayed for any reason, there is no guarantee of any reimbursement from board funds.

k) Expectations for student behaviour on overnight excursions shall be clarified with parents and guardians and students jointly, including the consequences that may result from misbehavior.

l) The *GF 085 Field Trip Manifest* and *GF 115 Parent/Guardian Permission Form For Educational Excursions*, shall identify all students with medical conditions. All supervisors shall be aware of students with such conditions and the appropriate response(s) in the event of a medical incident, **including, but not limited to, any applicable Plan of Care created in accordance with *GAP 514.10 – Prevalent Medical Conditions***.

m) All arrangements for travel outside Ontario must be made with the use of a travel agency that has been approved by Supply Chain Management. Under the *Travel Industry Act,* all DPCDSB employees are in breach of the law when acting as a sales agent for such travel without being licensed to do so**. Refer to the TICO guidelines for school trips**.

n) Where the Principal wishes to travel outside of Ontario, but within Canada, without the use of a travel agency, the Family of Schools Superintendent shall determine, in consultation with the Associate Director – Instructional Services, if the educational value of the excursion 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.

o) Any incentives or bonuses offered by a tour operator shall directly assist with covering costs normally associated with the trip itself. Trip organizers (i.e., the Excursion Leader and supervisors) shall not benefit personally from any bonuses or incentives offered by the tour operator.

p) The Excursion Leader or Principal shall contact the International Association for Medical Assistance to Travelers (IAMAT) for an updated listing of world-wide "English-speaking medical services".

q) The Excursion Leader shall carry the address and telephone number of appropriate Canadian High Commissions, Embassies, and Consulates, as they are available, within the framework of the tour.

r) A master list of passport numbers and ticket numbers shall be prepared, including photocopies of all documents, with one set carried by the Excursion Leader and one set left with the school Principal. The Excursion Leader shall consider having the original documents, and the photocopies, carried by 2 separate supervisors.

s) Parents and guardians shall be advised to visit a travel clinic and/or family doctor with their child to ensure appropriate medical needs are attended to prior to departure, as appropriate.

t) Where students will be involved at worksites involving manual labour, appropriate protective clothing and/or other safety gear must be worn. (i.e., CSA approved work boots, gloves, long pants, safety goggles, sunscreen). With permission of parents and guardians, consideration should be given to leaving these items to support labourers in the developing countries, as appropriate.

u) Where there is **unstructured time** for students to explore and/or reflect, **staff shall always ensure provision of active supervision**, appropriate to the location and needs of the students, established in consultation with the Superintendent. Unstructured time and supervision arrangements must be included in the itinerary and articulated to parents and guardians at the information meeting.

10.3 Eligibility

10.3.1 All elementary and secondary schools are eligible to apply for Overnight Out of School Activities outside Ontario and Québec.

10.4 Procedures

10.4.1 Refer to the approval process in section 4 of this GAP, specifically 4.7. In addition to all items in 4.7, the following must be considered:

a) All overnight excursions are initiated at the school level and must receive initial sanction from the Principal.

b) The Principal shall review and approve the preliminary excursion package (e.g., GF 110, rationale, proposed itinerary) and forward it to the Family of Schools Superintendent. Collectively, they review the proposal and either agree with, modify, or veto the proposal.

c) If there is agreement to proceed, the Principal, in collaboration with the Excursion Leader, will prepare the OOSAO^{2}Q Package.

d) The OOSAO^{2}Q Package is available from the Superintendent responsible for the Outside Ontario and Québec Excursion Advisory Committee.

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e) The Principal and the Excursion Leader shall present their proposal and pre-approval routing forms to the Outside Ontario and Québec Excursion Advisory Committee for recommendation to the Associate Director – Instructional Services.

10.4.2 The Overnight Out of School Activity Outside Ontario and Québec proposal must include the following:

a) Overnight Out of School Activity outside Ontario and Québec Presentation Summary Form
b) Overnight Out of School Activity outside Ontario and Québec Checklist
c) Pre-Approval Routing Form
d) Signed GF 110
e) Rationale and excursion budget information
f) Itinerary
g) Overnight Out of School Activity outside Ontario and Québec Executive Summary
h) Plan of Care Information
i) Other appropriate information, as required

10.4.3 The Associate Director – Instructional Services will approve or not approve the proposed Overnight Out of School Activity outside Ontario and Québec. Schools are **not** to sign any contracts with tour companies or operators and are **not** to begin sharing information with students and parents and guardians until the Overnight Out of School Activity outside Ontario and Québec is approved by the Associate Director – Instructional Services.

10.4.4 If approved, the Principal will proceed to finalize the arrangements for the Overnight Out of School Activity outside Ontario and Québec and keep the appropriate Family of Schools Superintendent apprised of all details.

10.4.5 The Principal, in conjunction with the Excursion Leader, will call a meeting with the students and parents and guardians to explain the rationale for the excursion, provide an overview, outline the itinerary, review all the procedures, and address any questions or concerns they may have regarding the excursion.

10.4.6 At the end of the overnight excursion, when students and staff have returned to school, the Excursion Leader and supervisors will be asked to complete and return a feedback form that will be reviewed by the Outside Ontario and Québec Excursion Advisory Committee.

10.5 Grants

10.5.1 Grants may be available from Provincial and Federal Government sources.

10.5.2 All grants must be approved through the Grants Review Committee.

10.5.3 All trips having a specific social justice action or awareness focus may be considered for subsidies requested through the Program Department.

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11 FINANCIAL CONSIDERATIONS

11.1 Funds for Excursions

11.1.1 With Principal approval, costs may be subsidized from the school operating budget. Refer to *GAP 702.00 – Finances – General* and/or *GAP 722 – Administration of School Council Funds* for specific information.

11.1.2 The collection of all excursion funds shall follow procedures and requirements listed in *GAP 704.02 – Accounting – The Administration of School Generated Funds*. Additional excursion funding considerations are listed below.

a) Student fundraising projects may be used to provide additional funds. These projects must be undertaken with discretion and in accordance with DPCDSB *Policy 4.20: Fundraising and Donations* and *GAP 538.00 – Fundraising and Donations*.

b) As per *Policy 20.00: Fees for Learning Materials and Activities* and *GAP 531.00 – Fees for Learning Materials and Activities*, every effort should be made to ensure that **no child is excluded** from a class activity, a program or an event because of an inability to pay. Should students decline to participate in an excursion, the Excursion Leader or Principal or designate must provide alternative activities for students not participating. Exceptions in the case of excursions including extended travel will be discussed with the Family of Schools Superintendent.

c) If money was collected and the excursion is cancelled for any reason, the school will return all monies collected from students, as appropriate, in consultation with the appropriate Superintendent. Return of funds to students due to cancellation will be undertaken on a case-by-case basis.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	1.85
SUBJECT:	Child Care ~~Operations~~in DPCDSB
EFFECTIVE DATE:	~~(11)~~ January 14, 1997~~; Revised: (261) June 13, 2006; (040) December 8, 2015~~
AMENDED DATE:	June 13, 2006; December 8, 2015; January TBD, 20254

Then he took a little child and put it among them; and taking it in his arms, he said to them, "Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me." ~~(~~
Mark 9:36-37~~)~~

~~**DEFINITIONS**~~

~~**Child Care**: The provision of temporary care or supervision of children age 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.~~

~~**Child Care Centres:** The purposely-built and designated child care facilities in many schools that accommodate child care programs for children who are younger than the eligible age to attend regular day school.~~

~~**Extended Day Programs**: Child care programs for 4-5 year olds that are operated in accordance with the Child Care and Early Years Act, the Education Act or any other governing legislation.~~

~~**Licensed Child Care**: Child care that is licensed in accordance with the *Child Care and Early Years Act* or any other governing legislation.~~

~~**School-Age Child Care Programs**: Child care programs for 6-12 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.~~

~~**School-Based Child Care Programs:** Child care programs that operate in school facilities.~~

~~**Third Party:** An entity, other than the school board, that provides Extended Day and School-Age Child Care Programs on behalf of the school board in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.~~

~~**OPERATING STANDARDS**~~

1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that school-based ~~child care~~child care ~~programs~~ complements core day school programs, supports families, and ~~are~~ is an integral service to school communities. There is value to operating ~~these programs~~child care in school facilities.

2 It is the policy of ~~the Board~~DPCDSB that all levels of the organization will accommodate and welcome ~~child~~

~~care~~child care ~~programs~~ in ~~Board~~ DPCDSB facilities.

a) School and ~~child care~~ extended day and school aged child care program staff will collaborate to serve the best interests of the children by ensuring that routines and practices are as consistent, inclusive and complementary as possible.

~~a)~~b) Resources and physical space, both interior and exterior, are to be shared ~~in order to~~to maximize learning opportunities for all children.

3 The *Education Act* stipulates that school boards have direct responsibility for Extended Day Programs and School-Age Child Care Programs and must deliver these services themselves or retain a third party to deliver them on behalf of the school board. These licensed ~~child care~~child care programs must operate on school days at all elementary schools where sufficient demand has been established.

~~b)~~a) It is the policy of ~~the Board~~DPCDSB that a ~~Third Party~~Third-Party program model be used to deliver all Extended Day Programs and School-Age Child Care Programs.

~~2~~4 Licensed ~~child care~~child care ~~programs~~ for children ~~age~~aged 0-3 years operate in child-care centres located in many schools. ~~These programs are~~These centres are operated ~~delivered b~~by independent ~~child care~~child care providers on weekdays throughout the calendar year. While school boards have no direct legislated responsibility for these services, this ~~Policy~~ policy applies equally to ~~these programs~~child care centres.

5 Only licensed ~~child care~~child care ~~programs~~ that ~~are~~ is appointed in accordance with ~~Board~~ DPCDSB ~~child care~~child care policies shall operate in school facilities.

a) Any operation, advertising or referral of unlicensed ~~child care~~child care, including babysitting and ~~child minding~~child-minding services, on ~~Board~~ DPCDSB property is prohibited.

~~a)~~b) For certainty, no person shall ~~operate~~ provide ~~child care~~child care ~~programs~~ in ~~Board~~ DPCDSB facilities except under the authority of a licence to operate a ~~child care~~child care program or child care centre~~centre~~.

6 It is the policy of DPCDSB that all child care providers be selected and appointed through a competition process that is consistent with B~~b~~roader P~~p~~ublic S~~s~~ector (BPS) accountability directives.

a) This approach ensures the delivery of safe, financially viable, and pedagogically appropriate child care in DPCDSB facilities.

b) The competition process shall be facilitated by the Planning Department, in consultation with the Supply Chain Management Department and instructional supervisory officers as appropriate.

~~3~~7 Operation of ~~child care~~child care ~~programs~~ by more than one ~~child care~~child care provider at any single DPCDSB location is not permitted.

~~**PRINCIPAL RESPONSIBILITIES/DELEGATION OF AUTHORITY**~~

8 A Principal may, in accordance with the *Education Act* and Ministry of Education policies, delegate any of

~~his or her~~their duties that relate to the operation of Extended Day Programs to a vice principal, a supervisor of early childhood educators, or an early childhood educator in an Extended Day Program.

9 DEFINITIONS

a) **Child Care**: The provision of temporary care or supervision of children aged 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.

b) **Child Care Centres:** The purposely built and designated child care facilities in many schools that accommodate child care programs for children who are younger than the eligible age to attend regular day school.

c) Child Care Centre Provider Selection Committee: Collectively, the Superintendent of Planning and Operations; the Superintendent with responsibility for early years; the Superintendent of Schools for the school in which the proposed child care centre is to be situated; the principal for the school in which the proposed child care centre is to be situated; two parent representatives; as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

d) **Extended Day Programs**: Child care programs for 4-5 year olds that are operated in accordance with theChild Care and Early Years Act, the Education Act or any other governing legislation.

e) **Licensed Child Care**: Child care that is licensed in accordance with the *Child Care and Early Years Act* or any other governing legislation.

f) **Local Child Care Provider Selection Committee:** Collectively, the principal for the school in which the proposed child care centre is to be situated (or an alternate principal if one has not yet been assigned to the school); at least one Catholic School Council parent representative for the school in which the proposed child care centre is to be situated (or an alternate parent representative in the case of a new school that has not yet opened); as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

g) **School-Age Child Care Programs**: Child care programs for 6-12 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

h) **School-Based Child Care Programs:** Child care programs that operate in school facilities.

i) **Third Party:** An entity, other than the school board, that provides Extended Day and School-Age Child Care Programs on behalf of the school board in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**1.85**
SUBJECT:	**Child Care in DPCDSB**
EFFECTIVE DATE:	January 14, 1997
AMENDED DATE:	June 13, 2006; December 8, 2015; January TBD, 2025

Then he took a little child and put it among them; and taking it in his arms, he said to them, "Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me."
Mark 9:36-37

1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that school-based child care complements core day school programs, supports families, and is an integral service to school communities. There is value to operating child care in school facilities.

2 It is the policy of DPCDSB that all levels of the organization will accommodate and welcome child care in DPCDSB facilities.

a) School and extended day and school aged child care program staff will collaborate to serve the best interests of the children by ensuring that routines and practices are as consistent, inclusive and complementary as possible.

b) Resources and physical space, both interior and exterior, are to be shared to maximize learning opportunities for all children.

3 The *Education Act* stipulates that school boards have direct responsibility for Extended Day Programs and School-Age Child Care Programs and must deliver these services themselves or retain a third party to deliver them on behalf of the school board. These licensed child care programs must operate on school days at all elementary schools where sufficient demand has been established.

a) It is the policy of DPCDSB that a Third-Party program model be used to deliver all Extended Day Programs and School-Age Child Care Programs.

4 Licensed child care for children aged 0-3 years operate in child care centres located in many schools. These centres are operated by independent child care providers on weekdays throughout the calendar year. While school boards have no direct legislated responsibility for these services, this policy applies equally to child care centres.

5 Only licensed child care that is appointed in accordance with DPCDSB child care policies shall operate in school facilities.

a) Any operation, advertising or referral of unlicensed child care, including babysitting and child-minding services, on DPCDSB property is prohibited.

b) For certainty, no person shall provide child care in DPCDSB facilities except under the authority of a licence to operate a child care program or child care centre.

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6 It is the policy of DPCDSB that all child care providers be selected and appointed through a competition process that is consistent with broader public sector accountability directives.

a) This approach ensures the delivery of safe, financially viable, and pedagogically appropriate child care in DPCDSB facilities.

b) The competition process shall be facilitated by the Planning Department, in consultation with the Supply Chain Management Department and instructional supervisory officers as appropriate.

7 Operation of child care by more than one child care provider at any single DPCDSB location is not permitted.

8 A Principal may, in accordance with the *Education Act* and Ministry of Education policies, delegate any of their duties that relate to the operation of Extended Day Programs to a vice principal, a supervisor of early childhood educators, or an early childhood educator in an Extended Day Program.

9 DEFINITIONS

a) **Child Care**: The provision of temporary care or supervision of children aged 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.

b) **Child Care Centres:** The purposely built and designated child care facilities in many schools that accommodate child care programs for children who are younger than the eligible age to attend regular day school.

c) Child Care Centre Provider Selection Committee: Collectively, the Superintendent of Planning and Operations; the Superintendent with responsibility for early years; the Superintendent of Schools for the school in which the proposed child care centre is to be situated; the principal for the school in which the proposed child care centre is to be situated; two parent representatives; as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

d) **Extended Day Programs**: Child care programs for 4-5 year olds that are operated in accordance with theChild Care and Early Years Act, the Education Act or any other governing legislation.

e) **Licensed Child Care**: Child care that is licensed in accordance with the *Child Care and Early Years Act* or any other governing legislation.

f) **Local Child Care Provider Selection Committee:** Collectively, the principal for the school in which the proposed child care centre is to be situated (or an alternate principal if one has not yet been assigned to the school); at least one Catholic School Council parent representative for the school in which the proposed child care centre is to be situated (or an alternate parent representative in the case of a new school that has not yet opened); as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

g) **School-Age Child Care Programs**: Child care programs for 6-12 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

h) **School-Based Child Care Programs:** Child care programs that operate in school facilities.

i) **Third Party:** An entity, other than the school board, that provides Extended Day and School-Age Child Care Programs on behalf of the school board in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY

Board Policy Number:	**1.90**
Subject:	**Child Care - Selection and Appointment of Third Party Providers**
Effective Date:	(040) December 8, 2015

At that time the disciples came to Jesus and asked, "Who is the greatest in the kingdom of heaven?" He called a child, whom he put among them, and said, "Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven. Whoever becomes humble like this child is the greatest in the kingdom of heaven. Whoever welcomes one such child in my name welcomes me."
(Mark 9:36-37)

For RESCISSION

DEFINITIONS

Child Care: The provision of temporary care or supervision of children age 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.

Child Care Centre Provider Selection Committee: Collectively, the Superintendent of Planning and Operations; the Superintendent with responsibility for early years; the Superintendent of Schools for the school in which the proposed child care centre is to be situated; the principal for the school in which the proposed child care centre is to be situated; two parent representatives; as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

Child Care Centres: The purposely built and designated child care facilities in many schools that accommodate child care programs for children who are younger than the eligible age to attend regular day school.

Child Care Provider Selection Committee: Collectively, the Superintendent of Planning and Operations; the Superintendent with responsibility for early years; a Superintendent of Schools; a school principal; as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

Extended Day Programs: Child care programs for 4-5 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

Licensed Child Care: Child care that is licensed in accordance with the *Child Care and Early Years Act* or any other governing legislation.

Local Child Care Provider Selection Committee: Collectively, the principal for the school in which the proposed child care centre is to be situated (or an alternate principal if one has not yet been assigned to the school); at least one Catholic School Council parent representative for the school in which the proposed child care centre is to be situated (or an alternate parent representative in the case of a new school that has not yet opened); as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

School-Age Child Care Programs: Child care programs for 6-12 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

School-Based Child Care Programs: Child care programs that operate in school facilities.

Third Party: An entity, other than the school board, that provides Extended Day and School-Age Child Care Programs on behalf of the school board in accordance with the *Child Care and Early Years Act*, the *Education Act* or any other governing legislation.

OPERATING STANDARDS

The *Education Act* stipulates that school boards have direct responsibility for Extended Day Programs and School-Age Child Care Programs and must deliver these services themselves or retain a Third Party to deliver them on behalf of the school board. These licensed child care programs must operate on school days in all elementary school where sufficient demand has been established. It is the policy of the Board that a Third Party program model be used to deliver all Extended Day and School-Age Child Care Programs on behalf of the Board.

Licensed child care programs for children age 0-3 years also operate in child care centres located in many schools. These programs are delivered daily by independent child care providers throughout the calendar year. While school boards have no direct legislated responsibility for these services, this Policy applies equally to these programs.

Only licensed child care programs that are appointed in accordance with Board child care policies shall operate in school facilities. Any operation, advertising or referral of unlicensed child care, including babysitting and child minding services, on Board property is prohibited. For certainty, no person shall operate a child care program in Board facilities except under the authority of a licence to operate a child care centre.

It is the policy of the Board that all child care providers be selected and appointed through a competition process that is consistent with broader public sector accountability directives. This ensures the delivery of safe, financially viable and pedagogically appropriate child care programs in Board facilities. The competition process is to be facilitated by the Planning Department, in consultation with the Supply Chain Management Department.

For RESCISSION

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
BOARD POLICY NUMBER:	7.14
SUBJECT:	**Opening Exercises in Schools and at Formal Meetings**
REFERENCE:	Education Act, R.S.O. 1990 c. E.2
EFFECTIVE/REVISED DATE:	October 25, 2022, January 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. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting its mission and vision statements by recognizing country, God, and land at meetings of the Board of Trustees, including its Committees, formal meetings led by DPCDSB staff and school opening exercises. As such, the purpose of this Policy is to enable DPCDSB to take appropriate action to ensure all such meetings and school opening exercises follow a consistent order.

2. At the beginning of each of the following meetings or exercises, as the case may be, the order of tribute shall be as follows:

   2.1 Regular Board Meetings of the Board of Trustees and School Opening Exercises:
   - 2.1.1 Prayer
   - ~~2.1.1 Singing of O Canada~~
   - 2.1.2 ~~Prayer~~Land Acknowledgment
   - 2.1.3 ~~Land Acknowledgmen~~
   - ~~2.1.3 t~~Singing of O Canada

   2.2 Committees of the Board of Trustees and formal meetings led by DPCDSB Staff:
   - 2.2.1 Prayer
   - 2.2.2 Land Acknowledgment

3. References:

   3.1 Section 304 of the *Education Act*, R.S. O. 1990 c. E.2 (*Education Act*) requires that school opening or closing exercises include the singing of O Canada.

   3.2 *Education Act, R.R.O. 1990, Reg. 298: Operations of Schools – General* adds that school opening and closing exercises may also include, among other things, prayers and secular writings. The order of these items is not mandated by legislation, and therefore is mandated by this Policy.

   3.3 Participation in any of the exercises outlined in this Policy shall be in accordance with the *Education Act* and the rights afforded by the *Ontario Human Rights Code*, R.S.O., 1990, c. H.19.

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3.4 Legislative references in this Policy include such legislation as may be amended or replaced.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
BOARD POLICY NUMBER:	7.14
SUBJECT:	**Opening Exercises in Schools and at Formal Meetings**
REFERENCE:	Education Act, R.S.O. 1990 c. E.2
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   - 2.1.1 Prayer
   - 2.1.2 Land Acknowledgment
   - 2.1.3 Singing of O Canada

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   - 2.2.1 Prayer
   - 2.2.2 Land Acknowledgment

3. References:

   3.1 Section 304 of the *Education Act*, R.S. O. 1990 c. E.2 (*Education Act*) requires that school opening or closing exercises include the singing of O Canada.

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3.4 Legislative references in this Policy include such legislation as may be amended or replaced.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**700 – Facilities, Equipment, Finance**
GAP NUMBER:	**719.00**
SUBJECT:	**Child Care ~~Programs~~ – Operating Procedures**
REFERENCE:	~~Board Policies:~~Policy ~~1.85, Child Care Programs – Operations~~1.85: Child Care in DPCDSB~~;~~ Policy ~~1.90, Child Care Programs – Selection and Appointment of Third Party Providers; 6.50, Schools - Use of Buildings, Grounds and~~ 7.12: Access to DPCDSB Properties ~~Facilities; 6.57, Concussions~~ Policy 6.57: Concussions~~.~~ ~~GAPs:~~General Administrative Procedure ~~(GAP) 720.00, Child Care Programs – Selection and Appointment of~~720.00 – Child Care Programs – Selection and ~~Appointment of Third Party Providers;~~ GAP ~~711.00, Schools and Board Facilities – Use of~~711.00 – Use of Schools and Other DPCDSB Facilities~~;~~ GAP ~~709.00, Approval and Execution of Agreements and Other Form of~~709.00 – Approval and Execution of Agreements and Other Forms of Contracts Including Leases ~~Contracts Including Leases; GAP 549.00, Concussions~~549.00 – Concussions~~.~~ ~~Laws:~~ *Education Act*~~;~~ *Child Care and Early Years Act*
EFFECTIVE DATE:	January 11, 2016
~~REVIEWED/~~AMENDED DATE:	January TBD, 2024~~5~~

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"Then He took a little child and put it among them; and taking it in his arms, he said to them, "'Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me.'"

Mark 9:36-37

1 INTRODUCTION

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that school-based child care complements core day school programs, supports families, and is an integral service to school communities. There is value to operating child care in school facilities.~~to~~

1.2 The *Education Act* stipulates that school boards have direct responsibility for child care programs for children age 4-12 years and must deliver these services themselves or retain a third party to deliver them on behalf of the school board. DPCDSB uses a third party program model to satisfy its child care responsibilities under the *Education Act*.

1.3 There is no direct legislative responsibility of school boards to offer child care for children aged 0 to 3 years. However, independent child care providers operate child care centres in many DPCDSB school facilities.

1.4 All child care programs and centres operating in DPCDSB sites are subject to DPCDSB's child care *Policy 1.85: Child Care in DPCDSB* and this General Administrative Procedure (GAP).

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1.5 This GAP articulates DPCDSB's:

a) child care definitions;
b) child care operating standards; and
c) third-party child care provider selection procedures.

~~12 Child care programs provide a seamless day for children and are an integral service and support to school communities. There is value to operating these programs in school facilities. Child care staff and program participants are to be welcomed and included as a vital part of the school community.~~**DEFINITIONS**

~~1.1~~2.1 **Child Care**~~: means~~ means the provision of temporary care or supervision of children ~~age~~aged 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.

2.2 **Child Care Centre Provider Selection Committee** means, collectively, the Superintendent of Planning and Operations, the Superintendent with responsibility for early years, the Family of Schools Superintendent who oversees the school in which the proposed child care centre is to situated, the Principal for the school in which the proposed child care centre is to be situated, two parent representatives, as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

~~1.2~~2.3 **Child Care Centres**~~:~~ means the ~~purposely-built~~purposely built and designated child care facilities in many school ~~facilities~~ building that accommodate child care programs for children who are younger than the eligible age to attend regular day school.

~~1.3~~2.4 **Child Care Operational Handbook**~~:~~ means the Child Care Operational Handbook developed through a collaboration of local school boards, child care providers, Region of Peel, and Ministry of Education. This document applies to all elementary schools in ~~the Board~~DPCDSB.

~~1.4~~2.5 **Extended Day Programs**~~:~~ means child care programs for 4-5 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

2.6 **Licensed Child Care**~~:~~ means child care that is licensed in accordance with the *Child Care and Early Years Act*, or any other governing legislation.

~~1.5~~2.7 **Local Child Care Provider Selection Committee** means, collectively, the Family of Schools Superintendent and Principal for the school in which the proposed child care program is to be situated (or an alternate principal if one has not yet been assigned to the school), at least one Catholic School Council parent/guardian representative for the school in which the proposed child care program is to be situated (or an alternate parent/guardian representative in the case of a new school that has not yet opened), as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

~~1.6~~2.8 **School-Age Child Care Programs**~~:~~ means child care programs for 6-12 ~~year~~ year-olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

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1.72.9 **School-Based Child Care Programs**: means child care programs that operate in DPCDSB school facilities.

1.82.10 **Third Party**: means an entity, other than the school boardDPCDSB, that provides Extended Day and School--Age Child Care Programs on behalf of the school boardDPCDSB, in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

23 OPERATING STANDARDS

2.1 Child care programs provide a seamless day for children and are an integral service and support to school communities. There is value to operating these programs in school facilities. Child care staff and program participants are to be welcomed and included as a vital part of the school community.

2.2

2.33.1 TheIn accordance with its responsibility under the *Education Act Act*, DPCDSB uses a third party program model to stipulates that school boards have direct responsibility foroffer child care programs for children aged 4-12 years, including and must deliver these services themselves or retain a third party to deliver them on behalf of the school board. It is the policy of the Board that a Third Party program model be used to deliver all Extended Day Programs and School-Age Child Care Programs.

2.43.2 Although the BoardDPCDSB has no direct legislated responsibility for child care programs for children aged 0- 3 years, independent child care providers deliver these programsoperate child care centres in many DPCDSB school facilities. All such programs are subject to the Boar in accordance with DPCDSBd's child care policies policy and proceduresprocedures listed in this GAP.

3.3 Only licensed child care programs that are appointed in accordance with Board DPCDSB child care policies policy and this GAP shall operate in DPCDSB school facilities.

a) Any operation, advertising, or referral of unlicensed child care, including babysitting and child child-minding services, on Board DPCDSB property is prohibited.

a)b) For certainty, no person shall operate a child care program or centre in Board DPCDSB facilities except under the authority of a licence to operate a child care centre.

2.53.4 Operation of child care programs by more than one child care provider at any single DPCDSB location is not permitted.

2.63.5 DPCDSB expects child care in its schools to serve the best interests of the child and maximize learning opportunities. To ensure these principles are met, a collaborative, team approach is required between school staff, central DPCDSB personnel, and child care staff, as outlined belowServing the best interest of the children and maximizing learning opportunities are the guiding principles for all staff of the school, central Board office and child care programs. A school and child care team approach is essential to ensure the best interests of the children. This will be reflected in ongoing collaboration between and amongst school and child care staff, and between and amongst central Board office staff and the child care sector at large.

a) School and child care routines and practices are to be as consistent, inclusive, and complementary as possible.

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b) ~~This, and o~~Ongoing regular communication between school and child care staff about the child's well-being, are essential to ensure a smooth transition from one program to another.

c) Child care staff and program participants are to be included in all school emergency procedures and protocols to ensure the safety of all. Child care staff and participants should also be invited to participate in school events and special functions~~, including kindergarten~~, such as orientation events~~registration nights~~, ~~to the extent possibl~~as appropriate.

~~e.~~

~~a)~~

Child care providers ~~are to~~shall adhere to all ~~Board~~ DPCDSB policies and procedures intended to ensure the safety of children, staff, and visitors. The school Principal shall provide such ~~Such~~ policies~~, which the principal shall provide~~ and procedures annually to the child care provider. These policies and procedures include~~, include~~, but are not limited to those pertaining to concussions, head injury first aid response, anaphylaxis plans, immunization, and criminal background checks.

d)

~~b)~~

e) Physical space and program resources are to be shared to the benefit of all children in the school and in child care programs.

f) Collaborative planning~~, shared purchasing~~ and use of resources by DPCDSB schools and third party child care programs shall be prioritized to enrich~~e~~ extended day and school-age program delivery.

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Room assignments shall be made in accordance with legislative requirements in the best interests of children. Refer to the Child Care Operational Handbook for best practices in this regard.~~s~~

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c)g) program delivery, maximizes available funds, eliminates duplication of materials and reduces storage needs. Room assignments must be made in accordance with legislative requirements. As room changes can be disruptive to any school or child care programs, any changes are to be guided by the best interests of the children and kept to an absolute minimum. The Child Care Operational Handbook should be referenced for best practices in this regard.

34 OCCUPANCY FEES

4.1 Occupancy fees for programs delivered by third party providers shall be charged to the extent permissible by the *Education Act* and any other applicable Provincial provincial legislation.

3.14.2 It is intended that sOccupancy feessuch charges shall be determined and charged on a cost recovery basis, at minimum.

45 PROGRAM REGISTRATION AND USER FEES

4.15.1 Attendance in any child care program is optional and subject to payment of user fees. Fee subsidies may be available for eligible families by applying through the third party service provider.

4.25.2 Provincial legislation requires that the BoardDPCDSB annually set and post user fees for Extended Day and School Age Child Care Programs. Board DPCDSB staff will work closely with the child care providers in the establishment of user fees to ensure as much consistency in fee schedules as possible.

4.35.3 Program participants must register directly with the child care provider. This process is completed separately from school registration. Admittance to a child care program does not ensure admittance to the school and vice versa.

4.45.4 Extended Day and School Age Child Care Programs must be offered at all schools where there is sufficient demand, as defined in Provincial provincial legislation. Where programs are full, the child care provider will maintain a wait list and promptly expand programs to serve those families as soon as wait numbers are financially sufficient to do so and the licensing licencing process can be completed.

56 PRINCIPAL RESPONSIBILITIES/ AND DELEGATION OF AUTHORITY

5.16.1 A Principal may, in accordance with the *Education Act* and Ministry of Education policies, delegate any of his or hertheir duties that relate to the operation of Extended Day Programs to a vice principal, a supervisor of early childhood educators, or an early childhood educator in an Extended Day Program.

67 CATHOLIC ENVIRONMENT

6.17.1 In acknowledgement of the Catholic faith, Cchild care providers will not commit any act, omit to perform any act, or otherwise do anything, in the opinion of the BoardDPCDSB, which is inconsistent with the Catholic religion or faith.

78 DESIGNATION AND USE OF SPACE

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8.1 Child Care Centres

a) Child care centres operate in school space that was purposely built to accommodate children age 0-3 years. For clarity, these areas have been designated as child care centres on official ~~Board~~ DPCDSB records, architectural drawings, and reporting to the Ministry of Education.

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b) In accordance with *GAP 709.00 – – Approval and Execution of Agreements and Other Forms of Contracts Including Leases*, occupancy of child care centre programs is governed by a lease- issued through the Planning Department. Programs operate ~~daily~~Mondays through Fridays, except Statutory Holidays and Easter Monday, from 7:00am to 6:00pm on a calendar year basis.

c) The lease defines the space in which the child care ~~program~~ centre may operate and to which exclusive access is given. The Planning Department may also designate that certain areas, such as school staff rooms and staff washrooms, be shared between the school and the child care centre. All outdoor learning environments are subject to shared use between child care and kindergarten programs (as further outlined in Section ~~8~~ 9 of this GAP).

~~7.1~~8.2 Extended Day Programs and School-Age Child Care Programs

a) ~~In order to~~To ~~ensure compliance with Provincial~~ provincial ~~licensing~~ licencing ~~regulations and conformance~~to ~~comply with facility reviews conducted by the DPCDSB Planning Department from time to time,~~ Rrooms designated for child care programs ~~are~~ shall be ~~centrally~~ determined by the ~~Plant Department~~school Principal, in consultation with the ~~Planning Department~~child care provider.

~~a)~~b) Rooms ~~are not to~~shall not be assigned or changed without ~~prior approval of the Plant Department.~~consultation between the child care provider and the school Principal. Changes to room assignments ~~are to~~shall be kept to an absolute minimum and ~~are to~~shall be guided by the best interests of the children and the need for consistency.

~~b)~~c) ~~A~~ DPCDSB shall designate a sufficient number of rooms at each school to accommodate the number of children interested in enrolling in the child care program ~~shall be designated~~. No one shall unduly prevent or discourage the expansion of Extended Day and School-Age Child Care Programs where needed by the school community.

~~c)~~d) Extended Day programs must be held in classrooms currently used for Kindergarten during the core day. Space ~~is to~~shall be collaboratively shared between the school and child care program.

~~d)~~e) Where possible, School-Age Child Care Programs ~~should~~ shall be located in developmentally appropriate spaces that meet~~s~~ licensing requirements ~~where possible~~.

~~e)~~f) Extended Day Programs and School-Age Child Care Programs may only be assigned to a series of rooms on a rotating basis when both the school and the child care program agree it is in the best interests of the children to do so.

g) Occasional use of school gymnasiums by child care programs, with prior approval of the school ~~principal~~Principal, is encouraged. However, in order to ensure ongoing availability of these facilities to the school and other community partners, gymnasiums shall not be designated and/or licensed as a primary room assignment for any child care program.

~~f)~~h) Assignment of child care programs to school stages is not encouraged, but may be permitted if no other feasible room assignment is possible.

~~g)~~i) Child care staff shall have access to school staff washrooms, staff rooms, and kitchen facilities during

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program operating hours. Shared use of other school amenities is strongly encouraged.

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j) In accordance with *GAP 709.00 – – Approval and Execution of Agreements and Other Forms of Contracts Including Leases*, occupancy and operation of Extended Day and School-Age Child Care ~~programs~~ Programs on school days, including Professional Activity Days, is governed by a Licence Agreement issued through the Planning Department.

~~h)~~k) Hours of operation of Extended Day and School-Age Child Care Programs are 7:30am to school start and school end to 6:00pm. Any deviation from these hours requires approval from the Planning Department, in consultation with the Plant Department and Employee Relations Department.

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l) Subject to *GAP 711.00 — Use of Schools and Other DPCDSB Facilities*~~Schools and Board Facilities – Use of~~, child care providers may apply to the DPCDSB Permits Department to use school facilities during school breaks. Note the following:

(i) Approval is subject to availability of facilities.

(ii) Additional charges apply to the extent permissible by the *Education Act* and any other applicable Provincial legislation.

~~(i)~~(iii) ~~It is intended that s~~DPCDSB shall determine and apply such charges ~~be determined and charged~~ on a cost recovery basis, at minimum.

~~8~~9 COLLABORATIVE SHARED USE AND PROCEDURES

~~8.1~~9.1 The Child Care Operational Handbook~~, which was developed to facilitate and support enhanced communication and effective partnerships between school boards and child care providers, is to~~ is a resource for ~~be adhered to in~~ all elementary schools. This document outlines expectations for school and child care staff to integrate and share information, resources, and physical space to benefit children aged 4-12 years. The Handbook should be referred to in conjunction with the ~~following:~~resource categories outlined below in 9.2 through 9.11.

~~8.2~~9.2 Furniture, Equipment and Materials

a) Child Care Centres are solely responsible for equipping their assigned interior space.

b) Classroom tables, ~~and~~ chairs, and resources such as sand and water tables, toys and equipment~~, program supplies and gym equipment~~, ~~are to~~ shall be provided by the school and shared with the Extended Day and School-Age Child Care Programs.

c) School and child care staff ~~will also~~shall collaboratively prepare a list of equipment required to provide a quality program that benefits all of the children.

~~b)~~d) DPCDSB and the child care program ~~Both parties are expected to financially~~ shall contribute financially towards the provision of agreed upon items. The child care program is further responsible for purchasing any equipment specifically required to meet ~~Provincial~~ provincial child care licensing requirements.

~~c)~~e) Consumables are not required to be shared ~~and may be separately purchased, stored, and used by each party~~. However, all ~~other~~ items contained in a shared use space must be available for use by either the school or child care program.

~~8.3~~9.3 Outdoor Early Learning Environment

a) Outdoor early learning environments ~~are to~~shall be shared by ~~all~~ school and child care ~~programs~~ accommodating 0-5 ~~year~~ year-olds.

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b) Where there are two separate early learning outdoor areas at a school, complementary amenities ~~are to~~shall be created in each yard, with both spaces available to school and child care ~~programs~~participants.

~~a)~~c) Local school and child care staff ~~are to~~shall work together to develop schedules and a learning environment that provides access and learning opportunities for all attending early learners.

~~8.4~~9.4 Communication and Sharing of Student Information

a) Relevant notices sent by either the school or the child care program are to be shared with each other. Shared newsletter opportunities are encouraged.

b) A consent form to enable the exchange of information regarding students between school and child care staff ~~is to~~may be completed for ~~every~~ any child registered in a child care program. This form is completed as part of the child care program registration process. The child care provider will provide a copy of the completed consent form to the school principal to be filed in the Ontario Student Record (OSR). Completion of this form legally enables the school and child care staff to exchange information that is beneficial to the child and their family.

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c) When other community partners are involved, school and child care staff ~~should~~ shall collaborate to ensure the needs of the child are met.

~~8.5~~9.5 ~~Board~~ DPCDSB Network

a) Child care providers are required to maintain at all times and at their own cost, a wireless and hard-wired network that is separate from the school's network. Prior to installing wireless, the childcare provider must reach out to ICT to ensure there is no interference with DPCDSB's wireless.~~Requests for child care program staff and participants to have access to the Board network may be considered at the discretion of the Board's Chief Information Officer.~~

~~8.6~~9.6 Telephones ~~and Fax Machine~~

a) Child care providers are required to maintain at all times, and at their own cost, an on-site telephone line that is separate from the school's regular telephone line. The telephone number must be provided to program participants, the school office, the ~~Board~~ DPCDSB Planning Department, and the DPCDSB Plant Department.

~~a)~~b) Child care staff may access the school's regular telephone ~~and fax service~~ in the case of an emergency.

~~8.7~~9.7 Use of School Office

a) Child care providers do not have general use of the school office.

~~8.8~~9.8 Photocopier and Audio/Visual Equipment

a) Child care providers may access the school's photocopier and audio/visual equipment by following the share in common protocols established by the onsite ~~principal~~Principal.

~~8.9~~9.9 Storage

a) All child care centres contain interior storage space. No other onsite interior storage is provided.

b) Mandatory shared use of furniture and equipment between Extended Day Programs and Kindergarten Programs at all schools substantially minimizes storage needs. Additional interior storage should not be required. However, requests for more storage may be considered subject to availability and approval of the onsite ~~principal~~Principal.

c) Shared use of furniture and equipment for School-Age Child Care Programs is strongly encouraged ~~in order to~~to minimize storage needs. Access to additional interior storage beyond the assigned classroom is subject to availability and approval of the onsite ~~principal~~Principal.

d) All outdoor early learning storage facilities are to be shared by both parties for all child care centres and Extended Day Programs.

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~~8.10~~9.10 **Parking**

a) Designated Child Care Centre parking spaces are provided in accordance with ~~Provincial~~ provincial licensing requirements for child drop off~~/~~ and pick up. No designated parking is provided for child care centre staff, who are to use onsite parking in common with school staff.

b) Extended Day Program and School-Age Child Care Program staff and parents/guardians also share onsite parking and drop off~~/~~ and pick up facilities in common with the school. No designated parking is provided.

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~~8.11~~9.11 ~~Board~~ DPCDSB Courier

a) Child care providers may have access to the ~~Board~~ DPCDSB courier with prior approval of the General Manager – Plant Services or ~~his/her~~ designate.

~~9~~10 EMERGENCY & SECURITY PROCEDURES

~~9.1~~10.1 School Closures

a) Child care cen~~e~~tres and programs are responsible for following public announcements related to inclement weather and other emergency school closures and are not to operate if the school is closed.

~~a)~~b) In the event of a school closure during regular school hours, the onsite Child Care Supervisor ~~will~~ shall be contacted directly by the ~~principal~~ Principal or designate. Families ~~are to~~shall be contacted by the party currently responsible for the child at that time.

~~9.2~~10.2 Lockdown/Hold and Secure/Shelter in Place

a) The school Principal shall provide a copy of all Lockdown, Hold and Secure, and Shelter in Place procedures to the Child Care Supervisor or designate. The Child Care Supervisor or designate is required to comply with all DPCDSB protocols in these situations.

~~a)~~b) The school ~~principal~~ Principal ~~is to~~shall include the child care centres and programs in all Lockdown~~/~~, Hold and Secure, and Shelter in Place communications. ~~and is to provide a copy of the associated procedures to the child care supervisor.~~

~~9.3~~10.3 Fire

a) Child care centres and programs ~~are to~~shall follow school fire evacuation procedures at all times.

~~a)~~b) The school Principal shall share~~Any~~ all documentation related to fire evacuation, fire equipment testing, fire alarm systems and annual fire safety plans ~~is to be shared~~ with the Child Care Supervisor or designate.

~~9.4~~10.4 School Police Emergency Response (SPEARS)

a) Schools must ensure that child care centre and program space is identified in the annual SPEARS submission.

~~9.5~~10.5 Disruption of Service

a) ~~The Board~~DPCDSB shall notify the child care providers of any known pending job action by ~~Board~~ DPCDSB employees that may affect usual operations at any ~~Board~~ DPCDSB facility, and vice versa in the case of any job action on the part of child care provider employees.

~~a)~~b) At ~~the Board~~DPCDSB's discretion, the child care ~~operator~~provider may be directed to cease operations during a job action, as outlined in the lease and/or licence occupancy agreement.

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~~9.6~~10.6 Administration of Medication

a) For child care programs, medication ~~is to~~shall be administered in accordance with the child care provider's policy and ~~Provincial~~ provincial licensing requirements.

~~9.7~~10.7 Reportable and Communicable Disease

a) The school ~~p~~Principal and Child Care Supervisor are to advise ~~the~~each other of any identified student or staff member diagnosed with a reportable or communicable disease.

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~~9.8~~10.8 **Health and Safety Requirements**

a) Child care staff are expected to cooperate with the school based Health and Safety teams to ensure they have met Ministry of Health requirements for Health and Safety inspections.

~~10~~11 **INSURANCE**

11.1 Child care centres and programs must maintain liability insurance that names ~~the Board~~DPCDSB as jointly insured. Specific coverage requirements are detailed in the occupancy agreements issued through the DPCDSB Planning Department.

12 SELECTION OF CHILD CARE PROVIDERS

12.1 It is the policy of DPCDSB that all child care providers shall be selected and appointed through a process that is consistent with broader public sector accountability directives. This requirement ensures the delivery of safe, financially viable, and pedagogically appropriate child care in DPCDSB facilities.

12.2 The competitive process shall be facilitated by the Planning Department, in consultation with the Supply Chain Management Department.

12.3 **Expansion of Existing Child Care Services**

a) Where a child care provider currently operates a child care program at a DPCDSB location for which additional child care services are identified as needed, this request shall be deemed an expansion of the existing child care services.

b) Where expansion of existing child care is required, the existing child care provider shall be entitled to expand the existing child care program to include those age groups for which the need has been identified.

12.4 **Selection Process for Child Care Centres**

a) At the Planning Department's request, the Supply Chain Management Department will issue a competitive bid, the scope of which will include establishment of all child care at any location that has an onsite child care centre. This bid may include all child care centres, Extended Day Programs, and School-Age Child Care Programs.

b) The Child Care Centre Provider Selection Committee will evaluate the bids and will recommend one provider to operate all child care needs at each location. Committee recommendations will be submitted to the Supply Chain Management Department for approval, which in turn shall notify all successful and unsuccessful applicants of the decision.

12.5 **Selection Process for Extended Day Programs and School-Age Child Care Programs**

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a) The selection and appointment of Extended Day Programs and School-Age Child Care Program providers shall adhere to the following two-step process.

b) **Step 1: Pre-Qualification of Child Care Providers (If Necessary)**

(i) The Planning Department may request that the Supply Chain Management Department issue a competitive bid every three years.

(ii) The scope of the bid will include establishment, during the next three years, of Extended Day Programs and School-Age Child Care Programs at any locations that have no child care provider appointed.

(iii) The Child Care Provider Selection Committee will evaluate all bids. Those applicants deemed acceptable, in the opinion of the Committee, will be recommended to the Supply Chain Management Department for placement on a pre-qualification list.

(iv) The Supply Chain Management Department shall notify all successful and unsuccessful applicants of the decision.

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c) **Step 2: Selection and Appointment of Child Care Providers**

(i) Once the Planning Department has determined that a program needs to be established, the Supply Chain Management Department will be asked to issue a competitive bid to the providers on the pre-qualification list.

(ii) A Local Child Care Operator Selection Committee shall review the bids received. At the discretion of the Planning Department, in consultation with the Supply Chain Management Department, the selection process may include interviewing some or all of those who have submitted bids.

(iii) The Local Child Care Operator Selection Committee shall subsequently recommend one provider for the school location to the Supply Chain Management Department.

(iv) The Supply Chain Management Department shall notify all successful and unsuccessful applicants of the decision.

13 Emergency Selection Process for All Child Care Programs

13.1 This section applies in situations where the Superintendent of Planning and Operations determines the following:

a) an emergency situation exists that necessitates the appointment of a child care provider; and

b) the undertaking of the selection practices, as outlined in section 12 of this GAP, would result in a serious delay in providing and/or replacing services.

13.2 Once the Superintendent of Planning and Operations has determined an emergency situation exists, the Planning Department shall appoint a child care provider from among those that currently provide similar services in other DPCDSB facilities and whose statements of account with DPCDSB are currently in good standing.

~~10.1~~13.3 The Planning Department shall liaise with the Supply Chain Management Department to ensure full adherence to emergency provisions of the Supply Chain Management Policy.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**700 – Facilities, Equipment, Finance**
GAP NUMBER:	**719.00**
SUBJECT:	**Child Care – Operating Procedures**
REFERENCE:	Policy 1.85: Child Care in DPCDSB Policy 7.12: Access to DPCDSB Properties Policy 6.57: Concussions General Administrative Procedure (GAP) 720.00 – Child Care Programs GAP 711.00 – Use of Schools and Other DPCDSB Facilities GAP 709.00 – Approval and Execution of Agreements and Other Forms of Contracts Including Leases GAP 549.00 – Concussions *Education Act* *Child Care and Early Years Act*
EFFECTIVE DATE:	January 11, 2016
AMENDED DATE:	January TBD, 2025

"Then He took a little child and put it among them; and taking it in his arms, he said to them, 'Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me.'"
Mark 9:36-37

1 INTRODUCTION

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that school-based child care complements core day school programs, supports families, and is an integral service to school communities. There is value to operating child care in school facilities.

1.2 The *Education Act* stipulates that school boards have direct responsibility for child care programs for children age 4-12 years and must deliver these services themselves or retain a third party to deliver them on behalf of the school board. DPCDSB uses a third party program model to satisfy its child care responsibilities under the *Education Act*.

1.3 There is no direct legislative responsibility of school boards to offer child care for children aged 0 to 3 years. However, independent child care providers operate child care centres in many DPCDSB school facilities.

1.4 All child care programs and centres operating in DPCDSB sites are subject to DPCDSB's child care *Policy 1.85: Child Care in DPCDSB* and this General Administrative Procedure (GAP).

1.5 This GAP articulates DPCDSB's:

a) child care definitions;
b) child care operating standards; and
c) third-party child care provider selection procedures.

2 DEFINITIONS

2.1 **Child Care** means the provision of temporary care or supervision of children aged 0-12 years in any circumstance in accordance with the *Child Care and Early Years Act* or any other governing legislation.

2.2 **Child Care Centre Provider Selection Committee** means, collectively, the Superintendent of Planning and Operations, the Superintendent with responsibility for early years, the Family of Schools Superintendent who oversees the school in which the proposed child care centre is to situated, the Principal for the school in which the proposed child care centre is to be situated, two parent representatives, as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

2.3 **Child Care Centres** means the purposely built and designated child care facilities in many school building that accommodate child care programs for children who are younger than the eligible age to attend regular day school.

2.4 **Child Care Operational Handbook** means the Child Care Operational Handbook developed through a collaboration of local school boards, child care providers, Region of Peel, and Ministry of Education. This document applies to all elementary schools in DPCDSB.

2.5 **Extended Day Programs** means child care programs for 4-5 year olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

2.6 **Licensed Child Care** means child care that is licensed in accordance with the *Child Care and Early Years Act*, or any other governing legislation.

2.7 **Local Child Care Provider Selection Committee** means, collectively, the Family of Schools Superintendent and Principal for the school in which the proposed child care program is to be situated (or an alternate principal if one has not yet been assigned to the school), at least one Catholic School Council parent/guardian representative for the school in which the proposed child care program is to be situated (or an alternate parent/guardian representative in the case of a new school that has not yet opened), as well as a representative of the Planning Department and the Supply Chain Management Department, the latter two of which shall serve in an advisory capacity.

2.8 **School-Age Child Care Programs** means child care programs for 6-12 year-olds that are operated in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

2.9 **School-Based Child Care Programs** means child care programs that operate in DPCDSB school facilities.

2.10 **Third Party** means an entity, other than DPCDSB, that provides Extended Day and School-Age Child Care Programs on behalf of DPCDSB, in accordance with the *Child Care and Early Years Act*, the *Education Act*, or any other governing legislation.

3 OPERATING STANDARDS

3.1 In accordance with its responsibility under the *Education Act*, DPCDSB uses a third party program model to offer child care programs for children aged 4-12 years, including all Extended Day Programs and School-Age Child Care Programs.

3.2 Although DPCDSB has no direct legislated responsibility for child care programs for children aged 0- 3 years, independent child care providers operate child care centres in many DPCDSB school facilities in accordance with DPCDSB's child care policy and procedures listed in this GAP.

3.3 Only licensed child care that are appointed in accordance with DPCDSB child care policy and this GAP shall operate in DPCDSB school facilities.

a) Any operation, advertising, or referral of unlicensed child care, including babysitting and child-minding services, on DPCDSB property is prohibited.

b) For certainty, no person shall operate a child care program or centre in DPCDSB facilities except under the authority of a licence to operate a child care centre.

3.4 Operation of child care by more than one child care provider at any single DPCDSB location is not permitted.

3.5 DPCDSB expects child care in its schools to serve the best interests of the child and maximize learning opportunities. To ensure these principles are met, a collaborative, team approach is required between school staff, central DPCDSB personnel, and child care staff, as outlined below.

a) School and child care routines and practices are to be as consistent, inclusive, and complementary as possible.

b) Ongoing regular communication between school and child care staff about the child's well-being, are essential to ensure a smooth transition from one program to another.

c) Child care staff and program participants are to be included in all school emergency procedures and protocols to ensure the safety of all. Child care staff and participants should also be invited to participate in school events and special functions, such as orientation events, as appropriate.

d) Child care providers shall adhere to all DPCDSB policies and procedures intended to ensure the safety of children, staff, and visitors. The school Principal shall provide such policies and procedures annually to the child care provider. These policies and procedures include, but are not limited to those pertaining to concussions, head injury first aid response, anaphylaxis plans, immunization, and criminal background checks.

e) Physical space and program resources are to be shared to the benefit of all children in the school and in child care programs.

f) Collaborative planning and use of resources by DPCDSB schools and third party child care programs shall be prioritized to enrich extended day and school-age program delivery.

g) Room assignments shall be made in accordance with legislative requirements in the best interests of children. Refer to the Child Care Operational Handbook for best practices in this regard.

4 OCCUPANCY FEES

4.1 Occupancy fees for programs delivered by third party providers shall be charged to the extent permissible by the *Education Act* and any other applicable provincial legislation.

4.2 Occupancy fees shall be determined and charged on a cost recovery basis, at minimum.

5 PROGRAM REGISTRATION AND USER FEES

5.1 Attendance in any child care program is optional and subject to payment of user fees. Fee subsidies may be available for eligible families by applying through the third party service provider.

5.2 Provincial legislation requires that DPCDSB annually set and post user fees for Extended Day and School Age Child Care Programs. DPCDSB staff will work closely with the child care providers in the establishment of user fees to ensure as much consistency in fee schedules as possible.

5.3 Program participants must register directly with the child care provider. This process is completed separately from school registration. Admittance to a child care program does not ensure admittance to the school and vice versa.

5.4 Extended Day and School Age Child Care Programs must be offered at all schools where there is sufficient demand, as defined in provincial legislation. Where programs are full, the child care provider will maintain a wait list and expand programs to serve those families as soon as wait numbers are financially sufficient to do so and the licencing process can be completed.

6 PRINCIPAL RESPONSIBILITIES AND DELEGATION OF AUTHORITY

6.1 A Principal may, in accordance with the *Education Act* and Ministry of Education policies, delegate any of their duties that relate to the operation of Extended Day Programs to a vice principal, a supervisor of early childhood educators, or an early childhood educator in an Extended Day Program.

7 CATHOLIC ENVIRONMENT

7.1 In acknowledgement of the Catholic faith, child care providers will not commit any act, omit to perform any act, or otherwise do anything, in the opinion of DPCDSB, which is inconsistent with the Catholic religion or faith.

8 DESIGNATION AND USE OF SPACE

8.1 Child Care Centres

a) Child care centres operate in school space that was purposely built to accommodate children age 0-3 years. For clarity, these areas have been designated as child care centres on official DPCDSB records, architectural drawings, and reporting to the Ministry of Education.

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b) In accordance with *GAP 709.00 – Approval and Execution of Agreements and Other Forms of Contracts Including Leases*, occupancy of child care centre programs is governed by a lease issued through the Planning Department. Programs operate Mondays through Fridays, except Statutory Holidays and Easter Monday, from 7:00am to 6:00pm on a calendar year basis.

c) The lease defines the space in which the child care centre may operate and to which exclusive access is given. The Planning Department may also designate that certain areas, such as school staff rooms and staff washrooms, be shared between the school and the child care centre. All outdoor learning environments are subject to shared use between child care and kindergarten programs (as further outlined in Section 9 of this GAP).

8.2 **Extended Day Programs and School-Age Child Care Programs**

a) Rooms designated for child care programs shall be determined by the school Principal, in consultation with the child care provider.

b) Rooms shall not be assigned or changed without consultation between the child care provider and the school Principal. Changes to room assignments shall be kept to an absolute minimum and shall be guided by the best interests of the children and the need for consistency.

c) DPCDSB shall designate a sufficient number of rooms at each school to accommodate the number of children interested in enrolling in the child care program. No one shall unduly prevent or discourage the expansion of Extended Day and School-Age Child Care Programs where needed by the school community.

d) Extended Day programs must be held in classrooms currently used for Kindergarten during the core day. Space shall be collaboratively shared between the school and child care program.

e) Where possible, School-Age Child Care Programs shall be located in developmentally appropriate spaces that meet licensing requirements.

f) Extended Day Programs and School-Age Child Care Programs may only be assigned to a series of rooms on a rotating basis when both the school and the child care program agree it is in the best interests of the children to do so.

g) Occasional use of school gymnasiums by child care programs, with prior approval of the school Principal, is encouraged. However, in order to ensure ongoing availability of these facilities to the school and other community partners, gymnasiums shall not be designated and/or licensed as a primary room assignment for any child care program.

h) Assignment of child care programs to school stages is not encouraged, but may be permitted if no other feasible room assignment is possible.

i) Child care staff shall have access to school staff washrooms, staff rooms, and kitchen facilities during program operating hours. Shared use of other school amenities is strongly encouraged.

j) In accordance with *GAP 709.00 – Approval and Execution of Agreements and Other Forms of Contracts Including Leases*, occupancy and operation of Extended Day and School-Age Child Care Programs on school days, including Professional Activity Days, is governed by a Licence Agreement issued through the Planning Department.

k) Hours of operation of Extended Day and School-Age Child Care Programs are 7:30am to school start and school end to 6:00pm. Any deviation from these hours requires approval from the Planning Department, in consultation with the Plant Department and Employee Relations Department.

l) Subject to *GAP 711.00 – Use of Schools and Other DPCDSB Facilities*, child care providers may apply to the DPCDSB Permits Department to use school facilities during school breaks. Note the following:

(i) Approval is subject to availability of facilities.

(ii) Additional charges apply to the extent permissible by the *Education Act* and any other applicable Provincial legislation.

(iii) DPCDSB shall determine and apply such charges on a cost recovery basis, at minimum.

9 COLLABORATIVE SHARED USE AND PROCEDURES

9.1 The Child Care Operational Handbook is a resource for all elementary schools. This document outlines expectations for school and child care staff to integrate and share information, resources, and physical space to benefit children aged 4-12 years. The Handbook should be referred to in conjunction with the resource categories outlined below in 9.2 through 9.11.

9.2 Furniture, Equipment and Materials

a) Child Care Centres are solely responsible for equipping their assigned interior space.

b) Classroom tables, chairs, and resources such as sand and water tables, toys and equipment, shall be provided by the school and shared with the Extended Day and School-Age Child Care Programs.

c) School and child care staff shall collaboratively prepare a list of equipment required to provide a quality program that benefits all of the children.

d) DPCDSB and the child care program shall contribute financially towards the provision of agreed upon items. The child care program is further responsible for purchasing any equipment specifically required to meet provincial child care licensing requirements.

e) Consumables are not required to be shared. However, all items contained in a shared use space must be available for use by either the school or child care program.

9.3 Outdoor Early Learning Environment

a) Outdoor early learning environments shall be shared by school and child care accommodating 0-5 year-olds.

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b) Where there are two separate early learning outdoor areas at a school, complementary amenities shall be created in each yard, with both spaces available to school and child care participants.

c) Local school and child care staff shall work together to develop schedules and a learning environment that provides access and learning opportunities for all attending early learners.

9.4 **Communication and Sharing of Student Information**

a) Relevant notices sent by either the school or the child care program are to be shared with each other. Shared newsletter opportunities are encouraged.

b) A consent form to enable the exchange of information regarding students between school and child care staff may be completed for any child registered in a child care program. This form is completed as part of the child care program registration process. The child care provider will provide a copy of the completed consent form to the school principal to be filed in the Ontario Student Record (OSR). Completion of this form legally enables the school and child care staff to exchange information that is beneficial to the child and their family.

c) When other community partners are involved, school and child care staff shall collaborate to ensure the needs of the child are met.

9.5 **DPCDSB Network**

a) Child care providers are required to maintain at all times and at their own cost, a wireless and hard-wired network that is separate from the school's network. Prior to installing wireless, the childcare provider must reach out to ICT to ensure there is no interference with DPCDSB's wireless.

9.6 **Telephones**

a) Child care providers are required to maintain at all times, and at their own cost, an on-site telephone line that is separate from the school's regular telephone line. The telephone number must be provided to program participants, the school office, the DPCDSB Planning Department, and the DPCDSB Plant Department.

b) Child care staff may access the school's regular telephone in the case of an emergency.

9.7 **Use of School Office**

a) Child care providers do not have general use of the school office.

9.8 **Photocopier and Audio/Visual Equipment**

a) Child care providers may access the school's photocopier and audio/visual equipment by following the share in common protocols established by the onsite Principal.

9.9 **Storage**

a) All child care centres contain interior storage space. No other onsite interior storage is provided.

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b) Mandatory shared use of furniture and equipment between Extended Day Programs and Kindergarten Programs at all schools substantially minimizes storage needs. Additional interior storage should not be required. However, requests for more storage may be considered subject to availability and approval of the onsite Principal.

c) Shared use of furniture and equipment for School-Age Child Care Programs is strongly encouraged to minimize storage needs. Access to additional interior storage beyond the assigned classroom is subject to availability and approval of the onsite Principal.

d) All outdoor early learning storage facilities are to be shared by both parties for all child care centres and Extended Day Programs.

9.10 **Parking**

a) Designated Child Care Centre parking spaces are provided in accordance with provincial licensing requirements for child drop off and pick up. No designated parking is provided for child care centre staff, who are to use onsite parking in common with school staff.

b) Extended Day Program and School-Age Child Care Program staff and parents/guardians also share onsite parking and drop off and pick up facilities in common with the school. No designated parking is provided.

9.11 **DPCDSB Courier**

a) Child care providers may have access to the DPCDSB courier with prior approval of the General Manager – Plant Services or designate.

10 EMERGENCY & SECURITY PROCEDURES

10.1 **School Closures**

a) Child care centres and programs are responsible for following public announcements related to inclement weather and other emergency school closures and are not to operate if the school is closed.

b) In the event of a school closure during regular school hours, the onsite Child Care Supervisor shall be contacted directly by the Principal or designate. Families shall be contacted by the party currently responsible for the child at that time.

10.2 **Lockdown/Hold and Secure/Shelter in Place**

a) The school Principal shall provide a copy of all Lockdown, Hold and Secure, and Shelter in Place procedures to the Child Care Supervisor or designate. The Child Care Supervisor or designate is required to comply with all DPCDSB protocols in these situations.

b) The school Principal shall include the child care centres and programs in all Lockdown, Hold and Secure, and Shelter in Place communications.

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10.3 **Fire**

a) Child care centres and programs shall follow school fire evacuation procedures at all times.

b) The school Principal shall share all documentation related to fire evacuation, fire equipment testing, fire alarm systems and annual fire safety plans with the Child Care Supervisor or designate.

10.4 **School Police Emergency Response (SPEARS)**

a) Schools must ensure that child care centre and program space is identified in the annual SPEARS submission.

10.5 **Disruption of Service**

a) DPCDSB shall notify the child care providers of any known pending job action by DPCDSB employees that may affect usual operations at any DPCDSB facility, and vice versa in the case of any job action on the part of child care provider employees.

b) At DPCDSB's discretion, the child care provider may be directed to cease operations during a job action, as outlined in the lease and/or licence occupancy agreement.

10.6 **Administration of Medication**

a) For child care programs, medication shall be administered in accordance with the child care provider's policy and provincial licensing requirements.

10.7 **Reportable and Communicable Disease**

a) The school Principal and Child Care Supervisor are to advise each other of any identified student or staff member diagnosed with a reportable or communicable disease.

10.8 **Health and Safety Requirements**

a) Child care staff are expected to cooperate with the school based Health and Safety teams to ensure they have met Ministry of Health requirements for Health and Safety inspections.

11 INSURANCE

11.1 Child care centres and programs must maintain liability insurance that names DPCDSB as jointly insured. Specific coverage requirements are detailed in the occupancy agreements issued through the DPCDSB Planning Department.

12 SELECTION OF CHILD CARE PROVIDERS

12.1 It is the policy of DPCDSB that all child care providers shall be selected and appointed through a process that is consistent with broader public sector accountability directives. This requirement ensures the delivery of safe, financially viable, and pedagogically appropriate child care in DPCDSB facilities.

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12.2 The competitive process shall be facilitated by the Planning Department, in consultation with the Supply Chain Management Department.

12.3 **Expansion of Existing Child Care Services**

a) Where a child care provider currently operates a child care program at a DPCDSB location for which additional child care services are identified as needed, this request shall be deemed an expansion of the existing child care services.

b) Where expansion of existing child care is required, the existing child care provider shall be entitled to expand the existing child care program to include those age groups for which the need has been identified.

12.4 **Selection Process for Child Care Centres**

a) At the Planning Department's request, the Supply Chain Management Department will issue a competitive bid, the scope of which will include establishment of all child care at any location that has an onsite child care centre. This bid may include all child care centres, Extended Day Programs, and School-Age Child Care Programs.

b) The Child Care Centre Provider Selection Committee will evaluate the bids and will recommend one provider to operate all child care needs at each location. Committee recommendations will be submitted to the Supply Chain Management Department for approval, which in turn shall notify all successful and unsuccessful applicants of the decision.

12.5 **Selection Process for Extended Day Programs and School-Age Child Care Programs**

a) The selection and appointment of Extended Day Programs and School-Age Child Care Program providers shall adhere to the following two-step process.

b) **Step 1: Pre-Qualification of Child Care Providers (If Necessary)**

(i) The Planning Department may request that the Supply Chain Management Department issue a competitive bid every three years.

(ii) The scope of the bid will include establishment, during the next three years, of Extended Day Programs and School-Age Child Care Programs at any locations that have no child care provider appointed.

(iii) The Child Care Provider Selection Committee will evaluate all bids. Those applicants deemed acceptable, in the opinion of the Committee, will be recommended to the Supply Chain Management Department for placement on a pre-qualification list.

(iv) The Supply Chain Management Department shall notify all successful and unsuccessful applicants of the decision.

c) **Step 2: Selection and Appointment of Child Care Providers**

(i) Once the Planning Department has determined that a program needs to be established, the Supply Chain Management Department will be asked to issue a competitive bid to the providers on the pre-qualification list.

(ii) A Local Child Care Operator Selection Committee shall review the bids received. At the discretion of the Planning Department, in consultation with the Supply Chain Management Department, the selection process may include interviewing some or all of those who have submitted bids.

(iii) The Local Child Care Operator Selection Committee shall subsequently recommend one provider for the school location to the Supply Chain Management Department.

(iv) The Supply Chain Management Department shall notify all successful and unsuccessful applicants of the decision.

13 Emergency Selection Process for All Child Care Programs

13.1 This section applies in situations where the Superintendent of Planning and Operations determines the following:

a) an emergency situation exists that necessitates the appointment of a child care provider; and

b) the undertaking of the selection practices, as outlined in section 12 of this GAP, would result in a serious delay in providing and/or replacing services.

13.2 Once the Superintendent of Planning and Operations has determined an emergency situation exists, the Planning Department shall appoint a child care provider from among those that currently provide similar services in other DPCDSB facilities and whose statements of account with DPCDSB are currently in good standing.

13.3 The Planning Department shall liaise with the Supply Chain Management Department to ensure full adherence to emergency provisions of the Supply Chain Management Policy.

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Dufferin-Peel Catholic District School Board

PROCEDURAL BY-LAW

Give me now wisdom and knowledge to go out and come in before this people, for who can rule this great people of yours?
2 Chronicles 1:10

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Revised: January 2025~~November 2024~~
Next Review Date: August 2025

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PROCEDURAL BY-LAW

A by-law relating generally to the procedures to be used by the Board of Trustees and its Committees at their meetings, made pursuant to Section 170.(1)4 of the *Education Act* which provides that the Dufferin-Peel Catholic District School Board (DPCDSB) must fix the times and places for meetings of the Board of Trustees and the mode of calling and conducting them.

Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications.

Capitalized terms in this By-law are defined in Article 9: Index.

ARTICLE 1
RULES OF ORDER

1.1 **Rules of Order**: The procedural rules governing meetings of the Board of Trustees shall be those set out in this By-law, any policies and resolutions of the Board of Trustees and the current edition of *Robert's Rules of Order*. Where this By-law is silent on a matter pertaining to the governance of a meeting, the current edition of *Robert's Rules of Order* applies to that matter.

1.2 ***DPCDSB Local School Board Governance Manual***: This By-law governs meeting procedures. The primary elements of the roles and responsibilities of the Board of Trustees, individual Trustees, the Director/Secretary and senior staff with respect to local school board governance/day-to-day management, on the other hand, are set out in the *DPCDSB Local School Board Governance Manual*, as the Board of Trustees may amend or replace, located in the DPCDSB Governance Guideline.

1.3 **Order of Precedence**: To the extent of a conflict, the superior instrument shall take precedence over the inferior instrument as set out below:

a) *Education Act* and other applicable legislation, including any order of the Government of Ontario and/or Federal Government of Canada, including an emergency order

b) By-law

c) Code of Conduct

d) Board of Trustees' Resolutions and Policies, other than the Code of Conduct

e) The current edition of *Robert's Rules of Order*

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ARTICLE 2
DUTIES

2.1 **Board of Trustees**: In addition to any other duties under Applicable Laws, the Board of Trustees shall:

a) promote student achievement and well-being; (s.169.1(a))[1]

b) carry out its role in accordance with the teachings of the Catholic faith**;**

c) 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, sexual orientation, gender identity, gender expression, age, marital status, family status or disability and any other areas identified by the Ontario Human Rights Commission as a protected ground; (s.169.1(a.1))

d) promote the prevention of bullying; (s.169.1(a.2))

e) ensure effective stewardship of the DPCDSB's resources; (s.169.1(b))

f) deliver effective and appropriate education programs to its pupils, through the approval of policy; (s.169.1(c))

g) develop and maintain policies and organizational structures that:

1. promote the goals referred to in clauses (a) to (f);

2. encourage pupils to pursue their educational goals; (s.169.1(d)) and

3. promote the DPCDSB's vision and mission;

h) monitor and evaluate the effectiveness of policies under clauses (f) and (g) in achieving the goals and the efficiency of the implementation of those polices; (s.169.1(e))

i) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (f) (the "**Multi-Year Strategic Plan**"); (s.169.1(f))

j) annually review the Multi-Year Strategic Plan with the Director/Secretary; (s.169.1(g)) and

[1] Unless otherwise specified herein, all section references in brackets throughout this By-law are to the *Education Act.*

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k) monitor and evaluate the performance of the Director/Secretary, in meeting the following:

1. their duties under Applicable Laws and the Multi-Year Strategic Plan; and

2. any other duties assigned by the Board of Trustees. (s.169.1(h))

2.2 **Trustees**: In addition to complying with Applicable Laws and all resolutions of the Board of Trustees, each Trustee shall:

a) carry out their responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under Applicable Laws; (s.218.1(a))

b) attend and participate in meetings of the Board of Trustees, including meetings of Committees of which they are a member; (s.218.1(b))

c) consult with parents, students and supporters of the DPCDSB on the Multi-Year Strategic Plan; (s.218.1(c))

d) bring concerns of parents, students and supporters of the DPCDSB to the attention of the Board of Trustees; (s.218.1(d))

e) uphold the implementation of any resolution after it is passed by the Board of Trustees; (s.218.1(e))

f) entrust the day-to-day management of the DPCDSB to its staff through the Director/Secretary; (s.218.1(f))

g) maintain focus on student achievement and well-being; (s.218.1(g))

h) comply with the Trustee Code of Conduct; (s.218.1(h)) and

i) communicate with Church, local governmental and/or community partner officials ("Officials") as necessary on matters that have implications or impact on the Trustee's ward(s).

Notwithstanding the foregoing, any matter that has or may have implications or impact on any other Trustee's ward, the Board of Trustees and/or the DPCDSB shall be referred by a Trustee to the Board of Trustees for action. Action may, for example, consist of the Chair acting in their role as spokesperson of the Board of Trustees pursuant to Section 2.4 (f). For matters referred to the Board of Trustees in connection with this Section 2.2 (i), no Trustee shall communicate with Officials without prior approval by the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

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2.3 **Director/Secretary**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Director/Secretary shall:

a) annually review with and deliver a report to the Board of Trustees regarding the Multi-Year Strategic Plan; (s.283.1(1)(a) and (d))

b) ensure that the Multi-Year Strategic Plan establishes the DPCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular, its responsibility for student achievement set out in section 169.1(1)(f) of the *Education Act*; (s.283.1(1)(b))

c) implement and monitor the implementation of the Multi-Year Strategic Plan and report periodically to the Board of Trustees on the status of its implementation; (s.283.1(1)(c))

d) act as secretary to the Board of Trustees; (s.283.1(1)(e))

e) immediately upon discovery, bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director/Secretary may result in, or has resulted in, a contravention of the *Education Act*; (s.283.1(f))

f) if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Section 2.3(e), advise the Minister or a Deputy Minister of the Minister of the act or omission; (s.283.1(1)(g))

g) keep a full and correct record of the proceedings of every meeting of the Board of Trustees in the minute book provided for that purpose by the Board of Trustees and ensure that the minutes when confirmed are signed by the Chair or presiding member; (s.198(1)(a))

h) transmit to the Ministry of Education copies of reports requested by it; (s.198(1)(b))

i) give notice of all meetings of the Board of Trustees to each Trustee by notifying the Trustee personally or in writing (including by electronic means); (s.198(1)(c))

j) call a special meeting of the Board of Trustees at the written request of the majority of the Trustees; (s.198(1)(d))

k) attend all meetings of the Board of Trustees and Committees in person or by designate; (O.Reg 463/97, s.5.(1)(3); s. 283.1(1)(e) and s.198.(1)(e))

l) prepare or arrange to have prepared by a delegated representative, minutes of all meetings of the Board of Trustees and of Committees; (s.170.(1)(4); s.198(1)(a))

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m) keep records or arrange to have records kept as required under Applicable Laws and subject to the directions of the Board of Trustees; (s.170.(1)(4) and (18); s. 171(1)(38); s,198.(1)(e))

n) conduct the official correspondence on behalf of the Board of Trustees;

o) receive and pass on to the Board of Trustees or the relevant Committee all correspondence, petitions and reports of other officials;(s.198(1)(e))

p) prepare, in consultation with the appropriate chair, the draft agenda of all meetings including special meetings of the Board of Trustees and of all Committees or delegate the responsibility; (s.218(4))

q) maintain an up-to-date policy database and make such database accessible to the public via the DPCDSB's website; (s.198(1)(e))

r) have charge of all correspondence, reports and other documents; (s.198(1)(e))

s) promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of Applicable Laws and subject to the directions of the Board of Trustees; (s.198(1)(e))

t) bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Director/Secretary, may be necessary or useful for the Board of Trustees to be aware; (s.198(1)(e)) and

u) manage the day-to-day operations of the DPCDSB, including executing the implementation of DPCDSB policies and decisions of the Board of Trustees. (s.218.1(f)). For certainty, requests by Trustee(s) for staff to provide information or to perform an action on any matter that will require significant resources to fulfill, at the request of the Director/Secretary, the Board of Trustees shall pass a motion to request staff, through the Director/Secretary, to fulfill such request. A resource is considered "significant" if it requires any of the following as determined by the Director/Secretary:

1. expenditure of funds not previously allocated to fulfill the specific request;

2. engagement of external human resources, including, but not limited to additional staff, consultants and/or external legal counsel;

3. the assignment of one or more existing staff to fulfill the request causing them to vacate any portion of their regular day-to-day assigned duties that cannot be postponed;

2.4 **Chair**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Chair shall: preside over meetings of the Board of Trustees; (s.218.4(a))

a) conduct the meetings in accordance with this By-law; (s.218.4(b))

b) enforce the *Trustee Code of Conduct*; (s.218.3(1) and s.218.4(a))

c) establish the Agenda for meetings of the Board of Trustees, including special meetings, in consultation with the Director/Secretary; (s.218.4(c))

d) ensure that Trustees have the information needed for informed discussion of the Agenda items; (s.218.4(d))

e) act as spokesperson to the public on behalf of the Board of Trustees, unless otherwise determined by the Board of Trustees (s.218.4(e)). In carrying out the role as spokesperson, the Chair shall ensure the following:

1. invitations the Chair receives to attend events as spokesperson of the Board of Trustees are also extended to the Vice-Chair.

2. except for offering messages such as congratulations and/or condolences to the DPCDSB's partners in education ("Messages") (for example, Church officials, governmental officials, DPCDSB families, and/or community partner officials), matters for which it is proposed the Chair carry out their role as spokesperson of the Board of Trustees, receives prior approval through the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

3. in circumstances where the Chair carries out this role through the offering of Messages, they shall notify the other Trustees as soon as reasonably possible following the delivery of the Messages.

f) convey the decisions of the Board of Trustees to the Director/Secretary; (s.218.4(f))

g) provide leadership to the Board of Trustees in maintaining its focus on its responsibilities set out in Section 2.1.; (s.218.4(g)) and

h) provide leadership to the Board of Trustees in maintaining a focus on the DPCDSB's mission and vision. (s.218.4(h))

2.5 **Vice Chair**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Vice Chair shall carry out all duties required of the Chair in the event the Chair is absent or otherwise unable or unwilling to act in that capacity. (s.208(7))

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ARTICLE 3
COMMITTEES OF THE BOARD AND EXTERNAL ASSEMBLIES

3.1 **Committees**: The Board of Trustees will establish Committees and determine the duties of such Committees. (s.171(1)1)) The Committees shall be categorized as follows:

a) Committees**,** the mandates and terms of reference of which are established by the *Education Act* ("**Statutory Committees**");

b) Committees whose duties are normally continuous, whether required by statute or otherwise ("**Standing Committees**"); and

c) Committees appointed for specific duties whose mandate shall expire with the completion of the tasks assigned ("**Ad Hoc Committees**").

Statutory Committees: The following Committees are confirmed as the Statutory Committees of the Board of Trustees as at the date this By-law is enacted:

a) Audit (s.253.1) (three Trustees) (O.Reg 361/10)

b) Special Education Advisory (s.57.1) (two Trustees and two alternates) (O.Reg 464/97)

c) Supervised Alternative Learning (one Trustee and one alternate) (O.Reg 374/10)

d) Discipline (at least three Trustees as available (S. 309(12) and S. 311.3(9))

e) Central Committee for Catholic School Advisory Councils (one Trustee and one alternate) (O.Reg 612/00)

f) Director of Education Performance Appraisal Committee (at least three but no more than 7 Trustees) (O. Reg 83/24)

Standing Committees: The following Committees are confirmed as Standing Committees of the Board of Trustees as at the date this By-law is enacted:

a) Administration and Finance

b) Faith and Program

c) Contract and Negotiations (all Trustees without a declared interest)

d) By-law/Policies Review

e) Multi-Year Strategic Planning Committee

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3.2 **External Assemblies Membership:** The Board of Trustees may appoint Trustees to assemblies established by external agencies ("**External Assemblies**"), including the following. For certainty, External Assemblies are not Committees:

a) Brampton Board of Trade (three Trustees)

b) Mississauga Board of Trade (seven Trustees)

c) Peel Safe and Active Routes to School (two Trustees)

d) Brampton School Traffic Safety Council (one Trustee and one alternate)

e) Mississauga Traffic Safety Council (one Trustee and one alternate)

f) Ontario Catholic School Trustees Association (two Trustees)

3.3 **Functions, Duties, Responsibilities and Powers of Committees**: The functions, duties, responsibilities and powers of all Committees shall be set out in the resolution of the Board of Trustees by which such Committee is established, or in terms of reference adopted by the Board of Trustees in respect of such Committee. At each of its inaugural meetings, each Committee will determine its terms of reference to be recommended to the Board of Trustees for approval. No Committee is authorized to exercise any delegated Board of Trustees authority unless expressly so authorized in the terms of reference or resolution adopted by the Board of Trustees in respect of the Committee.

3.4 **Committee Membership:**

a) Individuals appointed to Committees serve at the pleasure of the Board of Trustees. Committee terms of reference shall set out the composition of the Committee and indicate what Board of Trustees and DPCDSB resources are dedicated to support its work.

- **Statutory Committee Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Statutory Committees in accordance with the *Education Act*. Notwithstanding anything to the contrary, the term of Trustees appointed to the Audit Committee is two (2) years; and the term of Trustees appointed to the Director of Education Performance Appraisal Committee is from July 1 of one year to June 30 of the following year.

- **Standing Committee Membership**: At its Inaugural or Organizational meeting, as the case may be, the Board of Trustees shall appoint the chair, vice-chair and other members of each Standing Committee.

b) **Ad Hoc Committee and External Assembly Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Ad Hoc Committees and External Assemblies.

c) **Notwithstanding** anything to the contrary, Committee and External Assembly

Membership is subject to the following:

- no later than May 15 in each year, each board shall establish a committee responsible for conducting a performance appraisal of the director of education for the board, composed of not fewer than three and not more than seven board members, one of whom shall be elected by a majority of the committee to act as its chair (O. Reg. 83/24). The committee is responsible for conducting any performance appraisal required under this Regulation in respect of any of the director of education's evaluation cycles that occur with the board during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year; ;
- only Trustees without a declared interest may be members of the Contract and Negotiations Committee;
- a Trustee's membership on a Committee or External Assembly is subject to any sanctions imposed on the Trustee pursuant to section 218.3 of the *Education Act* arising out of a finding of a breach of the Code of Conduct or otherwise required by law.

d) **Committee Procedures**: Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications, subject to the following:

- All Committees, except the Audit Committee and the Director of Education Performance Appraisal Committee, shall be first convened as soon as reasonably possible following the date of the Board of Trustees' resolution appointing the members to the applicable Committee.

- The first meeting of the Audit Committee shall take place no later than September 30 in each fiscal year. (O.Reg 361/10)

- Election of the chair and vice-chair of the Audit Committee shall occur at the Audit Committee's first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.

- The first meeting of the Director of Education Performance Appraisal Committee shall take place no later than July 30 in each fiscal year.

- Election of the chair and vice-chair of the Director of Education Performance Appraisal Committee shall occur at its first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.

- The process to meet In-Camera set forth in Article 6 applies to Committee meetings with necessary modifications.

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ARTICLE 4
THE INAUGURAL/ANNUAL ORGANIZATIONAL MEETING, ELECTION OF OFFICERS AND APPOINTMENTS

4.1 **Date and Time**: Subject to any statutory requirements, the Inaugural Meeting shall be held not later than seven (7) days after the day on which the term of office of the Board of Trustees commences, at the Catholic Education Centre at 7:00 p.m., (s.208(2)) following a 6:00 p.m. mass, or at such other time and location determined by the Chair. Each subsequent Annual Organizational Meeting of the Board of Trustees shall be held at such time and place as the Board of Trustees considers expedient. (s.208(6))

4.2 **Meeting Procedure**: The procedure at the Inaugural Meeting and each subsequent Annual Organizational Meeting shall be as follows:

a) At the Inaugural Meeting (but not subsequent Annual Organizational Meetings), the Director/Secretary shall:

1. read the returns of the election to the Board of Trustees as certified by the municipal clerks;

2. ascertain that the Trustees have met all procedural requirements and are eligible to take office;

3. administer to each Trustee a declaration of office and oath of allegiance; and

4. declare the Board of Trustees to be legally constituted.

b) At the Inaugural Meeting and each Annual Organizational Meeting, the Director/Secretary shall serve as chair of the meeting until the Chair is elected, but the only business to be conducted while the Director/Secretary is so serving is the election of the Chair, which shall be conducted as follows:

1. The Director/Secretary shall appoint three (3) scrutineers, whose names shall be recorded in the minutes;

2. The Director/Secretary shall then call for nominations, which will not require a seconder (and a Trustee may self-nominate);

3. The Director/Secretary shall ask all nominees to confirm whether they wish to allow their name to stand in nomination;

4. Confirmed nominees will be invited, in the order they were nominated, to address the Board of Trustees;

5. Trustees may ask questions of each candidate;

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6. The election shall then proceed by secret ballot;

7. The Trustee who receives the most votes shall be declared elected, but only if the number of votes received by such Trustee is equal to the majority of the number of the Trustees present at the meeting and entitled to vote;

8. If the condition in Section 4.2(b)(7) is not satisfied, the scrutineers shall announce the result and the name of the Trustee receiving the smallest number of votes shall be dropped. The Board of Trustees shall then proceed to vote anew, to a maximum of three (3) rounds of votes, until the condition in Section 4.2(b)(7) is satisfied. The successful Trustee shall serve as the Chair until the next Inaugural/Annual Organizational Meeting;

9. In the case of an equality of votes, the candidates shall draw lots to fill the position pursuant to subsection 208(8) of the *Education Act;*

10. A majority of the Board of Trustees present and entitled to vote at the meeting will bring a motion to destroy the ballots or file the ballots with the Director/Secretary and then destroyed at a date defined in the motion.

c) The elected Chair shall succeed the Director/Secretary as chair of the meeting.

d) The Chair shall conduct an election for the office of Vice-Chair, chairs and vice-chairs of the following Standing Committees using the process set out above, with necessary alterations, and deliver their inaugural address to the Board of Trustees: Faith and Program; By-law/Policies Review; Administration and Finance; Multi-Year Strategic Plan and Contract and Negotiations.

e) At least every five years, once the Audit Committee has recommended the appointment of an auditor to the Board of Trustees, the Board of Trustees shall appoint its auditors for the ensuing one to five years.

4.3 **Term of Office**: The term of office for all positions and appointments of Trustees described in Articles 3 and 4 shall be for a period of one year, except for the Audit Committee where the term of office shall be two years.

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ARTICLE 5
PROCEDURES AT MEETINGS OF THE BOARD OF TRUSTEES

5.1 **Quorum:** A majority of Trustees constitutes a quorum. (s.208(11))

a) If a quorum is not present within 15 minutes after the time appointed for the meeting or it is lost, the Board of Trustees shall not convene, and the Director/Secretary shall record the names of the members present.

b) Where the Chair has knowledge that a Trustee will arrive within the half hour of the posted commencement time of a meeting, the Chair may unilaterally extend the start time for the meeting beyond the stated 15 minutes to an additional 15 minutes, totaling no more than 30 minutes from the posted commencement time of the meeting. If a quorum is still not present after the additional 15 minutes, the Board of Trustees meeting shall not convene, and the Director/Secretary shall record the names of the members present. The Chair may call a recess of up to 15 minutes should quorum be lost or for any other reason as they so determine. In order for the Board of Trustees meeting to be re-called, a quorum must be present.

c) Subject to 5.1(a) and (b), the Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present, and the Director/Secretary shall then record the time of adjournment and the names of the members present.

d) The foregoing is subject to Section 7(1) of the *Municipal Conflict of Interest Act*.

5.2 **Regular Meetings:** The Board of Trustees may establish dates for its regular meetings, at a place and time determined by the Board of Trustees. Ordinarily, regular meetings shall commence at 7:00 p.m. on the fourth Tuesday of every month, other than June, July and December, and adjourn at 11:00 p.m. or upon completion of the item being discussed at 11:00 pm, unless otherwise determined by the Board of Trustees. (s.170(1)4)) The Board of Trustees may pass a motion by simple majority to extend a meeting past 11:00 pm. The Chair may cancel or reschedule a regular meeting by giving notice to all persons entitled to receive notice of the meetings of the Board of Trustees, provided that the Chair may only cancel a regular meeting in extraordinary circumstances, such as when there is a strong indication that quorum would not be present at such meeting.

5.3 **Meeting Materials**: To the extent practicable, on the Friday prior to any meeting of the Board of Trustees, the Chair shall cause the meeting Agenda and all necessary or desirable meeting materials to be delivered by or on behalf of the Director/Secretary to the Trustees and the meeting Agenda to be posted on the DPCDSB's website for public access.

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5.4 **Agendas for Meeting**: The Agenda and order of business for meetings of the Board of Trustees and its Committees will normally be as set out in Appendix D. (s.218(4))

5.5 **Adding to Agenda**

a) **Prior to the Meeting:** At the discretion of the Chair in consultation with the Vice-Chair and the Director/Secretary, the Chair shall consider a request from a Trustee to add an item to the Agenda for a meeting if a written request for this purpose has been submitted to the Chair at least ten (10) Business Days in advance of the meeting. If requested, the Chair shall permit the Trustee to make an oral representation to the Chair as to why an item should be added. If the Chair denies the addition, they shall provide reasons for such denial to all Trustees. The Chair's decision will be based on administrative considerations, such as whether the subject matter would be more appropriately addressed at another meeting or forum.

b) **At the Meeting:** A Trustee or the Director/Secretary may include additional items on the Agenda for a meeting if approved by a majority vote of the Trustees present at such meeting. Other than in urgent circumstances, items dealing with substantive issues should not be added to the agenda at the meeting to ensure fairness to Trustees who are absent.

c) The order of business at any meeting shall be in the same order as on the Agenda for such meeting but may be changed by a majority vote of the Trustees present at such meeting.

d) Amendments to the Agenda during the meeting shall be permitted if all Trustees are present and unanimously agree to such variation.

5.6 **Special Meetings**: In addition to the Director/Secretary's duty to call a special meeting pursuant to Section 2.3(k), special meetings of the Board of Trustees may be called at the discretion of the Chair or at the request of at least two (2) Trustees, provided that in all circumstances special meetings may only be held to address matters of a time-sensitive nature which may result in financial loss or other harm to the DPCDSB and to the Board of Trustees or an employee or student of the DPCDSB if the matters are not dealt with before the next scheduled meeting of the Board of Trustees or a Committee. Special meetings require no less than two (2) business days' notice, unless such minimum notice requirement is waived in writing by the Chair. The notice calling a special meeting shall state the business to be considered thereat, and no other business may be considered at a special meeting, unless all Trustees are present and unanimously agree to consider such business. The Chair may cancel a special meeting by giving notice of cancellation if the Chair deems that the need for the special meeting no longer exists. (s.208(13))

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5.7 **Consequence of Repeated Absence from Meetings**: In accordance with the *Education Act,* (s.228(1)(b)) a Trustee is deemed to vacate their seat if they absent themselves from three (3) consecutive full regular meetings of the Board of Trustees, unless authorized by a resolution of the Board of Trustees.

5.8 **Record of Attendance:** A register of Trustee attendance at Board of Trustee and Committee meetings will be established and maintained by or on behalf of the Chair. The register will be available to the public upon written request. Attendance records for all meetings shall record instances where Trustees arrive late or leave prior to adjournment. A Trustee absent from a meeting(s), will be recorded as such, along with any Board of Trustee motion passed pursuant to Section 228(1)(b) of the *Education Act* approving the absence

5.9 **Electronic and Physical Attendance at Meetings**: The Board of Trustees shall physically attend regular meetings of the Board, and regular meetings of the Committee of the Whole Board, except where attendance by electronic means is approved and allowable under the *Education Act,* Regulation 463/97, and DPCDSB Policy No. 1.06, as may be amended from time to time.

Type of Meeting	**Physical Attendance Requirement**
Regular Meetings of the Board of Trustees and regular meetings of the Committee of the Whole Board	1. The Chair or their designate; 2. All Trustees (unless approved by the Chair to attend virtually, for one of the exceptions set out below); and 3. The Director/ Secretary or their designate.
Committees, other than Committees of the Whole	1. The Committee Chair or their designate, except that the Committee Chair or their designate may participate in a meeting by electronic means if at least one additional Committee member who is a Trustee is physically present; and 2. The Director/Secretary or designate;
Exceptions: 1. The Chair of the Board, or the Vice Chair if the request is from the Chair, may approve a request from a Trustee to virtually attend a regular meeting of the Board, or a regular meeting of the Committee of the Whole Board if one of the following exceptions apply: *a) The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.* *b) Weather conditions do not allow the member to travel to the meeting location safely.* *c) The member cannot be physically present at a meeting due to health-related issues.*	

d) The member has a disability that makes it challenging to be physically present at a meeting.

e) The member cannot be physically present due to family responsibilities in respect of the member's spouse,

i. a parent, step-parent or foster parent of the member or the member's spouse,

ii. a child, step-child, foster child, or child who is under legal guardianship of the

iii. member or the member's spouse,

iv. a relative of the member who is dependent on the member for care or assistance, or

v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member.

Notwithstanding the foregoing, the Chair shall not approve a request to attend a meeting virtually if to approve a request would result in fewer that one Trustee in addition to the Chair being physically present in the meeting room.

In addition to the foregoing requirements, the Chair or designate must be physically present in the meeting room for at least half of the Board of Trustees meetings for any twelve (12)-month period beginning November 15 of any year. (O. Reg. 463/97 s. 5.1(2))

Furthermore, every Trustee, must be physically present in the meeting room for at least three (3) regular meetings of the Board of Trustees during each twelve (12) month period, and for at least one regular board meeting for each period of four full calendar months that occurs, beginning November 15 of each year. (O. Reg. 463/97, S. 6.1).

The foregoing physical attendance requirements apply except in rare circumstances where all schools are closed pursuant to an order as described by O. Reg. 463/97 s. 6.1(2), (3) or (4).

The DPCDSB may refuse to provide a Trustee with the means to participate electronically in a meeting of the board, Committee of the Whole Board, or any other committee of the Board of Trustees, unless the Trustee has received approval from the Chair to attend electronically, where such refusal is necessary to ensure compliance with Regulation 463/97.

A Trustee attending a meeting electronically must fulfill the following obligations:

(a) The mute function is used when the Trustee is not speaking;

(b) Participate in a quiet room with a closed door to prevent unnecessary distractions;

(c) Ensure their camera is on when voting. During the rest of the meeting, if a Trustee needs to turn their camera off, they will advise the recording secretary if they have left the meeting for any length of time;

(d) For In-Camera meetings, comply with the requirements of Section 6.7 in addition to the foregoing.

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5.10 **Selection of Chair of Meeting**: If the Chair and the Vice-Chair are both absent from a meeting, or unable or unwilling to act in that capacity, and if quorum is present, the Director/Secretary shall call the meeting to order and the members present shall select a chair of the meeting, who shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity. (s.208(9)) Notwithstanding the foregoing, in circumstances where there is a past Chair, they shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity.

5.11 **Director/Secretary Responsible for Meeting Minutes**: The Director/Secretary shall cause the minutes of Board of Trustees and Committee meetings to be recorded and maintained. (s.198(1)(a)

5.12 **Content of Minutes:** Each set of meeting minutes shall contain the following:

1. the type of meeting (“regular”, “special”, etc.);
2. the date and place of the meeting;
3. the names of Trustees, Staff, and guests present, the names of Trustees absent, and the time of arrival, departure and/or re-entry of Trustees absent for the entire meeting;
4. the minutes of the previous meeting(s) and, where approved, an indication of any changes therein;
5. disclosure of declared interests;
6. all motions and points of order and appeals, and the disposition thereof;
7. the time of adjournment; and
8. the time, date, and place of the next meeting.

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ARTICLE 6
IN-CAMERA MEETINGS – BOARD OF TRUSTEES AND COMMITTEES

6.1 **Principle of Open Meetings**: All meetings, including electronic meetings, of the Board of Trustees and, subject to Section 6.2 below, all Committee meetings, shall be open to the public. A person shall only be excluded from a meeting that is open to the public, for improper conduct (s.207(1)) as determined by the chair of the meeting in their absolute discretion.

6.2 **In-Camera Meetings - Committees**: A meeting of a Committee, including Committee of the Whole, may be closed to the public, but only to the extent the subject-matter under consideration involves one or more of the following:

a) the security of the property of the DPCDSB;

b) the disclosure of intimate, personal or financial information in respect of a Trustee, member of a Committee, an employee or prospective employee of the DPCDSB, or a student or their parent or guardian;

c) the acquisition or disposal of a school site;

d) decisions in respect of negotiation with employees of the DPCDSB; and

e) litigation affecting the DPCDSB. (s.207(2))

6.3 **In-Camera Meetings – Board of Trustees and Committees:** A meeting of the Board of Trustees or of a Committee shall be closed to the public when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the DPCDSB. (s.207(2.1))

6.4 **Persons Entitled to Attend In-Camera Meetings of the Committee of the Whole**: The only persons entitled to attend In-Camera Meetings of the Committee of the Whole are Trustees and the Director/Secretary (except if the subject matter of the In-Camera Meeting of the Committee of the Whole is directly related to the performance of the Director/Secretary, in which case the Director/Secretary is not entitled to attend that portion of the meeting), but the Board of Trustees may invite any person (including appropriate Staff) to participate as guests in In-Camera Meetings of the Committee of the Whole.

6.5 **In-Camera Meetings - Private Sessions:** If the In-Camera Meeting of a Committee includes only Trustees and the Director/Secretary, then such meeting shall be referred to as an "In-Camera Meeting - Private Session-Trustees and Director Only". If the In-Camera Meeting of the Committee of the Whole includes only the Trustees, then such meeting shall be referred to as an "In-Camera Meeting - Private Session-Trustees Only". For certainty, an In-Camera Meeting - Private Session-Trustees Only may only occur when the subject matter of the meeting is the contract or performance of the Director/Secretary. The Committee of the Whole may, in its discretion, invite such.

advisors as it deems necessary to such In-Camera Meeting -Private Session-Trustees Only. Immediately following the portion of the Private Meeting during which the contract or performance of the Director/Secretary is discussed, the Chair shall invite the Director/Secretary to return to the meeting.

6.6 **Process to Meet In-Camera as Committee of the Whole**: When the Board of Trustees determines it is necessary to meet in-camera:

a) The motion shall be:

> "THAT the Board of Trustees meeting be adjourned, and the Trustees immediately convene an In-Camera Meeting (or In-Camera Meeting – Private Session) of the Committee of the Whole in respect of [*describe reason for matter to be discussed in-camera, with reference to the criteria set out in Section 6.2 and/or 6.3*]".

b) Unless otherwise provided herein with respect to a Committee (for example, Section 3.4(d)), the Chair shall relinquish their role as presiding officer of the meeting and shall call the Vice-Chair or another Trustee to act as chair.

c) As soon as the In-Camera Meeting of the Committee of the Whole is concluded, the Board of Trustees shall reconvene in public, with the Chair acting again as chair of the meeting of the Board of Trustees.

d) The chair of the In-Camera Meeting of the Committee of the Whole shall present the report of the meeting of the Committee of the Whole and move its adoption. The motion shall be:

> "THAT the Board of Trustees receive the confidential report of the Committee of the Whole In-Camera / Private Meeting [*describe reason for matter to be discussed in-camera with reference to criteria set out above*] and recommend adoption of the recommendations set out therein".

6.7 Confidential Nature of In-Camera Meetings:

a) **Materials and Other Information**: All materials disclosed to Trustees in connection with In-Camera Meetings, all deliberations at, all minutes of, and all reports in respect of In-Camera Meetings are strictly confidential and shall not be disclosed to any person unless required by Applicable Laws or otherwise authorized by the Board of Trustees. (s.207.(2))

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b) **Security**: A Trustee attending electronically in an In-Camera meeting must fulfill the following obligations in addition to those set out in Section 5.10:

- That they access the meeting using headphones;
- That they access the meeting alone in a private and quiet room with a closed door through which the meeting deliberations cannot be heard by anyone else;
- That they provide the location from where they are physically to the recording secretary and the Chair of the Board of Trustees or the Committee, as the case may be. This location shall not be disclosed publicly; however, the Trustee will be noted in the minutes to have participated in the meeting electronically;
- That, when possible, their camera stays on.

6.8 **Minutes of In-Camera Meetings**: Minutes of In-Camera Meetings shall be maintained in the same format as other Board of Trustees meeting minutes, provided that they shall be maintained in a segregated manner that protects their confidential nature to ensure they are only properly disclosed to authorized persons in accordance with Applicable Laws.

6.9 **Student Trustees**: Student Trustees may attend In-Camera Meetings of the Committee of the Whole and any Committee on which a Student Trustee is appointed, except they are not entitled to attend In-Camera Meetings convened in respect of matters involving the disclosure of intimate, personal, or financial information in respect of a Trustee or member of a Committee, an employee or prospective employee, or a student or their parent or guardian, or other matters expressly prohibited by the *Education Act*. (s.55(5)).

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ARTICLE 7
DELEGATIONS AND SUBMISSIONS

7.1 **Delegations and Submissions**: The DPCDSB encourages the public to provide advice and information to the Board of Trustees to assist Trustees in making informed decisions. Written and in person delegations to the Board of Trustees may be made in accordance with the following:

a) Subject to Section 7.1(e), delegates are required to register using the prescribed form no later than 1:00 p.m. five (5) business days before the date of the applicable meeting. A failure to complete the registration requirement, including failure to provide their speech, will result in the delegation request being declined unless otherwise permitted in this Article 7. All other written (including electronic) materials/presentations of delegates, including revisions to those previously submitted, must be submitted in their final form by 1:00 p.m. on the Monday immediately prior to the meeting. Notwithstanding the foregoing, if a person wishes to delegate regarding an item that appears on the agenda of a specific meeting, such person shall be permitted to delegate at that specific meeting regarding that item only provided that the request is made and all written (including electronic) materials/presentations and verbatim speech of the delegate are submitted in their final form by 1:00 p.m. on the Monday immediately prior to the specific meeting. As at all meetings, delegates will be advised that the Board of Trustees may not take action on the subject of the delegation at the meeting.

b) The Director/Secretary and/or the Chair, in consultation with the Vice-Chair, reserve the following rights:

- to accept or reject such materials, with notice of same provided to the delegate as soon as reasonably possible in the circumstances before the meeting. Personal or private information included in the delegate's materials will be redacted.
- to decline any delegation to ensure compliance with DPCDSB policies and general administrative procedures and Applicable Laws, *including* those pertaining to privacy and human rights.

c) If the delegate intends to use, or begins to use, the name/title/position of Staff members, or discloses any personal or other confidential information with respect to the Board of Trustees, a Committee or a student or their parent or guardian, the Chair may rule that the delegation is out of order or may require that the delegation be reconvened in-camera.

d) The Chair may rule that the delegation is out of order and end the delegation, if, in the Chair's opinion, either of the following occurs:

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- The information in the delegate's oral speech is significantly different than the written speech provided;
- The delegate's speech, notes, and/or other materials contain, or if the Delegate begins to use language that, in the opinion of the Chair, constitutes either of the following:
  A. an invasion of privacy, breach of confidentiality, defamation of character or is obscene; or;
  B. discrimination against an individual or group of individuals based on a protected ground under the Ontario *Human Rights Code*, R.S.O. 1990, c. H. 19 , the Chair may rule the delegation out of order and end the delegation. The following are current the protected grounds:
     - age
     - Ancestry, colour, race
     - Citizenship
     - Ethnic origin
     - Place of origin
     - Creed
     - Disability
     - Family status
     - Marital status (including single status)
     - Gender identity, gender expression
     - Receipt of public assistance (in housing only)
     - Record of offences (in employment only)
     - Sex (including pregnancy and breastfeeding)
     - Sexual orientation.

e) The public is strongly encouraged to make delegations to the appropriate Committee addressing the matter of concern prior to the matter coming before the Board of Trustees for consideration to allow Staff to consider and make recommendations to the Board of Trustees in connection with any matter raised in a delegation. For certainty, an individual or group making a delegation to a Committee may register to make the same or substantially similar submission or delegation to the Board of Trustees.

f) Up to five (5) delegations in total may be received by the Board of Trustees or a Committee at any meeting. Notwithstanding the foregoing, the Chair, in consultation with the Vice-Chair and Director/Secretary, may approve delegations in excess of five (5) if such delegations comply with Section 7.1(a). In circumstances where there are more than five (5) delegations proposed and such additional delegations are not in compliance with Section 7.1(a), a majority of the Board of Trustees present and entitled to vote at a meeting may pass a motion to allow one or more additional delegations or may call an additional meeting. Each

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delegation will be limited to five (5) minutes unless otherwise determined by the Board of Trustees.

g) Once the delegate has completed their presentation, Trustees shall have an opportunity to ask questions of the delegate. Once Trustee questions to the delegate are completed, the delegate will leave the podium and be seated or, if the delegation occurs in an In-Camera meeting, the delegate will leave the room. Trustees may ask questions of Staff at an open meeting, but not while the delegate is at the podium. Trustees may ask questions of Staff at an In-Camera meeting, but not while the delegation is present in the room.

h) Delegations deviating from the subject matter set out in the applicable registration form will be ruled out of order, however an individual making a delegation may answer questions asked by Trustees on any topic.

i) During both public and In-Camera Meetings, it is the responsibility of the Chair to stop or caution the delegate if they begin to make specific derogatory comments about any person. The Chair will remind the delegate of the requirement to avoid negative, critical, or derogatory words and to focus on their concerns with respect to an issue or decision. If the delegate will not comply, the Chair may rule the delegation out of order. If the delegate becomes unruly, the Chair may, in their absolute discretion, remove the delegate(s) from the meeting for improper conduct in accordance with the *Education Act.*

j) If the Board of Trustees refers a matter to Staff, through the Director/Secretary, in respect of which a submission or delegation is made, the Director/Secretary shall ensure the persons involved in the delegation are informed of the time and date at which the Staff report on the matter is to be reviewed by the Board of Trustees or Committee and information may be shared with the persons involved in the delegation in the discretion of the Director/Secretary.

7.2 **Persons Ineligible to Make Delegations**: Generally, all persons may make a delegation in respect of any Board of Trustees-related matter. However, Staff may not make submissions or delegations to the Board of Trustees or a Committee in respect of the following matters:

a) collective agreements to which the DPCDSB is a party; or

b) employee organizations (of which the speaker is, or is eligible to be, a member).

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ARTICLE 8
BY-LAW AMENDMENTS

8.1 **By-law Amendments**: Except when coming to the Board of Trustees as a recommendation from a Committee, no amendment, alteration, or addition to this By-law or the Board of Trustees' policies may be made unless due notice thereof in writing, setting forth the proposed amendment, alteration, or addition has been given at a Board of Trustees meeting previous to that at which the same comes up for consideration, unless supported by majority of the Trustees as appropriate.

8.2 **Annual Review of By-law**: The By-law/Policies Review Committee shall annually review this By-law.

8.3 **Repeal of Prior By-laws**: All previous by-laws of the DPCDSB related to the subject matter hereof are repealed on the enactment of this By-law. Such repeal shall not affect the validity of any act done or right or privilege acquired, or obligation or liability incurred under such by-law prior to its repeal. All officers and persons acting under any by-law so repealed shall continue to act as if appointed under this By-law and all resolutions of the Board of Trustees with continuing effect passed under any repealed by-law shall continue to be good and valid except to the extent inconsistent with this By-law, but only until amended or replaced by the Board of Trustees.

8.4 **Suspension of Application of this By-law**: The provisions of this By-law may not be suspended, except for debate on an emergency issue, subject to Applicable Laws. The provision to suspend the rules for an emergency debate requires two-thirds (2/3) of those Trustees present at a duly called and regularly constituted meeting.

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ARTICLE 9
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9.1 In this By-law, unless the context otherwise requires, the following definitionsapply:

a) "**Agenda**" means a list of items that are to be discussed at a meeting of the Board of Trustees.

b) "**Annual Organizational Meeting**" means the meeting at which the Chair and the Vice-Chair of the Board of Trustees are elected, and members of each of the Faith and Program, Board By-law/Policies Review, Administration and Finance and Contract and Negotiations Committees are appointed, in each year other than a year in which an Inaugural Meeting is held.

c) "**Applicable Laws**" means the *Education Act*, this By-law, the *Municipal Conflict of Interest Act* and any act, regulation, principle of common law or equity, municipal by-law, or other written requirement of a governmental authority having the force of law applicable to the DPCDSB or the Board of Trustees.

d) "**Board and Committee Information Officer**" means the recording secretary of the Board of Trustees and custodian of its records (except those records specifically assigned to others such as the treasurer's books).

e) "**Board of Trustees**" means the Board of Trustees of the DPCDSB.

f) "**Business Day**" means Monday to Friday from 8:00 a.m. to 5:00 p.m. EST, excluding statutory holidays.

g) "**By-law**" means this procedural by-law of the DPCDSB.

h) "**Chair**" means the Trustee elected to the position of chairperson of the Board of Trustees, having the duties set forth in Section 2.4.

i) "***Trustee Code of Conduct***" means DPCDSB Policy No. 1.02 entitled "*Code of Conduct – Trustees*" (as may be amended or replaced) adopted by the Board of Trustees in accordance with Section 218.2(1) of the *Education Act*.

j) "**Committee**" means any committee of the Board of Trustees established in accordance with this By-law.

k) "**Committee of the Whole**" means a meeting of the Trustees that is not a meeting of the Board of Trustees.

l) "**Director/Secretary**" means, the Director of Education of the DPCDSB and Secretary to the Board of Trustees, or the Director/Secretary's designate where the context requires or allows.

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m) "**DPCDSB**" means the Dufferin-Peel Catholic District School Board.

n) "***Education Act***" means the *Education Act*, R.S.O. 1990, c.E.2, as amended, and includes the regulations enacted thereunder.

o) "**In-Camera Meeting**" means a portion of a meeting of the Board of Trustees or of a Committee that is closed to the public in accordance with the *Education Act*.

p) "**Inaugural Meeting**" means the meeting following a municipal election at which the Chair and the Vice-Chair of the Board of Trustees are elected.

q) "**Minister**" means the Minister of Education and Minister Responsible for Early Years and Child Care.

r) "***Municipal Conflict of Interest Act***" means the *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M.50, as amended, and includes the regulations enacted thereunder.

s) "***Municipal Elections Act***" means the *Municipal Elections Act, 1996*, S.O. 1996, c.32, as amended, and includes the regulations enacted thereunder.

t) "**Staff**" means the staff of the DPCDSB.

u) "**Student Trustee**" means a senior secondary student elected pursuant to the *Education Act* to represent all students of the DPCDSB. A Student Trustees is not a member of the Board of Trustees and is not entitled to exercise a binding vote.

v) "**Trustee**" means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*.

w) "**Vice Chair**" means the Trustee elected to the position of vice chairperson of the Board of Trustees, having the duties set forth in Section 2.5.

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APPENDIX A – THE CHAIR'S ROLE

1.1 **Rules of Order.** The Chair or, in their absence, the Vice-Chair shall preside over all meetings.

1.2 **Attendance.** The Chair shall cause the Board and Committee Information Officer to do the following:

a) record the names of the Trustees present and absent at the beginning of the meeting as well as when a Trustee leaves or arrives; and

b) maintain the record of attendance referenced in Section 5.8 of this By-law.

1.3 **Chair Participation.** Should the Chair elect to take part in any debate or discussion or for any other reason, they shall vacate the position of chair and call upon the Vice-Chair or, if the Vice-Chair is absent, one of the other Trustees to fill their place in the following order until the matter under discussion is decided: Past Chair, chair of Contract and Negotiations Committee, chair of any other Committee. The Vice-Chair or any other Trustee temporarily acting as chair, shall discharge all the duties and enjoy all the rights of the Chair, but not participate in the discussion. Following such discussion, the Chair shall revert to their role.

1.4 **Appeal of Chair's Ruling.** A Trustee may appeal the Chair's ruling. The Trustee may indicate the reason for challenging the Chair, to a maximum time of one (1) minute. No other debate can take place on this item. The Board of Trustees will then vote to sustain or overturn the Chair's ruling by a simple majority and the Director/Secretary shall conduct the vote and assume the Chair until the vote is taken.

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APPENDIX B – OBTAINING THE FLOOR

1.1 **Obtaining the Floor.** Any Trustee desiring to speak shall indicate by an up-raised hand or the words, "Mr. or Madam Chair", and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak. Trustees proceeding to speak before the Chair has recognized them shall be considered out-of-order.

a) **Multiple Speakers.** When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who may speak.

b) **Scope of Debate.** Every Trustee shall confine themselves to the question in debate and shall avoid all discourteous language and personal references to staff and to other Trustees.

c) **Guideline for Limitation on and use of Floor Time.** Upon obtaining the floor, a Trustee shall make every effort to speak succinctly on the relevant issue and use only a reasonable amount of time to do so. As a Guideline, it is recommended that a Trustee have the floor for no more than five (5) consecutive minutes for the same issue. If the Chair determines that time in excess of five (5) consecutive minutes is unreasonable in the circumstances, the Chair may limit the amount of additional time that a Trustee may continue to have the floor. Notwithstanding the foregoing, such limitations enforced by the Chair must be fair and justifiable and the time limitmust allow for at least another five (5) consecutive minutes by the subject Trustee on the issue. The foregoing does not apply in circumstances falling under Section 1.1 (h) of this Schedule B, in which case, the Chair has the discretion to limit or end the Trustee's floor time at any time.

d) **No Interruptions.** A Trustee, who has the floor, shall not be interrupted, except for questions of privilege or procedural rules of order as set out in Appendix "C". The Chair will deal with the question of privilege and procedural rules of order before the Trustee, who has the floor, resumes speaking.

e) **Guideline for Time Limit on Debate.** Each matter should be debated within thirty (30) minutes of it being stated by the Chair. At or after the expiration of the thirty (30) minutes, the Chair shall put the question, "Is it the will of the Board of Trustees/Committee to extend the debate for fifteen (15) minutes?". The vote shall be taken immediately without debate. Up to two extensions of debate may be permitted.

f) **Procedure when Time Limit Expires.** If a matter has not been disposed of at a meeting within the time limits set out above, then, notwithstanding anything to the contrary, the Chair shall call for a motion to call the question. If such motion is not passed, the matter shall be referred to the appropriate Board of Trustees or Committee meeting.

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g) **Questions asked by.** To maximize efficiencies at each Board of Trustees and Committee meeting, Trustees should, to the extent practicable, only raise matters at a particular meeting that are relevant to the subject matter under the purview of that assembly unless the matter must be dealt with urgently. Each Trustee may ask up to five (5) questions per matter at a Meeting. A Trustee may ask an additional five (5) questions on the same matter at the discretion of the Chair.

h) **Discipline.** Trustees who resist the rules of the Board of Trustees, disobey the decision of the Chair or of the Board of Trustees on points of order or make any disorderly noise or disturbance, may, unless they make an apology that is accepted by the Chair, be ordered by the Chair to leave their seats for the remainder of the meeting. In case of a refusal to do so, on the order of the Chair, such persons may be removed from the meeting room and Board of Trustees' office by any police officer or security personnel. The Meeting Rules shall govern all Trustee actions.

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APPENDIX C – MOTIONS AND VOTING

A. GENERAL PROCEDURES FOR MOTIONS

1.1 **Notices of Motions.** The Notice of Motion has the effect of giving notice to the other Trustees, staff and the public of the matter to be considered at the next meeting. Trustees who wish to introduce new business, not on the agenda, shall give notice at one meeting of intention to move a specific motion at the next meeting of the Board of Trustees. A Notice of Motion:

(a) must be in writing and delivered to the Director/Secretary within three (3) days before the meeting at which it is going to be brought.

(b) requires no seconder and is not debatable at the time it is introduced.

(c) shall not be the subject of any debate or comment at the meeting at which it is introduced. In the case of urgent and pressing matters, with two-thirds' consent of Trustees present and eligible to vote, the motion may be dealt with immediately. A matter is considered urgent and/or pressing if it must be dealt with before the next scheduled meeting to avoid any of the following:

(i) irreparable harm to any individual or Board property;

(ii) immediate danger or harm to any individual;

(iii) the security of DPCDSB property;

(iv) anticipated or actual legal proceeding that requires the motion to be dealt with immediately to comply with legislated timelines;

1.2 **Motions in Writing.** In order to be debated and put to a vote, motions must be in writing, **except** the following motions:

(a) to receive reports;
(b) to refer;
(c) to postpone;
(d) to lay on the table;
(e) to put the question to a vote;
(f) to file;
(g) to go into Committee of the Whole;
(h) to rise and report;
(i) to adjourn; and
(j) such short oral motions as the Chair may accept.

1.3 **Speaking on Proposed Motion.** A Trustee may propose a motion and speak to it before it is seconded.

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1.4 **Motions to be Seconded.** Every motion, at a Board of Trustees meeting, shall be seconded and disposed of only by a vote of the Board of Trustees, unless the mover and seconder, by permission of the Board of Trustees, withdraw the motion. No seconder shall be required for motions brought at Committee meetings.

1.5 **Request to Read Motion.** Any Trustee may request the Board and Committee Information Officer to read the motion under discussion, for information, at any time during the debate, provided that no such request shall be made so as to interrupt another Trustee.

1.6 **Motions on the Agenda.** Notwithstanding a motion to defer consideration of a matter coming before the Board of Trustees (which is not debatable), a Trustee who submits a notice of motion, which appears on the agenda, shall be given an opportunity to address the Board of Trustees for a period not exceeding three (3) minutes on such notice of motion and, similarly, the Director/Secretary (or their delegate) shall be given an opportunity to address the Board of Trustees on a report at the time the notice of motion shall be discussed.

1.7 **Division of Motions.** When the motion under consideration contains two or more distinct propositions, any proposition, upon the request of any Trustee, may be considered and voted upon separately. A motion cannot be divided unless each part presents a proper question that can be acted upon if none of the other parts are adopted, and unless the effect of adopting all of the parts will be exactly the same as adopting the original motion. A motion cannot be divided if the division violates the exact logical equivalence of the motion. A motion must be divided at the request of a single Trustee where a series of independent resolutions or main motions is offered in one motion.

1.8 Motions Interrupting Debate. When a motion is under debate, the only motion in order shall be:

(a) to adjourn;

(b) to lay on the table;

(c) to put the question to a vote;

(d) to postpone;

(e) to refer; and

(f) to amend;

which shall have precedence as listed above. Motions to adjourn, to lay on the table or to put the previous question shall be decided without debate.

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1.9 **Point of Order:** A Trustee may advise the Chair and the Board of Trustees that a rule is being deviated from or being used incorrectly. It is a demand that the Chair rule on the point of order and to correct the deviation. Any Trustee who believes that the Chair has ruled incorrectly on the point of order may appeal the decision of the Chair using the process set out in Appendix A Section 1.4.

1.10 **Motions at Committee Meetings:**

(a) For certainty, motions passed at Committee meetings, including meetings of the Committee of the Whole, become recommendations to the Board of Trustees for determination.

(b) Notwithstanding anything to the contrary, the following rules apply to Committee meetings:

(i) Motions to close or limit debate are not permitted;

(ii) There is no limit to the number of times a Trustee may speak on a matter;

(iii) It is not necessary to address the Chair before speaking;

(iv) A roll-call vote or vote by ballot cannot be ordered in a meeting of the Committee of the Whole, nor can a counted rising vote be ordered except by the Chair.

1.11 **Motions Restricted in In-Camera Meetings.** In-Camera Meetings cannot entertain a motion to refer, to postpone or to table a subject referred to it.

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B. SPECIFIC MOTIONS

Type of Motion	Specifics
To amend	A motion to amend is a motion to change a resolution or a motion by adding, striking out or substituting a word or phrase. After a motion is made and seconded, where required, a motion to amend may be made, as well as, a motion to amend the amendment; however, no further motion to amend shall be made until those have been decided. Only one amendment to the motion shall be on the floor at any one time. An amendment modifying the subject of the motion shall be in order, but an amendment in conflict with or relating to a different subject shall not be in order and should be ruled out of order. Every amendment submitted shall be decided upon or withdrawn before the main question shall be put to a vote, and if the vote on the amendment(s) is decided in the affirmative, the main question as amended shall be put to a vote.
To reconsider	A motion to reconsider is a motion to review a previous decision and vote on it again, at the same meeting at which the motion was first considered. It must be made by a person who voted on the prevailing (winning) side of the motion it seeks to reconsider. A motion to reconsider cannot be moved more than once to reconsider the same motion. After a vote has been taken on any question (except one of indefinite postponement), such vote may, with the consent of two-thirds (2/3) of all Trustees present, be reconsidered.
To adjourn	A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to only adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. No second motion to adjourn shall be made until some business has been transacted after the first motion has failed.

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Type of Motion	Specifics
To lay on the table	A motion to lay on the table places a main motion and all pending amendments aside temporarily with the intent of bringing them back for action later in the same meeting. A motion to lay on the table requires a seconder, is not debatable, cannot be amended, and requires a majority vote.
To put the question to a vote	The motion to put the question to a vote shall preclude all further amendment or debate, and shall be submitted by the Chair in this form: "Shall the main question in debate be now put?" or “Call the vote?" If adopted, the Chair shall at once proceed to put the main question, first putting amendments pending, to the vote of the Board of Trustees.
To postpone indefinitely	A motion to postpone indefinitely is a motion to reject the main motion. The adoption of this motion defeats the main motion for the duration of the session.
To postpone to definite time	A motion to postpone to a definite time, if passed, would defer consideration of a main motion and all attached motions until a future date. This motion requires two thirds (2/3) vote. At the time to which it is postponed, the matter will be brought up again under unfinished business. This motion will have priority on the next agenda.
To rescind	A motion to rescind is a motion to nullify a vote taken at a previous meeting. A motion to rescind can be made by anyone, but only if no action has been taken on the vote it seeks to nullify. It requires two-thirds (2/3) vote for adoption.
To amend something previously adopted	A motion may amend something previously adopted, provided that the original motion has not been implemented. The motion is debatable, requires proper notice, a seconder, and the approval of at least two-thirds (2/3) of members present.

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C. VOTING

1.1 **Trustee Participation**: Each Trustee present at the meeting, either in person or through electronic means in accordance with Section 5, who has not declared an interest under the *Municipal Conflict of Interest Act* and/or the *Trustee Code of Conduct*, shall vote on all questions on which the Trustee is entitled to vote. Trustees who have declared a conflict of interest shall remove themselves from the meeting room prior to discussion ensuing and shall fulfill any additional requirements of the *Municipal Conflict of Interest Act*. For clarity, Student Trustees must also declare conflicts of interest as set out herein.

1.2 **Majority Vote**: Except as otherwise provided in Applicable Laws, an affirmative vote shall require a majority of the votes of the Trustees present either in person or electronically and entitled to vote.

1.3 **Method**: Every matter considered by the Board of Trustees shall be disposed of by a counted vote of all Trustees entitled to vote in one of the following ways (preference being given in the following sequence):

(a) by general (or unanimous) consent, in which case the Chair, exercising discretion, states that the motion will be adopted in the absence of objection;

(b) by show of hands, in which case each Trustee entitled to vote raises the Trustee's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;

(c) by rising, in which case each Trustee, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;

(d) by ballot, in which case each Trustee entitled to vote shall mark on a paper provided by the Director/Secretary, the Trustee's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and

(e) by an electronic voting method, in which each Trustee shall indicate the Trustee's choice from among the available alternatives.

1.4 **Recorded Votes:** Votes in favour and against shall not be recorded upon any question unless requested by at least one Trustee or a Student Trustee, and such request shall be made before the Chair calls upon the Trustees to vote upon same.

1.5 **Request for Division**: A Trustee that doubts the accuracy of the vote may for a call for a division and the Chair shall conduct either a voice or rising vote. Either the Chair on their own initiative, or a majority of Trustees may order the vote to be counted.

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1.6 **Student Trustees:** While a Student Trustee is not a member of the Board of Trustees and is not entitled to exercise a binding vote on any matter before the Board of Trustees or its Committees, (s.55(2)-(6)) a Student Trustee, is entitled to:

(a) submit a report for receipt by the Board of Trustees;

(b) request that a voting member of the Board of Trustees bring a specific motion;

(c) require that a matter before the Board of Trustees or a Committee on which the Student Trustee sits be put to a recorded vote. In such circumstances, the following shall occur:

(i) A recorded non-binding vote that includes the Student Trustee's vote; and

(ii) A recorded binding vote that does not include the Student Trustee's vote.

1.7 **No Further Debate**. After the Chair has put a question to a vote, there shall be no further debate on the issue. The decision of the Chair as to whether the question has been finally put to a vote is final.

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APPENDIX D – AGENDAS FOR MEETINGS
APPENDIX D-1 – AGENDAS FOR MEETINGS
REGULAR MEETINGS OF THE BOARD OF TRUSTEES

The Agenda and order of business for regular meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. ~~National Anthem~~Prayer
3. Land Acknowledgment
3. ~~Opening Prayer~~
4. ~~Acknowledgement of First Nations' Sacred Territory~~National Anthem
5. Approval of Agenda
6. Declaration of Interest
7. Approval of Board of Trustee Minutes
   i) Business Arising from the Minutes

b) PASTOR'S REMARKS
c) AWARDS AND PRESENTATIONS
d) DELEGATIONS
e) REPORTS FROM TRUSTEES FOR RECEIPT
   1. Regular Reports
      i) Ontario Catholic School Trustees' Association Report
      ii) Student Voice Report
      iii) Good News Reports

f) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
g) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
h) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
i) ADDITIONAL BUSINESS
   1. Notices of Motion
j) QUESTIONS ASKED BY TRUSTEES
k) DECLARED INTEREST ITEMS
l) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
n) FUTURE MEETINGS
o) ADJOURNMENT

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APPENDIX D-2 – AGENDAS FOR MEETINGS
SPECIAL MEETINGS OF THE BOARD OF TRUSTEES

The Agenda and order of business for special meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Land Acknowledgment
3. ~~Acknowledgement of First Nations' Sacred Territory~~
4. Approval of Agenda
5. Declaration of Interest

b) AWARDS AND PRESENTATIONS
c) DELEGATIONS
d) REPORTS FROM TRUSTEES FOR RECEIPT
   1. Regular Reports
      i) Ontario Catholic School Trustees' Association Report
      ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
h) ADDITIONAL BUSINESS
   1. Notices of Motion
i) QUESTIONS ASKED BY TRUSTEES
j) DECLARED INTEREST ITEMS
k) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) FUTURE MEETINGS
n) ADJOURNMENT

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APPENDIX D-3 – AGENDAS FOR MEETINGS
REGULAR MEETINGS OF COMMITTEES

The Agenda and order of business for regular meetings of Committees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Land Acknowledgment
~~3. Acknowledgement of First Nations' Sacred Territory~~
4. Approval of Agenda
5. Declaration of Interest
6. Approval of Committee Minutes
    i) Business Arising from the Minutes

b) AWARDS AND PRESENTATIONS
c) DELEGATIONS
d) UDPATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
1. Regular Reports
    i) Ontario Catholic School Trustees' Association Report
    ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
h) ADDITIONAL BUSINESS
1. Notices of Motion
i) QUESTIONS ASKED BY TRUSTEES
j) DECLARED INTEREST ITEMS
k) IN-CAMERA MEETING
l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) FUTURE MEETINGS
n) ADJOURNMENT

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APPENDIX D-4 – AGENDAS FOR MEETINGS

IN-CAMERA MEETINGS

The Agenda and order of business for In-camera meetings will normally be as follows:

a) ROUTINE MATTERS
   1. Approval In-Camera Minutes
   2. Business Arising from the In-Camera Minutes
b) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
c) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM COMMITTEE FOR RECEIPT
d) IN-CAMERA TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
e) IN-CAMERA ADDITIONAL BUSINESS
   1. Notices of Motion
f) QUESTIONS OF AN IN-CAMERA NATURE ASKED BY TRUSTEES
g) DECLARED INTEREST ITEMS
h) RISE FROM IN-CAMERA

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Dufferin-Peel Catholic District School Board

PROCEDURAL BY-LAW

Give me now wisdom and knowledge to go out and come in before this people, for who can rule this great people of yours?
2 Chronicles 1:10

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Revised: November 2024
Next Review Date: August 2025

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PROCEDURAL BY-LAW

A by-law relating generally to the procedures to be used by the Board of Trustees and its Committees at their meetings, made pursuant to Section 170.(1)4 of the *Education Act* which provides that the Dufferin-Peel Catholic District School Board (DPCDSB) must fix the times and places for meetings of the Board of Trustees and the mode of calling and conducting them.

Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications.

Capitalized terms in this By-law are defined in Article 9: Index.

ARTICLE 1
RULES OF ORDER

1.1 **Rules of Order**: The procedural rules governing meetings of the Board of Trustees shall be those set out in this By-law, any policies and resolutions of the Board of Trustees and the current edition of *Robert's Rules of Order*. Where this By-law is silent on a matter pertaining to the governance of a meeting, the current edition of *Robert's Rules of Order* applies to that matter.

1.2 ***DPCDSB Local School Board Governance Manual***: This By-law governs meeting procedures. The primary elements of the roles and responsibilities of the Board of Trustees, individual Trustees, the Director/Secretary and senior staff with respect to local school board governance/day-to-day management, on the other hand, are set out in the *DPCDSB Local School Board Governance Manual*, as the Board of Trustees may amend or replace, located in the DPCDSB Governance Guideline.

1.3 **Order of Precedence**: To the extent of a conflict, the superior instrument shall take precedence over the inferior instrument as set out below:

a) *Education Act* and other applicable legislation, including any order of the Government of Ontario and/or Federal Government of Canada, including an emergency order

b) By-law

c) Code of Conduct

d) Board of Trustees' Resolutions and Policies, other than the Code of Conduct

e) The current edition of *Robert's Rules of Order*

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ARTICLE 2
DUTIES

2.1 **Board of Trustees**: In addition to any other duties under Applicable Laws, the Board of Trustees shall:

a) promote student achievement and well-being; (s.169.1(a))[1]

b) carry out its role in accordance with the teachings of the Catholic faith**;**

c) 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, sexual orientation, gender identity, gender expression, age, marital status, family status or disability and any other areas identified by the Ontario Human Rights Commission as a protected ground; (s.169.1(a.1))

d) promote the prevention of bullying; (s.169.1(a.2))

e) ensure effective stewardship of the DPCDSB's resources; (s.169.1(b))

f) deliver effective and appropriate education programs to its pupils, through the approval of policy; (s.169.1(c))

g) develop and maintain policies and organizational structures that:

1. promote the goals referred to in clauses (a) to (f);

2. encourage pupils to pursue their educational goals; (s.169.1(d)) and

3. promote the DPCDSB's vision and mission;

h) monitor and evaluate the effectiveness of policies under clauses (f) and (g) in achieving the goals and the efficiency of the implementation of those polices; (s.169.1(e))

i) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (f) (the "**Multi-Year Strategic Plan**"); (s.169.1(f))

j) annually review the Multi-Year Strategic Plan with the Director/Secretary; (s.169.1(g)) and

[1] Unless otherwise specified herein, all section references in brackets throughout this By-law are to the *Education Act.*

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k) monitor and evaluate the performance of the Director/Secretary, in meeting the following:

1. their duties under Applicable Laws and the Multi-Year Strategic Plan; and

2. any other duties assigned by the Board of Trustees. (s.169.1(h))

2.2 **Trustees**: In addition to complying with Applicable Laws and all resolutions of the Board of Trustees, each Trustee shall:

a) carry out their responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under Applicable Laws; (s.218.1(a))

b) attend and participate in meetings of the Board of Trustees, including meetings of Committees of which they are a member; (s.218.1(b))

c) consult with parents, students and supporters of the DPCDSB on the Multi-Year Strategic Plan; (s.218.1(c))

d) bring concerns of parents, students and supporters of the DPCDSB to the attention of the Board of Trustees; (s.218.1(d))

e) uphold the implementation of any resolution after it is passed by the Board of Trustees; (s.218.1(e))

f) entrust the day-to-day management of the DPCDSB to its staff through the Director/Secretary; (s.218.1(f))

g) maintain focus on student achievement and well-being; (s.218.1(g))

h) comply with the Trustee Code of Conduct; (s.218.1(h)) and

i) communicate with Church, local governmental and/or community partner officials ("Officials") as necessary on matters that have implications or impact on the Trustee's ward(s).

Notwithstanding the foregoing, any matter that has or may have implications or impact on any other Trustee's ward, the Board of Trustees and/or the DPCDSB shall be referred by a Trustee to the Board of Trustees for action. Action may, for example, consist of the Chair acting in their role as spokesperson of the Board of Trustees pursuant to Section 2.4 (f). For matters referred to the Board of Trustees in connection with this Section 2.2 (i), no Trustee shall communicate with Officials without prior approval by the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

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2.3 **Director/Secretary**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Director/Secretary shall:

a) annually review with and deliver a report to the Board of Trustees regarding the Multi-Year Strategic Plan; (s.283.1(1)(a) and (d))

b) ensure that the Multi-Year Strategic Plan establishes the DPCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular, its responsibility for student achievement set out in section 169.1(1)(f) of the *Education Act*; (s.283.1(1)(b))

c) implement and monitor the implementation of the Multi-Year Strategic Plan and report periodically to the Board of Trustees on the status of its implementation; (s.283.1(1)(c))

d) act as secretary to the Board of Trustees; (s.283.1(1)(e))

e) immediately upon discovery, bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director/Secretary may result in, or has resulted in, a contravention of the *Education Act*; (s.283.1(f))

f) if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Section 2.3(e), advise the Minister or a Deputy Minister of the Minister of the act or omission; (s.283.1(1)(g))

g) keep a full and correct record of the proceedings of every meeting of the Board of Trustees in the minute book provided for that purpose by the Board of Trustees and ensure that the minutes when confirmed are signed by the Chair or presiding member; (s.198(1)(a))

h) transmit to the Ministry of Education copies of reports requested by it; (s.198(1)(b))

i) give notice of all meetings of the Board of Trustees to each Trustee by notifying the Trustee personally or in writing (including by electronic means); (s.198(1)(c))

j) call a special meeting of the Board of Trustees at the written request of the majority of the Trustees; (s.198(1)(d))

k) attend all meetings of the Board of Trustees and Committees in person or by designate; (O.Reg 463/97, s.5.(1)(3); s. 283.1(1)(e) and s.198.(1)(e))

l) prepare or arrange to have prepared by a delegated representative, minutes of all meetings of the Board of Trustees and of Committees; (s.170.(1)(4); s.198(1)(a))

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m) keep records or arrange to have records kept as required under Applicable Laws and subject to the directions of the Board of Trustees; (s.170.(1)(4) and (18); s. 171(1)(38); s,198.(1)(e))

n) conduct the official correspondence on behalf of the Board of Trustees;

o) receive and pass on to the Board of Trustees or the relevant Committee all correspondence, petitions and reports of other officials;(s.198(1)(e))

p) prepare, in consultation with the appropriate chair, the draft agenda of all meetings including special meetings of the Board of Trustees and of all Committees or delegate the responsibility; (s.218(4))

q) maintain an up-to-date policy database and make such database accessible to the public via the DPCDSB's website; (s.198(1)(e))

r) have charge of all correspondence, reports and other documents; (s.198(1)(e))

s) promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of Applicable Laws and subject to the directions of the Board of Trustees; (s.198(1)(e))

t) bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Director/Secretary, may be necessary or useful for the Board of Trustees to be aware; (s.198(1)(e)) and

u) manage the day-to-day operations of the DPCDSB, including executing the implementation of DPCDSB policies and decisions of the Board of Trustees. (s.218.1(f)). For certainty, requests by Trustee(s) for staff to provide information or to perform an action on any matter that will require significant resources to fulfill, at the request of the Director/Secretary, the Board of Trustees shall pass a motion to request staff, through the Director/Secretary, to fulfill such request. A resource is considered "significant" if it requires any of the following as determined by the Director/Secretary:

1. expenditure of funds not previously allocated to fulfill the specific request;

2. engagement of external human resources, including, but not limited to additional staff, consultants and/or external legal counsel;

3. the assignment of one or more existing staff to fulfill the request causing them to vacate any portion of their regular day-to-day assigned duties that cannot be postponed;

2.4 **Chair**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Chair shall: preside over meetings of the Board of Trustees; (s.218.4(a))

a) conduct the meetings in accordance with this By-law; (s.218.4(b))

b) enforce the *Trustee Code of Conduct*; (s.218.3(1) and s.218.4(a))

c) establish the Agenda for meetings of the Board of Trustees, including special meetings, in consultation with the Director/Secretary; (s.218.4(c))

d) ensure that Trustees have the information needed for informed discussion of the Agenda items; (s.218.4(d))

e) act as spokesperson to the public on behalf of the Board of Trustees, unless otherwise determined by the Board of Trustees (s.218.4(e)). In carrying out the role as spokesperson, the Chair shall ensure the following:

1. invitations the Chair receives to attend events as spokesperson of the Board of Trustees are also extended to the Vice-Chair.

2. except for offering messages such as congratulations and/or condolences to the DPCDSB's partners in education ("Messages") (for example, Church officials, governmental officials, DPCDSB families, and/or community partner officials), matters for which it is proposed the Chair carry out their role as spokesperson of the Board of Trustees, receives prior approval through the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

3. in circumstances where the Chair carries out this role through the offering of Messages, they shall notify the other Trustees as soon as reasonably possible following the delivery of the Messages.

f) convey the decisions of the Board of Trustees to the Director/Secretary; (s.218.4(f))

g) provide leadership to the Board of Trustees in maintaining its focus on its responsibilities set out in Section 2.1.; (s.218.4(g)) and

h) provide leadership to the Board of Trustees in maintaining a focus on the DPCDSB's mission and vision. (s.218.4(h))

2.5 **Vice Chair**: In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Vice Chair shall carry out all duties required of the Chair in the event the Chair is absent or otherwise unable or unwilling to act in that capacity. (s.208(7))

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ARTICLE 3
COMMITTEES OF THE BOARD AND EXTERNAL ASSEMBLIES

3.1 **Committees**: The Board of Trustees will establish Committees and determine the duties of such Committees. (s.171(1)1)) The Committees shall be categorized as follows:

a) Committees**,** the mandates and terms of reference of which are established by the *Education Act* ("**Statutory Committees**");

b) Committees whose duties are normally continuous, whether required by statute or otherwise ("**Standing Committees**"); and

c) Committees appointed for specific duties whose mandate shall expire with the completion of the tasks assigned ("**Ad Hoc Committees**").

Statutory Committees: The following Committees are confirmed as the Statutory Committees of the Board of Trustees as at the date this By-law is enacted:

a) Audit (s.253.1) (three Trustees) (O.Reg 361/10)

b) Special Education Advisory (s.57.1) (two Trustees and two alternates) (O.Reg 464/97)

c) Supervised Alternative Learning (one Trustee and one alternate) (O.Reg 374/10)

d) Discipline (at least three Trustees as available (S. 309(12) and S. 311.3(9))

e) Central Committee for Catholic School Advisory Councils (one Trustee and one alternate) (O.Reg 612/00)

f) Director of Education Performance Appraisal Committee (at least three but no more than 7 Trustees) (O. Reg 83/24)

Standing Committees: The following Committees are confirmed as Standing Committees of the Board of Trustees as at the date this By-law is enacted:

a) Administration and Finance

b) Faith and Program

c) Contract and Negotiations (all Trustees without a declared interest)

d) By-law/Policies Review

e) Multi-Year Strategic Planning Committee

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3.2 **External Assemblies Membership:** The Board of Trustees may appoint Trustees to assemblies established by external agencies ("**External Assemblies**"), including the following. For certainty, External Assemblies are not Committees:

a) Brampton Board of Trade (three Trustees)

b) Mississauga Board of Trade (seven Trustees)

c) Peel Safe and Active Routes to School (two Trustees)

d) Brampton School Traffic Safety Council (one Trustee and one alternate)

e) Mississauga Traffic Safety Council (one Trustee and one alternate)

f) Ontario Catholic School Trustees Association (two Trustees)

3.3 **Functions, Duties, Responsibilities and Powers of Committees**: The functions, duties, responsibilities and powers of all Committees shall be set out in the resolution of the Board of Trustees by which such Committee is established, or in terms of reference adopted by the Board of Trustees in respect of such Committee. At each of its inaugural meetings, each Committee will determine its terms of reference to be recommended to the Board of Trustees for approval. No Committee is authorized to exercise any delegated Board of Trustees authority unless expressly so authorized in the terms of reference or resolution adopted by the Board of Trustees in respect of the Committee.

3.4 **Committee Membership:**

a) Individuals appointed to Committees serve at the pleasure of the Board of Trustees. Committee terms of reference shall set out the composition of the Committee and indicate what Board of Trustees and DPCDSB resources are dedicated to support its work.

- **Statutory Committee Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Statutory Committees in accordance with the *Education Act*. Notwithstanding anything to the contrary, the term of Trustees appointed to the Audit Committee is two (2) years; and the term of Trustees appointed to the Director of Education Performance Appraisal Committee is from July 1 of one year to June 30 of the following year.

- **Standing Committee Membership**: At its Inaugural or Organizational meeting, as the case may be, the Board of Trustees shall appoint the chair, vice-chair and other members of each Standing Committee.

b) **Ad Hoc Committee and External Assembly Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Ad Hoc Committees and External Assemblies.

c) **Notwithstanding** anything to the contrary, Committee and External Assembly

Membership is subject to the following:

- no later than May 15 in each year, each board shall establish a committee responsible for conducting a performance appraisal of the director of education for the board, composed of not fewer than three and not more than seven board members, one of whom shall be elected by a majority of the committee to act as its chair (O. Reg. 83/24). The committee is responsible for conducting any performance appraisal required under this Regulation in respect of any of the director of education's evaluation cycles that occur with the board during any portion of the period beginning on July 1 in the year that the committee is established and ending on June 30 in the following year; ;
- only Trustees without a declared interest may be members of the Contract and Negotiations Committee;
- a Trustee's membership on a Committee or External Assembly is subject to any sanctions imposed on the Trustee pursuant to section 218.3 of the *Education Act* arising out of a finding of a breach of the Code of Conduct or otherwise required by law.

d) **Committee Procedures**: Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications, subject to the following:

- All Committees, except the Audit Committee and the Director of Education Performance Appraisal Committee, shall be first convened as soon as reasonably possible following the date of the Board of Trustees' resolution appointing the members to the applicable Committee.

- The first meeting of the Audit Committee shall take place no later than September 30 in each fiscal year. (O.Reg 361/10)

- Election of the chair and vice-chair of the Audit Committee shall occur at the Audit Committee's first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.

- The first meeting of the Director of Education Performance Appraisal Committee shall take place no later than July 30 in each fiscal year.

- Election of the chair and vice-chair of the Director of Education Performance Appraisal Committee shall occur at its first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.

- The process to meet In-Camera set forth in Article 6 applies to Committee meetings with necessary modifications.

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ARTICLE 4
THE INAUGURAL/ANNUAL ORGANIZATIONAL MEETING, ELECTION OF OFFICERS AND APPOINTMENTS

4.1 **Date and Time**: Subject to any statutory requirements, the Inaugural Meeting shall be held not later than seven (7) days after the day on which the term of office of the Board of Trustees commences, at the Catholic Education Centre at 7:00 p.m., (s.208(2)) following a 6:00 p.m. mass, or at such other time and location determined by the Chair. Each subsequent Annual Organizational Meeting of the Board of Trustees shall be held at such time and place as the Board of Trustees considers expedient. (s.208(6))

4.2 **Meeting Procedure**: The procedure at the Inaugural Meeting and each subsequent Annual Organizational Meeting shall be as follows:

a) At the Inaugural Meeting (but not subsequent Annual Organizational Meetings), the Director/Secretary shall:

1. read the returns of the election to the Board of Trustees as certified by the municipal clerks;

2. ascertain that the Trustees have met all procedural requirements and are eligible to take office;

3. administer to each Trustee a declaration of office and oath of allegiance; and

4. declare the Board of Trustees to be legally constituted.

b) At the Inaugural Meeting and each Annual Organizational Meeting, the Director/Secretary shall serve as chair of the meeting until the Chair is elected, but the only business to be conducted while the Director/Secretary is so serving is the election of the Chair, which shall be conducted as follows:

1. The Director/Secretary shall appoint three (3) scrutineers, whose names shall be recorded in the minutes;

2. The Director/Secretary shall then call for nominations, which will not require a seconder (and a Trustee may self-nominate);

3. The Director/Secretary shall ask all nominees to confirm whether they wish to allow their name to stand in nomination;

4. Confirmed nominees will be invited, in the order they were nominated, to address the Board of Trustees;

5. Trustees may ask questions of each candidate;

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6. The election shall then proceed by secret ballot;

7. The Trustee who receives the most votes shall be declared elected, but only if the number of votes received by such Trustee is equal to the majority of the number of the Trustees present at the meeting and entitled to vote;

8. If the condition in Section 4.2(b)(7) is not satisfied, the scrutineers shall announce the result and the name of the Trustee receiving the smallest number of votes shall be dropped. The Board of Trustees shall then proceed to vote anew, to a maximum of three (3) rounds of votes, until the condition in Section 4.2(b)(7) is satisfied. The successful Trustee shall serve as the Chair until the next Inaugural/Annual Organizational Meeting;

9. In the case of an equality of votes, the candidates shall draw lots to fill the position pursuant to subsection 208(8) of the *Education Act;*

10. A majority of the Board of Trustees present and entitled to vote at the meeting will bring a motion to destroy the ballots or file the ballots with the Director/Secretary and then destroyed at a date defined in the motion.

c) The elected Chair shall succeed the Director/Secretary as chair of the meeting.

d) The Chair shall conduct an election for the office of Vice-Chair, chairs and vice-chairs of the following Standing Committees using the process set out above, with necessary alterations, and deliver their inaugural address to the Board of Trustees: Faith and Program; By-law/Policies Review; Administration and Finance; Multi-Year Strategic Plan and Contract and Negotiations.

e) At least every five years, once the Audit Committee has recommended the appointment of an auditor to the Board of Trustees, the Board of Trustees shall appoint its auditors for the ensuing one to five years.

4.3 **Term of Office**: The term of office for all positions and appointments of Trustees described in Articles 3 and 4 shall be for a period of one year, except for the Audit Committee where the term of office shall be two years.

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ARTICLE 5
PROCEDURES AT MEETINGS OF THE BOARD OF TRUSTEES

5.1 **Quorum:** A majority of Trustees constitutes a quorum. (s.208(11))

a) If a quorum is not present within 15 minutes after the time appointed for the meeting or it is lost, the Board of Trustees shall not convene, and the Director/Secretary shall record the names of the members present.

b) Where the Chair has knowledge that a Trustee will arrive within the half hour of the posted commencement time of a meeting, the Chair may unilaterally extend the start time for the meeting beyond the stated 15 minutes to an additional 15 minutes, totaling no more than 30 minutes from the posted commencement time of the meeting. If a quorum is still not present after the additional 15 minutes, the Board of Trustees meeting shall not convene, and the Director/Secretary shall record the names of the members present. The Chair may call a recess of up to 15 minutes should quorum be lost or for any other reason as they so determine. In order for the Board of Trustees meeting to be re-called, a quorum must be present.

c) Subject to 5.1(a) and (b), the Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present, and the Director/Secretary shall then record the time of adjournment and the names of the members present.

d) The foregoing is subject to Section 7(1) of the *Municipal Conflict of Interest Act*.

5.2 **Regular Meetings:** The Board of Trustees may establish dates for its regular meetings, at a place and time determined by the Board of Trustees. Ordinarily, regular meetings shall commence at 7:00 p.m. on the fourth Tuesday of every month, other than June, July and December, and adjourn at 11:00 p.m. or upon completion of the item being discussed at 11:00 pm, unless otherwise determined by the Board of Trustees. (s.170(1)4)) The Board of Trustees may pass a motion by simple majority to extend a meeting past 11:00 pm. The Chair may cancel or reschedule a regular meeting by giving notice to all persons entitled to receive notice of the meetings of the Board of Trustees, provided that the Chair may only cancel a regular meeting in extraordinary circumstances, such as when there is a strong indication that quorum would not be present at such meeting.

5.3 **Meeting Materials**: To the extent practicable, on the Friday prior to any meeting of the Board of Trustees, the Chair shall cause the meeting Agenda and all necessary or desirable meeting materials to be delivered by or on behalf of the Director/Secretary to the Trustees and the meeting Agenda to be posted on the DPCDSB's website for public access.

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5.4 **Agendas for Meeting**: The Agenda and order of business for meetings of the Board of Trustees and its Committees will normally be as set out in Appendix D. (s.218(4))

5.5 **Adding to Agenda**

a) **Prior to the Meeting:** At the discretion of the Chair in consultation with the Vice-Chair and the Director/Secretary, the Chair shall consider a request from a Trustee to add an item to the Agenda for a meeting if a written request for this purpose has been submitted to the Chair at least ten (10) Business Days in advance of the meeting. If requested, the Chair shall permit the Trustee to make an oral representation to the Chair as to why an item should be added. If the Chair denies the addition, they shall provide reasons for such denial to all Trustees. The Chair's decision will be based on administrative considerations, such as whether the subject matter would be more appropriately addressed at another meeting or forum.

b) **At the Meeting:** A Trustee or the Director/Secretary may include additional items on the Agenda for a meeting if approved by a majority vote of the Trustees present at such meeting. Other than in urgent circumstances, items dealing with substantive issues should not be added to the agenda at the meeting to ensure fairness to Trustees who are absent.

c) The order of business at any meeting shall be in the same order as on the Agenda for such meeting but may be changed by a majority vote of the Trustees present at such meeting.

d) Amendments to the Agenda during the meeting shall be permitted if all Trustees are present and unanimously agree to such variation.

5.6 **Special Meetings**: In addition to the Director/Secretary's duty to call a special meeting pursuant to Section 2.3(k), special meetings of the Board of Trustees may be called at the discretion of the Chair or at the request of at least two (2) Trustees, provided that in all circumstances special meetings may only be held to address matters of a time-sensitive nature which may result in financial loss or other harm to the DPCDSB and to the Board of Trustees or an employee or student of the DPCDSB if the matters are not dealt with before the next scheduled meeting of the Board of Trustees or a Committee. Special meetings require no less than two (2) business days' notice, unless such minimum notice requirement is waived in writing by the Chair. The notice calling a special meeting shall state the business to be considered thereat, and no other business may be considered at a special meeting, unless all Trustees are present and unanimously agree to consider such business. The Chair may cancel a special meeting by giving notice of cancellation if the Chair deems that the need for the special meeting no longer exists. (s.208(13))

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5.7 **Consequence of Repeated Absence from Meetings**: In accordance with the *Education Act,* (s.228(1)(b)) a Trustee is deemed to vacate their seat if they absent themselves from three (3) consecutive full regular meetings of the Board of Trustees, unless authorized by a resolution of the Board of Trustees.

5.8 **Record of Attendance:** A register of Trustee attendance at Board of Trustee and Committee meetings will be established and maintained by or on behalf of the Chair. The register will be available to the public upon written request. Attendance records for all meetings shall record instances where Trustees arrive late or leave prior to adjournment. A Trustee absent from a meeting(s), will be recorded as such, along with any Board of Trustee motion passed pursuant to Section 228(1)(b) of the *Education Act* approving the absence

5.9 **Electronic and Physical Attendance at Meetings**: The Board of Trustees shall physically attend regular meetings of the Board, and regular meetings of the Committee of the Whole Board, except where attendance by electronic means is approved and allowable under the *Education Act,* Regulation 463/97, and DPCDSB Policy No. 1.06, as may be amended from time to time.

Type of Meeting	**Physical Attendance Requirement**
Regular Meetings of the Board of Trustees and regular meetings of the Committee of the Whole Board	1. The Chair or their designate; 2. All Trustees (unless approved by the Chair to attend virtually, for one of the exceptions set out below); and 3. The Director/ Secretary or their designate.
Committees, other than Committees of the Whole	1. The Committee Chair or their designate, except that the Committee Chair or their designate may participate in a meeting by electronic means if at least one additional Committee member who is a Trustee is physically present; and 2. The Director/Secretary or designate;
Exceptions: 1. The Chair of the Board, or the Vice Chair if the request is from the Chair, may approve a request from a Trustee to virtually attend a regular meeting of the Board, or a regular meeting of the Committee of the Whole Board if one of the following exceptions apply: *a) The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.* *b) Weather conditions do not allow the member to travel to the meeting location safely.* *c) The member cannot be physically present at a meeting due to health-related issues.*	

d) The member has a disability that makes it challenging to be physically present at a meeting.
e) The member cannot be physically present due to family responsibilities in respect of the member's spouse,
i. a parent, step-parent or foster parent of the member or the member's spouse,
ii. a child, step-child, foster child, or child who is under legal guardianship of the
iii. member or the member's spouse,
iv. a relative of the member who is dependent on the member for care or assistance, or
v. a person who is dependent on the member for care or assistance and who considers the member to be like a family member.

Notwithstanding the foregoing, the Chair shall not approve a request to attend a meeting virtually if to approve a request would result in fewer that one Trustee in addition to the Chair being physically present in the meeting room.

In addition to the foregoing requirements, the Chair or designate must be physically present in the meeting room for at least half of the Board of Trustees meetings for any twelve (12)-month period beginning November 15 of any year. (O. Reg. 463/97 s. 5.1(2))

Furthermore, every Trustee, must be physically present in the meeting room for at least three (3) regular meetings of the Board of Trustees during each twelve (12) month period, and for at least one regular board meeting for each period of four full calendar months that occurs, beginning November 15 of each year. (O. Reg. 463/97, S. 6.1).

The foregoing physical attendance requirements apply except in rare circumstances where all schools are closed pursuant to an order as described by O. Reg. 463/97 s. 6.1(2), (3) or (4).

The DPCDSB may refuse to provide a Trustee with the means to participate electronically in a meeting of the board, Committee of the Whole Board, or any other committee of the Board of Trustees, unless the Trustee has received approval from the Chair to attend electronically, where such refusal is necessary to ensure compliance with Regulation 463/97.

A Trustee attending a meeting electronically must fulfill the following obligations:

(a) The mute function is used when the Trustee is not speaking;
(b) Participate in a quiet room with a closed door to prevent unnecessary distractions;
(c) Ensure their camera is on when voting. During the rest of the meeting, if a Trustee needs to turn their camera off, they will advise the recording secretary if they have left the meeting for any length of time;
(d) For In-Camera meetings, comply with the requirements of Section 6.7 in addition to the foregoing.

5.10 **Selection of Chair of Meeting**: If the Chair and the Vice-Chair are both absent from a meeting, or unable or unwilling to act in that capacity, and if quorum is present, the Director/Secretary shall call the meeting to order and the members present shall select a chair of the meeting, who shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity. (s.208(9)) Notwithstanding the foregoing, in circumstances where there is a past Chair, they shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity.

5.11 **Director/Secretary Responsible for Meeting Minutes**: The Director/Secretary shall cause the minutes of Board of Trustees and Committee meetings to be recorded and maintained. (s.198(1)(a)

5.12 **Content of Minutes:** Each set of meeting minutes shall contain the following:

1. the type of meeting (“regular”, “special”, etc.);
2. the date and place of the meeting;
3. the names of Trustees, Staff, and guests present, the names of Trustees absent, and the time of arrival, departure and/or re-entry of Trustees absent for the entire meeting;
4. the minutes of the previous meeting(s) and, where approved, an indication of any changes therein;
5. disclosure of declared interests;
6. all motions and points of order and appeals, and the disposition thereof;
7. the time of adjournment; and
8. the time, date, and place of the next meeting.

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ARTICLE 6
IN-CAMERA MEETINGS – BOARD OF TRUSTEES AND COMMITTEES

6.1 **Principle of Open Meetings**: All meetings, including electronic meetings, of the Board of Trustees and, subject to Section 6.2 below, all Committee meetings, shall be open to the public. A person shall only be excluded from a meeting that is open to the public, for improper conduct (s.207(1)) as determined by the chair of the meeting in their absolute discretion.

6.2 **In-Camera Meetings - Committees**: A meeting of a Committee, including Committee of the Whole, may be closed to the public, but only to the extent the subject-matter under consideration involves one or more of the following:

a) the security of the property of the DPCDSB;

b) the disclosure of intimate, personal or financial information in respect of a Trustee, member of a Committee, an employee or prospective employee of the DPCDSB, or a student or their parent or guardian;

c) the acquisition or disposal of a school site;

d) decisions in respect of negotiation with employees of the DPCDSB; and

e) litigation affecting the DPCDSB. (s.207(2))

6.3 **In-Camera Meetings – Board of Trustees and Committees:** A meeting of the Board of Trustees or of a Committee shall be closed to the public when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the DPCDSB. (s.207(2.1))

6.4 **Persons Entitled to Attend In-Camera Meetings of the Committee of the Whole**: The only persons entitled to attend In-Camera Meetings of the Committee of the Whole are Trustees and the Director/Secretary (except if the subject matter of the In-Camera Meeting of the Committee of the Whole is directly related to the performance of the Director/Secretary, in which case the Director/Secretary is not entitled to attend that portion of the meeting), but the Board of Trustees may invite any person (including appropriate Staff) to participate as guests in In-Camera Meetings of the Committee of the Whole.

6.5 **In-Camera Meetings - Private Sessions:** If the In-Camera Meeting of a Committee includes only Trustees and the Director/Secretary, then such meeting shall be referred to as an "In-Camera Meeting - Private Session-Trustees and Director Only". If the In-Camera Meeting of the Committee of the Whole includes only the Trustees, then such meeting shall be referred to as an "In-Camera Meeting - Private Session-Trustees Only". For certainty, an In-Camera Meeting - Private Session-Trustees Only may only occur when the subject matter of the meeting is the contract or performance of the Director/Secretary. The Committee of the Whole may, in its discretion, invite such.

advisors as it deems necessary to such In-Camera Meeting -Private Session-Trustees Only. Immediately following the portion of the Private Meeting during which the contract or performance of the Director/Secretary is discussed, the Chair shall invite the Director/Secretary to return to the meeting.

6.6 **Process to Meet In-Camera as Committee of the Whole**: When the Board of Trustees determines it is necessary to meet in-camera:

a) The motion shall be:

> "THAT the Board of Trustees meeting be adjourned, and the Trustees immediately convene an In-Camera Meeting (or In-Camera Meeting – Private Session) of the Committee of the Whole in respect of [*describe reason for matter to be discussed in-camera, with reference to the criteria set out in Section 6.2 and/or 6.3*]".

b) Unless otherwise provided herein with respect to a Committee (for example, Section 3.4(d)), the Chair shall relinquish their role as presiding officer of the meeting and shall call the Vice-Chair or another Trustee to act as chair.

c) As soon as the In-Camera Meeting of the Committee of the Whole is concluded, the Board of Trustees shall reconvene in public, with the Chair acting again as chair of the meeting of the Board of Trustees.

d) The chair of the In-Camera Meeting of the Committee of the Whole shall present the report of the meeting of the Committee of the Whole and move its adoption. The motion shall be:

> "THAT the Board of Trustees receive the confidential report of the Committee of the Whole In-Camera / Private Meeting [*describe reason for matter to be discussed in-camera with reference to criteria set out above*] and recommend adoption of the recommendations set out therein".

6.7 Confidential Nature of In-Camera Meetings:

a) **Materials and Other Information**: All materials disclosed to Trustees in connection with In-Camera Meetings, all deliberations at, all minutes of, and all reports in respect of In-Camera Meetings are strictly confidential and shall not be disclosed to any person unless required by Applicable Laws or otherwise authorized by the Board of Trustees. (s.207.(2))

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b) **Security**: A Trustee attending electronically in an In-Camera meeting must fulfill the following obligations in addition to those set out in Section 5.10:

- That they access the meeting using headphones;
- That they access the meeting alone in a private and quiet room with a closed door through which the meeting deliberations cannot be heard by anyone else;
- That they provide the location from where they are physically to the recording secretary and the Chair of the Board of Trustees or the Committee, as the case may be. This location shall not be disclosed publicly; however, the Trustee will be noted in the minutes to have participated in the meeting electronically;
- That, when possible, their camera stays on.

6.8 **Minutes of In-Camera Meetings**: Minutes of In-Camera Meetings shall be maintained in the same format as other Board of Trustees meeting minutes, provided that they shall be maintained in a segregated manner that protects their confidential nature to ensure they are only properly disclosed to authorized persons in accordance with Applicable Laws.

6.9 **Student Trustees**: Student Trustees may attend In-Camera Meetings of the Committee of the Whole and any Committee on which a Student Trustee is appointed, except they are not entitled to attend In-Camera Meetings convened in respect of matters involving the disclosure of intimate, personal, or financial information in respect of a Trustee or member of a Committee, an employee or prospective employee, or a student or their parent or guardian, or other matters expressly prohibited by the *Education Act*. (s.55(5)).

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ARTICLE 7
DELEGATIONS AND SUBMISSIONS

7.1 **Delegations and Submissions**: The DPCDSB encourages the public to provide advice and information to the Board of Trustees to assist Trustees in making informed decisions. Written and in person delegations to the Board of Trustees may be made in accordance with the following:

a) Subject to Section 7.1(e), delegates are required to register using the prescribed form no later than 1:00 p.m. five (5) business days before the date of the applicable meeting. A failure to complete the registration requirement, including failure to provide their speech, will result in the delegation request being declined unless otherwise permitted in this Article 7. All other written (including electronic) materials/presentations of delegates, including revisions to those previously submitted, must be submitted in their final form by 1:00 p.m. on the Monday immediately prior to the meeting. Notwithstanding the foregoing, if a person wishes to delegate regarding an item that appears on the agenda of a specific meeting, such person shall be permitted to delegate at that specific meeting regarding that item only provided that the request is made and all written (including electronic) materials/presentations and verbatim speech of the delegate are submitted in their final form by 1:00 p.m. on the Monday immediately prior to the specific meeting. As at all meetings, delegates will be advised that the Board of Trustees may not take action on the subject of the delegation at the meeting.

b) The Director/Secretary and/or the Chair, in consultation with the Vice-Chair, reserve the following rights:

- to accept or reject such materials, with notice of same provided to the delegate as soon as reasonably possible in the circumstances before the meeting. Personal or private information included in the delegate's materials will be redacted.
- to decline any delegation to ensure compliance with DPCDSB policies and general administrative procedures and Applicable Laws, *including* those pertaining to privacy and human rights.

c) If the delegate intends to use, or begins to use, the name/title/position of Staff members, or discloses any personal or other confidential information with respect to the Board of Trustees, a Committee or a student or their parent or guardian, the Chair may rule that the delegation is out of order or may require that the delegation be reconvened in-camera.

d) The Chair may rule that the delegation is out of order and end the delegation, if, in the Chair's opinion, either of the following occurs:

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- The information in the delegate's oral speech is significantly different than the written speech provided;
- The delegate's speech, notes, and/or other materials contain, or if the Delegate begins to use language that, in the opinion of the Chair, constitutes either of the following:
  A. an invasion of privacy, breach of confidentiality, defamation of character or is obscene; or;
  B. discrimination against an individual or group of individuals based on a protected ground under the Ontario *Human Rights Code*, R.S.O. 1990, c. H. 19 , the Chair may rule the delegation out of order and end the delegation. The following are current the protected grounds:
     - age
     - Ancestry, colour, race
     - Citizenship
     - Ethnic origin
     - Place of origin
     - Creed
     - Disability
     - Family status
     - Marital status (including single status)
     - Gender identity, gender expression
     - Receipt of public assistance (in housing only)
     - Record of offences (in employment only)
     - Sex (including pregnancy and breastfeeding)
     - Sexual orientation.

e) The public is strongly encouraged to make delegations to the appropriate Committee addressing the matter of concern prior to the matter coming before the Board of Trustees for consideration to allow Staff to consider and make recommendations to the Board of Trustees in connection with any matter raised in a delegation. For certainty, an individual or group making a delegation to a Committee may register to make the same or substantially similar submission or delegation to the Board of Trustees.

f) Up to five (5) delegations in total may be received by the Board of Trustees or a Committee at any meeting. Notwithstanding the foregoing, the Chair, in consultation with the Vice-Chair and Director/Secretary, may approve delegations in excess of five (5) if such delegations comply with Section 7.1(a). In circumstances where there are more than five (5) delegations proposed and such additional delegations are not in compliance with Section 7.1(a), a majority of the Board of Trustees present and entitled to vote at a meeting may pass a motion to allow one or more additional delegations or may call an additional meeting. Each

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delegation will be limited to five (5) minutes unless otherwise determined by the Board of Trustees.

g) Once the delegate has completed their presentation, Trustees shall have an opportunity to ask questions of the delegate. Once Trustee questions to the delegate are completed, the delegate will leave the podium and be seated or, if the delegation occurs in an In-Camera meeting, the delegate will leave the room. Trustees may ask questions of Staff at an open meeting, but not while the delegate is at the podium. Trustees may ask questions of Staff at an In-Camera meeting, but not while the delegation is present in the room.

h) Delegations deviating from the subject matter set out in the applicable registration form will be ruled out of order, however an individual making a delegation may answer questions asked by Trustees on any topic.

i) During both public and In-Camera Meetings, it is the responsibility of the Chair to stop or caution the delegate if they begin to make specific derogatory comments about any person. The Chair will remind the delegate of the requirement to avoid negative, critical, or derogatory words and to focus on their concerns with respect to an issue or decision. If the delegate will not comply, the Chair may rule the delegation out of order. If the delegate becomes unruly, the Chair may, in their absolute discretion, remove the delegate(s) from the meeting for improper conduct in accordance with the *Education Act.*

j) If the Board of Trustees refers a matter to Staff, through the Director/Secretary, in respect of which a submission or delegation is made, the Director/Secretary shall ensure the persons involved in the delegation are informed of the time and date at which the Staff report on the matter is to be reviewed by the Board of Trustees or Committee and information may be shared with the persons involved in the delegation in the discretion of the Director/Secretary.

7.2 **Persons Ineligible to Make Delegations**: Generally, all persons may make a delegation in respect of any Board of Trustees-related matter. However, Staff may not make submissions or delegations to the Board of Trustees or a Committee in respect of the following matters:

a) collective agreements to which the DPCDSB is a party; or

b) employee organizations (of which the speaker is, or is eligible to be, a member).

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ARTICLE 8
BY-LAW AMENDMENTS

8.1 **By-law Amendments**: Except when coming to the Board of Trustees as a recommendation from a Committee, no amendment, alteration, or addition to this By-law or the Board of Trustees' policies may be made unless due notice thereof in writing, setting forth the proposed amendment, alteration, or addition has been given at a Board of Trustees meeting previous to that at which the same comes up for consideration, unless supported by majority of the Trustees as appropriate.

8.2 **Annual Review of By-law**: The By-law/Policies Review Committee shall annually review this By-law.

8.3 **Repeal of Prior By-laws**: All previous by-laws of the DPCDSB related to the subject matter hereof are repealed on the enactment of this By-law. Such repeal shall not affect the validity of any act done or right or privilege acquired, or obligation or liability incurred under such by-law prior to its repeal. All officers and persons acting under any by-law so repealed shall continue to act as if appointed under this By-law and all resolutions of the Board of Trustees with continuing effect passed under any repealed by-law shall continue to be good and valid except to the extent inconsistent with this By-law, but only until amended or replaced by the Board of Trustees.

8.4 **Suspension of Application of this By-law**: The provisions of this By-law may not be suspended, except for debate on an emergency issue, subject to Applicable Laws. The provision to suspend the rules for an emergency debate requires two-thirds (2/3) of those Trustees present at a duly called and regularly constituted meeting.

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ARTICLE 9
INDEX

9.1 In this By-law, unless the context otherwise requires, the following definitionsapply:

a) "**Agenda**" means a list of items that are to be discussed at a meeting of the Board of Trustees.

b) "**Annual Organizational Meeting**" means the meeting at which the Chair and the Vice-Chair of the Board of Trustees are elected, and members of each of the Faith and Program, Board By-law/Policies Review, Administration and Finance and Contract and Negotiations Committees are appointed, in each year other than a year in which an Inaugural Meeting is held.

c) "**Applicable Laws**" means the *Education Act*, this By-law, the *Municipal Conflict of Interest Act* and any act, regulation, principle of common law or equity, municipal by-law, or other written requirement of a governmental authority having the force of law applicable to the DPCDSB or the Board of Trustees.

d) "**Board and Committee Information Officer**" means the recording secretary of the Board of Trustees and custodian of its records (except those records specifically assigned to others such as the treasurer's books).

e) "**Board of Trustees**" means the Board of Trustees of the DPCDSB.

f) "**Business Day**" means Monday to Friday from 8:00 a.m. to 5:00 p.m. EST, excluding statutory holidays.

g) "**By-law**" means this procedural by-law of the DPCDSB.

h) "**Chair**" means the Trustee elected to the position of chairperson of the Board of Trustees, having the duties set forth in Section 2.4.

i) "***Trustee Code of Conduct***" means DPCDSB Policy No. 1.02 entitled "*Code of Conduct – Trustees*" (as may be amended or replaced) adopted by the Board of Trustees in accordance with Section 218.2(1) of the *Education Act*.

j) "**Committee**" means any committee of the Board of Trustees established in accordance with this By-law.

k) "**Committee of the Whole**" means a meeting of the Trustees that is not a meeting of the Board of Trustees.

l) "**Director/Secretary**" means, the Director of Education of the DPCDSB and Secretary to the Board of Trustees, or the Director/Secretary's designate where the context requires or allows.

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m) "**DPCDSB**" means the Dufferin-Peel Catholic District School Board.

n) "***Education Act***" means the *Education Act*, R.S.O. 1990, c.E.2, as amended, and includes the regulations enacted thereunder.

o) "**In-Camera Meeting**" means a portion of a meeting of the Board of Trustees or of a Committee that is closed to the public in accordance with the *Education Act*.

p) "**Inaugural Meeting**" means the meeting following a municipal election at which the Chair and the Vice-Chair of the Board of Trustees are elected.

q) "**Minister**" means the Minister of Education and Minister Responsible for Early Years and Child Care.

r) "***Municipal Conflict of Interest Act***" means the *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M.50, as amended, and includes the regulations enacted thereunder.

s) "***Municipal Elections Act***" means the *Municipal Elections Act, 1996*, S.O. 1996, c.32, as amended, and includes the regulations enacted thereunder.

t) "**Staff**" means the staff of the DPCDSB.

u) "**Student Trustee**" means a senior secondary student elected pursuant to the *Education Act* to represent all students of the DPCDSB. A Student Trustees is not a member of the Board of Trustees and is not entitled to exercise a binding vote.

v) "**Trustee**" means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*.

w) "**Vice Chair**" means the Trustee elected to the position of vice chairperson of the Board of Trustees, having the duties set forth in Section 2.5.

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APPENDIX A – THE CHAIR'S ROLE

1.1 **Rules of Order.** The Chair or, in their absence, the Vice-Chair shall preside over all meetings.

1.2 **Attendance.** The Chair shall cause the Board and Committee Information Officer to do the following:

a) record the names of the Trustees present and absent at the beginning of the meeting as well as when a Trustee leaves or arrives; and

b) maintain the record of attendance referenced in Section 5.8 of this By-law.

1.3 **Chair Participation.** Should the Chair elect to take part in any debate or discussion or for any other reason, they shall vacate the position of chair and call upon the Vice-Chair or, if the Vice-Chair is absent, one of the other Trustees to fill their place in the following order until the matter under discussion is decided: Past Chair, chair of Contract and Negotiations Committee, chair of any other Committee. The Vice-Chair or any other Trustee temporarily acting as chair, shall discharge all the duties and enjoy all the rights of the Chair, but not participate in the discussion. Following such discussion, the Chair shall revert to their role.

1.4 **Appeal of Chair's Ruling.** A Trustee may appeal the Chair's ruling. The Trustee may indicate the reason for challenging the Chair, to a maximum time of one (1) minute. No other debate can take place on this item. The Board of Trustees will then vote to sustain or overturn the Chair's ruling by a simple majority and the Director/Secretary shall conduct the vote and assume the Chair until the vote is taken.

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APPENDIX B – OBTAINING THE FLOOR

1.1 **Obtaining the Floor.** Any Trustee desiring to speak shall indicate by an up-raised hand or the words, "Mr. or Madam Chair", and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak. Trustees proceeding to speak before the Chair has recognized them shall be considered out-of-order.

a) **Multiple Speakers.** When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who may speak.

b) **Scope of Debate.** Every Trustee shall confine themselves to the question in debate and shall avoid all discourteous language and personal references to staff and to other Trustees.

c) **Guideline for Limitation on and use of Floor Time.** Upon obtaining the floor, a Trustee shall make every effort to speak succinctly on the relevant issue and use only a reasonable amount of time to do so. As a Guideline, it is recommended that a Trustee have the floor for no more than five (5) consecutive minutes for the same issue. If the Chair determines that time in excess of five (5) consecutive minutes is unreasonable in the circumstances, the Chair may limit the amount of additional time that a Trustee may continue to have the floor. Notwithstanding the foregoing, such limitations enforced by the Chair must be fair and justifiable and the time limitmust allow for at least another five (5) consecutive minutes by the subject Trustee on the issue. The foregoing does not apply in circumstances falling under Section 1.1 (h) of this Schedule B, in which case, the Chair has the discretion to limit or end the Trustee's floor time at any time.

d) **No Interruptions.** A Trustee, who has the floor, shall not be interrupted, except for questions of privilege or procedural rules of order as set out in Appendix "C". The Chair will deal with the question of privilege and procedural rules of order before the Trustee, who has the floor, resumes speaking.

e) **Guideline for Time Limit on Debate.** Each matter should be debated within thirty (30) minutes of it being stated by the Chair. At or after the expiration of the thirty (30) minutes, the Chair shall put the question, "Is it the will of the Board of Trustees/Committee to extend the debate for fifteen (15) minutes?". The vote shall be taken immediately without debate. Up to two extensions of debate may be permitted.

f) **Procedure when Time Limit Expires.** If a matter has not been disposed of at a meeting within the time limits set out above, then, notwithstanding anything to the contrary, the Chair shall call for a motion to call the question. If such motion is not passed, the matter shall be referred to the appropriate Board of Trustees or Committee meeting.

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g) **Questions asked by.** To maximize efficiencies at each Board of Trustees and Committee meeting, Trustees should, to the extent practicable, only raise matters at a particular meeting that are relevant to the subject matter under the purview of that assembly unless the matter must be dealt with urgently. Each Trustee may ask up to five (5) questions per matter at a Meeting. A Trustee may ask an additional five (5) questions on the same matter at the discretion of the Chair.

h) **Discipline.** Trustees who resist the rules of the Board of Trustees, disobey the decision of the Chair or of the Board of Trustees on points of order or make any disorderly noise or disturbance, may, unless they make an apology that is accepted by the Chair, be ordered by the Chair to leave their seats for the remainder of the meeting. In case of a refusal to do so, on the order of the Chair, such persons may be removed from the meeting room and Board of Trustees' office by any police officer or security personnel. The Meeting Rules shall govern all Trustee actions.

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APPENDIX C – MOTIONS AND VOTING

A. GENERAL PROCEDURES FOR MOTIONS

1.1 **Notices of Motions.** The Notice of Motion has the effect of giving notice to the other Trustees, staff and the public of the matter to be considered at the next meeting. Trustees who wish to introduce new business, not on the agenda, shall give notice at one meeting of intention to move a specific motion at the next meeting of the Board of Trustees. A Notice of Motion:

(a) must be in writing and delivered to the Director/Secretary within three (3) days before the meeting at which it is going to be brought.

(b) requires no seconder and is not debatable at the time it is introduced.

(c) shall not be the subject of any debate or comment at the meeting at which it is introduced. In the case of urgent and pressing matters, with two-thirds' consent of Trustees present and eligible to vote, the motion may be dealt with immediately. A matter is considered urgent and/or pressing if it must be dealt with before the next scheduled meeting to avoid any of the following:

(i) irreparable harm to any individual or Board property;

(ii) immediate danger or harm to any individual;

(iii) the security of DPCDSB property;

(iv) anticipated or actual legal proceeding that requires the motion to be dealt with immediately to comply with legislated timelines;

1.2 **Motions in Writing.** In order to be debated and put to a vote, motions must be in writing, **except** the following motions:

(a) to receive reports;
(b) to refer;
(c) to postpone;
(d) to lay on the table;
(e) to put the question to a vote;
(f) to file;
(g) to go into Committee of the Whole;
(h) to rise and report;
(i) to adjourn; and
(j) such short oral motions as the Chair may accept.

1.3 **Speaking on Proposed Motion.** A Trustee may propose a motion and speak to it before it is seconded.

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1.4 **Motions to be Seconded.** Every motion, at a Board of Trustees meeting, shall be seconded and disposed of only by a vote of the Board of Trustees, unless the mover and seconder, by permission of the Board of Trustees, withdraw the motion. No seconder shall be required for motions brought at Committee meetings.

1.5 **Request to Read Motion.** Any Trustee may request the Board and Committee Information Officer to read the motion under discussion, for information, at any time during the debate, provided that no such request shall be made so as to interrupt another Trustee.

1.6 **Motions on the Agenda.** Notwithstanding a motion to defer consideration of a matter coming before the Board of Trustees (which is not debatable), a Trustee who submits a notice of motion, which appears on the agenda, shall be given an opportunity to address the Board of Trustees for a period not exceeding three (3) minutes on such notice of motion and, similarly, the Director/Secretary (or their delegate) shall be given an opportunity to address the Board of Trustees on a report at the time the notice of motion shall be discussed.

1.7 **Division of Motions.** When the motion under consideration contains two or more distinct propositions, any proposition, upon the request of any Trustee, may be considered and voted upon separately. A motion cannot be divided unless each part presents a proper question that can be acted upon if none of the other parts are adopted, and unless the effect of adopting all of the parts will be exactly the same as adopting the original motion. A motion cannot be divided if the division violates the exact logical equivalence of the motion. A motion must be divided at the request of a single Trustee where a series of independent resolutions or main motions is offered in one motion.

1.8 Motions Interrupting Debate. When a motion is under debate, the only motion in order shall be:

(a) to adjourn;

(b) to lay on the table;

(c) to put the question to a vote;

(d) to postpone;

(e) to refer; and

(f) to amend;

which shall have precedence as listed above. Motions to adjourn, to lay on the table or to put the previous question shall be decided without debate.

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1.9 **Point of Order:** A Trustee may advise the Chair and the Board of Trustees that a rule is being deviated from or being used incorrectly. It is a demand that the Chair rule on the point of order and to correct the deviation. Any Trustee who believes that the Chair has ruled incorrectly on the point of order may appeal the decision of the Chair using the process set out in Appendix A Section 1.4.

1.10 **Motions at Committee Meetings:**

(a) For certainty, motions passed at Committee meetings, including meetings of the Committee of the Whole, become recommendations to the Board of Trustees for determination.

(b) Notwithstanding anything to the contrary, the following rules apply to Committee meetings:

(i) Motions to close or limit debate are not permitted;

(ii) There is no limit to the number of times a Trustee may speak on a matter;

(iii) It is not necessary to address the Chair before speaking;

(iv) A roll-call vote or vote by ballot cannot be ordered in a meeting of the Committee of the Whole, nor can a counted rising vote be ordered except by the Chair.

1.11 **Motions Restricted in In-Camera Meetings.** In-Camera Meetings cannot entertain a motion to refer, to postpone or to table a subject referred to it.

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B. SPECIFIC MOTIONS

Type of Motion	Specifics
To amend	A motion to amend is a motion to change a resolution or a motion by adding, striking out or substituting a word or phrase. After a motion is made and seconded, where required, a motion to amend may be made, as well as, a motion to amend the amendment; however, no further motion to amend shall be made until those have been decided. Only one amendment to the motion shall be on the floor at any one time. An amendment modifying the subject of the motion shall be in order, but an amendment in conflict with or relating to a different subject shall not be in order and should be ruled out of order. Every amendment submitted shall be decided upon or withdrawn before the main question shall be put to a vote, and if the vote on the amendment(s) is decided in the affirmative, the main question as amended shall be put to a vote.
To reconsider	A motion to reconsider is a motion to review a previous decision and vote on it again, at the same meeting at which the motion was first considered. It must be made by a person who voted on the prevailing (winning) side of the motion it seeks to reconsider. A motion to reconsider cannot be moved more than once to reconsider the same motion. After a vote has been taken on any question (except one of indefinite postponement), such vote may, with the consent of two-thirds (2/3) of all Trustees present, be reconsidered.
To adjourn	A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to only adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. No second motion to adjourn shall be made until some business has been transacted after the first motion has failed.

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Type of Motion	Specifics
To lay on the table	A motion to lay on the table places a main motion and all pending amendments aside temporarily with the intent of bringing them back for action later in the same meeting. A motion to lay on the table requires a seconder, is not debatable, cannot be amended, and requires a majority vote.
To put the question to a vote	The motion to put the question to a vote shall preclude all further amendment or debate, and shall be submitted by the Chair in this form: "Shall the main question in debate be now put?" or “Call the vote?" If adopted, the Chair shall at once proceed to put the main question, first putting amendments pending, to the vote of the Board of Trustees.
To postpone indefinitely	A motion to postpone indefinitely is a motion to reject the main motion. The adoption of this motion defeats the main motion for the duration of the session.
To postpone to definite time	A motion to postpone to a definite time, if passed, would defer consideration of a main motion and all attached motions until a future date. This motion requires two thirds (2/3) vote. At the time to which it is postponed, the matter will be brought up again under unfinished business. This motion will have priority on the next agenda.
To rescind	A motion to rescind is a motion to nullify a vote taken at a previous meeting. A motion to rescind can be made by anyone, but only if no action has been taken on the vote it seeks to nullify. It requires two-thirds (2/3) vote for adoption.
To amend something previously adopted	A motion may amend something previously adopted, provided that the original motion has not been implemented. The motion is debatable, requires proper notice, a seconder, and the approval of at least two-thirds (2/3) of members present.

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C. VOTING

1.1 **Trustee Participation**: Each Trustee present at the meeting, either in person or through electronic means in accordance with Section 5, who has not declared an interest under the *Municipal Conflict of Interest Act* and/or the *Trustee Code of Conduct*, shall vote on all questions on which the Trustee is entitled to vote. Trustees who have declared a conflict of interest shall remove themselves from the meeting room prior to discussion ensuing and shall fulfill any additional requirements of the *Municipal Conflict of Interest Act*. For clarity, Student Trustees must also declare conflicts of interest as set out herein.

1.2 **Majority Vote**: Except as otherwise provided in Applicable Laws, an affirmative vote shall require a majority of the votes of the Trustees present either in person or electronically and entitled to vote.

1.3 **Method**: Every matter considered by the Board of Trustees shall be disposed of by a counted vote of all Trustees entitled to vote in one of the following ways (preference being given in the following sequence):

(a) by general (or unanimous) consent, in which case the Chair, exercising discretion, states that the motion will be adopted in the absence of objection;

(b) by show of hands, in which case each Trustee entitled to vote raises the Trustee's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;

(c) by rising, in which case each Trustee, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;

(d) by ballot, in which case each Trustee entitled to vote shall mark on a paper provided by the Director/Secretary, the Trustee's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and

(e) by an electronic voting method, in which each Trustee shall indicate the Trustee's choice from among the available alternatives.

1.4 **Recorded Votes:** Votes in favour and against shall not be recorded upon any question unless requested by at least one Trustee or a Student Trustee, and such request shall be made before the Chair calls upon the Trustees to vote upon same.

1.5 **Request for Division**: A Trustee that doubts the accuracy of the vote may for a call for a division and the Chair shall conduct either a voice or rising vote. Either the Chair on their own initiative, or a majority of Trustees may order the vote to be counted.

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1.6 **Student Trustees:** While a Student Trustee is not a member of the Board of Trustees and is not entitled to exercise a binding vote on any matter before the Board of Trustees or its Committees, (s.55(2)-(6)) a Student Trustee, is entitled to:

(a) submit a report for receipt by the Board of Trustees;

(b) request that a voting member of the Board of Trustees bring a specific motion;

(c) require that a matter before the Board of Trustees or a Committee on which the Student Trustee sits be put to a recorded vote. In such circumstances, the following shall occur:

(i) A recorded non-binding vote that includes the Student Trustee's vote; and

(ii) A recorded binding vote that does not include the Student Trustee's vote.

1.7 **No Further Debate**. After the Chair has put a question to a vote, there shall be no further debate on the issue. The decision of the Chair as to whether the question has been finally put to a vote is final.

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APPENDIX D – AGENDAS FOR MEETINGS
APPENDIX D-1 – AGENDAS FOR MEETINGS
REGULAR MEETINGS OF THE BOARD OF TRUSTEES

The Agenda and order of business for regular meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Prayer
3. Land Acknowledgment
4. National Anthem
5. Approval of Agenda
6. Declaration of Interest
7. Approval of Board of Trustee Minutes
    i) Business Arising from the Minutes

b) PASTOR'S REMARKS
c) AWARDS AND PRESENTATIONS
d) DELEGATIONS
e) REPORTS FROM TRUSTEES FOR RECEIPT
1. Regular Reports
    i) Ontario Catholic School Trustees' Association Report
    ii) Student Voice Report
    iii) Good News Reports

f) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
g) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
h) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
i) ADDITIONAL BUSINESS
1. Notices of Motion
j) QUESTIONS ASKED BY TRUSTEES
k) DECLARED INTEREST ITEMS
l) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
n) FUTURE MEETINGS
o) ADJOURNMENT

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APPENDIX D-2 – AGENDAS FOR MEETINGS
SPECIAL MEETINGS OF THE BOARD OF TRUSTEES

The Agenda and order of business for special meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Land Acknowledgment
4. Approval of Agenda
5. Declaration of Interest

b) AWARDS AND PRESENTATIONS
c) DELEGATIONS
d) REPORTS FROM TRUSTEES FOR RECEIPT
   1. Regular Reports
      i) Ontario Catholic School Trustees' Association Report
      ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
h) ADDITIONAL BUSINESS
   1. Notices of Motion
i) QUESTIONS ASKED BY TRUSTEES
j) DECLARED INTEREST ITEMS
k) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) FUTURE MEETINGS
n) ADJOURNMENT

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APPENDIX D-3 – AGENDAS FOR MEETINGS
REGULAR MEETINGS OF COMMITTEES

The Agenda and order of business for regular meetings of Committees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Land Acknowledgment
4. Approval of Agenda
5. Declaration of Interest
6. Approval of Committee Minutes
    i) Business Arising from the Minutes

b) AWARDS AND PRESENTATIONS
c) DELEGATIONS
d) UDPATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
1. Regular Reports
    i) Ontario Catholic School Trustees' Association Report
    ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT
f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT
g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
h) ADDITIONAL BUSINESS
1. Notices of Motion
i) QUESTIONS ASKED BY TRUSTEES
j) DECLARED INTEREST ITEMS
k) IN-CAMERA MEETING
l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE
m) FUTURE MEETINGS
n) ADJOURNMENT

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APPENDIX D-4 – AGENDAS FOR MEETINGS

IN-CAMERA MEETINGS

The Agenda and order of business for In-camera meetings will normally be as follows:

a) ROUTINE MATTERS
   1. Approval In-Camera Minutes
   2. Business Arising from the In-Camera Minutes
b) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
c) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM COMMITTEE FOR RECEIPT
d) IN-CAMERA TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
e) IN-CAMERA ADDITIONAL BUSINESS
   1. Notices of Motion
f) QUESTIONS OF AN IN-CAMERA NATURE ASKED BY TRUSTEES
g) DECLARED INTEREST ITEMS
h) RISE FROM IN-CAMERA

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**19.02**
SUBJECT:	Work Year for Principals and Vice-Principals
REFERENCE:	Memorandum of Settlement, Provincial Principal and Vice-Principal Terms and Conditions of Employment 2024
EFFECTIVE DATE:	January TBD, 2025
AMENDED DATE:	

"For everything there is a season, and a time for every matter under heaven..."
Ecclesiastes 3:1

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that, under terms of the Central Agreement effective July 1, 2025, the Work Calendar Year for principals and vice-principals shall be July 1 to June 30 ("Work Calendar Year").

2. The Standard Work Year shall be the School Year calendar of the school or the DPCDSB, as applicable ("School Year"), and up to 15 additional workdays immediately prior to or after the School Year.

   a) A total of 5 additional workdays, excluding Canada Day, shall occur immediately following the last day of each school year.

   b) A total of 10 additional workdays shall occur prior to the commencement of each school year, excluding Labour Day.

3. DPCDSB requires principals and vice-principals to take on responsibilities reasonably associated with their role during the Work Calendar Year, including but not limited to:

   a) opening and closing the schools,
   b) attending Directors' meetings,
   c) training and professional development,
   d) hiring,
   e) other matters that arise at the school or centrally during the Work Calendar Year.

4. Principals and vice-principals shall be eligible for additional compensation should they be appointed to supplementary assignments for night school, summer school, or continuing education.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	**1.75**
Subject:	**Chapels in Secondary Schools**
Reference:	GAP ~~:~~ 528.00: Chapels in Secondary Schools~~;~~ GAP 528.01: Blessing of Permanent Chapels G035: Archdiocese of Toronto Guidelines for Secondary School Chapels
Effective/Revised Date:	1991; 2011; (108) February 28, 2017; (194) June 2019; January 2025

"One thing I ask from the LORD, this only do I seek: that I may dwell in the house of the LORD all the days of my life, to gaze on the beauty of the LORD and to seek him in his temple."

Psalm 27:4

1. The Dufferin-Peel Catholic District School Board's (DPCDSB) mission identifies a commitment to *"…Catholic Education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community."* This commitment is supported by the inclusion of a chapel in each secondary school.

2. Secondary school chapels provide staff, students and visitors a ~~quiet and~~ sacred space for prayer and reflection. Throughout the year, the chapel is used for liturgy (be it Eucharistic or Liturgies of the Word), communal and personal prayer, devotion, meditation, Eucharistic adoration, ~~as well as a~~ and/or ~~calm~~ reflective time of retreat that allows ~~all~~ one to spend time with God.

3. Elementary schools sometimes have space in their schools to set aside a room that could be used for Catholic prayer. It cannot officially be called a "chapel," as that term is defined by the Code of Canon Law (Can. 1226). Elementary schools shall use the title "Catholic prayer room" for these spaces.

4. Definition:
   A permanent school chapel is an oratory or sacred place which, by permission of the Archbishop, is set aside by the Board for divine worship, for the convenience of the secondary school staff and students who assemble there. With the consent of the ~~chaplain~~Chaplaincy Leader and/or the Principal, other members of the faithful may have access (*The Archdiocese Guidelines for Secondary School Chapels, ~~1991~~1990*).

5. The *Archdiocesan Guidelines for School Chapels* and the *Dufferin-Peel Catholic District School Board's Chaplaincy Guidelines* (*contained within General Administrative Procedure 5.28)* shall be adopted as guidelines for secondary school chapels in Dufferin-Peel Catholic District Secondary Schools.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD BOARD POLICY	
Board Policy Number:	**1.75**
Subject:	**Chapels in Secondary Schools**
Reference:	GAP 528.00: Chapels in Secondary Schools GAP 528.01: Blessing of Permanent Chapels G035: Archdiocese of Toronto Guidelines for Secondary School Chapels
Effective/Revised Date:	1991; 2011; (108) February 28, 2017; (194) June 2019; January 2025

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Psalm 27:4

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2. Secondary school chapels provide staff, students and visitors a sacred space for prayer and reflection. Throughout the year, the chapel is used for liturgy (be it Eucharistic or Liturgies of the Word), communal and personal prayer, devotion, meditation, Eucharistic adoration, and/or reflective time of retreat that allows one to spend time with God.

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5. The *Archdiocesan Guidelines for School Chapels* and the *Dufferin-Peel Catholic District School Board's Chaplaincy Guidelines* (*contained within General Administrative Procedure 5.28)* shall be adopted as guidelines for secondary school chapels in Dufferin-Peel Catholic District Secondary Schools.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	9.01
SUBJECT:	Catholic Code of Conduct
REFERENCE:	GAP 530.00 – Catholic Code of Conduct
EFFECTIVE DATE:	February 1, 2002;
AMENDED DATE:	January 22, 2013; February 1, 2013; February 23, 2022; August 27, 2024; January TBD, 2025

"As the Father has loved me, so I have loved you; abide in my love. If you keep my commandments, you will abide in my love, just as I have kept my Father's commandments and abide in his love."
John 15:9-10

1. The Dufferin-Peel Catholic District School Board's (DPCDSB) *Catholic Code of Conduct* supports the provision and sustainability of a safe, caring, inclusive, accessible, and healthy Catholic school community, in which every student can succeed. The *Catholic Code of Conduct* is expressed in General Administrative Procedure 530.00, which is incorporated into this *Policy 9.01: Catholic Code of Conduct* by reference and forms an integral part thereof.

2. DPCDSB is committed to the implementation of the *Catholic Code of Conduct* in every aspect of its operations, including in every school.

3. The *Catholic Code of Conduct* is responsive to equitable and inclusive education; is reflective of Ministry of Education policy; and ensures a whole-school approach in the development and maintenance of a positive Catholic school learning environment for students and working environment for staff.

4. All DPCDSB community members will work together to develop themselves spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviours. Central to these behaviours are living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.

5. The *Catholic Code of Conduct* sets clear standards of behaviour which apply to students regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, members of various community groups, third-party vendors and presenters, and members of the public accessing DPCDSB schools, facilities, or events.

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6. The *Catholic Code of Conduct* also includes a range of interventions, supports, and consequences that are cognitively, developmentally, and socio-emotionally appropriate. These interventions, supports, and consequences include learning opportunities for reinforcing positive behaviour while helping students make better choices.

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7. Provided there is no immediate risk of physical harm to any individual, staff members shall respond to any inappropriate behaviour and/or behaviour that impacts negatively on school climate or for which a suspension and/or referral for expulsion may be warranted. Any incidents that could warrant suspension or referral ~~to~~for expulsion must be reported to the principal or designate.

8. DPCDSB recognizes that the Ontario *Human Rights Code* has primacy over provincial legislation, DPCDSB policies, and other administrative documents.

9. Ministry of Education Policy/Program Memorandum 128 (PPM 128) requires school boards to "develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct" This policy includes requirements described in the *Education Act*, *Ministry of Education Policy/Program Memoranda)*, and Ministry of Education documents, each as amended, including, but not limited to:

    a. *The Education Act, Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils*;
    b. Policies outlined *in PPM 128;*
    c. Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010;
    d. Ontario's Equity and Inclusive Education Strategy, 2009;
    e. *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*;
    f. *English Language Learners: ESL an ELD Programs and Services, 2007*.

10. The *Catholic Code of Conduct* addresses the following:

    a. Purpose
    b. Administration of the *Catholic Code of Conduct*
    c. Establishing Standards of Behaviour for All
    d. Upholding the *Catholic Code of Conduct*, Progressive Discipline
    e. Enforcing the *Catholic Code of Conduct*
    f. Roles and Responsibilities: DPCDSB, Trustees, Principals and Vice Principals, Teachers and Support Staff, Students, Parents and Guardians, TEAM, Parish, Community, Police

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
POLICY NUMBER:	**9.02**
SUBJECT:	Bullying Awareness, Prevention, and Intervention
REFERENCE:	Policy 9.01: Catholic Code of Conduct General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct GAP 551.00 – Bullying Prevention
EFFECTIVE DATE:	February 1, 2008
~~REVIEWED/~~AMENDED DATE:	Revised January 26, 2010; Revised (076) January 22, 2013 – Effective February 1; 2013; June 21, 2022; January TBD, 2025

"For the Lord gives wisdom; from his mouth come knowledge and understanding."
Proverbs 2:6

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1. All people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide, in all its operations, environments which support and reflect the dignity of the person.

2. This policy and its associated *General Administrative Procedure (GAP) 551.00 – Bullying Prevention* (GAP 551) govern bullying awareness, prevention, and intervention involving DPCDSB students as alleged ~~perpetrators~~individuals who cause harm, victims, and witnesses of bullying, and DPCDSB staff as victims and witnesses of bullying involving students. Policies and procedures regarding bullying restricted to DPCDSB staff as alleged perpetrators of bullying can be found in *Policy 6.69.1: Harassment and Discrimination* and *GAP 305.00 – Employee Workplace Conduct (Including Workplace Harassment)*.

3. DPCDSB prohibits bullying in all its forms and considers it as a serious offence against the dignity of persons created in God's image, and as an affront to the integrity of Catholic learning communities. To address bullying, DPCDSB relies on the consistent use of research-informed practices and approved protocols that are rooted in ~~anti-oppression and~~ the dignity of the person.

4. DPCDSB names and addresses all forms of bullying, including bullying that is rooted in ~~discrimination~~ injustice related to ~~citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment), and/or any other immutable characteristic or~~ any ground protected by the *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19 (Ontario Human Rights Code), recognizing that bullying of any kind is harmful to one's human dignity.

~~5.~~ Bullying has a negative impact on school communities, particularly on school climate and healthy relationships.

6. Bullying in any form is prohibited on DPCDSB property, including schools, virtual and in-person classrooms and common areas, at school-related activities, on school buses, on online platforms such as through e-mail, cell phone, text, instant messages, websites, social networking sites and/or other and social media (also known as cyberbullying), or in any other circumstances that will have an impact on the school climate.

7. Research indicates that the most effective means to address bullying is through comprehensive school-wide programs that are grounded in empirical data and best practice and are tailored to meet local school or site needs through grassroots involvement.

8. DPCDSB supports the use of positive practices ~~utilizing an anti-oppressive framework~~ to prevent bullying. DPCDSB supports the ongoing implementation and monitoring of comprehensive, system-wide plans for the creation of "bully-free" learning and working environments for all.

9. Principals, or their designates where applicable, are authorized to impose consequences for bullying, up to and including a student referral to DPCDSB's Discipline Committee of the Board of Trustees for expulsion from all schools.

10. In alignment with its policies and procedures, DPCDSB will continue to promote compassionate responses to victims of bullying, including use of restorative justice, where appropriate, and progressive discipline in response to bullying incidents to promote a process for making amends and reconciling relationships. DPCDSB will continue to provide supports and programs for students who have been bullied, witnessed bullying, or engaged in bullying.

11. DPCDSB shall ensure safe and accessible avenues for staff and students to report incidents of bullying.

12. **References** relevant to this policy include:

12.1 Section 1 of the *Education Act*, R.S.O. 1990 c. E.2 (*Education Act*) defines bullying as follows:

"…aggressive and typically repeated behaviour by a pupil where,

a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviors would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or

(ii) creating a negative environment at a school for another individual, and

b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education…"

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12.2 For the purposes of the definition of 'bullying' above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

12.3 For the purposes of the definition of 'bullying' above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including,
~~"…aggressive and typically repeated behaviour by a pupil where,~~

~~a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviors would be likely to have the effect of,~~

~~(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or~~

~~(ii) creating a negative environment at a school for another individual, and~~

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~~b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education…"~~

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~~For the purposes of the definition of 'bullying' above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including,~~

a) creating a web page or a blog in which the creator assumes the identity of another person;

b) impersonating another person as the author of content or messages posted on the internet; and

c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

~~12.2~~12.4 Section 169.1 of the *Education Act* sets out the responsibility of the DPCDSB Board of Trustees for student achievement and effective stewardship of resources, including the responsibility to do the following:

a) (a) promote student achievement and well-being;

b) (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, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;

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

d) Policy/Program Memorandum 144: Bullying Prevention and Intervention (PPM 144) sets out the components that must be incorporated into a school board's plans, policies, procedures and guidelines for bullying prevention and intervention.

~~12.3~~12.5 Notwithstanding anything to the contrary, the *Ontario Human Rights Code* has primacy over provincial legislation and DPCDSB policies and other administrative documents.

~~12.4~~12.6 *GAP 551.00* forms an integral part of this policy.

~~12.5~~12.7 All references set out in this policy include such references as may be amended or replaced.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**9.02**
SUBJECT:	Bullying Awareness, Prevention, and Intervention
REFERENCE:	Policy 9.01: Catholic Code of Conduct General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct GAP 551.00 – Bullying Prevention
EFFECTIVE DATE:	February 1, 2008
AMENDED DATE:	Revised January 26, 2010; Revised (076) January 22, 2013 – Effective February 1; 2013; June 21, 2022; January TBD, 2025

"For the Lord gives wisdom; from his mouth come knowledge and understanding."
Proverbs 2:6

1. All people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide, in all its operations, environments which support and reflect the dignity of the person.

2. This policy and its associated *General Administrative Procedure (GAP) 551.00 – Bullying Prevention* (GAP 551) govern bullying awareness, prevention, and intervention involving DPCDSB students as alleged individuals who cause harm, victims, and witnesses of bullying, and DPCDSB staff as victims and witnesses of bullying involving students. Policies and procedures regarding bullying restricted to DPCDSB staff as alleged perpetrators of bullying can be found in *Policy 6.69.1: Harassment and Discrimination* and *GAP 305.00 – Employee Workplace Conduct (Including Workplace Harassment)*.

3. DPCDSB prohibits bullying in all its forms and considers it as a serious offence against the dignity of persons created in God's image, and as an affront to the integrity of Catholic learning communities. To address bullying, DPCDSB relies on the consistent use of research-informed practices and approved protocols that are rooted in the dignity of the person.

4. DPCDSB names and addresses all forms of bullying, including bullying that is rooted in injustice related to any ground protected by the *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19 (Ontario Human Rights Code), recognizing that bullying of any kind is harmful to one's human dignity.

5. Bullying has a negative impact on school communities, particularly on school climate and healthy relationships.

6. Bullying in any form is prohibited on DPCDSB property, including schools, virtual and in-person classrooms and common areas, at school-related activities, on school buses, on online platforms such as through e-mail, cell phone, text, instant messages, websites, social networking sites and/or other and social media (also known as cyberbullying), or in any other circumstances that will have an impact on the school climate.

7. Research indicates that the most effective means to address bullying is through comprehensive school-wide programs that are grounded in empirical data and best practice and are tailored to meet local school or site needs through grassroots involvement.

8. DPCDSB supports the use of positive practices to prevent bullying. DPCDSB supports the ongoing implementation and monitoring of comprehensive, system-wide plans for the creation of "bully-free" learning and working environments for all.

9. Principals, or their designates where applicable, are authorized to impose consequences for bullying, up to and including a student referral to DPCDSB's Discipline Committee of the Board of Trustees for expulsion from all schools.

10. In alignment with its policies and procedures, DPCDSB will continue to promote compassionate responses to victims of bullying, including use of restorative justice, where appropriate, and progressive discipline in response to bullying incidents to promote a process for making amends and reconciling relationships. DPCDSB will continue to provide supports and programs for students who have been bullied, witnessed bullying, or engaged in bullying.

11. DPCDSB shall ensure safe and accessible avenues for staff and students to report incidents of bullying.

12. **References** relevant to this policy include:

    12.1 Section 1 of the *Education Act*, R.S.O. 1990 c. E.2 (*Education Act*) defines bullying as follows:

    "…aggressive and typically repeated behaviour by a pupil where,

    a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviors would be likely to have the effect of,

        (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or

        (ii) creating a negative environment at a school for another individual, and

    b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education…"

12.2 For the purposes of the definition of 'bullying' above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

12.3 For the purposes of the definition of 'bullying' above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

a) creating a web page or a blog in which the creator assumes the identity of another person;

b) impersonating another person as the author of content or messages posted on the internet; and

c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

12.4 Section 169.1 of the *Education Act* sets out the responsibility of the DPCDSB Board of Trustees for student achievement and effective stewardship of resources, including the responsibility to do the following:

a) (a) promote student achievement and well-being;

b) (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, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;

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

d) Policy/Program Memorandum 144: Bullying Prevention and Intervention (PPM 144) sets out the components that must be incorporated into a school board's plans, policies, procedures and guidelines for bullying prevention and intervention.

12.5 Notwithstanding anything to the contrary, the *Ontario Human Rights Code* has primacy over provincial legislation and DPCDSB policies and other administrative documents.

12.6 *GAP 551.00* forms an integral part of this policy.

12.7 All references set out in this policy include such references as may be amended or replaced.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
POLICY NUMBER:	**9.04**
SUBJECT:	Delegation of Authority
REFERENCE:	General Administrative Procedure (GAP) 543.00 – Delegation of Authority
EFFECTIVE DATE:	February 1, 2010
~~**REVIEWED/**~~**AMENDED DATE:**	Revised (037) February 1, 2010; November 23, 2021; February 28, 2023; January TBD, 2025

"Let every person be subject to the governing authorities; for there is no authority except from God, and those authorities that exist have been instituted by God."
Romans 13:1

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1. Dufferin-Peel Catholic District School Board (DPCDSB) school principals are responsible for maintaining proper order and discipline in their schools. Students are responsible to the principal for their conduct.

2. A principal may delegate certain disciplinary responsibilities to a vice principal and/or teacher at the school in accordance with this Policy and *General Administrative Procedure (GAP) 543.00 – Delegation of Authority by the Principal* (*GAP 543*), which set out the requirements for delegation.

3. **References** relevant to this policy include:

   a) Section 265(1)(a) of the *Education Act*, and sections 11(1) and 23(4) of *Ontario Regulation 298 – Operation of Schools,* provide that principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct.

   b) Section 300.1 of the *Education Act* provides the authority for a principal to delegate powers, duties or functions under Part XIII of the *Education Act* – Behaviour, Discipline and Safety, to a vice-principal of the school or to a teacher employed in the school as per Ministry of Education policy.

   c) Section 302(0.1) of the *Education Act* requires boards to establish policies addressing delegation of authority by principals.

   d) The Ministry of Education's Policy/Program Memorandum No. 145 (PPM 145) sets out the requirements for a policy regarding delegation of authority.

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**9.04**
SUBJECT:	Delegation of Authority
REFERENCE:	General Administrative Procedure (GAP) 543.00 – Delegation of Authority
EFFECTIVE DATE:	February 1, 2010
AMENDED DATE:	Revised (037) February 1, 2010; November 23, 2021; February 28, 2023; January TBD, 2025

"*Let every person be subject to the governing authorities; for there is no authority except from God, and those authorities that exist have been instituted by God."*
Romans 13:1

1. Dufferin-Peel Catholic District School Board (DPCDSB) school principals are responsible for maintaining proper order and discipline in their schools. Students are responsible to the principal for their conduct.

2. A principal may delegate certain disciplinary responsibilities to a vice principal and/or teacher at the school in accordance with this Policy and *General Administrative Procedure (GAP) 543.00 – Delegation of Authority by the Principal* (*GAP 543*), which set out the requirements for delegation.

3. **References** relevant to this policy include:

   a) Section 265(1)(a) of the *Education Act*, and sections 11(1) and 23(4) of *Ontario Regulation 298 – Operation of Schools,* provide that principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct.

   b) Section 300.1 of the *Education Act* provides the authority for a principal to delegate powers, duties or functions under Part XIII of the *Education Act* – Behaviour, Discipline and Safety, to a vice-principal of the school or to a teacher employed in the school as per Ministry of Education policy.

   c) Section 302(0.1) of the *Education Act* requires boards to establish policies addressing delegation of authority by principals.

   d) The Ministry of Education's Policy/Program Memorandum No. 145 (PPM 145) sets out the requirements for a policy regarding delegation of authority.

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	9.05
SUBJECT:	Victim's Rights
REFERENCE:	GAP 554.00 – Victim's Rights
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

"You who live in the shelter of the Most High, who abide in the shadow of the Almighty, will say to the Lord, "My refuge and my fortress; my God, in whom I trust." For he will deliver you from the snare of the fowler and from the deadly pestilence;"
Psalm 91:1-3

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1. The Dufferin-Peel Catholic District School Board (DPCDSB) believes in the dignity of all people and affirms the need for students and staff to feel safe and be safe at school.

2. DPCDSB is committed to the implementation in every school of DPCDSB's *Policy 9.01: Catholic Code of Conduct*, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

3. The *General Administrative Procedure (GAP) 554.00 – Victim's Rights* addresses administration of this DPCDSB *Policy 9.05: Victim's Rights*.

4. In those circumstances where a victim has been threatened or harmed as a result of a serious incident, and the school principal believes the victim's safety (physical, emotional, and/or psychological) may be compromised by the continued presence of the individual(s) who threatened or caused the harm, then the principal will have the rights, duties, and obligations outlined in *GAP 554.00 – Victim's Rights*.

5. In accordance with *GAP 554.00 – Victim's Rights*, the obligations of the principal in the direct aftermath of an incident include, but are not limited to, immediately separating the intended/actual victim from the individual(s) who threatened/caused the harm, and ensuring care, support, and/or medical assistance (as required) are provided to the victim.

6. Upon the conclusion of a principal's investigation into the situation, the principal shall determine whether the initial separation of the intended~~/~~ or actual victim and the individual(s) who threatened~~/~~ or caused harm should continue permanently. Where the principal, in consultation with their family of schools superintendent, believes that the separation should continue, the principal shall have the right to assign a Fresh Start to the individual(s) who threatened ~~/~~or caused harm, in accordance with *DPCDSB Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start shall not be imposed as a form of discipline and is appealable to DPCDSB's internal Fresh Start Appeals Panel.

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7. References

7.1. Section 169.1 of the *Education Act* requires a school board to "develop and maintain policies and organizational structures" that promote, among other things, student achievement and well-being.

7.2. Ministry of Education's Program/Policy Memorandum 145 (PPM 145) states:

> "School boards must provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success…In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner...Boards must outline in their progressive discipline policy the procedures that are in place to support students who have been harmed or students who have engaged in serious student incidents. These policies and procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed and must outline a process for parents to follow if they are not satisfied with the supports that their children receive."

7.3. In accordance with the PPM 145, DPCDSB is required to incorporate supports for students involved in serious incidents, including victims, into its policies and procedure related to progressive discipline.

7.4. This policy applies to both disciplinary and non-disciplinary situations where there is a victim of a serious incident. A non-disciplinary situation may include, for example, the period after a student responsible for the harm has completed their discipline, but, notwithstanding such completion, the victim's safety (physical, emotional, or psychological) may be compromised by the continued presence of the student responsible for the harm. In such circumstances, the principal may activate the procedures related to *Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	9.06
SUBJECT:	Fresh Start
REFERENCE:	General Administrative Procedure 555.00 – Fresh Start Education Act ss. 32; 169(1); 265(1)(m) Program/Policy Memorandum 145
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

"So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new!"
2 Corinthians 5:17

A. PURPOSE:

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation in every school of its *Policy 9.01: Catholic Code of Conduct* that clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can thrive and excel.

2. A Fresh Start is a non-disciplinary administrative transfer of a student to a new school to preserve student and staff safety while at school or school-related events (Fresh Start). A Fresh Start shall not be imposed as a form of discipline.

3. DPCDSB believes in the dignity of all people and affirms the need for students and staff to feel safe at school and to provide successful transitions for those students subject to a Fresh Start.

B. SCOPE AND RESPONSIBILITY:

1. All Fresh Starts will be implemented in a way that endeavours to balance fairness, equity, safety, and well-being. Fresh Start transitions will foster safe, positive learning environments to promote student achievement and well-being.

2. A Fresh Start can only be imposed in the following circumstances and in accordance with *General Administrative Procedure 555.00 – Fresh Start* (*GAP 555.00*):

   a) in response to the DPCDSB's *Policy 9.05: Victim's Rights*;
   b) to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or
   c) in other circumstances to preserve student and/or school safety and well-being as approved by the Superintendent of the subject student's (Fresh Start Student) current school.

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3. The *Education Act* provides that a student has the right to attend a DPCDSB school, but not the right to attend a particular DPCDSB school. When deciding on the new school for the Fresh Start Student, the following criteria shall be considered by the Superintendent of the Fresh Start Student's current school:

    a) availability of appropriate academic and social-emotional supports at the new school;
    b) distance from student's home to the new school;
    c) any undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
    d) fair and equitable distribution of students issued a Fresh Start among DPCDSB schools;
    e) previous school transfers of the Fresh Start student;
    f) presence of student(s) or staff who were previously the victim of, or in conflict with, the Fresh Start student.

4. A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start decision as outlined in *GAP 555.00*. The Fresh Start appeal must be filed in writing, within three school days of receiving written notice of the Fresh Start, using the Notice of Intention to Appeal a Fresh Start form and by sending this form to the Superintendent Responsible for Safe Schools, or their designate.

5. If a student begins a Fresh Start placement in a new school due to "undertaking and conditions" (see 3c above), and the terms of that undertaking/conditions are amended thereafter so as to remove any placement or association restrictions previously in place, then an adult student/student who has withdrawn from parental control or their parent/guardian who wishes to return to the original school may apply for superintendent consideration to do so via the appeal process. The parent/guardian (or adult student/student who has withdrawn from parental control) shall be required to file an appeal of the Fresh Start using the Notice of Intention to Appeal a Fresh Start form and by sending this form to Superintendent Responsible for Safe Schools, or their designate.

6. *GAP 555.00* addresses the following areas:

    a) Elementary Fresh Start process, procedures, and checklist
    b) Secondary Fresh Start process, procedures, and checklist
    c) Fresh Start Appeal process and procedures
    d) Notice of Fresh Start & Acknowledgment Letter
    e) Notice of Intention to Appeal a Fresh Start Form

C. REFERENCES:

1. Section 169.1 of the *Education Act* requires a school board to "develop and maintain policies and organizational structures" that promote, among other things, student achievement and well-being.

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2. Section 265(1)(m) of the *Education Act* prescribes the following duty of a principal:

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> **265** (1) It is the duty of a principal of a school, in addition to the principal's duties as a teacher,
>
> (m) "subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

3. The Ministry of Education's Policy/Program Memorandum No. 145 (PPM 145) states the following:

> "In Part X of the *Education Act*, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m)."

4. PPM 145 contemplates non-disciplinary school transfers for the purpose of safety:

> "In cases where students are being transferred to another school in order to preserve school safety, boards are required to coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved."

5. Section 32 of the *Education Act* provides that every person has the right to attend a school in a school section, separate school zone, or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**9.05**
SUBJECT:	**Victim's Rights**
REFERENCE:	**GAP 554.00 – Victim's Rights**
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

"You who live in the shelter of the Most High, who abide in the shadow of the Almighty, will say to the Lord, "My refuge and my fortress; my God, in whom I trust." For he will deliver you from the snare of the fowler and from the deadly pestilence;"
Psalm 91:1-3

1. The Dufferin-Peel Catholic District School Board (DPCDSB) believes in the dignity of all people and affirms the need for students and staff to feel safe and be safe at school.

2. DPCDSB is committed to the implementation in every school of DPCDSB's *Policy 9.01: Catholic Code of Conduct*, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

3. The *General Administrative Procedure (GAP) 554.00 – Victim's Rights* addresses administration of this DPCDSB *Policy 9.05: Victim's Rights*.

4. In those circumstances where a victim has been threatened or harmed as a result of a serious incident, and the school principal believes the victim's safety (physical, emotional, and/or psychological) may be compromised by the continued presence of the individual(s) who threatened or caused the harm, then the principal will have the rights, duties, and obligations outlined in *GAP 554.00 – Victim's Rights*.

5. In accordance with *GAP 554.00 – Victim's Rights*, the obligations of the principal in the direct aftermath of an incident include, but are not limited to, immediately separating the intended/actual victim from the individual(s) who threatened/caused the harm, and ensuring care, support, and/or medical assistance (as required) are provided to the victim.

6. Upon the conclusion of a principal's investigation into the situation, the principal shall determine whether the initial separation of the intended or actual victim and the individual(s) who threatened or caused harm should continue permanently. Where the principal, in consultation with their family of schools superintendent, believes that the separation should continue, the principal shall have the right to assign a Fresh Start to the individual(s) who threatened or caused harm, in accordance with *DPCDSB Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*. A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start shall not be imposed as a form of discipline and is appealable to DPCDSB's internal Fresh Start Appeals Panel.

7. References

7.1. Section 169.1 of the *Education Act* requires a school board to "develop and maintain policies and organizational structures" that promote, among other things, student achievement and well-being.

7.2. Ministry of Education's Program/Policy Memorandum 145 (PPM 145) states:

> "School boards must provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success…In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner...Boards must outline in their progressive discipline policy the procedures that are in place to support students who have been harmed or students who have engaged in serious student incidents. These policies and procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed and must outline a process for parents to follow if they are not satisfied with the supports that their children receive."

7.3. In accordance with the PPM 145, DPCDSB is required to incorporate supports for students involved in serious incidents, including victims, into its policies and procedure related to progressive discipline.

7.4. This policy applies to both disciplinary and non-disciplinary situations where there is a victim of a serious incident. A non-disciplinary situation may include, for example, the period after a student responsible for the harm has completed their discipline, but, notwithstanding such completion, the victim's safety (physical, emotional, or psychological) may be compromised by the continued presence of the student responsible for the harm. In such circumstances, the principal may activate the procedures related to *Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	9.06
SUBJECT:	Fresh Start
REFERENCE:	General Administrative Procedure 555.00 – Fresh Start Education Act ss. 32; 169(1); 265(1)(m) Program/Policy Memorandum 145
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

"So if anyone is in Christ, there is a new creation: everything old has passed away; see, everything has become new!"
2 Corinthians 5:17

A. PURPOSE:

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation in every school of its *Policy 9.01: Catholic Code of Conduct* that clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can thrive and excel.

2. A Fresh Start is a non-disciplinary administrative transfer of a student to a new school to preserve student and staff safety while at school or school-related events (Fresh Start). A Fresh Start shall not be imposed as a form of discipline.

3. DPCDSB believes in the dignity of all people and affirms the need for students and staff to feel safe at school and to provide successful transitions for those students subject to a Fresh Start.

B. SCOPE AND RESPONSIBILITY:

1. All Fresh Starts will be implemented in a way that endeavours to balance fairness, equity, safety, and well-being. Fresh Start transitions will foster safe, positive learning environments to promote student achievement and well-being.

2. A Fresh Start can only be imposed in the following circumstances and in accordance with *General Administrative Procedure 555.00 – Fresh Start* (*GAP 555.00*):

   a) in response to the DPCDSB's *Policy 9.05: Victim's Rights*;
   b) to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or
   c) in other circumstances to preserve student and/or school safety and well-being as approved by the Superintendent of the subject student's (Fresh Start Student) current school.

3. The *Education Act* provides that a student has the right to attend a DPCDSB school, but not the right to attend a particular DPCDSB school. When deciding on the new school for the Fresh Start Student, the following criteria shall be considered by the Superintendent of the Fresh Start Student's current school:

    a) availability of appropriate academic and social-emotional supports at the new school;
    b) distance from student's home to the new school;
    c) any undertaking or conditions agreed to by the student and/or student's parent/legal guardian;
    d) fair and equitable distribution of students issued a Fresh Start among DPCDSB schools;
    e) previous school transfers of the Fresh Start student;
    f) presence of student(s) or staff who were previously the victim of, or in conflict with, the Fresh Start student.

4. A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start decision as outlined in *GAP 555.00*. The Fresh Start appeal must be filed in writing, within three school days of receiving written notice of the Fresh Start, using the Notice of Intention to Appeal a Fresh Start form and by sending this form to the Superintendent Responsible for Safe Schools, or their designate.

5. If a student begins a Fresh Start placement in a new school due to "undertaking and conditions" (see 3c above), and the terms of that undertaking/conditions are amended thereafter so as to remove any placement or association restrictions previously in place, then an adult student/student who has withdrawn from parental control or their parent/guardian who wishes to return to the original school may apply for superintendent consideration to do so via the appeal process. The parent/guardian (or adult student/student who has withdrawn from parental control) shall be required to file an appeal of the Fresh Start using the Notice of Intention to Appeal a Fresh Start form and by sending this form to Superintendent Responsible for Safe Schools, or their designate.

6. *GAP 555.00* addresses the following areas:

    a) Elementary Fresh Start process, procedures, and checklist
    b) Secondary Fresh Start process, procedures, and checklist
    c) Fresh Start Appeal process and procedures
    d) Notice of Fresh Start & Acknowledgment Letter
    e) Notice of Intention to Appeal a Fresh Start Form

C. REFERENCES:

1. Section 169.1 of the *Education Act* requires a school board to "develop and maintain policies and organizational structures" that promote, among other things, student achievement and well-being.
2. Section 265(1)(m) of the *Education Act* prescribes the following duty of a principal:

> **265** (1) It is the duty of a principal of a school, in addition to the principal's duties as a teacher, (m) "subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

3. The Ministry of Education's Policy/Program Memorandum No. 145 (PPM 145) states the following:

> "In Part X of the *Education Act*, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m)."

4. PPM 145 contemplates non-disciplinary school transfers for the purpose of safety:

> "In cases where students are being transferred to another school in order to preserve school safety, boards are required to coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved."

5. Section 32 of the *Education Act* provides that every person has the right to attend a school in a school section, separate school zone, or secondary school district, as the case may be, in which the person is qualified to be a resident pupil.

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD ~~BOARD~~ POLICY	
~~BOARD~~ POLICY NUMBER:	9.07
SUBJECT:	Exclusion Pending Completion of a Police Investigation
REFERENCE:	GAP 556.00 – Exclusion Pending Completion of a Police Investigation
EFFECTIVE DATE:	May 24, 2022
AMENDED DATE:	January TBD, 2025

"But let all who take refuge in you rejoice; let them ever sing for joy. Spread your protection over them, so that those who love your name may exult in you."
Psalm 5:11

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in every school, of DPCDSB's *Catholic Code of Conduct* (as enumerated in *Policy 9.01: Catholic Code of Conduct* and its associated *General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct*), that clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed. DPCDSB believes in the dignity of all people and affirms the need for all students and staff to feel safe at school.

2. Students, staff, and other members of the school community have the right to learn and work in a safe and positive learning environment. To that end, *GAP 529.00 – Local Police-School Board Protocol* outlines how DPCDSB and police will co-operate with each other in their dealings with students and police-related investigations. Further, GAP 529.00 outlines the respective roles and responsibilities of DPCDSB and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable laws.

3. When an incident occurs which requires police response, whether via mandatory reporting, discretionary reporting, or independent investigation initiated by police, school administrators shall cease the school investigation and seek direction from police regarding next steps (see *GAP 529.00 – Local Police-School Board Protocol*).

4. Where police permit the school principal to conduct a parallel or concurrent investigation, the principal (or designate) shall continue their investigation in accordance with the *Education Act* and DPCDSB policies and procedures.

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5. In exigent circumstances, police may direct school administrators to pause exercising their responsibility to both speak with students and conduct an investigation, regardless of whether they are an accused, victim, or witness. Where police direct the principal not to conduct a parallel or concurrent investigation, the principal (or designate) shall record the name and badge number of the person who gave the direction, as well as the date and time the direction was received. The principal (or designate) shall not resume the investigation until they receive authorization from police to do so.

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6. Where a principal does not have police clearance to conduct a parallel or concurrent investigation, the principal is unable to meet their obligation under the *Education Act* and DPCDSB policies and procedures to assess risk, conduct an investigation, and/or issue a suspension or suspension pending possible expulsion. As such, where the principal is forbidden by police from conducting a parallel or concurrent school investigation, the principal shall not immediately issue discipline. Instead, the principal shall, subject to an appeal to the Board of Trustees, invoke section 265(1)(m) of the *Education Act*, and temporarily refuse to admit to the school (exclude) the alleged ~~perpetrator~~individual(s) who caused harm as their presence in the school would be detrimental to the physical or mental well-being of the pupils.

7. A student on exclusion does not have the right to attend a different DPCDSB school, in-person or virtually, while awaiting the end of the exclusion. Instead, the student will receive continuation of learning resources to complete at home in order to maintain meaningful access to education. The principal will comply with all documentation requirements mandated by the Ministry of Education and by DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation*.

8. DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation* addresses the right to appeal an exclusion to the Board of Trustees.

9. Lifting of this exclusion by the principal of the school is subject to the completion of three conditions:

   a) The completion of the police investigation and subsequent authorization from police to begin a school investigation; or the authorization from police to begin a parallel or concurrent school investigation; AND

   b) Consultation between police and the principal (or designate) to determine the excluded student's risk to the school community; AND

   c) Preliminary principal's investigation is completed to determine the excluded student's risk to the school community and to determine appropriate next steps under the *Education Act* and DPCDSB policy and procedure.

10. When all three conditions listed above have been met, the principal shall lift the exclusion and continue with their obligations, as required by the *Education Act* and DPCDSB policies and procedures.
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11. DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation* addresses administration of this policy in the following areas:

    a) Police Response and Investigation

        i) Parallel or Concurrent Investigation Permitted
        ii) Parallel or Concurrent Investigation Prohibited

    b) Exclusion From School, Subject to Completion of Police Investigation or Permission from Police to conduct a parallel or concurrent investigation

        i) Determining Whether to Issue an Exclusion
        ii) Issuing an Exclusion
        iii) Completing the Conditions of Exclusion
        iv) Lifting the Exclusion
        v) Right to Appeal an Exclusion to the Board of Trustees

    c) Exclusion Pending Completion of a Police Investigation ("Police Exclusion") Appeal Process

        i) Police Exclusion Appeal Procedures – Elementary and Secondary
        ii) Police Exclusion Appeal Hearing Guidelines

    d) Notice of Intention to Appeal a Police Exclusion Form

12. **References** relevant to this policy include:

    a) Section 300.2 of the *Education Act* requires a principal to investigate reports that a student of their school may have engaged in activities for which a principal must consider to suspend a pupil (s. 306) or must suspend a pupil (s. 310):

        300.2 (1) An employee of a board who becomes aware that a pupil of a school of the board may have engaged in an activity described in subsection 306 (1) or 310 (1) shall report to the principal of the school about the matter.

        (3) A principal shall investigate any matter reported under subsection (1)

    b) The Ministry of Education's *Policy/Program Memorandum No. 145: Progressive discipline and promoting positive student behaviour* (PPM 145) further outlines the responsibility of board employees with regard to responding to serious student incidents:

        "Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the *Education Act* and *Ontario Regulation 472/07*."

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c) Section 13 of *GAP 529.00 – Local Police-School Board Protocol* outlines the protocol for school and police investigations of incidents and instructs that administrators may be required to pause the mandatory school investigation if instructed to do so by police:

"In exigent circumstances, police may advise school administrators against exercising their Responsibility to speak with students, regardless of whether they are an accused, victim or witness.

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While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the Education Act. Under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date of the student's suspension. When possible, the police will share information with the principal that may be relevant to discipline pursuant to the *Education Act*.

In the event that school staff, while conducting an internal investigation, determines that a criminal offence has been committed, they shall discontinue the investigation and notify police immediately, ensure the involved students are separated, and refrain from further investigation. Any statement(s) taken shall then be turned over to police for purposes of an investigation, if requested. Principals should also be aware that any contact they have with students, after a police investigation has been initiated, may place the principal in the position of becoming a witness in a criminal proceeding."

d) When a principal cannot conduct a concurrent investigation, they are unable to meet their duties *Education Act* section 300.2, 306 and 310, and PPM 145, which includes assessing the risk of the accused to the physical and mental well-being of other pupils. As such, section 265(1)(m) of the *Education Act* prescribes the following duty of a principal:

265 (1) It is the duty of a principal of a school, in addition to the principal's duties as a teacher, (m) "subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

e) PPM 145 states the following regarding exclusion:

"In Part X of the *Education Act*, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m)."

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Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**9.07**
SUBJECT:	**Exclusion Pending Completion of a Police Investigation**
REFERENCE:	GAP 556.00 – Exclusion Pending Completion of a Police Investigation
EFFECTIVE DATE:	May 24, 2022
AMENDED DATE:	January TBD, 2025

"But let all who take refuge in you rejoice; let them ever sing for joy. Spread your protection over them, so that those who love your name may exult in you."
Psalm 5:11

1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in every school, of DPCDSB's *Catholic Code of Conduct* (as enumerated in *Policy 9.01: Catholic Code of Conduct* and its associated *General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct*), that clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed. DPCDSB believes in the dignity of all people and affirms the need for all students and staff to feel safe at school.

2. Students, staff, and other members of the school community have the right to learn and work in a safe and positive learning environment. To that end, *GAP 529.00 – Local Police-School Board Protocol* outlines how DPCDSB and police will co-operate with each other in their dealings with students and police-related investigations. Further, GAP 529.00 outlines the respective roles and responsibilities of DPCDSB and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable laws.

3. When an incident occurs which requires police response, whether via mandatory reporting, discretionary reporting, or independent investigation initiated by police, school administrators shall cease the school investigation and seek direction from police regarding next steps (see *GAP 529.00 – Local Police-School Board Protocol*).

4. Where police permit the school principal to conduct a parallel or concurrent investigation, the principal (or designate) shall continue their investigation in accordance with the *Education Act* and DPCDSB policies and procedures.

5. In exigent circumstances, police may direct school administrators to pause exercising their responsibility to both speak with students and conduct an investigation, regardless of whether they are an accused, victim, or witness. Where police direct the principal not to conduct a parallel or concurrent investigation, the principal (or designate) shall record the name and badge number of the person who gave the direction, as well as the date and time the direction was received. The principal (or designate) shall not resume the investigation until they receive authorization from police to do so.

6. Where a principal does not have police clearance to conduct a parallel or concurrent investigation, the principal is unable to meet their obligation under the *Education Act* and DPCDSB policies and procedures to assess risk, conduct an investigation, and/or issue a suspension or suspension pending possible expulsion. As such, where the principal is forbidden by police from conducting a parallel or concurrent school investigation, the principal shall not immediately issue discipline. Instead, the principal shall, subject to an appeal to the Board of Trustees, invoke section 265(1)(m) of the *Education Act*, and temporarily refuse to admit to the school (exclude) the alleged individual(s) who caused harm as their presence in the school would be detrimental to the physical or mental well-being of the pupils.

7. A student on exclusion does not have the right to attend a different DPCDSB school, in-person or virtually, while awaiting the end of the exclusion. Instead, the student will receive continuation of learning resources to complete at home in order to maintain meaningful access to education. The principal will comply with all documentation requirements mandated by the Ministry of Education and by DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation*.

8. DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation* addresses the right to appeal an exclusion to the Board of Trustees.

9. Lifting of this exclusion by the principal of the school is subject to the completion of three conditions:

    a) The completion of the police investigation and subsequent authorization from police to begin a school investigation; or the authorization from police to begin a parallel or concurrent school investigation; AND

    b) Consultation between police and the principal (or designate) to determine the excluded student's risk to the school community; AND

    c) Preliminary principal's investigation is completed to determine the excluded student's risk to the school community and to determine appropriate next steps under the *Education Act* and DPCDSB policy and procedure.

10. When all three conditions listed above have been met, the principal shall lift the exclusion and continue with their obligations, as required by the *Education Act* and DPCDSB policies and procedures.

11. DPCDSB *GAP 556.00 – Exclusion Pending Completion of a Police Investigation* addresses administration of this policy in the following areas:

    a) Police Response and Investigation

        i) Parallel or Concurrent Investigation Permitted
        ii) Parallel or Concurrent Investigation Prohibited

    b) Exclusion From School, Subject to Completion of Police Investigation or Permission from Police to conduct a parallel or concurrent investigation

i) Determining Whether to Issue an Exclusion
ii) Issuing an Exclusion
iii) Completing the Conditions of Exclusion
iv) Lifting the Exclusion
v) Right to Appeal an Exclusion to the Board of Trustees

c) Exclusion Pending Completion of a Police Investigation ("Police Exclusion") Appeal Process

i) Police Exclusion Appeal Procedures – Elementary and Secondary
ii) Police Exclusion Appeal Hearing Guidelines

d) Notice of Intention to Appeal a Police Exclusion Form

12. **References** relevant to this policy include:

a) Section 300.2 of the *Education Act* requires a principal to investigate reports that a student of their school may have engaged in activities for which a principal must consider to suspend a pupil (s. 306) or must suspend a pupil (s. 310):

300.2 (1) An employee of a board who becomes aware that a pupil of a school of the board may have engaged in an activity described in subsection 306 (1) or 310 (1) shall report to the principal of the school about the matter.

(3) A principal shall investigate any matter reported under subsection (1)

b) The Ministry of Education's *Policy/Program Memorandum No. 145: Progressive discipline and promoting positive student behaviour* (PPM 145) further outlines the responsibility of board employees with regard to responding to serious student incidents:

"Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the *Education Act* and *Ontario Regulation 472/07*."

c) Section 13 of *GAP 529.00 – Local Police-School Board Protocol* outlines the protocol for school and police investigations of incidents and instructs that administrators may be required to pause the mandatory school investigation if instructed to do so by police:

"In exigent circumstances, police may advise school administrators against exercising their Responsibility to speak with students, regardless of whether they are an accused, victim or witness.

While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the Education Act. Under the Act, a school board's decision regarding expulsion of a student must be made within twenty school days from the date of the student's suspension. When possible, the police will share information with the principal that may be relevant to discipline pursuant to the *Education Act*.

In the event that school staff, while conducting an internal investigation, determines that a criminal offence has been committed, they shall discontinue the investigation and notify police immediately, ensure the involved students are separated, and refrain from further investigation. Any statement(s) taken shall then be turned over to police for purposes of an investigation, if requested. Principals should also be aware that any contact they have with students, after a police investigation has been initiated, may place the principal in the position of becoming a witness in a criminal proceeding."

d) When a principal cannot conduct a concurrent investigation, they are unable to meet their duties *Education Act* section 300.2, 306 and 310, and PPM 145, which includes assessing the risk of the accused to the physical and mental well-being of other pupils. As such, section 265(1)(m) of the *Education Act* prescribes the following duty of a principal:

265 (1) It is the duty of a principal of a school, in addition to the principal's duties as a teacher, (m) "subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils."

e) PPM 145 states the following regarding exclusion:

"In Part X of the *Education Act*, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils". This provision is frequently referred to as the "exclusion provision". Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, the principal is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m)."

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**530.00**
SUBJECT:	**Catholic Code of Conduct**
REFERENCE:	**Policies:** 9.01 Catholic Code of Conduct; 9.02 Bullying Awareness, Prevention and Intervention; 9.03 Progressive Discipline; 9.04 Delegation of Authority 12.00 Equity and Inclusive Education; 26.00 Smoke, Tobacco-Free and Cannabis-Free Environment **General Forms:** GF 025 Safe Schools Incident Reporting Form
EFFECTIVE DATE:	July 24, 2001
AMENDED DATE:	February 1, 2013; December, 2015; August, 2019; October, 2019; February 23, 2022; May 24, 2022; August 27, 2024; January TBD, 2025

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

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1 INTRODUCTION

1.1 Preamble

a) In compliance with its mission, vision, and values, the Dufferin-Peel Catholic District School DPCDSB (DPCDSB) is committed to the implementation of *Policy 9.01: Catholic Code of Conduct* (*Catholic Code of Conduct*) to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

b) The *Catholic Code of Conduct* supports virtue formation and healthy relationships in the context of a vibrant Catholic community. It is responsive to equitable and inclusive education and ensures a whole school approach to developing a positive Catholic school learning environment for all.

c) Recognizing the complexity of building and sustaining a whole school approach, the *Catholic Code of Conduct* is committed to progressive and restorative approaches to conflict resolution, based on evidence-informed solutions. All school community members are expected to work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest

possible standards of Catholic behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture, which promotes the Ontario Catholic School Graduate Expectations (OCSGE), as well as ~~of~~ respect, inclusion, equity, responsibility, and concern for the well-being of all.

~~d)~~c)

d) This General Administrative Procedure (GAP) details the *Catholic Code of Conduct* and is grounded in the transformative potential of individuals. It sets out DPCDSB-wide expectations of all members of each school community.

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~~f)~~e) The Catholic Code of Conduct sets clear standards of behaviour which apply to all members of the school community regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, and members of various community groups.

~~g)~~f) In the case of more serious breaches of DPCDSB-wide expectations, this GAP identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the DPCDSB and, in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators: to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.

~~h)~~g) The oversight of the enforcement of this GAP on all DPCDSB property is the responsibility of the designated Supervisory Officer.

~~i)~~h) In addition to this GAP, DPCDSB has policies and GAPs applicable to staff, volunteers, contractors, and vendors. For specific details, refer to DPCDSB policies and general administrative procedures applicable to Employee Relations and Human Resources and Supply Chain Management, respectively. If there is a conflict between the terms of this GAP and any policy or other general administrative procedure, the other policy or general administrative procedure shall govern.

~~j)~~i) The DPCDSB interprets and applies the provisions of the *Education Act*, including its Regulations, in ~~a broad and liberal manner consistent~~accordance with the Ontario *Human Rights Code*, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and DPCDSB policies and procedures, and the Ontario Human Rights Code, the Ontario *Human Rights Code* is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires DPCDSB policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.

~~k)~~j) DPCDSB complies with the *Smoke Free Ontario Act*, 2017. The *Smoke-Free Ontario Act*, 2017 (https://www.ontario.ca/laws/statute/17s26) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act*, 2017. The *Smoke-Free Ontario Act*, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act*, 2017.

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1.2 Catholic Code of Conduct

a) In order to provide a positive, safe, caring, inclusive, and healthy Catholic school environment that enables student engagement and student voice, all members of the school or DPCDSB facility community shall:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all applicable Ministry of Education, DPCDSB and school policies, procedures and practices;
- respect Catholic Church teachings and traditions;
- support and/or participate in the liturgical life of the school;
- strive to live a virtuous life in accordance with Gospel values;
- respect the dignity and rights of others;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect differences in people, their ideas, and their opinions;
- respect and celebrate diversity;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;~~respect and treat others fairly, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment);~~
- use verbal and non-verbal communication appropriate to a Catholic environment;
- demonstrate respect for persons in positions of authority;
- respect the need for others to work in an environment that is conducive to learning;
- reconcile differences and work toward restorative amends;
- resolve conflicts peacefully, seeking assistance from staff, if necessary;
- take appropriate measures to help those in need~~, especially the most vulnerable~~;
- acknowledge and support those who are marginalized;
- be ~~punctual, prepared, properly attired, and attentive to the learning/work process~~prepared for learning;
- strive to do one's personal best and actively cultivate talents for the service of others;
- demonstrate honesty and integrity;
- show proper care and regard for school and DPCDSB property, and for the property of others;
- exercise wise stewardship and conservation of resources within the community;
- use computers, social networking, technological aides and other specialized equipment for sanctioned activities only;
- use personal electronic devices (PEDs) in a responsible and respectful manner, ensuring that these devices are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs;
  - to provide an accommodation under the Ontario *Human Rights Code*.

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b) Additionally, to ensure that DPCDSB schools and facilities and events are safe places to learn and work, all members of the DPCDSB school or facility community must **not**:

- ~~Engage in hate propaganda and other behaviours motivated by hate or bias~~engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- engage in threatening, intimidating, and/or bullying behaviours, including cyberbullying;
- inflict or encouraging others to inflict bodily harm on another person(s);
- commit sexual assault or sexual harassment;
- use abusive language and/or swearing at others, including a teacher or at another person in a position of authority;
- take without consent, nor share without consent, photos or recordings of other members of the school community;
- be intoxicated;
- use or supply others with tobacco, vapes, alcohol, illegal drugs, restricted drugs, and cannabis products (exemptions are limited to medicinal cannabis products prescribed by a health care professional).
- engage in trafficking (of illegal drugs, restricted drugs, weapons, people), commit robbery or theft, and possess weapons, including firearms.

2 ADMINISTRATION OF THE CATHOLIC CODE OF CONDUCT

a) All DPCDSB schools are responsible for the consistent and conscientious administration of the *Catholic Code of Conduct* by establishing, upholding, and enforcing the standards of behaviour at the local school level, according to the procedures stated herein.

2.1 Establishing and Communicating Standards of Behaviour for All

a) All persons within the DPCDSB community have a right to be safe and to feel safe on DPCDSB property and at DPCDSB-related events. All members share responsibility to adhere to the standards of behaviour in the *Catholic Code of Conduct*, and to contribute to the creation of a positive Catholic climate.

b) A comprehensive plan to disseminate the *Catholic Code* of *Conduct* will ensure that all DPCDSB community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in DPCDSB operations, including trustees, parents/guardians, volunteers, teachers, vendors, visitors, and staff, whether they are on school property, on school buses, at school-related events, or participating in parish activities, or involved in other circumstances that could have an impact on the school climate.

c) All schools and DPCDSB locations shall post DPCDSB approved signage, messaging on automated telephone systems, and, where appropriate to site context, content for school newsletters and/or websites to remind all community members accessing DPCDSB schools or other premises (e.g., kiss and ride lanes, driveways and parking areas, athletic/play fields, offices) to engage in respectful, constructive interactions or risk being asked to leave the school or DPCDSB premises.

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2.2 Upholding the Catholic Code of Conduct

a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the *Catholic Code of Conduct*, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:

- live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community; and
- avoid actions that may contravene the *Catholic Code of Conduct* and thereby negatively impact the community.

b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with ~~pupil~~student~~s~~ on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate or for which a suspension or expulsion may be imposed, which they believed to have occurred during the course of their duties or otherwise while on school property or during a school related event.

c) Consistent application of the *Catholic Code of Conduct* is guided by the philosophy of progressive discipline, which offers a philosophical construct and guiding principles from which prevention, intervention, and response protocols naturally emerge.

2.3 The Philosophy of Progressive Discipline

a) Central to the practice of progressive discipline is a safe, caring, and inclusive community. Members of this community collaborate, communicate, and consult in the development of a comprehensive system of supports that strengthens the school's collective commitment to uphold the standards of the *Catholic Code of Conduct* and to support learning for all students.

b) Progressive discipline exists at all times to support the growth of all students. This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur.

c) At the school level, progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro- social skills, provide support for all students, promote virtue formation, and foster Catholic values.

d) The Catholic school approach to progressive discipline combines prevention and intervention strategies and discipline with opportunities for students to continue their education. Focusing on prevention and early intervention strategies helps prevent ~~unsafe or inappropriate behaviour~~behaviour that is contrary to the Catholic Code of Conduct~~s~~ from occurring in or affecting school.

e) Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in DPCDSB school communities.

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f) **Progressive Discipline Approach in DPCDSB**

Progressive Discipline exists at all times for all students.

g) Progressive discipline shifts the focus from one that is solely punitive to one that is corrective, supportive, and transformative. Progressive discipline acknowledges the value of a staged approach to discipline that is tailored to meet the unique needs of the student, taking the mitigating and other factors into account at all stages along the continuum of progressive discipline. Each student can access multiple layers of support, comprised of all the people who interact with the student, and all those who could be called upon to provide additional support (e.g. support services: social worker, child and youth worker, psychologist, speech and language pathologist).

h) Progressive discipline invites schools to use *"a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for* ***reinforcing positive behavior while helping students make better choices."*** (Ministry of Education *Policy/Program Memorandum* [PPM] *145: Progressive Discipline and promoting positive student behaviour*).

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3 ENFORCING THE CATHOLIC CODE OF CONDUCT

a) When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider the Mitigating and Other Factors outlined in section 3.6 (b) of this GAP. The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, and/or a consequence.

b) When enforcing the *Catholic Code of Conduct* at the classroom, school, and DPCDSB level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians; however, the final decision rests with the principal and/or designate.

3.1 Reflective Practice

a) When enforcing the *Catholic Code of Conduct,* staff must promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.

b) In the case of minor or moderate incidents, the classroom teacher or other staff may be responsible for addressing student behavior through progressive discipline (See *GAP 552 – Progressive Discipline*).

c) In serious or severe circumstances, the principal will lead the decision-making process through to an appropriate conclusion.

d) Section 306 of the *Education Act* mandates when the principal **SHALL CONSIDER**suspension.

e) Section 310 of the *Education Act* mandates when the principal **SHALL ISSUE** a suspension pending ~~pending expulsion~~ further investigation and possible recommendation for expulsion. **All final decisions shall be made in consultation with the Superintendent (or designate)**.

3.2 Define the Incident Under the *Education Act*

a) The first step in progressive discipline is the identification of the infraction. The table below (and following page) lists infractions according to whether they fall under Section 306 or 310 of the *Education Act*.

Section 306 – Shall Consider Suspension	
306(1)-1	Uttering a threat to inflict serious bodily harm on another person
306(1)-2	Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis
306(1)-3	Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis.
306(1)-4	Swearing at a teacher or at another person in a position of authority
306(1)-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
306(1)-6	Bullying
306(1)-7: Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:	
306(1)-7	Breach of DPCDSB Catholic Code of Conduct
306(1)-7	Being under the influence of illegal or restricted drugs, or, unless the pupil is a medical cannabis user, cannabis
306(1)-7	Habitual neglect of duty

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306(1)-7	Opposition to authority
306(1)-7	Profanity and/or swearing
306(1)-7	Possessing restricted drugs and/or drug paraphernalia
306(1)-7	Fighting and/or violence

Section 310 – Shall Suspend	
310(1)-1	Possessing a weapon, including possessing a firearm
310(1)-2	Using a weapon to cause or to threaten bodily harm to another person
310(1)-3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
310(1)-4	Committing sexual assault
310(1)-5	Trafficking in weapons or in illegal drugs
310(1)-6	Committing robbery
310(1)-7	Giving alcohol or cannabis to a minor
310(1)-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying[1], **and** (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
310(1)-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
310(1)-8: Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:	
310(1)-8	Any act considered by the Principal to be a serious violation of the DPCDSB Catholic Code of Conduct
310(1)-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are or were on DPCDSB property
310(1)-8	Trafficking in restricted drugs
310(1)-8	Inappropriate sexual activity and/or behaviour (not sexual assault)

~~Section 306 – Shall Consider Suspension~~		~~Section 310 – Shall Suspend~~	
~~306-1~~	~~Uttering a threat to inflict serious bodily harm on another person~~	~~310-1~~	~~Possessing a weapon, including possessing a firearm~~
~~306-2~~	~~Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis~~	~~310-2~~	~~Using a weapon to cause or to threaten bodily harm to another person~~

[1] As per Ontario Regulation 440/20, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.

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~~306-3~~	~~Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis~~	~~310-3~~	~~Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner~~
~~306-4~~	~~Swearing at a teacher or at another person in a position of authority~~	~~310-4~~	~~Committing sexual assault~~
~~306-5~~	~~Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school~~	~~310-5~~	~~Trafficking in weapons or in illegal drugs~~
~~306-1~~	~~Uttering a threat to inflict serious bodily harm on another person~~	~~310-1~~	~~Possessing a weapon, including possessing a firearm~~

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Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-6	Bullying	310-6	Committing robbery
306-7	Breach of Code of conduct, DPCDSB & school policy	310-7	Giving alcohol or cannabis to a minor
306-7	Being under the influence of alcohol or illegal or restricted drugs	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying[1], and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7	Habitual neglect of duty, DPCDSB and school policy	310-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
306-7	Opposition to authority, DPCDSB and school policy	310-8	Any act considered by the principal to be a serious violation of the DPCDSB or school Code of Conduct
306-7	Profanity/swearing, DPCDSB and school policy	310-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are/were on DPCDSB property
306-7	Possessing restricted drugs	310-8	Trafficking in restricted drugs
306-7	Fighting/violence, DPCDSB and school policy		

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3.2.1 Education Act, Section 306: Suspensions

a) A principal *shall consider* whether to suspend a pupil if they believe that the pupil has engaged in any of the activities listed in section 306(1) while at school, at a school-related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.

b) As per *Ontario Regulation 440/20*, a *"…pupil in **junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be** suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act."*

[1] As per Ontario Regulation 440/20, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in

c) However, for students in Junior Kindergarten, Kindergarten or Grade 1, 2 or 3~~these grades~~:

- the offence must still be reported to the principal; and
- the principal must determine and put in place appropriate alternatives to discipline. These alternatives shall be tracked and documented as per normal protocols.

d) A ~~pupil~~student in **Grade 4 or older** may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

e) When determining whether to issue a suspension to a student in **Grade 4 or older**, and its length, **a principal must consider Mitigating and Other Factors** (see GAP Section 3.6 below).

3.2.2 Education Act, Section 310: Suspension, Investigation, and Possible Expulsion: JK-3

a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend, pending further investigation and possible recommendation for expulsion,* ~~and may consider recommending an expulsion of~~ a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate. In such cases, the principal shall continue with the steps as noted below [i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the *Education Act*; principal chooses 1 of 5 possible discipline outcomes, as listed in section 3.2.3 e) through i)].

~~a)~~

b) As per *Ontario Regulation 440/20*, a *pupil in* ***junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be*** *suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act* ***unless the principal has conducted an investigation*** *respecting the allegations.* This regulation means that prior to issuing a suspension pending further investigation and possible recommendation for expulsion ~~pending possible expulsion~~ under Section 310 for this age group, the principal must first conduct an **initial investigation** to determine **if** a Section 310 suspension is warranted.

~~If the principal determines a Section 310 offence has been committed, the student is **then** suspended pending further investigation and possible recommendation for expulsion ("pending expulsion"). In such cases, the principal shall continue with the steps as noted below ([i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the *Education Act*; principal chooses 1 of 5 possible discipline outcomes, as listed in section 3.2.3 e) through i).)].~~

c) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to discipline, if appropriate.

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d) As per *Ontario Regulation 440/20*, t*he condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act* [see table in 3.2a) above] *does* ***not*** *apply in respect of a suspension under section 310 of the Act of a pupil in* ***junior kindergarten, kindergarten, or grade 1, 2 or 3****.*

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e) Students in **Junior Kindergarten through Grade 3** (JK-3) can no longer be "previously" suspended under Section 306 for bullying. As such, only s.310(1)7.1(ii) now applies for JK-3 students regarding a Section 310 bullying offence.

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3.2.3 *Education* Act, Section 310: Suspension, Investigation, Possible Expulsion: Grades 4-12

a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend, pending further investigation and possible recommendation for expulsion* of ~~a principal *shall suspend* and may consider recommending an expulsion of~~ a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.

b) For infractions listed in Section 310 of the *Education Act*, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending further investigation and possible recommendation for expulsion ~~pending expulsion~~.

c) The school investigation commences. In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.

d) There are five possible outcomes following the school investigation. All final decisions shall be made in consultation with the applicable family of schools superintendent (or designate).

e) **Outcome 1: The principal determines that the student is NOT responsible for the infraction.** The student would return to school and the principal would withdraw the Suspension Pending Further Investigation and Possible Recommendation for Expulsion ~~Pending Expulsion~~ and expunge the student record of Suspension Pending Further Investigation and Possible Recommendation for Expulsion ~~SuspensionPending Expulsion~~ for the student, even if the suspension has been served. A determination letter reflecting this outcome would be issued.

f) **Outcome 2: The principal determines that the infraction did occur, but there are mitigating factors* relevant to the circumstances** which lead to the principal's decision to shorten the suspension to between 1 and 19 days, even if it has already been served. A determination letter reflecting this outcome would be issued.

g) **Outcome 3: The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days, however, there are mitigating factors relevant to the circumstances** which lead to the principal's decision **not to recommend the student for expulsion**. A determination letter reflecting this outcome would be issued.

~~h)~~ **Outcome 4: The principal determines that the infraction did occur, and the principal is recommending expulsion from the student's current school only.** A determination letter reflecting this outcome would be issued.

~~i)~~h)

~~j)~~i) **Outcome 5: The principal determines that the infraction did occur, and the principal is recommending expulsion from all DPCDSB schools.** A determination letter reflecting this outcome would be issued.

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j) *When determining which of the five outcomes to select (see Outcomes 1-5 above), the principal must consider Mitigating and Other Factors (see ~~GAP S~~section 3.6 below).

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3.3 Smoke-Free Ontario Act

a) ~~a)~~ If a student contravenes the *Smoke-Free Ontario Act*:

- principals must notify parents/guardians;
- students are required to surrender the item(s) to principal or educator;
- students will receive support to learn from the experience and make better choices.

3.4 Personal Electronic Devices (PEDs)

a) In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices (PEDs)during instructional time except under the following circumstances:

(i) for educational purposes, as directed by an educator;
(ii) for health and medical purposes;
(iii) to support special education needs.

b) Examples of PEDs use by students with health and medical purposes include glucose monitoring, drug administration reminders; examples of special education and/or English language learner needs include but are not limited to applications supporting: accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.

c) If an educator sees a PED that is not stored out of view and off or on silent when PED use does not comply with the circumstances in 3.4 a) above, the educator must require that the PED be handed in for the instructional period. The PED must be placed, by the student, in a storage area in the classroom (e.g., student backpack, pocket).

d) If the student does not comply with 3.4 a) and 3.4 c), they shall be sent to the principal's office. Principals have discretion under PPM 145 and DPCDSB *Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.

e) Principals shall refer to information related to PEDs as articulated in *GAP 541.00 – Personal Electronic Devices (PEDs)*.

3.5 Progressive Discipline Strategies

a) Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences as strategies to promote positive behaviours.

b) The range of interventions, supports, and consequences used by schools must be clear and developmentally appropriate, and must include learning opportunities for ~~pupil~~students that reinforce positive behaviours and help ~~pupil~~students make good choices.

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c) When ~~inappropriate~~ behaviour contrary to the Catholic Code of Conduct occurs, effective disciplinary measures will place the focus on positive restorative responses. For ~~pupil~~students with special needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or their demonstrated abilities.

d) When reviewing progressive discipline strategies, all progressive discipline strategies undertaken by the school shall be documented. ~~consideration will be given to the usefulness of any interventions undertaken "to date" such as contact with parents/guardians, study hall, verbal reminders, review of expectations, a written work assignment with a reflective component, community service to improve attitude/conduct, and/or referral to Support Services staff or outside agencies. All progressive discipline strategies undertaken shall be documented by the school.~~

e) If the ~~inappropriate behaviour~~behaviour contrary to the Catholic Code of Conduct has become an on-going problem, it is important to consider the appropriateness of additional supports and/or interventions.

f) The Ministry of Education and DPCDSB afford flexibility in response to ~~inappropriate behaviour~~behaviour contrary to the Catholic Code of Conducts through a variety of policies, procedures, and protocols: PPM 144, Bill 13, Bill 157, PPM 120, and DPCDSB Policies 9.01, 9.02, 9.03, and 9.04. In addition, detailed progressive discipline strategies are outlined in DPCDSB GAP 552.00, and in the Ministry of Education PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*.

g) Progressive discipline strategies may include a variety of early and/or ongoing intervention strategies, provided the appropriate consent(s) are in place where required. Examples of these strategies include:

- review of expectations as outlined in the *Catholic Code of Conduct*;
- classroom management strategies;
- communication and consultation with parents/guardians;
- student conference;
- student contracts: i.e., attendance, performance, and/or behavioral;
- discipline-related learning reflection assignments;
- referral to school administrator;
- student and parent/guardian conference;
- consultation with school support staff;
- involvement of chaplaincy team leader and/or parish resources;
- involvement of school support and Support Services;
- school team conference/progressive discipline conference;
- attendance counselling;
- behaviour modification program;
- ~~Crisis Prevention and Intervention (CPI~~prevention and management of crisis situations through application of de-escalation training (Verbal Intervention and Non-Violent Crisis Intervention)~~)~~;
- individual, peer, group, and/or family counselling;
- referral to community agency (e.g., Children's Aid, police, treatment, or medical agencies);
- volunteer service to the school community;

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- withdrawal of privileges;
- restitution for damages;
- mentor and/or peer mediation;
- conflict resolution;
- restorative practice;

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- assignment to an alternative learning environment;
- suspension;
- expulsion.

3.6 Mitigating and Other Factors the Principal Must Consider

a) Before determining the discipline, if any, to follow the issuing of a suspension, as required by the *Education Act and Ontario Regulation 472/07,* the principal must consider any mitigating and other factors as set out in the DPCDSB's *Suspension and Expulsion Guidelines*. For the *Suspension and Expulsion Guidelines*, the DPCDSB interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Ontario Human Rights Code.* The principal shall consider whether the discipline will have a disproportionate impact on a ~~pupil~~student's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the ~~pupil~~student may experience in society.

b) If a ~~pupil~~student does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, the principal will not suspend the ~~pupil~~student. Alternative discipline and/or other interventions may be considered by the principal in such circumstances. For clarity, even if the principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained as per this GAP and any applicable guidelines.

c) If the ~~pupil~~ student poses ~~an unacceptable~~a risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate ~~accommodations~~ supports and/or strategies that might be instituted to ensure safety and well-being of ~~pupil~~students, staff, and others in the school.

3.7 Three Factor Analysis

a) In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the *Education Act* and the reporting of the offence, the following items *shall* be taken into consideration when determining the appropriate consequences:

b) **Factor 1: the individual student and circumstances** (e.g., mitigating or other factors). The following "mitigating" and "other" factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions, and consequences as they relate to student conduct.

- **Mitigating Factors:** The following mitigating factors shall be considered**:**
    - the ~~pupil~~student does not have the ability to control their behaviour;
    - the ~~pupil~~student does not have the ability to understand the foreseeable consequences of their behaviour;
    - the ~~pupil~~student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

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- **Other Factors:** The following additional factors shall be considered**:**
    - the ~~pupil~~student's history;
    - whether a progressive discipline approach has been used with the ~~pupil~~student;

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- whether the activity for which the ~~pupil~~student may be or is being suspended or expelled was related to any harassment of the ~~pupil~~student because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
- how the suspension or expulsion would affect the ~~pupil~~student's ongoing education;
- the age of the ~~pupil~~student;
- in the case of a ~~pupil~~student with a disability and/or for whom an IEP has been developed:
  - whether the behaviour was a manifestation of a disability which may or may not be identified in the ~~pupil~~student's IEP;
  - whether appropriate individualized accommodation has been provided;
  - whether the suspension or expulsion is likely to result in an aggravation or worsening of the ~~pupil~~student's behaviour or conduct.

c) **Factor 2: the nature and severity** of the behaviour.

d) **Factor 3: the impact of the behaviour on the school climate** (i.e., the relationships within the school community).

3.8 Bullying

a) In the case of **bullying**, principals *must* suspend a student for bullying and consider referring that student for expulsion if:

- the student has previously been suspended for bullying, and;
- the principal believes that the student's continuing presence in the school creates~~, in the principal's opinion,~~ an unacceptable risk to the safety of another person.

b) According to the Ministry of Education definition[~~2~~2], "bullying" means aggressive and typically repeated behaviour by a ~~pupil~~student where:

(i) the behaviour is intended by the ~~pupil~~student to have the effect of, or the ~~pupil~~student ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
- creating a negative environment at a school for another individual, and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the ~~pupil~~student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

~~[2] Policy/Program Memorandum No. 144, Ministry of Education, Government of Ontario, subsection 1(1), Education Act~~

[2] *Policy/Program Memorandum No. 144, Ministry of Education, Government of Ontario,* subsection 1(1), *Education Act*

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c) For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

~~c)~~d) For the purposes of the definition of "bullying" above, **cyber-bullying** includes bullying by electronic means (commonly known as cyber-bullying), including:

(i) creating a web page or a blog in which the creator assumes the identity of another person;
(ii) impersonating another person as the author of content or messages posted on the internet; and
(iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

3.9 Reporting Incidents and Violent Incidents

a) All incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:

(i) Staff shall complete a **GF 025 - Safe Schools Incident Reporting Form – PartI**.
(ii) Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or designate must issue the **GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt Report**.
(iii) The principal and/or designate must investigate.
(iv) The principal and/or designate will communicate results to the teacher and/or DPCDSB staff as appropriate.
(v) If the incident is violent according to PPM 120, the appropriate box will be checked accordingly by the principal or designate, and the GF 025 will be placed in the safe schools folder of the Ontario Student Record (OSR).
(vi) If a teacher has not submitted a GF 025, one must be completed by the administrator, including section 6 at the bottom portion of the form.
(i) The GF 025 will be retained in the OSR as per PPM 145 as described below:

- Minimum 1 Year – Expunged Incidents
- Minimum 3 Years – Suspensions
- Minimum 5 Years – Expulsions

b) The principal will consider whether a Violence Threat Risk Assessment (VTRA) will be conducted (see ~~GAP S~~section 3.~~8~~ 10 below).

3.10 Violence Threat Risk Assessment Protocol

a) Under certain conditions, students may need to undergo a "Violence Threat Risk Assessment" (VTRA) when their behaviours confidently suggest they may be at risk of harming themselves or others.

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~~a)~~b) Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.

~~b)~~c) All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.

~~c)~~d) During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce risk of violence.

~~d)~~e) DPCDSB's Catholic communities allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports. The protocol is accessible in VTRA Guidelines (G005).

3.11 The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings

a) The DPCDSB authorizes the creation of a Discipline Committee of no fewer than three (3) trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the *Suspension Appeal Guidelines* and the *Expulsion Hearing Guidelines*. The discipline committee shall have the powers as set out in the *Education Act*.

b) **Suspension Appeals:** Where a ~~pupil~~student's parent/guardian or the ~~pupil~~student (if they are aged 18 or older, or 16 or 17 and has withdrawn themselves from parental/guardian control) disagrees with the decision of a principal to suspend the ~~pupil~~student, that individual may appeal the principal's decision to suspend the ~~pupil~~student, in accordance with the DPCDSB's *Suspension Guidelines and Suspension Appeal Guidelines*.

c) **Expulsion Hearings:** If the principal recommends expulsion, the Discipline Committee shall hold a hearing to determine whether a ~~pupil~~student will be expelled from one school or from all schools in DPCDSB. The two possible outcomes of this hearing, and subsequent action are listed below:

- If the Discipline Committee expels a ~~pupil~~student from all schools, they will refer the ~~pupil~~student to DPCDSB's Expulsion Program.
- If the Discipline Committee decides not to expel, it will determine whether to confirm, shorten, or expunge the suspension. These hearings will be conducted in accordance with the DPCDSB's *Expulsion Hearing Guidelines*.

d) **Superintendent~~s~~ Responsible for ~~Suspensions and Expulsions~~Safe Schools' Hearings:** The superintendents delegated to be responsible for ~~suspensions and expulsions~~safe schools' hearings shall have the powers and duties outlined in the *Suspension Guidelines for Administrators* and *Expulsion Guidelines for Administrators*.

4 ROLES AND RESPONSIBILITIES

a) All members of the DPCDSB School Community must:

- adhere to the standards of behaviour in the *Catholic Code of Conduct*;

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- acknowledge and defend the rights of others;
- take personal responsibility for their actions;

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- fulfill the duties of their respective roles in service to others;
- contribute positively to the creation of a safe, caring, inclusive, and healthy Catholic learning community.

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4.1 DPCDSB

a) The DPCDSB provides leadership to all members of the school community to ensure equitable opportunity for all to a safe, caring, inclusive, and healthy learning and work environment.

b) The DPCDSB will develop and review policies and procedures that establish standards of behaviour, prevention, and intervention programs; progressive discipline response protocols; education and training programs for school community members; and partnerships with parish and community agencies.

c) The DPCDSB will promote academic excellence, exemplary professional practice, accountability, and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The DPCDSB fulfills these responsibilities by doing the following:

- developing policies that set out how DPCDSB facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- reviewing these policies regularly with staff and consulting with students, parents/ guardians, volunteers, and the community;
- seeking input from Central Committee for Catholic School Councils (CCCSC), Catholic School Councils, the DPCDSB's Parent Involvement Committee, the Special Education Advisory Committee (SEAC), the Indigenous Education ~~Advisory~~ Council (IEC), the Black Community Advisory Council (BCAC), parents/guardians, students, staff members, and the school community;
- establishing a process that clearly communicates the *Catholic Code of Conduct* to all staff, students, parents/guardians, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
- ensuring a clear process for the reporting and monitoring of violent incidents;
- providing system-wide direction to embed the Catholic imperatives implicit in the *Catholic Code of Conduct* by vigorous promotion of virtue formation and dedication to the Gospel messages of compassion, love, forgiveness, and service;
- developing effective intervention strategies and responding to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- developing, disseminating, and monitoring progressive discipline protocols that guide enforcement of the *Catholic Code of Conduct* and all policies and procedures related to securing a safe, caring, inclusive and healthy school climate;
- cultivating strong partnerships with parish and community partners;
- providing professional development for system leaders to assist them in ensuring compliance with and enforcement of the *Catholic Code of Conduct* at the local school level.

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4.2 Trustees

a) The Board of Trustees plays a significant role in providing leadership regarding the *Catholic Code of Conduct* and DPCDSB policies and procedures related to progressive discipline and school safety.

b) Trustees oversee the development and consistent implementation of DPCDSB policies by:

- studying, reviewing, and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline, and school safety;
- ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the ~~*Ontario Catholic School Graduate Expectations* (~~OCSGE~~)~~;
- hearing all suspension appeals and deciding on recommendations for expulsions;
- ensuring that, when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a ~~pupil~~student under any of the grounds protected by the *Ontario Human Rights Code* and/or exacerbate any disadvantage the ~~pupil~~student may experience in society;
- hearing delegations from concerned community members.

4.3 Principals

a) The principal will provide leadership at the local school level in the administration of the *Catholic Code of Conduct* by: modeling servant leadership; cultivating an authentic safe, caring, and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the DPCDSB-approved progressive discipline protocol and other DPCDSB policies and procedures; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies.

b) The principal will fulfill these responsibilities by:

- demonstrating care and commitment to academic excellence within a safe, caring, and inclusive teaching/learning environment;
- educating the school community with respect to the *Catholic Code of Conduct* and the Gospel imperatives implicit in it;
- holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness, and courtesy;
- modeling Gospel values in all areas of leadership, including matters of conduct and safety;
- creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive, and healthy Catholic community;
- empowering students to be positive leaders in their school and community by enabling opportunities for student engagement and student voice;
- enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
- facilitating school-wide participation in the virtues program and other pro-social training programs;
- facilitating a school-wide approach to the development of a positive school climate;
- communicating regularly and meaningfully with all members of their school community;

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- training school staff and monitoring the implementation of DPCDSB-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the DPCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivating and maintaining strong partnerships with parents/guardians, the local parish, and community partners.

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4.4 Teachers and Support Staff

a) Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students.

b) Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained.

c) Teachers and support staff will uphold standards of excellence for students by:

- demonstrating and modelling respect, civility, and responsible citizenship for all students, staff, parents/guardians, volunteers, and members of the school community;
- nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
- striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
- helping students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
- providing students with opportunities to exercise Catholic service and wise stewardship;
- empowering students to be positive classroom, school, and community leaders;
- assisting students in the exercise of personal conscience in discerning right choices;
- helping students work to their full potential and in developing self-worth;
- maintaining fair and consistent standards for all students;
- reporting any incidents that may lead to suspension and/or expulsion utilizing *Safe Schools Incident Reporting Form- Part I* (GF 025);
- communicating regularly and meaningfully with parents/guardians;
- collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing DPCDSB-approved progressive discipline protocols.

4.5 Students

a) Students of the DPCDSB represent the cherished hope for the future and the sacred trust of Catholic education.

b) Students shall always be treated with respect and dignity.

~~b)~~

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c) Staff, parents/guardians, and parish shall prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern meaningful vocations and develop a zealous commitment of service to God, family, and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is rooted in Gospel values, while effectively implementing Ministry of Education course/program expectations.

d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school, and to embrace the Gospel values and living traditions of the Catholic Church, as articulated in the ~~Ontario Catholic School Graduate Expectations (~~OCSGE~~)~~ (see ~~GAP S~~section 5 for information about the OCSGE).

e) Students will exercise self-discipline in their respect for self, staff, fellow students, school property, and the property of others.

f) Students will take full responsibility for their own actions and strive to live up to the expectations of the *Catholic Code of Conduct* and all other DPCDSB/school/class expectations, policies, and procedures.

g) Students will strive to achieve a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.

h) Students ~~shall fulfill these responsibilities by~~shall be positive members of the school community by:

- coming to school prepared, on time, and ready to learn;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to fellow students and staff;
- demonstrating respect for self;
- contributing to ~~an inclusive~~a positive school culture ~~by advocating that no student be excluded~~ and report any concerns to appropriate staff;~~;~~
- ~~defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;~~
- cultivating a virtuous life through a commitment to Gospel values and service to others;
- participating respectfully in the faith life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
- participating in school programs related to wise stewardship of resources, be they human or other;
- following all school and DPCDSB policies and taking responsibility for their own actions;
- accepting school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
- refraining from bringing anything to school that may compromise the safety of others;
- acknowledging that school safety is a shared responsibility that depends on student commitment and involvement;
- using PEDs, computers, social networking, technological aides; and other specialized equipment for sanctioned activities only;

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- respecting DPCDSB policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and/or medical purposes;
  - to support special education needs;
  - to provide an accommodation under the *Ontario Human Rights Code*.

4.6 Parents/Guardians

a) Parents and guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students.

b) Parents/guardians fulfill their responsibilities when they:

- affirm the distinctive Catholic culture of the school;
- ensure that their child regularly attends school on time;
- help their child be appropriately dressed and prepared for school;
- encourage and assist their child in following the rules of behaviour;
- become familiar with the Provincial Code of Conduct and help their child to adhere to the Catholic Code of Conduct and other expectations ;
- communicate regularly with the school regarding their child's progress;
- are engaged in their child's schoolwork and progress;
- promptly report to the school their child's absence or late arrival;
- encourage their child to cultivate leadership skills and demonstrate Gospel values;
- assist school staff in dealing with disciplinary concerns involving their child.

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4.7 In-School Support Teams

a) In-school support teams meet regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student.

b) The consultation process may address one or more areas of the student's life, including academic, well-being, and/or behavioural issues.

c) At meetings of the in-school support team, several of the following team members may be present: administrator, guidance counsellor, classroom teacher, chaplaincy team leader, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/DPCDSB-wide resource staff, and parents/guardians.

4.8 Parish

a) The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church.

~~a)~~b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*); the regular celebration of Eucharist and other prayer services with the school community; by offering advice to staff regarding Church teachings in the faith formation of students; and by being a visible presence in the school, as time permits.

4.9 Community Connections

a) Community supports assist the school in reinforcing consistent messaging regarding expected standards of behaviour and in providing services that enhance the school's ability to ensure a safe and caring school community.

b) Community agencies and/or other community cooperatives and/or liaisons have an expanded influence in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.

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c) School principals are encouraged to consider the valuable resources in the community and are expected to nurture on-going relationships with community connections in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration between home, school, parish, and community members. The DPCDSB and local schools will collaborate in developing consistent processes for the engagement of meaningful connections with the communities.

4.10 Police

a) Police are essential partners in making DPCDSB schools and communities safe. Police offer ongoing education programs and provide tactical response in the event of emergencies. Police investigate incidents in accordance with the DPCDSB *Police - School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

5 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS[~~3~~3]

a) The *Ontario Catholic School Graduation Expectations* provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the *Catholic Code of Conduct* is situated.

b) The Ontario Catholic School Graduate is expected to be:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
- ~~**A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.~~
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~~[3] Institute for Catholic Education (2011)~~

[3] Institute for Catholic Education (2011)

- ~~**A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.~~
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God- given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

6 ~~GLOSSARY OF TERMS~~DEFINITIONS

a) All DPCDSB schools will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the *Catholic Code of Conduct*. The following definitions apply for the purposes of implementation of the *Catholic Code of Conduct* and progressive discipline.

b) **Adult ~~Pupil~~Student**: a ~~pupil~~student who is 18 years or older, or 16 or 17 and has withdrawn themselves from parental control.

c) ~~**DPCDSB** **Board~~ **Expulsion**: an expulsion from all DPCDSB regular day schools ~~of the DPCDSB~~.

d) **Bullying**: aggressive and typically repeated behaviour by a ~~pupil~~student where,

(i) the behaviour is intended by the ~~pupil~~student to have the effect of, or the ~~pupil~~student ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual; or

- the behaviour occurs in a context where there is a real or perceived power imbalance between the ~~pupil~~student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

(ii) for the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

(iii) for the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

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~~c)~~e) **Consequence**: an educative outcome resulting from a particular student behaviour that may occur "as a matter of course," or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.

~~e)~~f) **Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

~~f)~~g) **Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019),* teachers regulated under the *Ontario College of Teachers Act,* 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

~~g)~~h) **Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.

~~h)~~i) **IEP**: Individual Education Plan

~~i)~~j) **Impact on School Climate**: an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.

~~j)~~k) **Intervention**: a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student's behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student's ability to adhere more consistently to the *Catholic Code of Conduct*, and to enhance the student's performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.

~~k)~~l) **Parent/Guardian**: where there is a reference to involving or informing a parent/guardian, it means the custodial parent or legal guardian of a minor child who is not an adult ~~pupil~~student.

m) **Personal Electronic Device**: any personal electronic device (PED) that can be used for electronic communication or to access the Internet, such as a cellphone or tablet.

~~l)~~

~~m)~~n) **Principal or Designate**: in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal or by the DPCDSB to fulfill that role.

o) **Pupil**: this term means a student. This term may be used interchangeably with student. Note that pupil is the preferred term for students in legislation.

p) **Purview**: the scope, intention, and range of activities, roles, and locations understood to be under the authority of this GAP.

~~n)~~

q) **SAP:** Student Action Plan

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r) **Safe School Action Team:** a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the *Catholic Code of Conduct*. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the *Catholic Code of Conduct*, assessment of school climate survey data, and various whole school program initiatives related to safe schools. (e.g., Catholic Community Culture and Caring Action Team).

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s) **Safe Schools Incident Reporting Form:** Identified as GF 025, documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.

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~~o)~~ **School Climate**: the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.

t)

u) **School Community**: the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not DPCDSB staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).

v) **School Day**: the instructional day, excluding professional development days.

~~p)~~

~~q)~~w) **School Expulsion**: an expulsion from the DPCDSB school that the ~~pupil~~student was attending at the time of the incident.

~~r)~~x) **Staff**: refers to all persons who are paid employees of the DPCDSB. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance, student monitors, and any other support staff affiliated with the school.

y) **Staff Who Work Directly with ~~Pupil~~Student**s: staff including administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the DPCDSB's ~~pupil~~student**s**.

z) **Student**: this term means a pupil. This term may be used interchangeably with pupil.

~~s)~~

aa) **Support**: a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.

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~~t)~~ **Team**: a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. "Team" is pivotal in addressing the individual needs of the student in a strength-based model. The support services team aims at positive personal change and may also assist in the diagnostic phase of referral for formal professional assessment. In practical terms, "team" can be described as a model for student support that is rooted in relationship, collaboration, and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute "team". When informal communication occurs, team members operate in the realm of hypothetical where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated support services staff are convened to allow for sanctioned (i.e., with parent/guardian permission) sharing of information between team members.

bb)

cc) ~~aa)~~ **Violent Incident:** (as per PPM 120) the occurrence of any one of the following or occurrence ~~-~~of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

dd) **Violent Threat Risk Assessment (VTRA)**: assessment that guides the DPCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.

~~u)~~ee) **Weapon**: any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

~~possessing a weapon, including possessing a firearm~~
~~physical assault causing bodily harm requiring medical attention~~
~~sexual assault~~
~~robbery~~
~~using a weapon to cause or to threaten bodily harm to another person~~
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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**530.00**
SUBJECT:	**Catholic Code of Conduct**
REFERENCE:	**Policies:** 9.01 Catholic Code of Conduct; 9.02 Bullying Awareness, Prevention and Intervention; 9.03 Progressive Discipline; 9.04 Delegation of Authority 12.00 Equity and Inclusive Education; 26.00 Smoke, Tobacco-Free and Cannabis-Free Environment **General Forms:** GF 025 Safe Schools Incident Reporting Form
EFFECTIVE DATE:	July 24, 2001
AMENDED DATE:	February 1, 2013; December, 2015; August, 2019; October, 2019; February 23, 2022; May 24, 2022; August 27, 2024; January TBD, 2025

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

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1 INTRODUCTION

1.1 Preamble

a) In compliance with its mission, vision, and values, the Dufferin-Peel Catholic District School DPCDSB (DPCDSB) is committed to the implementation of *Policy 9.01: Catholic Code of Conduct* (*Catholic Code of Conduct*) to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

b) The *Catholic Code of Conduct* supports virtue formation and healthy relationships in the context of a vibrant Catholic community. It is responsive to equitable and inclusive education and ensures a whole school approach to developing a positive Catholic school learning environment for all.

c) Recognizing the complexity of building and sustaining a whole school approach, the *Catholic Code of Conduct* is committed to progressive and restorative approaches to conflict resolution, based on evidence-informed solutions. All school community members are expected to work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture, which promotes the Ontario Catholic School Graduate Expectations (OCSGE), as well as respect, inclusion, equity, responsibility, and concern for the well-being of all.

d) This General Administrative Procedure (GAP) details the *Catholic Code of Conduct* and is grounded in the transformative potential of individuals. It sets out DPCDSB-wide expectations of all members of each school community.

e) The Catholic Code of Conduct sets clear standards of behaviour which apply to all members of the school community regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, and members of various community groups.

f) In the case of more serious breaches of DPCDSB-wide expectations, this GAP identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the DPCDSB and, in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators: to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.

g) The oversight of the enforcement of this GAP on all DPCDSB property is the responsibility of the designated Supervisory Officer.

h) In addition to this GAP, DPCDSB has policies and GAPs applicable to staff, volunteers, contractors, and vendors. For specific details, refer to DPCDSB policies and general administrative procedures applicable to Employee Relations and Human Resources and Supply Chain Management, respectively. If there is a conflict between the terms of this GAP and any policy or other general administrative procedure, the other policy or general administrative procedure shall govern.

i) The DPCDSB interprets and applies the provisions of the *Education Act*, including its Regulations, in accordance with the Ontario *Human Rights Code*, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and DPCDSB policies and procedures, and the Ontario Human Rights Code, the Ontario *Human Rights Code* is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires DPCDSB policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.

j) DPCDSB complies with the *Smoke Free Ontario Act*, 2017. The *Smoke-Free Ontario Act*, 2017 (https://www.ontario.ca/laws/statute/17s26) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act*, 2017. The *Smoke-Free Ontario Act*, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act*, 2017.

1.2 Catholic Code of Conduct

a) In order to provide a positive, safe, caring, inclusive, and healthy Catholic school environment that enables student engagement and student voice, all members of the school or DPCDSB facility community shall:

- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and comply with all applicable Ministry of Education, DPCDSB and school policies, procedures and practices;
- respect Catholic Church teachings and traditions;
- support and/or participate in the liturgical life of the school;
- strive to live a virtuous life in accordance with Gospel values;
- respect the dignity and rights of others;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect differences in people, their ideas, and their opinions;
- respect and celebrate diversity;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- use verbal and non-verbal communication appropriate to a Catholic environment;
- demonstrate respect for persons in positions of authority;
- respect the need for others to work in an environment that is conducive to learning;
- reconcile differences and work toward restorative amends;
- resolve conflicts peacefully, seeking assistance from staff, if necessary;
- take appropriate measures to help those in need;
- acknowledge and support those who are marginalized;
- be prepared for learning;
- strive to do one's personal best and actively cultivate talents for the service of others;
- demonstrate honesty and integrity;
- show proper care and regard for school and DPCDSB property, and for the property of others;
- exercise wise stewardship and conservation of resources within the community;
- use computers, social networking, technological aides and other specialized equipment for sanctioned activities only;
- use personal electronic devices (PEDs) in a responsible and respectful manner, ensuring that these devices are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs;
  - to provide an accommodation under the Ontario *Human Rights Code*.

b) Additionally, to ensure that DPCDSB schools and facilities and events are safe places to learn and work, all members of the DPCDSB school or facility community must **not**:

- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- engage in threatening, intimidating, and/or bullying behaviours, including cyberbullying;
- inflict or encouraging others to inflict bodily harm on another person(s);
- commit sexual assault or sexual harassment;
- use abusive language and/or swearing at others, including a teacher or at another person in a position of authority;
- take without consent, nor share without consent, photos or recordings of other members of the school community;
- be intoxicated;
- use or supply others with tobacco, vapes, alcohol, illegal drugs, restricted drugs, and cannabis products (exemptions are limited to medicinal cannabis products prescribed by a health care professional).
- engage in trafficking (of illegal drugs, restricted drugs, weapons, people), commit robbery or theft, and possess weapons, including firearms.

2 ADMINISTRATION OF THE CATHOLIC CODE OF CONDUCT

a) All DPCDSB schools are responsible for the consistent and conscientious administration of the *Catholic Code of Conduct* by establishing, upholding, and enforcing the standards of behaviour at the local school level, according to the procedures stated herein.

2.1 Establishing and Communicating Standards of Behaviour for All

a) All persons within the DPCDSB community have a right to be safe and to feel safe on DPCDSB property and at DPCDSB-related events. All members share responsibility to adhere to the standards of behaviour in the *Catholic Code of Conduct*, and to contribute to the creation of a positive Catholic climate.

b) A comprehensive plan to disseminate the *Catholic Code* of *Conduct* will ensure that all DPCDSB community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in DPCDSB operations, including trustees, parents/guardians, volunteers, teachers, vendors, visitors, and staff, whether they are on school property, on school buses, at school-related events, or participating in parish activities, or involved in other circumstances that could have an impact on the school climate.

c) All schools and DPCDSB locations shall post DPCDSB approved signage, messaging on automated telephone systems, and, where appropriate to site context, content for school newsletters and/or websites to remind all community members accessing DPCDSB schools or other premises (e.g., kiss and ride lanes, driveways and parking areas, athletic/play fields, offices) to engage in respectful, constructive interactions or risk being asked to leave the school or DPCDSB premises.

2.2 Upholding the Catholic Code of Conduct

a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the *Catholic Code of Conduct*, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:

- live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community; and
- avoid actions that may contravene the *Catholic Code of Conduct* and thereby negatively impact the community.

b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate or for which a suspension or expulsion may be imposed, which they believed to have occurred during the course of their duties or otherwise while on school property or during a school related event.

c) Consistent application of the *Catholic Code of Conduct* is guided by the philosophy of progressive discipline, which offers a philosophical construct and guiding principles from which prevention, intervention, and response protocols naturally emerge.

2.3 The Philosophy of Progressive Discipline

a) Central to the practice of progressive discipline is a safe, caring, and inclusive community. Members of this community collaborate, communicate, and consult in the development of a comprehensive system of supports that strengthens the school's collective commitment to uphold the standards of the *Catholic Code of Conduct* and to support learning for all students.

b) Progressive discipline exists at all times to support the growth of all students. This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur.

c) At the school level, progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro- social skills, provide support for all students, promote virtue formation, and foster Catholic values.

d) The Catholic school approach to progressive discipline combines prevention and intervention strategies and discipline with opportunities for students to continue their education. Focusing on prevention and early intervention strategies helps prevent behaviour that is contrary to the Catholic Code of Conduct from occurring in or affecting school.

e) Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in DPCDSB school communities.

f) **Progressive Discipline Approach in DPCDSB**

Progressive Discipline exists at all times for all students.

g) Progressive discipline shifts the focus from one that is solely punitive to one that is corrective, supportive, and transformative. Progressive discipline acknowledges the value of a staged approach to discipline that is tailored to meet the unique needs of the student, taking the mitigating and other factors into account at all stages along the continuum of progressive discipline. Each student can access multiple layers of support, comprised of all the people who interact with the student, and all those who could be called upon to provide additional support (e.g. support services: social worker, child and youth worker, psychologist, speech and language pathologist).

h) Progressive discipline invites schools to use *"a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for* ***reinforcing positive behavior while helping students make better choices."*** (Ministry of Education *Policy/Program Memorandum* [PPM] *145: Progressive Discipline and promoting positive student behaviour*).

3 ENFORCING THE CATHOLIC CODE OF CONDUCT

a) When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider the Mitigating and Other Factors outlined in section 3.6 (b) of this GAP. The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, and/or a consequence.

b) When enforcing the *Catholic Code of Conduct* at the classroom, school, and DPCDSB level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians; however, the final decision rests with the principal and/or designate.

3.1 Reflective Practice

a) When enforcing the *Catholic Code of Conduct,* staff must promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.

b) In the case of minor or moderate incidents, the classroom teacher or other staff may be responsible for addressing student behavior through progressive discipline (See *GAP 552 – Progressive Discipline*).

c) In serious or severe circumstances, the principal will lead the decision-making process through to an appropriate conclusion.

d) Section 306 of the *Education Act* mandates when the principal **SHALL CONSIDER**suspension.

e) Section 310 of the *Education Act* mandates when the principal **SHALL ISSUE** a suspension pending further investigation and possible recommendation for expulsion. **All final decisions shall be made in consultation with the Superintendent (or designate)**.

3.2 Define the Incident Under the *Education Act*

a) The first step in progressive discipline is the identification of the infraction. The table below (and following page) lists infractions according to whether they fall under Section 306 or 310 of the *Education Act*.

Section 306 – Shall Consider Suspension	
306(1)-1	Uttering a threat to inflict serious bodily harm on another person
306(1)-2	Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis
306(1)-3	Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis.
306(1)-4	Swearing at a teacher or at another person in a position of authority
306(1)-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
306(1)-6	Bullying
306(1)-7: Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:	
306(1)-7	Breach of DPCDSB Catholic Code of Conduct
306(1)-7	Being under the influence of illegal or restricted drugs, or, unless the pupil is a medical cannabis user, cannabis
306(1)-7	Habitual neglect of duty
306(1)-7	Opposition to authority
306(1)-7	Profanity and/or swearing
306(1)-7	Possessing restricted drugs and/or drug paraphernalia
306(1)-7	Fighting and/or violence

Section 310 – Shall Suspend	
310(1)-1	Possessing a weapon, including possessing a firearm
310(1)-2	Using a weapon to cause or to threaten bodily harm to another person
310(1)-3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
310(1)-4	Committing sexual assault
310(1)-5	Trafficking in weapons or in illegal drugs
310(1)-6	Committing robbery
310(1)-7	Giving alcohol or cannabis to a minor
310(1)-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying[1], **and** (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
310(1)-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
310(1)-8: Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:	
310(1)-8	Any act considered by the Principal to be a serious violation of the DPCDSB Catholic Code of Conduct
310(1)-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are or were on DPCDSB property
310(1)-8	Trafficking in restricted drugs
310(1)-8	Inappropriate sexual activity and/or behaviour (not sexual assault)

3.2.1 Education Act, Section 306: Suspensions

a) A principal *shall consider* whether to suspend a pupil if they believe that the pupil has engaged in any of the activities listed in section 306(1) while at school, at a school-related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.

b) As per *Ontario Regulation 440/20*, a *"…pupil in **junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be** suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act."*

[1] As per Ontario Regulation 440/20, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.

c) However, for students in Junior Kindergarten, Kindergarten or Grade 1, 2 or 3:

- the offence must still be reported to the principal; and
- the principal must determine and put in place appropriate alternatives to discipline. These alternatives shall be tracked and documented as per normal protocols.

d) A student in **Grade 4 or older** may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

e) When determining whether to issue a suspension to a student in **Grade 4 or older**, and its length, **a principal must consider Mitigating and Other Factors** (see GAP Section 3.6 below).

3.2.2 Education Act, Section 310: Suspension, Investigation, and Possible Expulsion: JK-3

a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend, pending further investigation and possible recommendation for expulsion*, a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate. In such cases, the principal shall continue with the steps as noted below [i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the *Education Act*; principal chooses 1 of 5 possible discipline outcomes, as listed in section 3.2.3 e) through i)].

b) As per *Ontario Regulation 440/20*, a *pupil in* ***junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be*** *suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act* ***unless*** ***the principal has conducted an investigation*** *respecting the allegations.* This regulation means that prior to issuing a suspension pending further investigation and possible recommendation for expulsion under Section 310 for this age group, the principal must first conduct an **initial investigatio**n to determine **if** a Section 310 suspension is warranted.

c) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to discipline, if appropriate.

d) As per *Ontario Regulation 440/20*, t*he condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act* [see table in 3.2a) above] *does* ***not*** *apply in respect of a suspension under section 310 of the Act of a pupil in* ***junior kindergarten, kindergarten, or grade 1, 2 or 3****.*

e) Students in **Junior Kindergarten through Grade 3** (JK-3) can no longer be "previously" suspended under Section 306 for bullying. As such, only s.310(1)7.1(ii) now applies for JK-3 students regarding a Section 310 bullying offence.

3.2.3 *Education* Act, Section 310: Suspension, Investigation, Possible Expulsion: Grades 4-12

a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend, pending further investigation and possible recommendation for expulsion* of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.

b) For infractions listed in Section 310 of the *Education Act*, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending further investigation and possible recommendation for expulsion .

c) The school investigation commences. In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.

d) There are five possible outcomes following the school investigation. All final decisions shall be made in consultation with the applicable family of schools superintendent (or designate).

e) **Outcome 1: The principal determines that the student is NOT responsible for the infraction.** The student would return to school and the principal would withdraw the Suspension Pending Further Investigation and Possible Recommendation for Expulsion and expunge the student record of Suspension Pending Further Investigation and Possible Recommendation for Expulsion for the student, even if the suspension has been served. A determination letter reflecting this outcome would be issued.

f) **Outcome 2: The principal determines that the infraction did occur, but there are mitigating factors* relevant to the circumstances** which lead to the principal's decision to shorten the suspension to between 1 and 19 days, even if it has already been served. A determination letter reflecting this outcome would be issued.

g) **Outcome 3: The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days, however, there are mitigating factors relevant to the circumstances** which lead to the principal's decision **not to recommend the student for expulsion**. A determination letter reflecting this outcome would be issued.

h) **Outcome 4: The principal determines that the infraction did occur, and the principal is recommending expulsion from the student's current school only.** A determination letter reflecting this outcome would be issued.

i) **Outcome 5: The principal determines that the infraction did occur, and the principal is recommending expulsion from all DPCDSB schools.** A determination letter reflecting this outcome would be issued.

j) *When determining which of the five outcomes to select (see Outcomes 1-5 above), the principal must consider Mitigating and Other Factors (see section 3.6 below).

3.3 Smoke-Free Ontario Act

a) If a student contravenes the *Smoke-Free Ontario Act*:

- principals must notify parents/guardians;
- students are required to surrender the item(s) to principal or educator;
- students will receive support to learn from the experience and make better choices.

3.4 Personal Electronic Devices (PEDs)

a) In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices (PEDs)during instructional time except under the following circumstances:

(i) for educational purposes, as directed by an educator;
(ii) for health and medical purposes;
(iii) to support special education needs.

b) Examples of PEDs use by students with health and medical purposes include glucose monitoring, drug administration reminders; examples of special education and/or English language learner needs include but are not limited to applications supporting: accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.

c) If an educator sees a PED that is not stored out of view and off or on silent when PED use does not comply with the circumstances in 3.4 a) above, the educator must require that the PED be handed in for the instructional period. The PED must be placed, by the student, in a storage area in the classroom (e.g., student backpack, pocket).

d) If the student does not comply with 3.4 a) and 3.4 c), they shall be sent to the principal's office. Principals have discretion under PPM 145 and DPCDSB *Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.

e) Principals shall refer to information related to PEDs as articulated in *GAP 541.00 – Personal Electronic Devices (PEDs)*.

3.5 Progressive Discipline Strategies

a) Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences as strategies to promote positive behaviours.

b) The range of interventions, supports, and consequences used by schools must be clear and developmentally appropriate, and must include learning opportunities for students that reinforce positive behaviours and help students make good choices.

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c) When behaviour contrary to the Catholic Code of Conduct occurs, effective disciplinary measures will place the focus on positive restorative responses. For students with special needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or their demonstrated abilities.

d) When reviewing progressive discipline strategies, all progressive discipline strategies undertaken by the school shall be documented.

e) If the behaviour contrary to the Catholic Code of Conduct has become an on-going problem, it is important to consider the appropriateness of additional supports and/or interventions.

f) The Ministry of Education and DPCDSB afford flexibility in response to behaviour contrary to the Catholic Code of Conduct through a variety of policies, procedures, and protocols: PPM 144, Bill 13, Bill 157, PPM 120, and DPCDSB Policies 9.01, 9.02, 9.03, and 9.04. In addition, detailed progressive discipline strategies are outlined in DPCDSB GAP 552.00, and in the Ministry of Education PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*.

g) Progressive discipline strategies may include a variety of early and/or ongoing intervention strategies, provided the appropriate consent(s) are in place where required. Examples of these strategies include:

- review of expectations as outlined in the *Catholic Code of Conduct*;
- classroom management strategies;
- communication and consultation with parents/guardians;
- student conference;
- student contracts: i.e., attendance, performance, and/or behavioral;
- discipline-related learning reflection assignments;
- referral to school administrator;
- student and parent/guardian conference;
- consultation with school support staff;
- involvement of chaplaincy team leader and/or parish resources;
- involvement of school support and Support Services;
- school team conference/progressive discipline conference;
- attendance counselling;
- behaviour modification program;
- prevention and management of crisis situations through application of de-escalation training (Verbal Intervention and Non-Violent Crisis Intervention);
- individual, peer, group, and/or family counselling;
- referral to community agency (e.g., Children's Aid, police, treatment, or medical agencies);
- volunteer service to the school community;
- withdrawal of privileges;
- restitution for damages;
- mentor and/or peer mediation;
- conflict resolution;
- restorative practice;
- assignment to an alternative learning environment;
- suspension;
- expulsion.

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3.6 Mitigating and Other Factors the Principal Must Consider

a) Before determining the discipline, if any, to follow the issuing of a suspension, as required by the *Education Act and Ontario Regulation 472/07,* the principal must consider any mitigating and other factors as set out in the DPCDSB's *Suspension and Expulsion Guidelines*. For the *Suspension and Expulsion Guidelines*, the DPCDSB interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Ontario Human Rights Code.* The principal shall consider whether the discipline will have a disproportionate impact on a student's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the student may experience in society.

b) If a student does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, the principal will not suspend the student. Alternative discipline and/or other interventions may be considered by the principal in such circumstances. For clarity, even if the principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained as per this GAP and any applicableguidelines.

c) If the student poses a risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate supports and/or strategies that might be instituted to ensure safety and well-being of students, staff, and others in the school.

3.7 Three Factor Analysis

a) In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the *Education Act* and the reporting of the offence, the following items *shall* be taken into consideration when determining the appropriate consequences:

b) **Factor 1: the individual student and circumstances** (e.g., mitigating or other factors). The following "mitigating" and "other" factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions, and consequences as they relate to student conduct.

- **Mitigating Factors:** The following mitigating factors shall be considered**:**
    - the student does not have the ability to control their behaviour;
    - the student does not have the ability to understand the foreseeable consequences of their behaviour;
    - the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

- **Other Factors:** The following additional factors shall be considered**:**
    - the student's history;
    - whether a progressive discipline approach has been used with the student;

- whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
- how the suspension or expulsion would affect the student's ongoing education;
- the age of the student;
- in the case of a student with a disability and/or for whom an IEP has been developed:
    - whether the behaviour was a manifestation of a disability which may or may not be identified in the student's IEP;
    - whether appropriate individualized accommodation has been provided;
    - whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

c) **Factor 2: the nature and severity** of the behaviour.

d) **Factor 3: the impact of the behaviour on the school climate** (i.e., the relationships within the school community).

3.8 Bullying

a) In the case of **bullying**, principals *must* suspend a student for bullying and consider referring that student for expulsion if:

- the student has previously been suspended for bullying, and;
- the principal believes that the student's continuing presence in the school creates an unacceptable risk to the safety of another person.

b) According to the Ministry of Education definition[2], "bullying" means aggressive and typically repeated behaviour by a student where:

(i) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
- creating a negative environment at a school for another individual, and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

[2] *Policy/Program Memorandum No.* 144, *Ministry of Education, Government of Ontario,* subsection 1(1)*, Education Act*

c) For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

d) For the purposes of the definition of "bullying" above, **cyber-bullying** includes bullying by electronic means (commonly known as cyber-bullying), including:

(i) creating a web page or a blog in which the creator assumes the identity of another person;
(ii) impersonating another person as the author of content or messages posted on the internet; and
(iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

3.9 Reporting Incidents and Violent Incidents

a) All incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:

(i) Staff shall complete a **GF 025 - Safe Schools Incident Reporting Form – PartI**.
(ii) Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or designate must issue the **GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt Report**.
(iii) The principal and/or designate must investigate.
(iv) The principal and/or designate will communicate results to the teacher and/or DPCDSB staff as appropriate.
(v) If the incident is violent according to PPM 120, the appropriate box will be checked accordingly by the principal or designate, and the GF 025 will be placed in the safe schools folder of the Ontario Student Record (OSR).
(vi) If a teacher has not submitted a GF 025, one must be completed by the administrator, including section 6 at the bottom portion of the form.
(i) The GF 025 will be retained in the OSR as per PPM 145 as described below:

- Minimum 1 Year – Expunged Incidents
- Minimum 3 Years – Suspensions
- Minimum 5 Years – Expulsions

b) The principal will consider whether a Violence Threat Risk Assessment (VTRA) will be conducted (see section 3.10 below).

3.10 Violence Threat Risk Assessment Protocol

a) Under certain conditions, students may need to undergo a "Violence Threat Risk Assessment" (VTRA) when their behaviours confidently suggest they may be at risk of harming themselves or others.

b) Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.

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c) All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.

d) During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce risk of violence.

e) DPCDSB's Catholic communities allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports. The protocol is accessible in VTRA Guidelines (G005).

3.11 The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings

a) The DPCDSB authorizes the creation of a Discipline Committee of no fewer than three (3) trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the *Suspension Appeal Guidelines* and the *Expulsion Hearing Guidelines*. The discipline committee shall have the powers as set out in the *Education Act*.

b) **Suspension Appeals:** Where a student's parent/guardian or the student (if they are aged 18 or older, or 16 or 17 and has withdrawn themselves from parental/guardian control) disagrees with the decision of a principal to suspend the student, that individual may appeal the principal's decision to suspend the student, in accordance with the DPCDSB's *Suspension Guidelines and Suspension Appeal Guidelines*.

c) **Expulsion Hearings:** If the principal recommends expulsion, the Discipline Committee shall hold a hearing to determine whether a student will be expelled from one school or from all schools in DPCDSB. The two possible outcomes of this hearing, and subsequent action are listed below:

- If the Discipline Committee expels a student from all schools, they will refer the student to DPCDSB's Expulsion Program.
- If the Discipline Committee decides not to expel, it will determine whether to confirm, shorten, or expunge the suspension. These hearings will be conducted in accordance with the DPCDSB's *Expulsion Hearing Guidelines*.

d) **Superintendent Responsible for Safe Schools' Hearings:** The superintendents delegated to be responsible for safe schools' hearings shall have the powers and duties outlined in the *Suspension Guidelines for Administrators* and *Expulsion Guidelines for Administrators*.

4 ROLES AND RESPONSIBILITIES

a) All members of the DPCDSB School Community must:

- adhere to the standards of behaviour in the *Catholic Code of Conduct*;
- acknowledge and defend the rights of others;
- take personal responsibility for their actions;
- fulfill the duties of their respective roles in service to others;
- contribute positively to the creation of a safe, caring, inclusive, and healthy Catholic learning community.

4.1 DPCDSB

a) The DPCDSB provides leadership to all members of the school community to ensure equitable opportunity for all to a safe, caring, inclusive, and healthy learning and work environment.

b) The DPCDSB will develop and review policies and procedures that establish standards of behaviour, prevention, and intervention programs; progressive discipline response protocols; education and training programs for school community members; and partnerships with parish and community agencies.

c) The DPCDSB will promote academic excellence, exemplary professional practice, accountability, and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The DPCDSB fulfills these responsibilities by doing the following:

- developing policies that set out how DPCDSB facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- reviewing these policies regularly with staff and consulting with students, parents/ guardians, volunteers, and the community;
- seeking input from Central Committee for Catholic School Councils (CCCSC), Catholic School Councils, the DPCDSB's Parent Involvement Committee, the Special Education Advisory Committee (SEAC), the Indigenous Education Council (IEC), the Black Community Advisory Council (BCAC), parents/guardians, students, staff members, and the school community;
- establishing a process that clearly communicates the *Catholic Code of Conduct* to all staff, students, parents/guardians, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
- ensuring a clear process for the reporting and monitoring of violent incidents;
- providing system-wide direction to embed the Catholic imperatives implicit in the *Catholic Code of Conduct* by vigorous promotion of virtue formation and dedication to the Gospel messages of compassion, love, forgiveness, and service;
- developing effective intervention strategies and responding to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- developing, disseminating, and monitoring progressive discipline protocols that guide enforcement of the *Catholic Code of Conduct* and all policies and procedures related to securing a safe, caring, inclusive and healthy school climate;
- cultivating strong partnerships with parish and community partners;
- providing professional development for system leaders to assist them in ensuring compliance with and enforcement of the *Catholic Code of Conduct* at the local school level.

4.2 Trustees

a) The Board of Trustees plays a significant role in providing leadership regarding the *Catholic Code of Conduct* and DPCDSB policies and procedures related to progressive discipline and school safety.

b) Trustees oversee the development and consistent implementation of DPCDSB policies by:

- studying, reviewing, and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline, and school safety;

- ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the OCSGE;
- hearing all suspension appeals and deciding on recommendations for expulsions;
- ensuring that, when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a student under any of the grounds protected by the *Ontario Human Rights Code* and/or exacerbate any disadvantage the student may experience in society;
- hearing delegations from concerned community members.

4.3 Principals

a) The principal will provide leadership at the local school level in the administration of the *Catholic Code of Conduct* by: modeling servant leadership; cultivating an authentic safe, caring, and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the DPCDSB-approved progressive discipline protocol and other DPCDSB policies and procedures; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies.

b) The principal will fulfill these responsibilities by:

- demonstrating care and commitment to academic excellence within a safe, caring, and inclusive teaching/learning environment;
- educating the school community with respect to the *Catholic Code of Conduct* and the Gospel imperatives implicit in it;
- holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness, and courtesy;
- modeling Gospel values in all areas of leadership, including matters of conduct and safety;
- creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive, and healthy Catholic community;
- empowering students to be positive leaders in their school and community by enabling opportunities for student engagement and student voice;
- enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
- facilitating school-wide participation in the virtues program and other pro-social training programs;
- facilitating a school-wide approach to the development of a positive school climate;
- communicating regularly and meaningfully with all members of their schoolcommunity;
- training school staff and monitoring the implementation of DPCDSB-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the DPCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivating and maintaining strong partnerships with parents/guardians, the local parish, and community partners.

4.4 Teachers and Support Staff

a) Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students.

b) Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained.

c) Teachers and support staff will uphold standards of excellence for students by:

- demonstrating and modelling respect, civility, and responsible citizenship for all students, staff, parents/guardians, volunteers, and members of the school community;
- nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
- striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
- helping students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
- providing students with opportunities to exercise Catholic service and wise stewardship;
- empowering students to be positive classroom, school, and community leaders;
- assisting students in the exercise of personal conscience in discerning right choices;
- helping students work to their full potential and in developing self-worth;
- maintaining fair and consistent standards for all students;
- reporting any incidents that may lead to suspension and/or expulsion utilizing *Safe Schools Incident Reporting Form- Part I* (GF 025)*;*
- communicating regularly and meaningfully with parents/guardians;
- collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing DPCDSB-approved progressive discipline protocols.

4.5 Students

a) Students of the DPCDSB represent the cherished hope for the future and the sacred trust of Catholic education.

b) Students shall always be treated with respect and dignity.

c) Staff, parents/guardians, and parish shall prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern meaningful vocations and develop a zealous commitment of service to God, family, and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is rooted in Gospel values, while effectively implementing Ministry of Education course/program expectations.

d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school, and to embrace the Gospel values and living traditions of the Catholic Church, as articulated in the OCSGE (see section 5 for information about the OCSGE).

e) Students will exercise self-discipline in their respect for self, staff, fellow students, school property, and the property of others.

f) Students will take full responsibility for their own actions and strive to live up to the expectations of the *Catholic Code of Conduct* and all other DPCDSB/school/class expectations, policies, and procedures.

g) Students will strive to achieve a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.

h) Students shall be positive members of the school community by:

- coming to school prepared, on time, and ready to learn;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to fellow students and staff;
- demonstrating respect for self;
- contributing to a positive school culture and report any concerns to appropriate staff;
- cultivating a virtuous life through a commitment to Gospel values and service to others;
- participating respectfully in the faith life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
- participating in school programs related to wise stewardship of resources, be they human or other;
- following all school and DPCDSB policies and taking responsibility for their own actions;
- accepting school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
- refraining from bringing anything to school that may compromise the safety of others;
- acknowledging that school safety is a shared responsibility that depends on student commitment and involvement;
- using PEDs, computers, social networking, technological aides; and other specialized equipment for sanctioned activities only;
- respecting DPCDSB policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and/or medical purposes;
  - to support special education needs;
  - to provide an accommodation under the *Ontario Human Rights Code*.

4.6 Parents/Guardians

a) Parents and guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students.

b) Parents/guardians fulfill their responsibilities when they:

- affirm the distinctive Catholic culture of the school;
- ensure that their child regularly attends school on time;

- help their child be appropriately dressed and prepared for school;
- encourage and assist their child in following the rules of behaviour;
- become familiar with the Provincial Code of Conduct and help their child to adhere to the Catholic Code of Conduct and other expectations ;
- communicate regularly with the school regarding their child's progress;
- are engaged in their child's schoolwork and progress;
- promptly report to the school their child's absence or late arrival;
- encourage their child to cultivate leadership skills and demonstrate Gospel values;
- assist school staff in dealing with disciplinary concerns involving their child.

4.7 In-School Support Teams

a) In-school support teams meet regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student.

b) The consultation process may address one or more areas of the student's life, including academic, well-being, and/or behavioural issues.

c) At meetings of the in-school support team, several of the following team members may be present: administrator, guidance counsellor, classroom teacher, chaplaincy team leader, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/DPCDSB-wide resource staff, and parents/guardians.

4.8 Parish

a) The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church.

b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*); the regular celebration of Eucharist and other prayer services with the school community; by offering advice to staff regarding Church teachings in the faith formation of students; and by being a visible presence in the school, as time permits.

4.9 Community Connections

a) Community supports assist the school in reinforcing consistent messaging regarding expected standards of behaviour and in providing services that enhance the school's ability to ensure a safe and caring school community.

b) Community agencies and/or other community cooperatives and/or liaisons have an expanded influence in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.

c) School principals are encouraged to consider the valuable resources in the community and are expected to nurture on-going relationships with community connections in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration between home, school, parish, and community members. The DPCDSB and local schools will collaborate in developing consistent processes for the engagement of meaningful connections with the communities.

4.10 Police

a) Police are essential partners in making DPCDSB schools and communities safe. Police offer ongoing education programs and provide tactical response in the event of emergencies. Police investigate incidents in accordance with the DPCDSB *Police - School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

5 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS[3]

a) The *Ontario Catholic School Graduation Expectations* provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the *Catholic Code of Conduct* is situated.

b) The Ontario Catholic School Graduate is expected to be:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
- **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God- given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

6 DEFINITIONS

a) All DPCDSB schools will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the *Catholic Code of Conduct*. The following definitions apply for the purposes of implementation of the *Catholic Code of Conduct* and progressive discipline.

[3] Institute for Catholic Education (2011)

b) **Adult Student**: a student who is 18 years or older, or 16 or 17 and has withdrawn themselves from parental control.

c) **Board Expulsion**: an expulsion from all DPCDSB regular day schools .

d) **Bullying**: aggressive and typically repeated behaviour by a student where,

(i) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of:

- causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual; or
- the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

(ii) for the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.

(iii) for the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

e) **Consequence**: an educative outcome resulting from a particular student behaviour that may occur "as a matter of course," or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.

f) **Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

g) **Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019),* teachers regulated under the *Ontario College of Teachers Act,* 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.

h) **Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.

i) **IEP**: Individual Education Plan

j) **Impact on School Climate**: an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.

k) **Intervention**: a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student's behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student's ability to adhere more consistently to the *Catholic Code of Conduct*, and to enhance the student's performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.

l) **Parent/Guardian**: where there is a reference to involving or informing a parent/guardian, it means the custodial parent or legal guardian of a minor child who is not an adult student.

m) **Personal Electronic Device**: any personal electronic device (PED) that can be used for electronic communication or to access the Internet, such as a cellphone or tablet.

n) **Principal or Designate**: in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal or by the DPCDSB to fulfill that role.

o) **Pupil**: this term means a student. This term may be used interchangeably with student. Note that pupil is the preferred term for students in legislation.

p) **Purview**: the scope, intention, and range of activities, roles, and locations understood to be under the authority of this GAP.

q) **SAP:** Student Action Plan

r) **Safe School Action Team:** a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the *Catholic Code of Conduct*. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the *Catholic Code of Conduct*, assessment of school climate survey data, and various whole school program initiatives related to safe schools. (e.g., Catholic Community Culture and Caring Action Team).

s) **Safe Schools Incident Reporting Form:** Identified as GF 025, documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.

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t) **School Climate**: the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.

u) **School Community**: the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not DPCDSB staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).

v) **School Day**: the instructional day, excluding professional development days.

w) **School Expulsion**: an expulsion from the DPCDSB school that the student was attending at the time of the incident.

x) **Staff**: refers to all persons who are paid employees of the DPCDSB. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance, student monitors, and any other support staff affiliated with the school.

y) **Staff Who Work Directly with Students**: staff including administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the DPCDSB's students.

z) **Student**: this term means a pupil. This term may be used interchangeably with pupil.

aa) **Support**: a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.

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bb) **Team**: a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. "Team" is pivotal in addressing the individual needs of the student in a strength-based model. The support services team aims at positive personal change and may also assist in the diagnostic phase of referral for formal professional assessment. In practical terms, "team" can be described as a model for student support that is rooted in relationship, collaboration, and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute "team". When informal communication occurs, team members operate in the realm of hypothetical where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated support services staff are convened to allow for sanctioned (i.e., with parent/guardian permission) sharing of information between team members.

cc) **Violent Incident:** (as per PPM 120) the occurrence of any one of the following or occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

dd) **Violent Threat Risk Assessment (VTRA)**: assessment that guides the DPCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.

ee) **Weapon**: any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**543.00**
SUBJECT:	**DELEGATION OF AUTHORITY BY THE PRINCIPAL**
REFERENCE:	Policy 9.04: Delegation of Authority General Administrative Procedure (GAP) 552.00 – Progressive Discipline
EFFECTIVE:	February 1, 2010
REVISED/AMENDED:	November 23, 2021; February 28, 2023; January TBD, 2025

"Keep watch over yourselves and over all the flock, of which the Holy Spirit has made you overseers, to shepherd the church of God that he obtained with the blood of his own Son."
Acts 20:28

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1. PURPOSE

1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) *Policy 9.04 Delegation of Authority* and this General Administrative Procedure (GAP) apply to the Principal's delegation of authority of responsibilities related to student discipline.

2. IMPLEMENTATION

2.1. When a determination is made to delegate authority (such as powers, duties, or other functions), this authority shall be delegated by the Principal, in writing. Concurrent email notification may accompany the written notification.

2.2. When the authority of the principal has been delegated to a Vice Principal or to a teacher employed in the school, notice of this delegation and its timeframe shall be communicated to all staff members via internal school communications.

3. DELEGATION OF AUTHORITY TO VICE-PRINCIPALS

3.1. Delegation of authority to Vice-Principals may include all authority of the Principal under Part XIII of the *Education Act*, except the final decision regarding a recommendation to expel a student and any suspension over five school days.

4. DELEGATION OF AUTHORITY TO TEACHERS

4.1. In emergency situations to ensure the safety of all, the **authority** of the Principal **may be delegated**, in writing, **to a teacher in the absence of the** Principal and Vice-Principal.

4.2. This delegation of authority is aligned with the applicable Elementary Teachers' Collective Agreement(s) and Secondary Teachers' Collective Agreement(s).

4.2.1. Where a secondary school has an enrollment exceeding 1,500 students, the authority of the Principal may be delegated to a teacher when that teacher is working to support a single administrator on-site.

4.3. As enumerated in DPCDSB *General Administrative Procedure 552.00 – Progressive Discipline*, a Teacher-in-Charge (TIC) or Temporary Administrative Replacement (TAR) is a teacher who has been delegated the authority of the Principal. The TIC or TAR and/or designate may be delegated the authority:

4.3.1. to deal initially with situations involving incidents that occur that must be considered for suspension and/or referral for expulsion;

4.3.2. to prioritize the safety of those involved;

4.3.3. to undertake any initial investigation of any incidents that must be considered for suspension and/or referral for expulsion, and report all details to the Principal as soon as possible;

4.3.4. to contact the parent/guardian of a student who has been harmed as a result of a serious student incident, and the parent/guardian of the student who has engaged in the activity that caused the harm.

4.4. When speaking to parents/guardians, the TIC or TAR or designate shall limit the information shared to the nature of the harm to the student and the nature of the activity that resulted in the harm. Additionally, the TIC or TAR or designate **shall not** be delegated the authority to discuss the nature of any discipline measures taken in response to the activity. The TIC or TAR or designate shall contact the Principal or Superintendent of the school for direction if the teacher is not sure whether they should call the parents/guardians.

4.5. Where the authority of the Principal has been delegated to a TIC or TAR or other teacher designate, the teacher must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion that are received from staff or others during the Principal's absence.

4.6. Where the authority of the Principal has been delegated to a TIC or TAR or other teacher designate, and a serious incident occurs which must be considered for suspension and/or expulsion, the TIC or TAR or designate **shall not** be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.

4.7. DPCDSB provides guidance to elementary and secondary teachers who have been delegated authority through the *Teacher-in-Charge Handbook* and the *Temporary Administrative Replacement Handbook.* In support of the delegation of authority process, including the process supporting student discipline response, DPCDSB's Human Resource department annually provides training for the TIC and/or TAR.

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4.8. The Principal shall clearly note the delegation of authority as part of the conversation taking place between the Principal and the teacher delegated authority as the TIC or TAR. In circumstances where authority has been delegated to a teacher, Principals are also required to review the process for supporting the *General Form (GF) 025: Safe Schools Incident Reporting Form Part I* with the teacher.

5. OTHER CONSIDERATIONS

5.1. Nothing in Policy 9.04 or this GAP precludes any staff from contacting the Children's Aid Society should they suspect a student is in need of protection as set out in *GAP 108.00 – Child in Need of Protection: Reporting Procedure*.

5.2. Questions regarding the delegation of authority process may be directed to the Family of Schools Superintendent.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**551.00**
SUBJECT:	**Bullying Prevention**
REFERENCE:	Policy 9.02: Bullying Awareness, Prevention, and Intervention ~~GAPs:~~General Administrative Procedure (GAP) 328.00 – Equity and Inclusive Education GAP 530.00 – Catholic Code of Conduct GAP 552.00 – Progressive Discipline GAP 554.00 – Victim's Rights GAP 555.00 – Fresh Start
EFFECTIVE DATE:	February 1, 2013
~~REVISED/~~AMENDED DATE:	June 21, 2022; January TBD, 2025

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."
Matthew 5:16

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1. INTRODUCTION AND PURPOSE

1.1. All people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis 1:27). In accordance with the Church's teachings, it is the policy of the Dufferin- Peel Catholic District School Board (DPCDSB) to provide, in all its operations, environments which support and reflect the dignity of the person. Such environments ensure awareness, prevention, and intervention of bullying, to mitigate the associated negative impacts.

1.2. This General Administrative Procedure (GAP) is an integral part of *Policy 9.02: Bullying Awareness, Prevention, and Intervention* (*Policy 9.02*) and outlines the roles and responsibilities of DPCDSB staff and school community members regarding bullying awareness, prevention, and intervention involving DPCDSB students as alleged perpetrators, victims, and witnesses of bullying, and DPCDSB staff as victims and witnesses of bullying involving students. Policies and procedures regarding bullying restricted to DPCDSB staff as alleged perpetrators of bullying can be found in *Policy 6.69.1: Harassment and Discrimination* and *GAP 305.00 – Employee Workplace Conduct (Including Workplace Harassment)*.

1.3. DPCDSB names and addresses all forms of bullying, including but not limited to bullying that is rooted in injustice related to any ground protected by the *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19 (Ontario Human Rights Code), recognizing that bullying of any kind is harmful to one's human dignity.

~~1.3.~~1.4. Bullying is a serious infraction that is a suspendable offence under the *Education Act,* R.S.O, 1990,
c. E.2 (*Education Act*) and will result in progressive discipline, which, depending on the specific circumstances, is up to and including a referral to the Discipline Committee of the Board of Trustees for student expulsion.

2. ADMINISTRATION OF THE POLICY

2.1. *Policy 9.02* and this GAP are aligned with the Government of Ontario's commitment to address bullying in schools, as articulated in the *Provincial Code of Conduct, Policy/Program Memorandum No. 144* (PPM 144), the *Education Act*, and other related legislation.

3. ESTABLISHING BULLYING PREVENTION AND SCHOOL SAFETY

3.1. All members of DPCDSB communities have a responsibility to create and maintain a positive climate by ensuring that no one feels demeaned, belittled, or humiliated, and all feel free to express, without fear of ridicule, their creativity and individual gifts in the service of others. To establish such positive climate, staff, students, parents, parish, and community partners collaborate in a process of authentic Catholic community building that involves the application of an anti-oppressive framework approach.

3.2. Expectations for behaviour are enumerated in *GAP 530.00 – Catholic Code of Conduct*.

3.3. *Policy 9.02* and this GAP require all DPCDSB school community members, to undertake the following actions, as applicable:

- expressly prohibit bullying in all its forms;
- increase awareness about bullying and its forms;
- teach students and staff to recognize and respond appropriately to bullying and oppression in all forms;
- mandate the explicit teaching of social skills, skills to support healthy relationships, and virtue education~~, and anti-oppression~~ to mitigate the likelihood of bullying;
- promote a positive school climate that is inclusive and accepting of all pupils and staff, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment), and/or any other immutable characteristic or ground protected by the *Ontario Human Rights Code*;
- promote the prevention of bullying;
- contextualize bullying prevention messages within the Catholic world view and Catholic Social Teaching;
- ensure consistent reporting and response protocols (as required by *GAP 530.00 – Catholic Code of Conduct* and *GAP 552.00 – Progressive Discipline*) systemwide to deal with incidences of bullying;
- encourage proactive responses to address the complex needs and identities of those involved in bullying behaviours;
- create an environment that centers the authentic voices and experiences of those impacted by bullying, including student, parents/guardians, caregivers, and community;
- promote a compassionate response that prioritizes victim impact resulting from bullying behaviours;
- facilitate a restorative approach to bullying incidents that promotes, where possible and with victim consent, a process for making amends and reconciling relationships;
- empower positive bystander involvement to reduce incidences of bullying system-wide by communicating clear pathways for reporting.

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3.4. DPCDSB school staff are responsible for making students aware that bullying may result in suspension and/or expulsion (as appropriate), and that those who choose to bully others will participate in interventions, consequences, and ongoing supports.

3.5. School administrators shall ensure safe ~~and bullying-aware~~and welcoming Catholic communities in their schools through the following:

- high expectations for appropriate behaviour;
- teaching awareness of and actions to interrupt ~~oppressions~~ pervasive injustice that may lead to bullying, ~~including but not limited to anti-Black racism, Islamophobia, anti-Semitism, white-supremacy, colonialism, sexism, homophobia, transphobia, able-ism, and other oppressions~~ including but not limited to injustice related to protected grounds under the *Ontario Human Rights Code*;
- providing a safe, welcoming, respectful, and inclusive climate for work and learning that ~~is free from oppression and~~ honours the dignity of all;
- respectful and peaceful resolution of conflicts when they arise;
- recognition and addressing of the impact of the harm that has been caused ~~with a focus on impact over intent~~;
- shared commitment to guide, correct, and intervene at the earliest signs of disrespectful communication or conduct;
- commitment to ensuring that students with diverse learning needs, including special education and/or ability/disability needs, receive ~~developmentally~~ appropriate interventions, supports, and consequences through the application of mitigating and other factors ~~that are consistent with their strengths, needs, and program goals in their Individual Education Plan (IEP)~~;
- commitment to addressing the needs of historically excluded communities through access and use of specific supports and community relationships;
- fidelity to the well-being of community and the common good;
- fostering of self-advocacy and student voice;
- proactive processes that actively discourage bullying behaviour;
- support for individuals involved in bullying incidents that aim to transform attitudes, behaviours, and relationships;
- early intervention and supports for students at-risk of bullying or victimization;
- consistent practice of progressive discipline;
- opportunities for students and staff to participate in mentoring and leadership programs;
- opportunities for students to participate in equity and inclusive education programs to learn to identify and address oppressions;
- school-wide and classroom anti-bullying education that promotes respect and inclusivity;
- embedded ~~anti-oppressive~~ education centred in Catholic Social Teachings that will impact school culture and foster positive relationships and interactions with all members of the community;
- an emphasis on ~~anti-oppression~~responding to pervasive injustice ~~education~~ in policy and practice;
- safe methods to report bullying and to get help;
- centring the voices and lived experiences of those who are victimized by bullying to ensure their safety and needs are prioritized.

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4. DPCDSB'S AND EACH PRINCIPAL'S OBLIGATION: UPHOLDING BULLYING PREVENTION AND SCHOOL SAFETY

4.1. DPCDSB and its schools shall provide bullying awareness and prevention education that empowers all stakeholders and is articulated in DPCDSB's annual operational plan and in each school's annual school improvement plan.

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4.2. Bullying shall be proactively addressed through clearly articulated expectations for behavior that work collaboratively to engage the entire community in taking responsibility for school safety.

a) DPCDSB administration and staff shall model and reinforce appropriate social behavior, mutual respect, and a deep caring for the well-being of all members of the community, to create ~~"bullying-aware"~~safe and welcoming Catholic communities as described in section 3.5, above.

b) DPCDSB shall support parents, guardians, and caregivers to foster positive student behaviours.

4.3. Bullying is a serious infraction for which suspension and possible expulsion of students may be appropriate. Principals shall consider suspension and/or expulsion in compliance with the *Education Act* and *GAP 530.00 – Catholic Code of Conduct*.

4.4. When bullying incidents occur, procedures and programs must be offered to all involved (e.g., those who bully, those who are victimized by bullying, and those who witness bullying) to help transform negative behaviours and unhealthy relationship dynamics, to build Christian community, and to protect the safety, security, and well-being of all.

4.5. DPCDSB staff shall provide compassionate responses that support and provide measures to protect victims of bullying behaviours, including use of a restorative approach, only where appropriate, to bullying incidents that promotes, where possible, a process for making amends and reconciling relationships. See *GAP 554.00 – Victim's Rights* and *GAP 555 – Fresh Start* for related procedures, supports, and considerations.

5. ENGAGING PARENTS/GUARDIANS AND FAMILIES

5.1. The combined efforts of staff, students, parents and guardians, caregivers, and community members, to create a school-wide plan, are required to develop a school community where students and staff feel respected, and parents, guardians, caregivers, and community members are welcomed.

5.2. DPCDSB and each school shall continue to establish ongoing processes and communications to engage parents/guardians in a meaningful way so that they feel heard and are recognized as valued partners in their children's education.

a) Principals and other staff shall work with the local Catholic School Council to engage parents/guardians in addressing bullying awareness, prevention, and intervention of bullying inline with DPCDSB expectations and requirements.

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b) School administrators shall ensure that system-level information from advisory councils (e.g., Black Community Advisory Council, Indigenous Education Council, Special Education Advisory Committee) related to the work of addressing bullying awareness, prevention, and intervention is shared locally with all school staff, and implemented as appropriate.

5.3. Schools shall continue to work locally with their Catholic Community of Culture and Caring Action Teams to ensure initiatives and steps taken to prevent bullying are shared with their local school community (including parents, guardians, and where applicable, caregivers), including comprehensive prevention and awareness-raising strategies and expectations for appropriate student behaviour, as required by DPCDSB policies and procedures.

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5.4. In partnership with the Equity and Inclusion Team, ongoing communication with parents/guardians is shared through local administration teams. Additional resources and publications shall be posted on the Safe and Accepting Schools page of the DPCDSB website to support DPCDSB's commitment to creating a Catholic community of culture and caring.

5.5. Reports of bullying can be made to the local school administration. Additionally, there is access to DPCDSB's standardized online reporting tool located on the DPCDSB website. Within this standardized online reporting tool, reports can be filed which are shared with the local principal, vice principal, and, where appropriate, with the family of schools' superintendent. Processes and procedures are outlined within the standardized online reporting tool to ensure there is an understanding of the steps taken to ensure the concern is investigated and resolved.

5.6. Parents/guardians can access additional information regarding bullying awareness, prevention, and intervention, from the DPCDSB website as provided by developed in consultation with the Superintendent Responsible for Safe Schools or designate.

5.7. Where a bullying incident occurs, notification of the parents/guardians of the student who engaged in the activity that caused harm shall be done by the principal according to the notification process in *GAP 552.00 – Progressive Discipline*.

5.8. Individuals not satisfied with the local school administration's resolution of the complaint shall be directed to the relevant DPCDSB documented process to have it escalated.

6. MONITORING AND REVIEW

6.1. Bullying, violent incidents, other infractions that may negatively impact school climate, and violations of the *Catholic Code of Conduct* are to be reported using the *General Form (GF) 025 – Safe Schools Incident Reporting Form*. These forms are stored in a DPCDSB database with limited staff access based on DPCDSB credentials.

6.2. DPCDSB administers the anonymous Catholic Community, Culture, and Caring (CCCC) School Climate Survey once every two years. This survey of school climate assesses the experience of aggressive and bullying behaviours. The CCCC School Climate Survey findings inform DPCDSB's multi-year strategic plan and annual operational plans.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**551.00**
SUBJECT:	**Bullying Prevention**
REFERENCE:	Policy 9.02: Bullying Awareness, Prevention, and Intervention General Administrative Procedure (GAP) 328.00 – Equity and Inclusive Education GAP 530.00 – Catholic Code of Conduct GAP 552.00 – Progressive Discipline GAP 554.00 – Victim's Rights GAP 555.00 – Fresh Start
EFFECTIVE DATE:	February 1, 2013
AMENDED DATE:	June 21, 2022; January TBD, 2025

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."
Matthew 5:16

1. INTRODUCTION AND PURPOSE

1.1. All people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis 1:27). In accordance with the Church's teachings, it is the policy of the Dufferin- Peel Catholic District School Board (DPCDSB) to provide, in all its operations, environments which support and reflect the dignity of the person. Such environments ensure awareness, prevention, and intervention of bullying, to mitigate the associated negative impacts.

1.2. This General Administrative Procedure (GAP) is an integral part of *Policy 9.02: Bullying Awareness, Prevention, and Intervention* (*Policy 9.02*) and outlines the roles and responsibilities of DPCDSB staff and school community members regarding bullying awareness, prevention, and intervention involving DPCDSB students as alleged perpetrators, victims, and witnesses of bullying, and DPCDSB staff as victims and witnesses of bullying involving students. Policies and procedures regarding bullying restricted to DPCDSB staff as alleged perpetrators of bullying can be found in *Policy 6.69.1: Harassment and Discrimination* and *GAP 305.00 – Employee Workplace Conduct (Including Workplace Harassment)*.

1.3. DPCDSB names and addresses all forms of bullying, including but not limited to bullying that is rooted in injustice related to any ground protected by the *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19 (Ontario Human Rights Code), recognizing that bullying of any kind is harmful to one's human dignity.

1.4. Bullying is a serious infraction that is a suspendable offence under the *Education Act,* R.S.O, 1990, c. E.2 (*Education Act*) and will result in progressive discipline, which, depending on the specific circumstances, is up to and including a referral to the Discipline Committee of the Board of Trustees for student expulsion.

2. ADMINISTRATION OF THE POLICY

2.1. *Policy 9.02* and this GAP are aligned with the Government of Ontario's commitment to address bullying in schools, as articulated in the *Provincial Code of Conduct, Policy/Program Memorandum No. 144* (PPM 144), the *Education Act*, and other related legislation.

3. ESTABLISHING BULLYING PREVENTION AND SCHOOL SAFETY

3.1. All members of DPCDSB communities have a responsibility to create and maintain a positive climate by ensuring that no one feels demeaned, belittled, or humiliated, and all feel free to express, without fear of ridicule, their creativity and individual gifts in the service of others. To establish such positive climate, staff, students, parents, parish, and community partners collaborate in a process of authentic Catholic community building that involves the application of an anti-oppressive framework approach.

3.2. Expectations for behaviour are enumerated in *GAP 530.00 – Catholic Code of Conduct*.

3.3. *Policy 9.02* and this GAP require all DPCDSB school community members, to undertake the following actions, as applicable:

- expressly prohibit bullying in all its forms;
- increase awareness about bullying and its forms;
- teach students and staff to recognize and respond appropriately to bullying and oppression in all forms;
- mandate the explicit teaching of social skills, skills to support healthy relationships, and virtue education to mitigate the likelihood of bullying;
- promote a positive school climate that is inclusive and accepting of all pupils and staff, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment), and/or any other immutable characteristic or ground protected by the *Ontario Human Rights Code*;
- promote the prevention of bullying;
- contextualize bullying prevention messages within the Catholic world view and Catholic Social Teaching;
- ensure consistent reporting and response protocols (as required by *GAP 530.00 – Catholic Code of Conduct* and *GAP 552.00 – Progressive Discipline*) systemwide to deal with incidences of bullying;
- encourage proactive responses to address the complex needs and identities of those involved in bullying behaviours;
- create an environment that centers the authentic voices and experiences of those impacted by bullying, including student, parents/guardians, caregivers, and community;
- promote a compassionate response that prioritizes victim impact resulting from bullying behaviours;
- facilitate a restorative approach to bullying incidents that promotes, where possible and with victim consent, a process for making amends and reconciling relationships;
- empower positive bystander involvement to reduce incidences of bullying system-wide by communicating clear pathways for reporting.

3.4. DPCDSB school staff are responsible for making students aware that bullying may result in suspension and/or expulsion (as appropriate), and that those who choose to bully others will participate in interventions, consequences, and ongoing supports.

3.5. School administrators shall ensure safe and welcoming Catholic communities in their schools through the following:

- high expectations for appropriate behaviour;
- teaching awareness of and actions to interrupt pervasive injustice that may lead to bullying, including but not limited to injustice related to protected grounds under the *Ontario Human Rights Code*;
- providing a safe, welcoming, respectful, and inclusive climate for work and learning that honours the dignity of all;
- respectful and peaceful resolution of conflicts when they arise;
- recognition and addressing of the impact of the harm that has been caused;
- shared commitment to guide, correct, and intervene at the earliest signs of disrespectful communication or conduct;
- commitment to ensuring that students with diverse learning needs, including special education and/or ability/disability needs, receive appropriate interventions, supports, and consequences through the application of mitigating and other factors;
- commitment to addressing the needs of historically excluded communities through access and use of specific supports and community relationships;
- fidelity to the well-being of community and the common good;
- fostering of self-advocacy and student voice;
- proactive processes that actively discourage bullying behaviour;
- support for individuals involved in bullying incidents that aim to transform attitudes, behaviours, and relationships;
- early intervention and supports for students at-risk of bullying or victimization;
- consistent practice of progressive discipline;
- opportunities for students and staff to participate in mentoring and leadership programs;
- opportunities for students to participate in equity and inclusive education programs to learn to identify and address oppressions;
- school-wide and classroom anti-bullying education that promotes respect and inclusivity;
- embedded education centred in Catholic Social Teachings that will impact school culture and foster positive relationships and interactions with all members of the community;
- an emphasis on responding to pervasive injustice in policy and practice;
- safe methods to report bullying and to get help;
- centring the voices and lived experiences of those who are victimized by bullying to ensure their safety and needs are prioritized.

4. DPCDSB'S AND EACH PRINCIPAL'S OBLIGATION: UPHOLDING BULLYING PREVENTION AND SCHOOL SAFETY

4.1. DPCDSB and its schools shall provide bullying awareness and prevention education that empowers all stakeholders and is articulated in DPCDSB's annual operational plan and in each school's annual school improvement plan.

4.2. Bullying shall be proactively addressed through clearly articulated expectations for behavior that work collaboratively to engage the entire community in taking responsibility for school safety.

a) DPCDSB administration and staff shall model and reinforce appropriate social behavior, mutual respect, and a deep caring for the well-being of all members of the community, to create safe and welcoming Catholic communities as described in section 3.5, above.

b) DPCDSB shall support parents, guardians, and caregivers to foster positive student behaviours.

4.3. Bullying is a serious infraction for which suspension and possible expulsion of students may be appropriate. Principals shall consider suspension and/or expulsion in compliance with the *Education Act* and *GAP 530.00 – Catholic Code of Conduct*.

4.4. When bullying incidents occur, procedures and programs must be offered to all involved (e.g., those who bully, those who are victimized by bullying, and those who witness bullying) to help transform negative behaviours and unhealthy relationship dynamics, to build Christian community, and to protect the safety, security, and well-being of all.

4.5. DPCDSB staff shall provide compassionate responses that support and provide measures to protect victims of bullying behaviours, including use of a restorative approach, only where appropriate, to bullying incidents that promotes, where possible, a process for making amends and reconciling relationships. See *GAP 554.00 – Victim's Rights* and *GAP 555 – Fresh Start* for related procedures, supports, and considerations.

5. ENGAGING PARENTS/GUARDIANS AND FAMILIES

5.1. The combined efforts of staff, students, parents and guardians, caregivers, and community members, to create a school-wide plan, are required to develop a school community where students and staff feel respected, and parents, guardians, caregivers, and community members are welcomed.

5.2. DPCDSB and each school shall continue to establish ongoing processes and communications to engage parents/guardians in a meaningful way so that they feel heard and are recognized as valued partners in their children's education.

a) Principals and other staff shall work with the local Catholic School Council to engage parents/guardians in addressing bullying awareness, prevention, and intervention of bullying inline with DPCDSB expectations and requirements.

b) School administrators shall ensure that system-level information from advisory councils (e.g., Black Community Advisory Council, Indigenous Education Council, Special Education Advisory Committee) related to the work of addressing bullying awareness, prevention, and intervention is shared locally with all school staff, and implemented as appropriate.

5.3. Schools shall continue to work locally with their Catholic Community of Culture and Caring Action Teams to ensure initiatives and steps taken to prevent bullying are shared with their local school community (including parents, guardians, and where applicable, caregivers), including comprehensive prevention and awareness-raising strategies and expectations for appropriate student behaviour, as required by DPCDSB policies and procedures.

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5.7. Where a bullying incident occurs, notification of the parents/guardians of the student who engaged in the activity that caused harm shall be done by the principal according to the notification process in *GAP 552.00 – Progressive Discipline*.

5.8. Individuals not satisfied with the local school administration's resolution of the complaint shall be directed to the relevant DPCDSB documented process to have it escalated.

6. MONITORING AND REVIEW

6.1. Bullying, violent incidents, other infractions that may negatively impact school climate, and violations of the *Catholic Code of Conduct* are to be reported using the *General Form (GF) 025 – Safe Schools Incident Reporting Form*. These forms are stored in a DPCDSB database with limited staff access based on DPCDSB credentials.

6.2. DPCDSB administers the anonymous Catholic Community, Culture, and Caring (CCCC) School Climate Survey once every two years. This survey of school climate assesses the experience of aggressive and bullying behaviours. The CCCC School Climate Survey findings inform DPCDSB's multi-year strategic plan and annual operational plans.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**554.00**
SUBJECT:	**Victim's Rights**
REFERENCE:	Policy 9.01: ~~**Policies:**~~ Catholic Code of Conduct Policy 9.02: Bullying Awareness, Prevention, and Intervention Policy 9.03: Progressive Discipline Policy 9.05: Victim's Rights Policy 9.06: Fresh Start Policy 12.00: Equity and Inclusive Education General Administrative Procedure (GAP)~~s:~~ 529.00 – Local Police-School Board Protocol GAP 555.00 – Fresh Start General Form~~rms:~~ (GF) 025 Safe Schools Incident Reporting Form
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

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"For the Lord is our judge, the Lord is our ruler, the Lord is our king; he will save us."
Isaiah 33:22

1 PREAMBLE

1.1 In compliance with its Mission and Vision, the Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in each of its schools, of DPCDSB *Policy 9.01 Catholic Code of Conduct*, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

2 PURPOSE

2.1 This General Administrative Procedure (GAP) expands on *DPCDSB's Policy 9.05: Victim's Rights* and affirms the need for students to feel safe in their school community.

2.2 Where a victim has been harmed as a result of a serious incident, and the principal believes that the victim's safety (physical, emotional, or psychological) may be compromised by the continued presence of the individual(s) responsible for the harm, then the procedures in this GAP will apply.

2.3 The implementation of the *Policy 9.05: Victim's Rights* and this GAP will be under the general direction of each Family of Schools superintendent or designate.

3 ADMINISTRATION OF THE VICTIMS RIGHTS POLICY

3.1 An actual or intended victim is a person who suffers injury, harm, or is hurt as a result of the intentionally or accidentally inflicted, or threatened, harm caused or permitted by one or more other persons. Examples of such harm include, but are not limited to, harassment, bullying, actual or threatened assault, or mental or emotional violence.

3.2 A victim is entitled to care, support, and protection, as are reasonably necessary under the circumstances, regardless of the form of harm, the motivations triggering the harm, or the discipline/consequences assigned upon the person(s) who caused the harm.

3.3 Where a student has been harmed as the result of a serious student incident or has been threatened, the victim and the ~~perpetrator~~individual(s) who cased harm will immediately be separated. The victim will be provided with any required medical attention or other care. Police shall be contacted as required in accordance with the *Police-School Board Protocol*.

3.4 The principal (or designate) shall promptly notify the parent(s)/guardian(s) of the victim, unless the victim is aged 18, or 16 or 17 and has withdrawn from parental control, of the nature of the activity that resulted in harm to the victim, the nature of the harm to the victim, the steps taken to protect the victim's safety, including the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided for the victim in response to the harm that resulted from the activity.

3.5 The principal (or designate) shall promptly notify the parent(s)/guardian(s) of the student(s) who has(have) engaged in serious student incidents. Principals (or designates) shall disclose the nature of the activity that resulted in harm to the victim, the nature of the harm to the victim, the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided for the student in response to their engagement in the activity.

3.6 When notifying parents/guardians of these incidents, the principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their child.

3.7 Under subsection 300.3(3) of the *Education Act*, a principal shall not notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest.

3.8 Under subsection 301(5.5) of the *Education Act*, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other DPCDSB employees of this decision. In addition, principals should refer students to DPCDSB resources or to a community-based service provider that can provide the appropriate type of confidential support when the students' parents are not called.

3.9 In circumstances where DPCDSB employees have reason to believe that a student may be in need of protection, DPCDSB employees must call a children's aid society according to the requirements of the *Child, Youth and Family Services Act, 2017*, as amended.

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3.10 Depending upon the circumstances, the principal should consider a consultation with their supervisory officer.

3.11 In a timely manner, the principal shall conduct an investigation to determine whether the separation of the victim and the ~~alleged perpetrator~~individual(s) who caused harm should continue beyond the immediate aftermath of the incident. In making this determination, the principal shall consider:

a. whether the ~~perpetrator student~~individual who caused harm and/or ~~student's~~ their parent/legal guardian have agreed to an undertaking or conditions, and whether the undertaking or conditions require separation between the actual or intended victim and the ~~perpetrator~~individual who caused harm;

b. whether and when it would be reasonable for the victim to intellectually or emotionally handle an end to the separation;

c. the nature, validity, and suitability of any demands/requests made by the actual or intended victim and the victim's parent(s)/guardian(s);

d. the nature, validity, and suitability of any demands/requests made by the ~~perpetrator~~ individual who caused harm and their~~and the perpetrator's~~ parent(s)/guardian(s);

e. the impact of the incident on the school climate.

3.12 Whenever a choice must be made between transferring the actual or intended victim, and the student who caused or threatened harm, it will be the student(s) who caused or threatened the harm who will be required to transfer. Such transfers will be facilitated via the DPCDSB Fresh Start process (see *Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*).

3.13 All of the above regulations shall be applicable, with necessary variations, whenever the actual or intended victim is a member of the administrative, teaching, or other staff of DPCDSB. If there is a conflict between *Policy 9.05: Victim's Rights* and/or this GAP and any Human Resources/Employee Relations policies and GAPs, the relevant Human Resources/Employee Relations polices and GAPs with govern in cases in which a DPCDSB staff member is the victim or intended victim.

3.14 Subject to the requirements of law and other DPCDSB policies and procedures, the principal shall be responsible for maintaining the overall safety of the school and those within it. In doing so, the principal shall, where necessary, endeavour to balance the competing interests of the actual or intended victim and the ~~perpetrator~~individual(s) who caused harm, to produce a fair and equitable result in harmony with Catholic values, traditions, and teaching/learning philosophies. Notwithstanding the foregoing, the onus is on the principal to consider first and foremost the impact on the victim if the student who caused or threatened harm is permitted to remain at the school.

4 DEFINITIONS

4.1 Fresh Start

- A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start may not be imposed as a form of discipline and is subject to the restrictions outlined in DPCDSB's *Policy 9.06: Fresh Start*.

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4.2 **School Climate**:

- The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**554.00**
SUBJECT:	**Victim's Rights**
REFERENCE:	Policy 9.01: Catholic Code of Conduct Policy 9.02: Bullying Awareness, Prevention, and Intervention Policy 9.03: Progressive Discipline Policy 9.05: Victim's Rights Policy 9.06: Fresh Start Policy 12.00: Equity and Inclusive Education General Administrative Procedure (GAP) 529.00 – Local Police-School Board Protocol GAP 555.00 – Fresh Start General Form (GF) 025 Safe Schools Incident Reporting Form
EFFECTIVE DATE:	February 23, 2022
AMENDED DATE:	January TBD, 2025

"For the Lord is our judge, the Lord is our ruler, the Lord is our king; he will save us."
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1 PREAMBLE

1.1 In compliance with its Mission and Vision, the Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in each of its schools, of DPCDSB *Policy 9.01 Catholic Code of Conduct*, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

2 PURPOSE

2.1 This General Administrative Procedure (GAP) expands on *DPCDSB's Policy 9.05: Victim's Rights* and affirms the need for students to feel safe in their school community.

2.2 Where a victim has been harmed as a result of a serious incident, and the principal believes that the victim's safety (physical, emotional, or psychological) may be compromised by the continued presence of the individual(s) responsible for the harm, then the procedures in this GAP will apply.

2.3 The implementation of the *Policy 9.05: Victim's Rights* and this GAP will be under the general direction of each Family of Schools superintendent or designate.

3 ADMINISTRATION OF THE VICTIMS RIGHTS POLICY

3.1 An actual or intended victim is a person who suffers injury, harm, or is hurt as a result of the intentionally or accidentally inflicted, or threatened, harm caused or permitted by one or more other persons. Examples of such harm include, but are not limited to, harassment, bullying, actual or threatened assault, or mental or emotional violence.

3.2 A victim is entitled to care, support, and protection, as are reasonably necessary under the circumstances, regardless of the form of harm, the motivations triggering the harm, or the discipline/consequences assigned upon the person(s) who caused the harm.

3.3 Where a student has been harmed as the result of a serious student incident or has been threatened, the victim and the individual(s) who cased harm will immediately be separated. The victim will be provided with any required medical attention or other care. Police shall be contacted as required in accordance with the *Police-School Board Protocol*.

3.4 The principal (or designate) shall promptly notify the parent(s)/guardian(s) of the victim, unless the victim is aged 18, or 16 or 17 and has withdrawn from parental control, of the nature of the activity that resulted in harm to the victim, the nature of the harm to the victim, the steps taken to protect the victim's safety, including the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided for the victim in response to the harm that resulted from the activity.

3.5 The principal (or designate) shall promptly notify the parent(s)/guardian(s) of the student(s) who has(have) engaged in serious student incidents. Principals (or designates) shall disclose the nature of the activity that resulted in harm to the victim, the nature of the harm to the victim, the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided for the student in response to their engagement in the activity.

3.6 When notifying parents/guardians of these incidents, the principal must invite parents/guardians to have a discussion with them about the supports that will be provided for their child.

3.7 Under subsection 300.3(3) of the *Education Act*, a principal shall not notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest.

3.8 Under subsection 301(5.5) of the *Education Act*, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other DPCDSB employees of this decision. In addition, principals should refer students to DPCDSB resources or to a community-based service provider that can provide the appropriate type of confidential support when the students' parents are not called.

3.9 In circumstances where DPCDSB employees have reason to believe that a student may be in need of protection, DPCDSB employees must call a children's aid society according to the requirements of the *Child, Youth and Family Services Act, 2017*, as amended.

3.10 Depending upon the circumstances, the principal should consider a consultation with their supervisory officer.

3.11 In a timely manner, the principal shall conduct an investigation to determine whether the separation of the victim and the individual(s) who caused harm should continue beyond the immediate aftermath of the incident. In making this determination, the principal shall consider:

a. whether the individual who caused harm and/or their parent/legal guardian have agreed to an undertaking or conditions, and whether the undertaking or conditions require separation between the actual or intended victim and the individual who caused harm;

b. whether and when it would be reasonable for the victim to intellectually or emotionally handle an end to the separation;

c. the nature, validity, and suitability of any demands/requests made by the actual or intended victim and the victim's parent(s)/guardian(s);

d. the nature, validity, and suitability of any demands/requests made by the individual who caused harm and their parent(s)/guardian(s);

e. the impact of the incident on the school climate.

3.12 Whenever a choice must be made between transferring the actual or intended victim, and the student who caused or threatened harm, it will be the student(s) who caused or threatened the harm who will be required to transfer. Such transfers will be facilitated via the DPCDSB Fresh Start process (see *Policy 9.06: Fresh Start* and *GAP 555.00 – Fresh Start*).

3.13 All of the above regulations shall be applicable, with necessary variations, whenever the actual or intended victim is a member of the administrative, teaching, or other staff of DPCDSB. If there is a conflict between *Policy 9.05: Victim's Rights* and/or this GAP and any Human Resources/Employee Relations policies and GAPs, the relevant Human Resources/Employee Relations polices and GAPs with govern in cases in which a DPCDSB staff member is the victim or intended victim.

3.14 Subject to the requirements of law and other DPCDSB policies and procedures, the principal shall be responsible for maintaining the overall safety of the school and those within it. In doing so, the principal shall, where necessary, endeavour to balance the competing interests of the actual or intended victim and the individual(s) who caused harm, to produce a fair and equitable result in harmony with Catholic values, traditions, and teaching/learning philosophies. Notwithstanding the foregoing, the onus is on the principal to consider first and foremost the impact on the victim if the student who caused or threatened harm is permitted to remain at the school.

4 DEFINITIONS

4.1 Fresh Start

- A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start may not be imposed as a form of discipline and is subject to the restrictions outlined in DPCDSB's *Policy 9.06: Fresh Start*.

4.2 **School Climate**:

- The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**555.00**
SUBJECT:	**Fresh Start**
REFERENCE:	~~**Policies:**~~ Policy 9.01: Catholic Code of Conduct Policy 9.02: Bullying Awareness, Prevention and Intervention Policy 9.03: Progressive Discipline Policy 9.05: ~~9.05:~~ Victim's Rights Policy 9.06: Fresh Start Policy 12.00: Equity and Inclusive Education General Form (~~s:~~ GF) 025 Safe Schools Incident Reporting Form GF 411 Notice of Fresh Start and Acknowledgement Letter GF 412 Notice of Intention to Appeal a Fresh Start
EFFECTIVE DATE:	February 23,2022
AMENDED DATE:	January TBD, 2025

"For the Lord takes pleasure in His people; He adorns the humble with victory."
Psalm 149:4

1. PREAMBLE

1.1 In compliance with its Mission and Vision, the Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation in each of its schools of Policy 9.01: Catholic Code of Conduct, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

2. PURPOSE

2.1 This General Administrative Procedure (GAP) expands on DPCDSB *Policy 9.06: Fresh Start* and affirms the need for students to feel safe in their school community, while providing successful transitions to those students subject to a Fresh Start (each a Fresh Start Student).

2.2 A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start shall not be imposed as a form of discipline and is subject to the restrictions outlined in this GAP.

2.3 The implementation of *Policy 9.06: Fresh Start* and this GAP will be under the general direction of the relevant Family of Schools Superintendent (or designate) and the Associate Director of Education, Instructional.

~~2.3~~

3. APPLICATION

3.1 A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety while at school or school-related events. A Fresh Start shall not be imposed as a form of discipline.

3.2 All Fresh Starts will be implemented in a way that endeavours to balance fairness, equity, safety, and well-being. Fresh Start transitions will foster safe, positive learning environments to promote student achievement and well-being.

3.3 A Fresh Start can only be imposed in the following circumstances:

a) in response to the DPCDSB's *Policy 9.05: Victim's Rights*;
b) to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or
c) in other circumstances to preserve student and/or school safety and well-being as approved by the Superintendent of the subject student's (Fresh Start Student) current school.

4. ADMINISTRATION OF THE FRESH START POLICY: ELEMENTARY PROCEDURES

4.1 Elementary Fresh Start Procedures

a) All elementary Fresh Starts will be coordinated by the superintendent of the school currently attended by the Fresh Start Student A principal who wishes to initiate a Fresh Start, or a parent/guardian requesting a Fresh Start for their child, shall contact the Family of Schools Superintendent

b) All requests for Fresh Starts will be considered for approval by the superintendent of the school the Fresh Start Student initially attends. As part of this consideration process, the superintendent shall consult with DPCDSB's legal counsel.

c) The superintendent shall then consult with the Associate Director of Education – Instructional. The Associate Director of Education – Instructional will have final approval with regard to a request for Fresh Start.

d) If the request for Fresh Start is approved by the superintendent and the Associate Director of Education – Instructional, the superintendent will decide the new location for a student based on the following criteria:

- availability of appropriate academic and social-emotional supports at the new school;
- distance from student's home to the new school;
- any undertaking or conditions agreed to by the student and/or student's parent/ guardian;
- ~~fair and equitable~~consideration of the distribution of students issued a Fresh Start among DPCDSB schools, by the Family of Schools Superintendent;
- previous school transfers of the Fresh Start Student;
- presence of student(s) or staff who were previously the victim of, or in conflict with, the Fresh Start Student.

e) The superintendent of the school currently attended by the Fresh Start Student will contact the student and parent(s)/guardian(s) to inform them of the new school information and the availability of the local school support team as part of the process. The superintendent will also provide this information to other DPCDSB staff, as appropriate and applicable, to facilitate the Fresh Start.

f) The sending principal will ensure that the *Notice of Fresh Start & Acknowledgment Letter* and Fresh Start record documents are completed and filed accordingly. If the parent/guardian files a *Notice of Intention to Appeal a Fresh Start*, the Fresh Start transfer process will be paused pending the decision of the Fresh Start Appeals Panel.

g) The receiving school principal will contact the Fresh Start Student and parent(s)/guardian(s) for an intake meeting in a timely manner. As per Ministry of Education Policy/Program Memoranda No. 145 (PPM 145), the receiving school principal will ensure that the student's Ontario Student Record (OSR) is at the receiving school **before** the intake meeting and is available for review at the intake meeting.

h) At the intake meeting, school regulations and expectations will be reviewed before placing the student in the new school. As part of this transition, Social Work, Psychology, and/or Child and Youth Care ~~will be in attendance~~may attend, as appropriate and with consent, at the intake meeting and will introduce themselves and their roles, with discussion of safety planning and behaviour support planning, as applicable. Any supports, accommodations, consents, and resources will be addressed, as applicable, and appropriate staff members will be in attendance, where applicable, as determined by the receiving school principal.

i) Prior to the student starting class, a local school-based meeting will be held, where teachers and other school staff who will have regular direct contact with the student will be provided with relevant information and appropriate support strategies.

j) Further to the intake meeting, the receiving principal will ensure that all necessary academic and Support Services supports, including a *support plan*, are in place, and that there is documentation to support the transition, including a checklist of critical documentation and steps.

k) The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA). More specifically, DPCDSB recognizes Section 32.0.5(3) of the OHSA, which dictates the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury".

l) The Superintendent Responsible for Safe Schools will maintain a record of all Fresh Start transfers.

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4.2 Elementary Fresh Start Checklist – Sending and Receiving Schools

- ☐ School superintendent to consult with DPCDSB legal counsel and the Associate Director of Education – Instructional. If final approval for Fresh Start is received, school superintendent to provide confirmation of Fresh Start transition.

- ☐ Receiving school requests OSR from sending school.

  **Note: As per PPM 145, receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting.

- ☐ Receiving school principal to review OSR to identify relevant information to support successful student transition.

  **Note: this review includes any applicable accommodations/supports outlined in the Individual Education Plan (IEP) or via Identification Placement and Review Committee (IPRC) if applicable.

- ☐ Receiving school principal to participate in exchange of information with sending school principal or vice-principal.

- ☐ Receiving school principal to contact family to coordinate an intake meeting. Receiving school principal to arrange attendance of support services staff, as appropriate.

- ☐ Receiving school principal to determine classroom placement for student.

- ☐ In-take meeting to occur prior to the day the student is transferred.

  **Note: As per PPM 145, prior to student beginning class(es), receiving principal will meet or speak with teaching and non-teaching staff who will have direct and regular contact with student to review key information from intake meeting and strategies to support the student. Principal will remind those staff regarding obligation to keep information from the intake meeting confidential.

- ☐ Receiving principal to ensure all necessary academic, Support Services, and transition supports are in place for student's first day.

5. ADMINISTRATION OF THE FRESH START POLICY: SECONDARY FRESH START PROCESS

5.1 Secondary Fresh Start Procedures

a) All secondary Fresh Starts will be coordinated by the superintendent of the school currently attended by the student. A principal who wishes to initiate a Fresh Start, or a parent/guardian requesting a Fresh Start for their child, or an adult student (or student who is 16 or 17 years of age and has withdrawn from parental control) requesting their own Fresh Start, shall contact the superintendent.

~~a)~~b) All requests for Fresh Starts will be considered for approval by the superintendent of the school the student initially attends. As part of this consideration process, the superintendent shall consult with DPCDSB's legal counsel.

~~b)~~c) The superintendent will then consult with the Associate Director of Education – Instructional. The Associate Director of Education – Instructional will have final approval with regard to a request for Fresh Start.

~~c)~~d) If the request for Fresh Start is approved by the superintendent and the Associate Director of Education – Instructional, the superintendent will decide the new location for a student based on the following criteria:

- availability of appropriate academic and social-emotional supports at the new school;
- distance from student's home to the new school;
- any undertaking or conditions agreed to by the student and/or student's parent/ guardian;
- fair and equitable distribution of students issued a Fresh Start among DPCDSB schools;
- previous school transfers of the student issued a Fresh Start;
- presence of student(s) or staff who were previously the victim of, or in conflict with, the student issued a Fresh Start.

~~d)~~e) The superintendent (or designate) of the school currently attended by the student will contact the student and parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) to inform them of the new school information and the availability of the local school support team as part of the process. The superintendent will also provide this information to other DPCDSB staff, as appropriate and applicable, to facilitate the Fresh Start.

~~e)~~f) The sending principal (or designate) will ensure that the *Notice of Fresh Start & Acknowledgment Letter* and Fresh Start record documents are completed and filed accordingly. If the parent/guardian or adult pupil files a *Notice of Intention to Appeal a Fresh Start*, the Fresh Start transfer process will be paused pending the decision of the Fresh Start Appeals Panel.

~~f)~~g) The superintendent of the school currently attended will facilitate the transfer of all pertinent information from the sending school to the receiving school, including, but not limited to, a Credit Counselling Summary and details related to the reason for the Fresh Start transfer.

~~g)~~h) The receiving school principal (or designate) will contact the student and parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) for an intake meeting in a timely manner. The receiving school principal (or designate) will ensure that, in accordance with PPM 145, the student's Ontario Student Record (OSR) is at the receiving school **before** the intake meeting. The receiving school will prepare a draft timetable in preparation for the intake meeting.

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~~h)~~i) At the intake meeting, school regulations and expectations will be reviewed, and the timetable will be finalized, before placing the student in the new school. As part of this transition, Social Work, Psychology, and/or Child and Youth Care will be in attendance at the intake meeting, as appropriate and with consent, and will introduce themselves and their roles, with discussion of safety planning and behaviour support planning, as applicable. Any supports, accommodations, consents, and resources will be addressed, as applicable, and appropriate staff members will be in attendance, where applicable, as determined by the receiving school principal.

~~i)~~j) Prior to the student starting classes, a local school-based meeting will be held, where teachers and other school staff who will have regular direct contact with the student will be provided with relevant information and appropriate support strategies.

~~j)~~k) Further to the intake meeting, the receiving principal will ensure that all necessary academic and Support Services supports, including a *support plan*, are in place, and that there is documentation to support the transition, including a checklist of critical documentation and steps.

~~k)~~l) The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA). More specifically, DPCDSB recognizes Section 32.0.5(3) of the OHSA, which dictates the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury".

~~l)~~m) If a student has been issued a Fresh Start~~ed~~ more than once, or has previously been expelled, the student and the parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) are required to meet with the superintendent of the school currently attended by the student and/or the Associate Director of Education – Instructional, prior to transferring to a new school placement.

~~m)~~n) If a student is issued a Fresh Start immediately preceding the end of a semester, the sending school principal will, in consultation with the superintendent of the home school, facilitate credit completion at the home school, or collaborate with the receiving school regarding completion, or arrange credit completion and exams at another location. The student will begin attending the new school at the start of a new semester.

o) The Superintendent Responsible for Safe Schools will maintain a record of all Fresh Start transfers.

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5.2 Secondary Fresh Start Checklist – Sending and Receiving Schools

- ☐ School superintendent to consult with DPCDSB's legal counsel and the Associate Director of Education – Instructional. If final approval for Fresh Start is received, school superintendent to provide confirmation of Fresh Start transition.

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- ☐ Superintendent of home school will facilitate the transfer of all pertinent information from the sending school to the receiving school, including, but not limited to, a Credit Counselling Summary and details related to the reason for the Fresh Start transfer.

- ☐ Receiving school requests OSR from sending school

  **Note: As per PPM 145, receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting.

- ☐ Receiving school principal (or designate) to review OSR to identify relevant information to support successful student transition

  **Note: this review includes any applicable accommodations/supports outlined in the Individual Education Plan (IEP) or via Identification Placement and Review Committee (IPRC), if applicable.

- ☐ Receiving school principal (or designate) to participate in exchange of information with sending school principal or vice-principal.

- ☐ Receiving school to develop a draft timetable for student in advance of intake meeting.

- ☐ Receiving school principal (or designate) to contact family to coordinate an intake meeting. Receiving school principal (or designate) to arrange attendance of support services staff, as appropriate.

- ☐ In-take meeting to occur prior to the day the student is transferred.

  **Note: As per PPM 145, prior to student beginning classes, receiving principal will meet or speak with teaching and non-teaching staff who will have direct and regular contract with student to review key information from intake meeting and strategies to support the student. Principal will remind those staff regarding obligation to keep information from the intake meeting confidential.

- ☐ Receiving principal (or designate) to ensure final timetable and all academic, Support Services, and transition supports are in place for student's first day.

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6. Fresh Start Appeal Process

6.1 Fresh Start Appeal Procedures – Elementary and Secondary

a) A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start.

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- **Note: If a student begins a Fresh Start placement in a new school due to Circumstance 5b: "Undertaking and Conditions" (as outlined in *Policy 9.06: Fresh Start*), and the terms of the undertaking/conditions are amended thereafter so as to remove any placement or association restrictions previously in place, then an adult student or parent/guardian who wishes to return to the original school may apply for superintendent consideration to do so via the appeal process. The parent/guardian (or adult student/student who has withdrawn from parental control) shall be required to file an appeal of the Fresh Start using the *Notice of Intention to Appeal a Fresh Start Form* and by sending this form to the Superintendent Responsible for Safe Schools. The appeal procedures will then continue as per (5.1c) below.

b) Within three school days of receiving written notice that a Fresh Start has been issued, the entitled party (as per 5.1a above) must file an appeal, in writing, using the *Notice of Intention to Appeal a Fresh Start Form* and by sending this form to the Superintendent Responsible for Safe Schools.

c) Upon receipt of the *Notice of Intention to Appeal a Fresh Start Form*, the Superintendent Responsible for Safe Schools will schedule and hold a Fresh Start Appeal Meeting within seven school days.

d) The appeal will be heard by a panel of three people~~.~~ ~~-~~This Fresh Start Appeals Panel will consist of one Trustee of the Board, and any two of the following ~~three~~ people:

- A Family of Schools Superintendent (not the superintendent of the school the student originally attended);
- ~~The Superintendent of Equity, Policy, Strategy, Research~~System Portfolio Superintendent;
- The Superintendent of Program and Learning Services.

~~If for any reason two of these staff members cannot be attend in time, then a centrally assigned superintendent will take the place of the staff member(s) enumerated above in convening the panel.~~ Trustee membership will be assigned to the Fresh Start Appeals Panel. A Trustee will not be appointed to the panel to hear a Fresh Start appeal if the school attended by the student with the Fresh Start is located in the Trustee's ward.

e) The Fresh Start Appeal Meeting will conform to the Fresh Start Appeal Meeting Guidelines below.

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~~e)~~f) Upon completion of the Fresh Start Appeal Meeting, the Fresh Start Appeals Panel will have two school days to issue a written decision. In making its decision, the panel will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal. The panel can make only one of the following decisions:

- **uphold** the principal's decision to impose a Fresh Start; or
- **overturn** the principal's decision to impose a Fresh Start.

~~f)~~g) If the Fresh Start Appeals Panel upholds the Fresh Start placement, the Fresh Start process will continue. If the panel overturns the Fresh Start placement, the student will return to their original school, with additional supports, plans, and interventions.

~~g)~~h)The *Statutory Powers Procedure Act* does not apply to a Fresh Start Appeal Meeting.

6.2 Fresh Start Appeal Meeting Guidelines

The following is a guideline regarding the rules of procedure for an appeal of a Fresh Start:

a) The Fresh Start Appeal Meeting shall be held in accordance with these guidelines only. For further clarity, the *Statutory Powers Procedure Act* does not apply to Fresh Start Appeal Meetings. Fresh Start Appeal Meetings will be scheduled by the Superintendent Responsible for Safe Schools.

b) A Fresh Start Appeal will be heard by a panel of three people. This Fresh Start Appeals Panel will be convened in accordance with Section 5.1d of the Fresh Start Appeal Procedures – Elementary and Secondary (detailed above). The Fresh Start Appeals Panel will hear and determine the appeal, as further outlined below.

c) An "adult pupil" is a pupil who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.

d) A Fresh Start may be appealed by an adult pupil or the parent/guardian of the pupil who has received a Fresh Start.

e) Parties to a Fresh Start Appeal Meeting shall include the following:

- the parent/guardian of a student under the age of 18;
- an adult pupil;
- the school principal/administration team.

f) The student who has been issued a Fresh Start has the right to be present at the Fresh Start Appeal Meeting and to make a statement on their own behalf, even if the student is not a party.

g) Every party has a right to representation by legal counsel or an agent at the Fresh Start Appeal Meeting. If a party chooses to bring representation, they must advise the other parties a minimum of 48 hours before the meeting or the appeal may be rescheduled.

h) Each party will attend the Fresh Start Appeal Meeting with copies of any documentation on which they intend to rely.

i) When the Fresh Start Appeals Panel hears an appeal of the decision to issue a Fresh Start to a student, the parent/guardian or adult student, as appropriate, will proceed first in the presentation of evidence and submissions, and the principal/administrative team will proceed second.

j) The order of proceedings will be as follows:

(i) five-minute introduction of the parties and the Fresh Start Appeals Panel, with discussion on the issues to be addressed by the panel;
(ii) ten-minute presentation by the parent/guardian or adult student (or counsel/agent) in presenting evidence and submissions on behalf of the student;
(iii) ten-minute presentation by the principal/administrative team in presenting evidence and submission on behalf of the school; and
(iv) ten-minutes for the Fresh Start Appeals Panel to ask questions of clarification, as appropriate.

k) Upon completion of the Fresh Start Appeal Meeting, the Fresh Start Appeal Panel will have two school days to issue a written decision. In making its decision, the panel will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal. The Fresh Start Appeals Panel can make only one of the following decisions:

- **uphold** the principal's decision to impose a Fresh Start; or
- **overturn** the principal's decision to impose a Fresh Start.

l) A copy of the Fresh Start Appeals Panel's written decision will be sent to all parties to the proceeding who took part in the Fresh Start Appeal Meeting, at their respective addresses last known to DPCDSB. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal.

6.3 Notwithstanding anything to the contrary, this GAP does not deny or limit access to other avenues of redress available under applicable law nor preclude the processes and remedies available under such applicable law, including human rights legislation. Further, nothing in this GAP overrides or interrupts any resolution or appeal procedures available under applicable law. For further clarity, nothing in this Policy prevents an individual from raising a concern with any other provincial or federal body, including the Human Rights Tribunal of Ontario (HRTO), the Ombudsman of Ontario and/or the Ontario College of Teachers (OCT).

7. LIMITATIONS

7.1 For certainty, as soon as a concern is being addressed with a court or governmental/regulatory body (for example, a concern has been raised or an application has been filed with the HRTO and/or the OCT), the procedures in this GAP shall be suspended (to the extent required as determined by the Director or designate) pending the resolution of such concern by the court or government/regulatory body, as the case may be.

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**555.00**
SUBJECT:	**Fresh Start**
REFERENCE:	Policy 9.01: Catholic Code of Conduct Policy 9.02: Bullying Awareness, Prevention and Intervention Policy 9.03: Progressive Discipline Policy 9.05: Victim's Rights Policy 9.06: Fresh Start Policy 12.00: Equity and Inclusive Education General Form (GF) 025 Safe Schools Incident Reporting Form GF 411 Notice of Fresh Start and Acknowledgement Letter GF 412 Notice of Intention to Appeal a Fresh Start
EFFECTIVE DATE:	February 23,2022
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"For the Lord takes pleasure in His people; He adorns the humble with victory."
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1. PREAMBLE

1.1 In compliance with its Mission and Vision, the Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation in each of its schools of Policy 9.01: Catholic Code of Conduct, which clearly reflects the need to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.

2. PURPOSE

2.1 This General Administrative Procedure (GAP) expands on DPCDSB *Policy 9.06: Fresh Start* and affirms the need for students to feel safe in their school community, while providing successful transitions to those students subject to a Fresh Start (each a Fresh Start Student).

2.2 A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety. A Fresh Start shall not be imposed as a form of discipline and is subject to the restrictions outlined in this GAP.

2.3 The implementation of *Policy 9.06: Fresh Start* and this GAP will be under the general direction of the relevant Family of Schools Superintendent (or designate) and the Associate Director of Education, Instructional.

3. APPLICATION

3.1 A Fresh Start is a non-disciplinary administrative transfer to a new school to preserve student and staff safety while at school or school-related events. A Fresh Start shall not be imposed as a form of discipline.

3.2 All Fresh Starts will be implemented in a way that endeavours to balance fairness, equity, safety, and well-being. Fresh Start transitions will foster safe, positive learning environments to promote student achievement and well-being.

3.3 A Fresh Start can only be imposed in the following circumstances:

a) in response to the DPCDSB's *Policy 9.05: Victim's Rights*;
b) to assist the student with an undertaking or conditions agreed to by the student and/or student's parent/legal guardian; or
c) in other circumstances to preserve student and/or school safety and well-being as approved by the Superintendent of the subject student's (Fresh Start Student) current school.

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c) The superintendent shall then consult with the Associate Director of Education – Instructional. The Associate Director of Education – Instructional will have final approval with regard to a request for Fresh Start.

d) If the request for Fresh Start is approved by the superintendent and the Associate Director of Education – Instructional, the superintendent will decide the new location for a student based on the following criteria:

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- distance from student's home to the new school;
- any undertaking or conditions agreed to by the student and/or student's parent/ guardian;
- consideration of the distribution of students issued a Fresh Start among DPCDSB schools, by the Family of Schools Superintendent;
- previous school transfers of the Fresh Start Student;
- presence of student(s) or staff who were previously the victim of, or in conflict with, the Fresh Start Student.

e) The superintendent of the school currently attended by the Fresh Start Student will contact the student and parent(s)/guardian(s) to inform them of the new school information and the availability of the local school support team as part of the process. The superintendent will also provide this information to other DPCDSB staff, as appropriate and applicable, to facilitate the Fresh Start.

f) The sending principal will ensure that the *Notice of Fresh Start & Acknowledgment Letter* and Fresh Start record documents are completed and filed accordingly. If the parent/guardian files a *Notice of Intention to Appeal a Fresh Start*, the Fresh Start transfer process will be paused pending the decision of the Fresh Start Appeals Panel.

g) The receiving school principal will contact the Fresh Start Student and parent(s)/guardian(s) for an intake meeting in a timely manner. As per Ministry of Education Policy/Program Memoranda No. 145 (PPM 145), the receiving school principal will ensure that the student's Ontario Student Record (OSR) is at the receiving school **before** the intake meeting and is available for review at the intake meeting.

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i) Prior to the student starting class, a local school-based meeting will be held, where teachers and other school staff who will have regular direct contact with the student will be provided with relevant information and appropriate support strategies.

j) Further to the intake meeting, the receiving principal will ensure that all necessary academic and Support Services supports, including a *support plan*, are in place, and that there is documentation to support the transition, including a checklist of critical documentation and steps.

k) The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA). More specifically, DPCDSB recognizes Section 32.0.5(3) of the OHSA, which dictates the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury".

l) The Superintendent Responsible for Safe Schools will maintain a record of all Fresh Start transfers.

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4.2 Elementary Fresh Start Checklist – Sending and Receiving Schools

- ☐ School superintendent to consult with DPCDSB legal counsel and the Associate Director of Education – Instructional. If final approval for Fresh Start is received, school superintendent to provide confirmation of Fresh Start transition.

- ☐ Receiving school requests OSR from sending school.

  **Note: As per PPM 145, receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting.

- ☐ Receiving school principal to review OSR to identify relevant information to support successful student transition.

  **Note: this review includes any applicable accommodations/supports outlined in the Individual Education Plan (IEP) or via Identification Placement and Review Committee (IPRC) if applicable.

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- ☐ Receiving school principal to determine classroom placement for student.

- ☐ In-take meeting to occur prior to the day the student is transferred.

  **Note: As per PPM 145, prior to student beginning class(es), receiving principal will meet or speak with teaching and non-teaching staff who will have direct and regular contact with student to review key information from intake meeting and strategies to support the student. Principal will remind those staff regarding obligation to keep information from the intake meeting confidential.

- ☐ Receiving principal to ensure all necessary academic, Support Services, and transition supports are in place for student's first day.

5. ADMINISTRATION OF THE FRESH START POLICY: SECONDARY FRESH START PROCESS

5.1 Secondary Fresh Start Procedures

a) All secondary Fresh Starts will be coordinated by the superintendent of the school currently attended by the student. A principal who wishes to initiate a Fresh Start, or a parent/guardian requesting a Fresh Start for their child, or an adult student (or student who is 16 or 17 years of age and has withdrawn from parental control) requesting their own Fresh Start, shall contact the superintendent.

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b) All requests for Fresh Starts will be considered for approval by the superintendent of the school the student initially attends. As part of this consideration process, the superintendent shall consult with DPCDSB's legal counsel.

c) The superintendent will then consult with the Associate Director of Education – Instructional. The Associate Director of Education – Instructional will have final approval with regard to a request for Fresh Start.

d) If the request for Fresh Start is approved by the superintendent and the Associate Director of Education – Instructional, the superintendent will decide the new location for a student based on the following criteria:

- availability of appropriate academic and social-emotional supports at the new school;
- distance from student's home to the new school;
- any undertaking or conditions agreed to by the student and/or student's parent/ guardian;
- fair and equitable distribution of students issued a Fresh Start among DPCDSB schools;
- previous school transfers of the student issued a Fresh Start;
- presence of student(s) or staff who were previously the victim of, or in conflict with, the student issued a Fresh Start.

e) The superintendent (or designate) of the school currently attended by the student will contact the student and parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) to inform them of the new school information and the availability of the local school support team as part of the process. The superintendent will also provide this information to other DPCDSB staff, as appropriate and applicable, to facilitate the Fresh Start.

f) The sending principal (or designate) will ensure that the *Notice of Fresh Start & Acknowledgment Letter* and Fresh Start record documents are completed and filed accordingly. If the parent/guardian or adult pupil files a *Notice of Intention to Appeal a Fresh Start*, the Fresh Start transfer process will be paused pending the decision of the Fresh Start Appeals Panel.

g) The superintendent of the school currently attended will facilitate the transfer of all pertinent information from the sending school to the receiving school, including, but not limited to, a Credit Counselling Summary and details related to the reason for the Fresh Start transfer.

h) The receiving school principal (or designate) will contact the student and parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) for an intake meeting in a timely manner. The receiving school principal (or designate) will ensure that, in accordance with PPM 145, the student's Ontario Student Record (OSR) is at the receiving school **before** the intake meeting. The receiving school will prepare a draft timetable in preparation for the intake meeting.

i) At the intake meeting, school regulations and expectations will be reviewed, and the timetable will be finalized, before placing the student in the new school. As part of this transition, Social Work, Psychology, and/or Child and Youth Care will be in attendance at the intake meeting, as appropriate and with consent, and will introduce themselves and their roles, with discussion of safety planning and behaviour support planning, as applicable. Any supports, accommodations, consents, and resources will be addressed, as applicable, and appropriate staff members will be in attendance, where applicable, as determined by the receiving school principal.

j) Prior to the student starting classes, a local school-based meeting will be held, where teachers and other school staff who will have regular direct contact with the student will be provided with relevant information and appropriate support strategies.

k) Further to the intake meeting, the receiving principal will ensure that all necessary academic and Support Services supports, including a *support plan*, are in place, and that there is documentation to support the transition, including a checklist of critical documentation and steps.

l) The receiving principal will ensure that appropriate staff are advised in accordance with the *Occupational Health and Safety Act* (OHSA). More specifically, DPCDSB recognizes Section 32.0.5(3) of the OHSA, which dictates the employer's "duty to provide information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour, if, (a) the worker can be expected to encounter that person in the course of his or her work; and (b) the risk of workplace violence is likely to expose the worker to physical injury".

m) If a student has been issued a Fresh Start more than once, or has previously been expelled, the student and the parent(s)/guardian(s) (if the student is a minor who has not withdrawn from parental control) are required to meet with the superintendent of the school currently attended by the student and/or the Associate Director of Education – Instructional, prior to transferring to a new school placement.

n) If a student is issued a Fresh Start immediately preceding the end of a semester, the sending school principal will, in consultation with the superintendent of the home school, facilitate credit completion at the home school, or collaborate with the receiving school regarding completion, or arrange credit completion and exams at another location. The student will begin attending the new school at the start of a new semester.

o) The Superintendent Responsible for Safe Schools will maintain a record of all Fresh Start transfers.

5.2 Secondary Fresh Start Checklist – Sending and Receiving Schools

☐ School superintendent to consult with DPCDSB's legal counsel and the Associate Director of Education – Instructional. If final approval for Fresh Start is received, school superintendent to provide confirmation of Fresh Start transition.

- ☐ Superintendent of home school will facilitate the transfer of all pertinent information from the sending school to the receiving school, including, but not limited to, a Credit Counselling Summary and details related to the reason for the Fresh Start transfer.

- ☐ Receiving school requests OSR from sending school

  **Note: As per PPM 145, receiving school must be in possession of OSR prior to the intake meeting and OSR must be available to be consulted during intake meeting.

- ☐ Receiving school principal (or designate) to review OSR to identify relevant information to support successful student transition

  **Note: this review includes any applicable accommodations/supports outlined in the Individual Education Plan (IEP) or via Identification Placement and Review Committee (IPRC), if applicable.

- ☐ Receiving school principal (or designate) to participate in exchange of information with sending school principal or vice-principal.

- ☐ Receiving school to develop a draft timetable for student in advance of intake meeting.

- ☐ Receiving school principal (or designate) to contact family to coordinate an intake meeting. Receiving school principal (or designate) to arrange attendance of support services staff, as appropriate.

- ☐ In-take meeting to occur prior to the day the student is transferred.

  **Note: As per PPM 145, prior to student beginning classes, receiving principal will meet or speak with teaching and non-teaching staff who will have direct and regular contract with student to review key information from intake meeting and strategies to support the student. Principal will remind those staff regarding obligation to keep information from the intake meeting confidential.

- ☐ Receiving principal (or designate) to ensure final timetable and all academic, Support Services, and transition supports are in place for student's first day.

6. Fresh Start Appeal Process

6.1 Fresh Start Appeal Procedures – Elementary and Secondary

a) A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Fresh Start.

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- **Note: If a student begins a Fresh Start placement in a new school due to Circumstance 5b: "Undertaking and Conditions" (as outlined in *Policy 9.06: Fresh Start*), and the terms of the undertaking/conditions are amended thereafter so as to remove any placement or association restrictions previously in place, then an adult student or parent/guardian who wishes to return to the original school may apply for superintendent consideration to do so via the appeal process. The parent/guardian (or adult student/student who has withdrawn from parental control) shall be required to file an appeal of the Fresh Start using the *Notice of Intention to Appeal a Fresh Start Form* and by sending this form to the Superintendent Responsible for Safe Schools. The appeal procedures will then continue as per (5.1c) below.

b) Within three school days of receiving written notice that a Fresh Start has been issued, the entitled party (as per 5.1a above) must file an appeal, in writing, using the *Notice of Intention to Appeal a Fresh Start Form* and by sending this form to the Superintendent Responsible for Safe Schools.

c) Upon receipt of the *Notice of Intention to Appeal a Fresh Start Form*, the Superintendent Responsible for Safe Schools will schedule and hold a Fresh Start Appeal Meeting within seven school days.

d) The appeal will be heard by a panel of three people.This Fresh Start Appeals Panel will consist of one Trustee of the Board, and any two of the following people:

- A Family of Schools Superintendent (not the superintendent of the school the student originally attended);
- System Portfolio Superintendent;
- The Superintendent of Program and Learning Services.

Trustee membership will be assigned to the Fresh Start Appeals Panel. A Trustee will not be appointed to the panel to hear a Fresh Start appeal if the school attended by the student with the Fresh Start is located in the Trustee's ward.

e) The Fresh Start Appeal Meeting will conform to the Fresh Start Appeal Meeting Guidelines below.

f) Upon completion of the Fresh Start Appeal Meeting, the Fresh Start Appeals Panel will have two school days to issue a written decision. In making its decision, the panel will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal. The panel can make only one of the following decisions:

- **uphold** the principal's decision to impose a Fresh Start; or
- **overturn** the principal's decision to impose a Fresh Start.

g) If the Fresh Start Appeals Panel upholds the Fresh Start placement, the Fresh Start process will continue. If the panel overturns the Fresh Start placement, the student will return to their original school, with additional supports, plans, and interventions.

h) The *Statutory Powers Procedure Act* does not apply to a Fresh Start Appeal Meeting.

6.2 Fresh Start Appeal Meeting Guidelines

The following is a guideline regarding the rules of procedure for an appeal of a Fresh Start:

a) The Fresh Start Appeal Meeting shall be held in accordance with these guidelines only. For further clarity, the *Statutory Powers Procedure Act* does not apply to Fresh Start Appeal Meetings. Fresh Start Appeal Meetings will be scheduled by the Superintendent Responsible for Safe Schools.

b) A Fresh Start Appeal will be heard by a panel of three people. This Fresh Start Appeals Panel will be convened in accordance with Section 5.1d of the Fresh Start Appeal Procedures – Elementary and Secondary (detailed above). The Fresh Start Appeals Panel will hear and determine the appeal, as further outlined below.

c) An "adult pupil" is a pupil who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.

d) A Fresh Start may be appealed by an adult pupil or the parent/guardian of the pupil who has received a Fresh Start.

e) Parties to a Fresh Start Appeal Meeting shall include the following:

- the parent/guardian of a student under the age of 18;
- an adult pupil;
- the school principal/administration team.

f) The student who has been issued a Fresh Start has the right to be present at the Fresh Start Appeal Meeting and to make a statement on their own behalf, even if the student is not a party.

g) Every party has a right to representation by legal counsel or an agent at the Fresh Start Appeal Meeting. If a party chooses to bring representation, they must advise the other parties a minimum of 48 hours before the meeting or the appeal may be rescheduled.

h) Each party will attend the Fresh Start Appeal Meeting with copies of any documentation on which they intend to rely.

i) When the Fresh Start Appeals Panel hears an appeal of the decision to issue a Fresh Start to a student, the parent/guardian or adult student, as appropriate, will proceed first in the presentation of evidence and submissions, and the principal/administrative team will proceed second.

j) The order of proceedings will be as follows:

(i) five-minute introduction of the parties and the Fresh Start Appeals Panel, with discussion on the issues to be addressed by the panel;
(ii) ten-minute presentation by the parent/guardian or adult student (or counsel/agent) in presenting evidence and submissions on behalf of the student;
(iii) ten-minute presentation by the principal/administrative team in presenting evidence and submission on behalf of the school; and

(iv) ten-minutes for the Fresh Start Appeals Panel to ask questions of clarification, as appropriate.

k) Upon completion of the Fresh Start Appeal Meeting, the Fresh Start Appeal Panel will have two school days to issue a written decision. In making its decision, the panel will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal. The Fresh Start Appeals Panel can make only one of the following decisions:

- **uphold** the principal's decision to impose a Fresh Start; or
- **overturn** the principal's decision to impose a Fresh Start.

l) A copy of the Fresh Start Appeals Panel's written decision will be sent to all parties to the proceeding who took part in the Fresh Start Appeal Meeting, at their respective addresses last known to DPCDSB. The decision of the Fresh Start Appeals Panel is final and is not subject to any further appeal.

6.3 Notwithstanding anything to the contrary, this GAP does not deny or limit access to other avenues of redress available under applicable law nor preclude the processes and remedies available under such applicable law, including human rights legislation. Further, nothing in this GAP overrides or interrupts any resolution or appeal procedures available under applicable law. For further clarity, nothing in this Policy prevents an individual from raising a concern with any other provincial or federal body, including the Human Rights Tribunal of Ontario (HRTO), the Ombudsman of Ontario and/or the Ontario College of Teachers (OCT).

7. LIMITATIONS

7.1 For certainty, as soon as a concern is being addressed with a court or governmental/regulatory body (for example, a concern has been raised or an application has been filed with the HRTO and/or the OCT), the procedures in this GAP shall be suspended (to the extent required as determined by the Director or designate) pending the resolution of such concern by the court or government/regulatory body, as the case may be.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**556.00**
SUBJECT:	**Exclusion Pending Completion of a Police Investigation**
REFERENCE:	~~Policies~~Policy 9.01: ~~:~~ ~~:~~Catholic Code of Conduct Policy 9.02: ~~:~~Bullying Awareness, Prevention and Intervention Policy 9.03: Progressive Discipline Policy 9.07: Exclusion Pending Completion of a Police Investigation Policy 12.00: Equity and Inclusive Education General Administrative Procedure~~s~~ (GAP)~~:~~ 529.00 – Local Police-School Board Protocol GAP 554.00 – Victim's Rights GAP 555.00 – Fresh Start General Form~~s~~ (GF)~~:~~ ~~GF~~ 025 – Safe Schools Incident Reporting Form GF 417 – Exclusion Pending Police Investigation Information Letter GF 418 – Notification of Intent to Appeal a Police Exclusion
EFFECTIVE DATE:	May 24, 2022
~~REVISED/~~AMENDED DATE:	~~May 24, 2022~~January TBD, 2025

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"By day the Lord commands His steadfast love, and at night His song is with me, a prayer to the God of my life."
Psalm 42:8

1. PREAMBLE

1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in every school, of DPCDSB's Catholic Code of Conduct (as enumerated in *Policy 9.01: Catholic Code of Conduct* and its associated *General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct*), that clearly reflects the need to provide and sustain a safe, caring, inclusive and healthy Catholic school community in which every student can succeed. DPCDSB believes in the dignity of all people and affirms the need for all students and staff to feel safe at school.

2. PURPOSE

2.1. This GAP expands on DPCDSB's *Policy 9.07: Exclusion Pending Completion of a Police Investigation* and outlines the appropriate steps for a principal to take when police are investigating a matter related to a student, the school, and/or the school community, and have prohibited the principal from conducting a parallel or concurrent school investigation.

2.2. ~~T~~he implementation of Policy 9.07 and this GAP will be under the general direction of each Family of Schools Superintendent (or designate) and the Associate Director of Education – Instructional.

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3. POLICE RESPONSE AND INVESTIGATION

3.1. DPCDSB students, staff, and members of each school community have the right to learn and work in a safe and positive learning environment. To that end, *GAP 529.00 – Local Police-School Board Protocol* outlines how DPCDSB and police will co-operate with each other in their dealings with students involved in police-related investigations.

3.2. *GAP 529.00 – Local Police-School Board Protocol* further outlines the respective roles and responsibilities of DPCDSB and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable laws.

3.3. When an incident occurs which requires police response, whether via mandatory reporting, discretionary reporting, or independent investigation initiated by police, school administrators shall cease the school investigation and seek direction from police regarding next steps.

3.4. When Parallel or Concurrent Investigation Permitted

a) Where police permit the school principal to conduct a parallel or concurrent investigation, the principal (or designate) shall continue their investigation in accordance with the *Education Act* and DPCDSB policies and procedures.

3.5. When Parallel or Concurrent Investigation Prohibited

a) In exigent circumstances, police may direct school administrators to pause exercising their responsibility to speak with students, regardless of whether they are an accused, victim, or witness.

b) Where police do not permit the principal to conduct a parallel or concurrent investigation, the principal (or designate) shall not resume the investigation until they receive clearance from police to do so (see *GAP 529.00 – Local Police-School Board Protocol*).

4. EXCLUSION FROM SCHOOL, SUBJECT TO COMPLETION OF POLICE INVESTIGATION

4.1. Where a principal does not have police clearance to conduct a parallel or concurrent investigation, the principal is unable to meet their obligation under the *Education Act* and DPCDSB policies and procedures to assess risk, conduct an investigation, and/or issue a suspension or suspension pending expulsion.

4.2. Where the principal is prohibited by police from conducting a parallel or concurrent school investigation, the principal shall not immediately issue discipline. Instead, the Principal shall "pause" the *Education Act* and DPCDSB processes regarding progressive discipline, and shall, subject to an appeal to the Board of Trustees, invoke section 265(1)(m) of the *Education Act*, and temporarily refuse to admit to the school (exclude) the alleged ~~perpetrator~~individual(s) who caused harm, as their presence in the school would be detrimental to the physical or mental well-being of the pupils ("Police Exclusion").

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4.3. A student on Police Exclusion **does not** have the right to attend a different DPCDSB school, in-person or virtually, while awaiting the end of the exclusion. Instead, the student will receive continuation of learning packages to complete at home in order to maintain meaningful access to education.

4.4. Lifting of the Police Exclusion by the principal of the school is subject to the completion of three conditions:

a) in accordance with *GAP 529.00 – Local Police-School Board Protocol*, completion of an open police investigation and subsequent clearance from police to begin a school investigation;

b) consultation between police and the principal (or designate) to determine the excluded student's risk to the school community; and

c) completion of preliminary principal's investigation to determine the excluded student's risk to the school community and to determine appropriate next steps under the *Education Act* and DPCDSB policy and procedure.

5. DETERMINING WHETHER TO ISSUE AN EXCLUSION

5.1. In order to consider invoking a Police Exclusion, the principal must receive express instruction from police that a parallel or concurrent investigation is prohibited. Where police do not provide express instruction either way, it is the responsibility of the principal to seek timely clarity and direction from police.

5.2. Where police do not permit the principal to conduct a parallel or concurrent investigation, then the principal (or designate) shall record the name and badge number of the police officer who gave the instruction, as well as the date and time the instruction was received.

5.3. The principal (or designate) shall not resume the investigation until they receive clearance from police to do so. The principal shall maintain regular contact with police to follow-up on police direction, as outlined in 6.2(a) below.

5.4. Once the principal is told by police that a parallel or concurrent investigation is prohibited, the principal shall immediately advise their Family of Schools Superintendent of this prohibition.

5.5. Once the principal advises their superintendent of the prohibition of any parallel or concurrent investigation, the superintendent shall consult with the Associate Director of Education – Instructional to determine whether a Police Exclusion should be issued. The superintendent will then advise the school principal regarding next steps, as appropriate to either of the following scenarios:

a) Where it is determined that the police investigation will be completed quickly, the principal will be advised to proceed with the normal processes under the *Education Act* and DPCDSB policies and procedures.

b) Where it is determined that the police investigation will not be completed quickly, the principal will be advised to proceed with a Police Exclusion and will be directed to complete GF 417 – Exclusion Pending Police Investigation Information Letter.

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6. ISSUING AN EXCLUSION

6.1. Where the principal has been advised to issue a Police Exclusion, the following steps shall be completed:

a) The principal (or designate) shall immediately advise parent/guardian (or adult student or student aged 16 or 17 years and who has withdrawn from parental control) of the Police Exclusion and the associated conditions.

b) The student receiving the Police Exclusion shall be sent home immediately, with a completed GF 417 – Exclusion Pending Police Investigation Information Letter to follow within 24 hours.

c) The principal shall complete the GF 417 – Exclusion Pending Police Investigation Information Letter and shall forward it to their Family of Schools Superintendent for review.

d) The Family of Schools Superintendent shall review and forward the completed GF 417 – Exclusion Pending Police Investigation Information Letter to the Associate Director of Education – Instructional and DPCDSB's Legal Counsel for further review.

e) Once the completed GF 417 – Exclusion Pending Police Investigation Information Letter is approved and finalized, the principal shall send the signed GF 417 – Exclusion Pending Police Investigation Information Letter home to parent/guardian (or adult student or student aged 16 or 17 years and who has withdrawn from parental control), via courier delivery and via email, within 24 hours (or as soon as is reasonably possible) of sending the student home.

6.2. Upon issuing the Police Exclusion, the principal will have the following ongoing obligations:

a) **Contact with Police:** The school principal must initiate regular and consistent follow up with police to ascertain when the principal is permitted by police to conduct a school investigation. Once police clear the principal to conduct a school investigation, the principal has two (2) school days to begin next steps (outlined below, Sections 7 and 8).

b) **Continuation of Learning Resources:** The school is mandated to continue to provide access to education via work packages (and appropriate textbooks/reference materials).

i) The principal shall coordinate with the student's teacher(s) to organize work (i.e., continuation of learning resources).

ii) Continuation of learning resources shall be prepared in a timely fashion and shall be provided either electronically or couriered, by preference of the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control).

iii) Resources shall be provided a minimum of one-to-two times per week.

iv) The principal shall make arrangements to have completed work returned for assessment.

v) The principal shall keep a log documenting work resources (for example: what was sent home, when it was couriered/emailed, frequency, arrangements to return for marking, etc.).

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c) **Communication with Parent/Guardian or Adult Student/Student Aged 16 or 17 and Who Has Withdrawn from Parental Control:** The principal (or designate) shall have an ongoing duty to maintain two-way communication with the parent/guardian or adult student/student aged 16 or 17 and who has withdrawn from parental control regarding the status of the Police Exclusion and the conditions outlined in GF 417 – Exclusion Pending Police Investigation Information Letter.

d) **Communication with Family of Schools Superintendent:** The principal (or designate) shall have an ongoing duty to maintain two-way communication with the Family of Schools Superintendent to provide regular updates.

~~c)~~

e) **Attendance Tracking:** Further to the direction of the Ministry of Education (MOE), a student on Police Exclusion shall be marked as "G days" for attendance purposes for as long as the student remains on Police Exclusion.

f) **MOE Auditing Requirements:** In order to comply with MOE auditing requirements, the principal (or designate) is required to maintain an ongoing log of the following information:

~~d)~~

- Student's full name and Ontario Education Number;
- Start and end dates of Police Exclusion;
- Record of ongoing communication between home and school (i.e., emails, notes of all phone conversations/interactions with parent/guardian, eventual meetings, etc.); and
- Record of any consultation/interaction with DPCDSB staff (i.e., Family of Schools Superintendent, Superintendent Responsible for Safe Schools, Legal, Social Work, Occupational Health and Safety, etc.).

7. COMPLETING THE CONDITIONS OF EXCLUSION

~~6.3.~~7.1. Once police clear a principal to conduct a school investigation (which may be a concurrent investigation or a consecutive investigation), Condition 1 of GF 417 – Exclusion Pending Police Investigation Information Letter has been met.

~~6.4.~~7.2. At the same time, the principal shall seek additional information from police (where police are able to share) regarding the excluded student's risk to the school community. This consultation shall satisfy Condition 2 of the GF 417 – Exclusion Pending Police Investigation Information Letter.

~~6.5.~~7.3. The principal shall then immediately contact the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) to advise them of the completion of the first two conditions, and to invite the parent/guardian and student (or the adult student/student aged 16 or 17 and who has withdrawn from parental control) to the school to have the student give a statement as soon as possible.

~~6.6.~~7.4. Upon interviewing the student, the principal then has two (2) school days to complete Condition 3 of GF 417 – Exclusion Pending Police Investigation Information Letter, by completing a preliminary investigation, defining the offence, and determining whether or not discipline is reasonable and warranted.

~~6.7.~~7.5. By the end of the second school day, the principal must make a decision with regard to lifting the Police Exclusion and appropriate next steps. If the student refuses to participate in an

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interview or give a statement, the principal still must make a decision.

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~~7.~~8. LIFTING THE EXCLUSION

8.1. A Police Exclusion can be lifted one of two ways:

a) All three (3) conditions (see 4.4, above) are met, the excluded student has participated in the preliminary investigation process, and the principal is satisfied that no formal discipline is required. In this case, the principal shall lift the Police Exclusion and advise the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) that the student can return to school. Such return may include appropriate supports/interventions (if applicable); or

b) All three (3) conditions (see 4.4, above) are met, the excluded student has participated in the preliminary investigation process, and the principal believes that progressive discipline is warranted and reasonable and/or required under the *Education Act* and DPCDSB policies and procedures. In this case, the principal will issue progressive discipline as appropriate (alternative to suspension, suspension under s.306 of the *Education Act*, or suspension pending possible expulsion under s.310 of the *Education Act*). Where discipline is issued under the *Education Act*, it will be done in the normal course and according to the normal timelines required by legislation and by DPCDSB policies and procedures. The discipline start date is not "backdated" to the date of the Police Exclusion, but instead is effective after the Police Exclusion is lifted, as of the date discipline is issued.

~~a)~~

~~7.2.~~8.2. In either scenario above, the principal shall consult with the Family of Schools Superintendent, and then promptly notify the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) of the decision, and resultant next steps.

~~8.~~9. EXCLUSION PENDING COMPLETION OF A POLICE INVESTIGATION APPEAL PROCESS

~~8.1.~~9.1. As per section 265(1)(m) of the *Education Act*, an exclusion is subject to an appeal to the Board of Trustees. A parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) will have three school days after receiving written notification (via courier or hand-delivery) of the Police Exclusion to file an appeal, in accordance with the procedures outlined in section 9 of this GAP.

~~8.2.~~9.2. Police Exclusion Appeal Procedures – Elementary and Secondary

9.2.1. A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Police Exclusion.

9.2.2. Within three (3) school days of receiving written notice via courier (or hand-delivery) that a Police Exclusion has been issued, the entitled party (as per 9.2.1 above) must file an appeal, in writing, using GF 418 – Notification of Intent to Appeal a Police Exclusion and by sending this GF to the Superintendent Responsible for Safe Schools.

9.2.3. Upon receipt of the completed GF 418 – Notification of Intent to Appeal a Police Exclusion, the Superintendent Responsible for Safe Schools will contact the Chair of the Board of Trustees to request that a Special Board Meeting be convened to hold the Police Exclusion Appeal Hearing.

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9.2.4. The Chair, in consultation with the Director of Education, shall schedule and hold the Police Exclusion Appeal Hearing within seven (7) school days of receipt of the completed GF 418 – Notification of Intent to Appeal a Police Exclusion.

9.2.5. The appeal shall be heard by a quorum of the Board of Trustees, as determined in accordance with DPCDSB's Procedural By-law.

9.2.6. The Police Exclusion Appeal Hearing will conform to the Police Exclusion Appeal Hearing Guidelines (below, Section 9.3).

9.2.7. Upon completion of the Police Exclusion Appeal Hearing, the Board of Trustees will have three (3) school days to issue a written decision. In making its decision, the Board of Trustees will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Board of Trustees is final and is not subject to any further appeal. The Board of Trustees can make only one of the following decisions:

a) Uphold the principal's decision to impose a Police Exclusion; or

b) Overturn the principal's decision to impose a Police Exclusion.

9.2.8. If the Board of Trustees upholds the Police Exclusion, the Police Exclusion process, as outlined in this GAP, shall continue. If the Board of Trustees overturns the Police Exclusion, the student shall return to their original school, with additional supports, safety plan(s), and interventions, as determined by the principal in consultation with the Family of Schools Superintendent.

9.2.9. The *Statutory Powers Procedure Act* applies to a Police Exclusion Appeal Hearing.

~~8.3.~~9.3. Police Exclusion Appeal Hearing Guidelines

9.3.1. The following is a guideline regarding the rules of procedure for an appeal of a Police Exclusion:

a) The Police Exclusion Appeal Hearing shall be held in accordance with these Guidelines.

b) Police Exclusion Appeal Hearings shall be scheduled by the Superintendent Responsible for Safe Schools, the Chair of the Board of Trustees, and the Director of Education.

c) A Police Exclusion Appeal will be heard by a quorum of the Board of Trustees. The Trustees will hear and determine the Appeal, as further outlined below.

d) An "adult student" is a student who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.

e) A Police Exclusion Appeal may be appealed by an adult student or the parent/guardian of the student who has been issued a Police Exclusion.

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f) Parties to a Police Exclusion Appeal Hearing shall include the following:

i) The parent/guardian of a student under the age of 18;
ii) An adult student, if involved;
iii) The school principal/administration team.

g) The student who has been issued a Police Exclusion has the right to be present at the Police Exclusion Appeal Hearing and to make a statement on their own behalf, even if the student is not a party.

h) Every party has a right to representation by legal counsel or an agent at the Police Exclusion Appeal Hearing. If a party chooses to bring representation, they must advise the other parties and the Superintendent Responsible for Safe School, a minimum of 48 hours before the Police Exclusion Appeal Hearing. The Board of Trustees also has a right to representation by legal counsel.

i) Each party will attend the Police Exclusion Appeal Hearing with copies of any documentation on which they intend to rely.

j) When the Trustees hear an appeal of the decision to issue a student a Police Exclusion, the parent/guardian or adult student will proceed first in the presentation of evidence and submissions, and the principal/administrative team will proceed second.

k) The order of proceedings shall be as follows:

i) Five-minute introduction of the parties and the Trustees, with discussion on the issues to be addressed by the Trustees;

ii) Ten-minute presentation by the parent/guardian or adult student (or counsel/agent) in presenting evidence and submissions on behalf of the student;

iii) Ten-minute presentation by the principal/administrative team (or counsel) in presenting evidence and submissions on behalf of the school; and

iv) The Board of Trustees will have the opportunity to ask questions of clarification for approximately ten minutes.

l) Upon completion of the Police Exclusion Appeal Hearing, the Board of Trustees will have three (3) school days to issue a written decision. In making its decision, the Trustees will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures.

m) The Board of Trustees can make only one of the following decisions:

i) Uphold the principal's decision to impose a Police Exclusion; or
ii) Overturn the principal's decision to impose a Police Exclusion.

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n) A copy of the Board of Trustees' written decision shall be sent to all parties to the proceeding who took part in the Police Exclusion Appeal Hearing, at their respective addresses last known to DPCDSB.

o) The decision of the Board of Trustees is final and is not subject to any further appeal.

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Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 SCHOOL ORGANIZATION AND MANAGEMENT**
GAP NUMBER:	**556.00**
SUBJECT:	**Exclusion Pending Completion of a Police Investigation**
REFERENCE:	Policy 9.01: Catholic Code of Conduct Policy 9.02: Bullying Awareness, Prevention and Intervention Policy 9.03: Progressive Discipline Policy 9.07: Exclusion Pending Completion of a Police Investigation Policy 12.00: Equity and Inclusive Education General Administrative Procedure (GAP) 529.00 – Local Police-School Board Protocol GAP 554.00 – Victim's Rights GAP 555.00 – Fresh Start General Form (GF) 025 – Safe Schools Incident Reporting Form GF 417 – Exclusion Pending Police Investigation Information Letter GF 418 – Notification of Intent to Appeal a Police Exclusion
EFFECTIVE DATE:	May 24, 2022
AMENDED DATE:	January TBD, 2025

"By day the Lord commands His steadfast love, and at night His song is with me, a prayer to the God of my life."
Psalm 42:8

1. PREAMBLE

1.1. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to the implementation, in every school, of DPCDSB's Catholic Code of Conduct (as enumerated in *Policy 9.01: Catholic Code of Conduct* and its associated *General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct*), that clearly reflects the need to provide and sustain a safe, caring, inclusive and healthy Catholic school community in which every student can succeed. DPCDSB believes in the dignity of all people and affirms the need for all students and staff to feel safe at school.

2. PURPOSE

2.1. This GAP expands on DPCDSB's *Policy 9.07: Exclusion Pending Completion of a Police Investigation* and outlines the appropriate steps for a principal to take when police are investigating a matter related to a student, the school, and/or the school community, and have prohibited the principal from conducting a parallel or concurrent school investigation.

2.2. he implementation of Policy 9.07 and this GAP will be under the general direction of each Family of Schools Superintendent (or designate) and the Associate Director of Education – Instructional.

3. POLICE RESPONSE AND INVESTIGATION

3.1. DPCDSB students, staff, and members of each school community have the right to learn and work in a safe and positive learning environment. To that end, *GAP 529.00 – Local Police-School Board Protocol* outlines how DPCDSB and police will co-operate with each other in their dealings with students involved in police-related investigations.

3.2. *GAP 529.00 – Local Police-School Board Protocol* further outlines the respective roles and responsibilities of DPCDSB and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication, all in accordance with applicable laws.

3.3. When an incident occurs which requires police response, whether via mandatory reporting, discretionary reporting, or independent investigation initiated by police, school administrators shall cease the school investigation and seek direction from police regarding next steps.

3.4. When Parallel or Concurrent Investigation Permitted

a) Where police permit the school principal to conduct a parallel or concurrent investigation, the principal (or designate) shall continue their investigation in accordance with the *Education Act* and DPCDSB policies and procedures.

3.5. When Parallel or Concurrent Investigation Prohibited

a) In exigent circumstances, police may direct school administrators to pause exercising their responsibility to speak with students, regardless of whether they are an accused, victim, or witness.

b) Where police do not permit the principal to conduct a parallel or concurrent investigation, the principal (or designate) shall not resume the investigation until they receive clearance from police to do so (see *GAP 529.00 – Local Police-School Board Protocol*).

4. EXCLUSION FROM SCHOOL, SUBJECT TO COMPLETION OF POLICE INVESTIGATION

4.1. Where a principal does not have police clearance to conduct a parallel or concurrent investigation, the principal is unable to meet their obligation under the *Education Act* and DPCDSB policies and procedures to assess risk, conduct an investigation, and/or issue a suspension or suspension pending expulsion.

4.2. Where the principal is prohibited by police from conducting a parallel or concurrent school investigation, the principal shall not immediately issue discipline. Instead, the Principal shall "pause" the *Education Act* and DPCDSB processes regarding progressive discipline, and shall, subject to an appeal to the Board of Trustees, invoke section 265(1)(m) of the *Education Act*, and temporarily refuse to admit to the school (exclude) the alleged individual(s) who caused harm, as their presence in the school would be detrimental to the physical or mental well-being of the pupils ("Police Exclusion").

4.3. A student on Police Exclusion **does not** have the right to attend a different DPCDSB school, in-person or virtually, while awaiting the end of the exclusion. Instead, the student will receive continuation of learning packages to complete at home in order to maintain meaningful access to education.

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4.4. Lifting of the Police Exclusion by the principal of the school is subject to the completion of three conditions:

a) in accordance with *GAP 529.00 – Local Police-School Board Protocol*, completion of an open police investigation and subsequent clearance from police to begin a school investigation;

b) consultation between police and the principal (or designate) to determine the excluded student's risk to the school community; and

c) completion of preliminary principal's investigation to determine the excluded student's risk to the school community and to determine appropriate next steps under the *Education Act* and DPCDSB policy and procedure.

5. DETERMINING WHETHER TO ISSUE AN EXCLUSION

5.1. In order to consider invoking a Police Exclusion, the principal must receive express instruction from police that a parallel or concurrent investigation is prohibited. Where police do not provide express instruction either way, it is the responsibility of the principal to seek timely clarity and direction from police.

5.2. Where police do not permit the principal to conduct a parallel or concurrent investigation, then the principal (or designate) shall record the name and badge number of the police officer who gave the instruction, as well as the date and time the instruction was received.

5.3. The principal (or designate) shall not resume the investigation until they receive clearance from police to do so. The principal shall maintain regular contact with police to follow-up on police direction, as outlined in 6.2(a) below.

5.4. Once the principal is told by police that a parallel or concurrent investigation is prohibited, the principal shall immediately advise their Family of Schools Superintendent of this prohibition.

5.5. Once the principal advises their superintendent of the prohibition of any parallel or concurrent investigation, the superintendent shall consult with the Associate Director of Education – Instructional to determine whether a Police Exclusion should be issued. The superintendent will then advise the school principal regarding next steps, as appropriate to either of the following scenarios:

a) Where it is determined that the police investigation will be completed quickly, the principal will be advised to proceed with the normal processes under the *Education Act* and DPCDSB policies and procedures.

b) Where it is determined that the police investigation will not be completed quickly, the principal will be advised to proceed with a Police Exclusion and will be directed to complete GF 417 – Exclusion Pending Police Investigation Information Letter.

6. ISSUING AN EXCLUSION

6.1. Where the principal has been advised to issue a Police Exclusion, the following steps shall be completed:

a) The principal (or designate) shall immediately advise parent/guardian (or adult student or student aged 16 or 17 years and who has withdrawn from parental control) of the Police Exclusion and the associated conditions.

b) The student receiving the Police Exclusion shall be sent home immediately, with a completed GF 417 – Exclusion Pending Police Investigation Information Letter to follow within 24 hours.

c) The principal shall complete the GF 417 – Exclusion Pending Police Investigation Information Letter and shall forward it to their Family of Schools Superintendent for review.

d) The Family of Schools Superintendent shall review and forward the completed GF 417 – Exclusion Pending Police Investigation Information Letter to the Associate Director of Education – Instructional and DPCDSB's Legal Counsel for further review.

e) Once the completed GF 417 – Exclusion Pending Police Investigation Information Letter is approved and finalized, the principal shall send the signed GF 417 – Exclusion Pending Police Investigation Information Letter home to parent/guardian (or adult student or student aged 16 or 17 years and who has withdrawn from parental control), via courier delivery and via email, within 24 hours (or as soon as is reasonably possible) of sending the student home.

6.2. Upon issuing the Police Exclusion, the principal will have the following ongoing obligations:

a) **Contact with Police:** The school principal must initiate regular and consistent follow up with police to ascertain when the principal is permitted by police to conduct a school investigation. Once police clear the principal to conduct a school investigation, the principal has two (2) school days to begin next steps (outlined below, Sections 7 and 8).

b) **Continuation of Learning Resources:** The school is mandated to continue to provide access to education via work packages (and appropriate textbooks/reference materials).

i) The principal shall coordinate with the student's teacher(s) to organize work (i.e., continuation of learning resources).

ii) Continuation of learning resources shall be prepared in a timely fashion and shall be provided either electronically or couriered, by preference of the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control).

iii) Resources shall be provided a minimum of one-to-two times per week.

iv) The principal shall make arrangements to have completed work returned for assessment.

v) The principal shall keep a log documenting work resources (for example: what was sent home, when it was couriered/emailed, frequency, arrangements to return for marking, etc.).

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c) **Communication with Parent/Guardian or Adult Student/Student Aged 16 or 17 and Who Has Withdrawn from Parental Control:** The principal (or designate) shall have an ongoing duty to maintain two-way communication with the parent/guardian or adult student/student aged 16 or 17 and who has withdrawn from parental control regarding the status of the Police Exclusion and the conditions outlined in GF 417 – Exclusion Pending Police Investigation Information Letter.

d) **Communication with Family of Schools Superintendent:** The principal (or designate) shall have an ongoing duty to maintain two-way communication with the Family of Schools Superintendent to provide regular updates.

e) **Attendance Tracking:** Further to the direction of the Ministry of Education (MOE), a student on Police Exclusion shall be marked as "G days" for attendance purposes for as long as the student remains on Police Exclusion.

f) **MOE Auditing Requirements:** In order to comply with MOE auditing requirements, the principal (or designate) is required to maintain an ongoing log of the following information:

- Student's full name and Ontario Education Number;
- Start and end dates of Police Exclusion;
- Record of ongoing communication between home and school (i.e., emails, notes of all phone conversations/interactions with parent/guardian, eventual meetings, etc.); and
- Record of any consultation/interaction with DPCDSB staff (i.e., Family of Schools Superintendent, Superintendent Responsible for Safe Schools, Legal, Social Work, Occupational Health and Safety, etc.).

7. COMPLETING THE CONDITIONS OF EXCLUSION

7.1. Once police clear a principal to conduct a school investigation (which may be a concurrent investigation or a consecutive investigation), Condition 1 of GF 417 – Exclusion Pending Police Investigation Information Letter has been met.

7.2. At the same time, the principal shall seek additional information from police (where police are able to share) regarding the excluded student's risk to the school community. This consultation shall satisfy Condition 2 of the GF 417 – Exclusion Pending Police Investigation Information Letter.

7.3. The principal shall then immediately contact the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) to advise them of the completion of the first two conditions, and to invite the parent/guardian and student (or the adult student/student aged 16 or 17 and who has withdrawn from parental control) to the school to have the student give a statement as soon as possible.

7.4. Upon interviewing the student, the principal then has two (2) school days to complete Condition 3 of GF 417 – Exclusion Pending Police Investigation Information Letter, by completing a preliminary investigation, defining the offence, and determining whether or not discipline is reasonable and warranted.

7.5. By the end of the second school day, the principal must make a decision with regard to lifting the Police Exclusion and appropriate next steps. If the student refuses to participate in an interview or give a statement, the principal still must make a decision.

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8. LIFTING THE EXCLUSION

8.1. A Police Exclusion can be lifted one of two ways:

a) All three (3) conditions (see 4.4, above) are met, the excluded student has participated in the preliminary investigation process, and the principal is satisfied that no formal discipline is required. In this case, the principal shall lift the Police Exclusion and advise the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) that the student can return to school. Such return may include appropriate supports/interventions (if applicable); or

b) All three (3) conditions (see 4.4, above) are met, the excluded student has participated in the preliminary investigation process, and the principal believes that progressive discipline is warranted and reasonable and/or required under the *Education Act* and DPCDSB policies and procedures. In this case, the principal will issue progressive discipline as appropriate (alternative to suspension, suspension under s.306 of the *Education Act*, or suspension pending possible expulsion under s.310 of the *Education Act*). Where discipline is issued under the *Education Act*, it will be done in the normal course and according to the normal timelines required by legislation and by DPCDSB policies and procedures. The discipline start date is not "backdated" to the date of the Police Exclusion, but instead is effective after the Police Exclusion is lifted, as of the date discipline is issued.

8.2. In either scenario above, the principal shall consult with the Family of Schools Superintendent, and then promptly notify the parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) of the decision, and resultant next steps.

9. EXCLUSION PENDING COMPLETION OF A POLICE INVESTIGATION APPEAL PROCESS

9.1. As per section 265(1)(m) of the *Education Act*, an exclusion is subject to an appeal to the Board of Trustees. A parent/guardian (or adult student/student aged 16 or 17 and who has withdrawn from parental control) will have three school days after receiving written notification (via courier or hand-delivery) of the Police Exclusion to file an appeal, in accordance with the procedures outlined in section 9 of this GAP.

9.2. Police Exclusion Appeal Procedures – Elementary and Secondary

9.2.1. A parent/guardian (or an adult student/student who is 16 or 17 years old and has withdrawn from parental control) shall have the right to file an appeal of the Police Exclusion.

9.2.2. Within three (3) school days of receiving written notice via courier (or hand-delivery) that a Police Exclusion has been issued, the entitled party (as per 9.2.1 above) must file an appeal, in writing, using GF 418 – Notification of Intent to Appeal a Police Exclusion and by sending this GF to the Superintendent Responsible for Safe Schools.

9.2.3. Upon receipt of the completed GF 418 – Notification of Intent to Appeal a Police Exclusion, the Superintendent Responsible for Safe Schools will contact the Chair of the Board of Trustees to request that a Special Board Meeting be convened to hold the Police Exclusion Appeal Hearing.

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9.2.4. The Chair, in consultation with the Director of Education, shall schedule and hold the Police Exclusion Appeal Hearing within seven (7) school days of receipt of the completed GF 418 – Notification of Intent to Appeal a Police Exclusion.

9.2.5. The appeal shall be heard by a quorum of the Board of Trustees, as determined in accordance with DPCDSB's Procedural By-law.

9.2.6. The Police Exclusion Appeal Hearing will conform to the Police Exclusion Appeal Hearing Guidelines (below, Section 9.3).

9.2.7. Upon completion of the Police Exclusion Appeal Hearing, the Board of Trustees will have three (3) school days to issue a written decision. In making its decision, the Board of Trustees will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures. The decision of the Board of Trustees is final and is not subject to any further appeal. The Board of Trustees can make only one of the following decisions:

a) Uphold the principal's decision to impose a Police Exclusion; or

b) Overturn the principal's decision to impose a Police Exclusion.

9.2.8. If the Board of Trustees upholds the Police Exclusion, the Police Exclusion process, as outlined in this GAP, shall continue. If the Board of Trustees overturns the Police Exclusion, the student shall return to their original school, with additional supports, safety plan(s), and interventions, as determined by the principal in consultation with the Family of Schools Superintendent.

9.2.9. The *Statutory Powers Procedure Act* applies to a Police Exclusion Appeal Hearing.

9.3. Police Exclusion Appeal Hearing Guidelines

9.3.1. The following is a guideline regarding the rules of procedure for an appeal of a Police Exclusion:

a) The Police Exclusion Appeal Hearing shall be held in accordance with these Guidelines.

b) Police Exclusion Appeal Hearings shall be scheduled by the Superintendent Responsible for Safe Schools, the Chair of the Board of Trustees, and the Director of Education.

c) A Police Exclusion Appeal will be heard by a quorum of the Board of Trustees. The Trustees will hear and determine the Appeal, as further outlined below.

d) An "adult student" is a student who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.

e) A Police Exclusion Appeal may be appealed by an adult student or the parent/guardian of the student who has been issued a Police Exclusion.

f) Parties to a Police Exclusion Appeal Hearing shall include the following:

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i) The parent/guardian of a student under the age of 18;
ii) An adult student, if involved;
iii) The school principal/administration team.

g) The student who has been issued a Police Exclusion has the right to be present at the Police Exclusion Appeal Hearing and to make a statement on their own behalf, even if the student is not a party.

h) Every party has a right to representation by legal counsel or an agent at the Police Exclusion Appeal Hearing. If a party chooses to bring representation, they must advise the other parties and the Superintendent Responsible for Safe School, a minimum of 48 hours before the Police Exclusion Appeal Hearing. The Board of Trustees also has a right to representation by legal counsel.

i) Each party will attend the Police Exclusion Appeal Hearing with copies of any documentation on which they intend to rely.

j) When the Trustees hear an appeal of the decision to issue a student a Police Exclusion, the parent/guardian or adult student will proceed first in the presentation of evidence and submissions, and the principal/administrative team will proceed second.

k) The order of proceedings shall be as follows:

i) Five-minute introduction of the parties and the Trustees, with discussion on the issues to be addressed by the Trustees;
ii) Ten-minute presentation by the parent/guardian or adult student (or counsel/agent) in presenting evidence and submissions on behalf of the student;
iii) Ten-minute presentation by the principal/administrative team (or counsel) in presenting evidence and submissions on behalf of the school; and
iv) The Board of Trustees will have the opportunity to ask questions of clarification for approximately ten minutes.

l) Upon completion of the Police Exclusion Appeal Hearing, the Board of Trustees will have three (3) school days to issue a written decision. In making its decision, the Trustees will consider the representations made by the parties, as well as all relevant DPCDSB policies and procedures.

m) The Board of Trustees can make only one of the following decisions:

i) Uphold the principal's decision to impose a Police Exclusion; or
ii) Overturn the principal's decision to impose a Police Exclusion.

n) A copy of the Board of Trustees' written decision shall be sent to all parties to the proceeding who took part in the Police Exclusion Appeal Hearing, at their respective addresses last known to DPCDSB.

o) The decision of the Board of Trustees is final and is not subject to any further appeal.

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Dufferin-Peel
Catholic District
School Board

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 3

REVISED POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS

1. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *REVISED POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS*, AS AMENDED.**

Regular Board Meeting
January 28, 2025
REVISED POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS
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 revised, at the January meeting of the Board By-Law/Policies Review Committee, its policies and procedures related to student dress code expectations and uniforms. This report discusses the amendment staff made at the request of the Board of Trustees.

DISCUSSION

Dress code expectations and uniform requirements are captured in DPCDSB's *Policy 7.19: Dress Code and School Uniforms*, and in the companion General Administrative Procedures (GAP), *GAP 504.01 – Secondary School Uniforms*, *GAP 504.02 – Elementary School Uniforms*, and *GAP 504.03 – Dress Code Expectations for Students*. Staff amended GAP 504.02, at the request of several Trustees, to include more specific timelines for schools interested in exploring the feasibility and implementation of an elementary uniform (either a standard colour scheme or a uniform with set items with school name, logo, and/or insignia).

Additionally, during the January Board By-Law/Policies Review Committee Meeting, an amendment to GAP 504.03 was introduced to indicate that, in non-uniform settings, students are to dress in a manner that ensures that the top of the shoulders to the mid-thigh are covered. Staff also included this revision in Policy 7.19. No changes were made to GAP 504.01 nor GAP 504.02.

CONCLUSION

Staff amended *Policy 7.19: Dress Code and School Uniforms* and GAP 504.03 to include language regarding non-uniform dress code expecations. Policy 7.19 was updated for consistency.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

> ***1)*** **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *REVISED POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS*, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher – Policy, Strategy, Research, Safe Schools
Max Vecchiarino, Executive 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:	**7.19**
SUBJECT:	**Dress Code and School Uniforms**
REFERENCE:	**General Administrative Procedures (GAP):** 504.01 – Secondary School Uniforms 504.02 – Elementary School Uniforms 504.03 – Dress Code Expectations for Students
EFFECTIVE DATE:	July 23, 1991
AMENDED DATE:	July 24, 2001; April 27, 2004; January 22, 2013; May 26, 2015; February 19, 2019; June 18, 2024; January TBD, 20254

"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

1. To support the dignity of the human person, dress codes and uniforms shall be developed and implemented with every student in mind to create barrier-free environments and to promote access, to the fullest extent possible. The standard design and application of the student dress code and uniforms shall be flexible enough to account for the diversity, accessibility, safety, and dignity of all students, thus minimizing the need for individual accommodation requests to ensure inclusivity.

2. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting a safe, caring, and inclusive learning environment focused on well-being, cultivation of a sense of belonging, and student achievement in all schools.

3. This policy and its associated General Administrative Procedures (GAP) *504.01 – Secondary School Uniforms*, *GAP 504.02 – Elementary School Uniforms*, and *GAP 504.03 – Dress Code Expectations for Students*, articulate expectations regarding (a) local school uniforms for students and (b) dress code for students, as appropriate. All DPCDSB schools shall adopt and communicate these expectations to students, staff, and parents/guardians, as appropriate.

4. "Dress code expectations" in elementary schools refers to the standard of student dress. The expectations for student dress shall be consistent with this policy and *GAP 504.03 – Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.

5. "Dress code expectations" in secondary schools refers to the standard of student dress for such non-uniform events as civvies days, retreats, excursions, sporting events, etc. The expectations for dress code shall be consistent with this policy and *GAP 504.03 – Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.

~~7.~~6. DPCDSB has updated expected practices regarding dress code expectations and school uniforms to ensure that they are equitable and inclusive and do not impact Black students negatively. It is imperative that all staff recognize and address harmful practices. Throughout systems of education anti-Black racism has factored into decision making and may take on many forms, including the use of dress code restrictions, such as do-rag bans, to limit self and cultural expression of Black students.[1] It is important to note that there is not one definitive opinion regarding the wearing of do-rags within Black communities and as such the decision will be left to the parents/guardians to decide what is acceptable.

~~8.~~7. DPCDSB is committed to creating equitable and inclusive environments free from oppression. The following points support such environments:

a) religious and/or cultural head coverings (e.g., dastar, do-rag, hijab, kippah, patka) are permitted under this policy and its associated GAPs;
b) where a school has a consistent school uniform, with specified articles of clothing bearing school name, crest, logo, and/or insignia, gender-neutral options shall be required;
c) all school uniforms shall require dark coloured bottoms;
d) dark coloured shirts and sweaters are recommended for all uniforms;
e) in all non-uniform settings, students shall be dressed in a manner which ensures that the top of the~~ir torso and upper legs,~~shoulders to mid-thigh~~,~~ are not exposed.

~~9.~~*8.* "School uniform" refers to a uniform established as per *GAP 504.01 – Secondary School Uniforms* or *GAP 504.02 – Elementary School Uniforms*, as applicable to school type.

~~10.~~9. As per *GAP 504.02 – Elementary School Uniforms*, elementary schools may adopt a school uniform policy for students only if such policy is supported by at least 60% of the families registered at the school. Once established, the uniform shall be mandatory. An elementary school community shall not be surveyed regarding school uniform consideration more than once every ~~5~~ four years.

~~11.~~10. All secondary schools shall adopt a mandatory school uniform as per this policy and *GAP 504.01 – Secondary School Uniforms*.

~~12.~~11. Student infractions of, or non-compliance with, this policy and its associated GAPs shall result in progressive discipline consequences up to and including suspension as outlined in the *Catholic Code of Conduct*.

~~13.~~12. The principal and/or designate has the discretion to consider the extent of the application of the dress code and uniform expectations for some students based on differing abilities and/or other mitigating circumstances. The principal and/or designate shall make these considerations based on knowing the learner.

[1] Ontario College of Teachers. (n.d.). "Professional Advisory on Anti-Black Racism". p. 4. https://www.oct.ca/resources/advisories/anti-black-racism

Dufferin-Peel Catholic District School Board

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD POLICY	
POLICY NUMBER:	**7.19**
SUBJECT:	**Dress Code and School Uniforms**
REFERENCE:	**General Administrative Procedures (GAP):** 504.01 – Secondary School Uniforms 504.02 – Elementary School Uniforms 504.03 – Dress Code Expectations for Students
EFFECTIVE DATE:	July 23, 1991
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"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…"
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1. To support the dignity of the human person, dress codes and uniforms shall be developed and implemented with every student in mind to create barrier-free environments and to promote access, to the fullest extent possible. The standard design and application of the student dress code and uniforms shall be flexible enough to account for the diversity, accessibility, safety, and dignity of all students, thus minimizing the need for individual accommodation requests to ensure inclusivity.

2. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting a safe, caring, and inclusive learning environment focused on well-being, cultivation of a sense of belonging, and student achievement in all schools.

3. This policy and its associated General Administrative Procedures (GAP) *504.01 – Secondary School Uniforms*, *GAP 504.02 – Elementary School Uniforms*, and *GAP 504.03 – Dress Code Expectations for Students*, articulate expectations regarding (a) local school uniforms for students and (b) dress code for students, as appropriate. All DPCDSB schools shall adopt and communicate these expectations to students, staff, and parents/guardians, as appropriate.

4. "Dress code expectations" in elementary schools refers to the standard of student dress. The expectations for student dress shall be consistent with this policy and *GAP 504.03 – Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.

5. "Dress code expectations" in secondary schools refers to the standard of student dress for such non-uniform events as civvies days, retreats, excursions, sporting events, etc. The expectations for dress code shall be consistent with this policy and *GAP 504.03 – Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.

6. DPCDSB has updated expected practices regarding dress code expectations and school uniforms to ensure that they are equitable and inclusive and do not impact Black students negatively. It is imperative that all staff recognize and address harmful practices. Throughout systems of education anti-Black racism has factored into decision making and may take on many forms, including the use of dress code restrictions, such as do-rag bans, to limit self and cultural expression of Black students.[1] It is important to note that there is not one definitive opinion regarding the wearing of do-rags within Black communities and as such the decision will be left to the parents/guardians to decide what is acceptable.

7. DPCDSB is committed to creating equitable and inclusive environments free from oppression. The following points support such environments:

    a) religious and/or cultural head coverings (e.g., dastar, do-rag, hijab, kippah, patka) are permitted under this policy and its associated GAPs;
    b) where a school has a consistent school uniform, with specified articles of clothing bearing school name, crest, logo, and/or insignia, gender-neutral options shall be required;
    c) all school uniforms shall require dark coloured bottoms;
    d) dark coloured shirts and sweaters are recommended for all uniforms;
    e) in all non-uniform settings, students shall be dressed in a manner which ensures that the top of the shoulders to mid-thigh are not exposed.

8. "School uniform" refers to a uniform established as per *GAP 504.01 – Secondary School Uniforms* or *GAP 504.02 – Elementary School Uniforms*, as applicable to school type.

9. As per *GAP 504.02 – Elementary School Uniforms*, elementary schools may adopt a school uniform policy for students only if such policy is supported by at least 60% of the families registered at the school. Once established, the uniform shall be mandatory. An elementary school community shall not be surveyed regarding school uniform consideration more than once every four years.

10. All secondary schools shall adopt a mandatory school uniform as per this policy and *GAP 504.01 – Secondary School Uniforms*.

11. Student infractions of, or non-compliance with, this policy and its associated GAPs shall result in progressive discipline consequences up to and including suspension as outlined in the *Catholic Code of Conduct*.

12. The principal and/or designate has the discretion to consider the extent of the application of the dress code and uniform expectations for some students based on differing abilities and/or other mitigating circumstances. The principal and/or designate shall make these considerations based on knowing the learner.

[1] Ontario College of Teachers. (n.d.). "Professional Advisory on Anti-Black Racism". p. 4. https://www.oct.ca/resources/advisories/anti-black-racism

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	**500 School Organization and Management**
GAP NUMBER:	**504.03**
SUBJECT:	**Dress Code Expectations for Students**
REFERENCE:	**Policies:** Policy 7.19: Dress Code and School Uniforms; Policy 9.01: Catholic Code of Conduct Policy 12.00: Equitable and Inclusive Education **General Administrative Procedures (GAP):** 530.00 – Catholic Code of Conduct
EFFECTIVE DATE:	September 1, 2001
AMENDED DATE:	April 8, 2013; May 11, 2015; February 2019; June 18, 2024; January TBD, 2025

"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

1. INTRODUCTION

1.1. To support the dignity of the human person, dress codes and uniforms shall be developed and implemented with every student in mind to create barrier-free environments and to promote access, to the fullest extent possible. The standard design and application of the student dress code and uniforms shall be flexible enough to account for the diversity, accessibility, safety, and dignity of all students, thus minimizing the need for individual accommodation requests to ensure inclusivity.

1.2. All schools within the Dufferin-Peel Catholic District School Board (DPCDSB) shall adopt and communicate a consistent dress code.

1.3. "Dress Code Expectations" in elementary schools refers to the standard of student dress consistent with *Policy 7.19: Dress Code Expectations and School Uniforms* and this General Administrative Procedure (GAP), as well as with the *Education Act* and its Regulations.

1.4. "Dress Code Expectations " in secondary schools refers to the standard of student dress for such non-uniform events as civvies days, retreats, excursions, sporting events, etc. The dress code shall be consistent with *Policy 7.19: Dress Code Expectations and School Uniforms* and this GAP, as well as with the *Education Act* and its Regulations.

2. DRESS CODE GUIDELINES

2.1. A dress code refers to the standard of student dress which is respectful of the dignity of the human person and inclusive. In lieu of a prescriptive list, schools are reminded to communicate guidelines that ensure students are dressed in a manner which ensures that ~~their torso and upper~~the top of the shoulders ~~legs,~~ to the mid-thigh~~,~~ are not exposed.

2.2. When administrators need to address issues related to 2.1, they shall consult with family of schools superintendents for guidance, as appropriate.

2.3. The DPCDSB dress code will exclude any garments with messages containing or portraying any offensive and/or inappropriate content. Members of the DPCDSB community will not be permitted to wear attire that promotes:

a) hate,
b) discrimination,
c) illegal activity,
d) profanity,
e) violence,
f) political language,
g) threats to health and safety,
h) or content that contravenes the *Ontario Human Rights Code*.

2.4. When administrators need to address attire with prohibited images or messages as outlined in 2.3, they shall contact family of schools superintendents for guidance, as appropriate.

2.5. DPCDSB recognizes that, throughout systems of education, anti-Black racism has factored into decision making and may take on many forms such as "attempting to limit self and cultural expression of Black students through restrictive dress codes…".[1]

2.6. It is important to note that there is not one definitive opinion regarding the do-rag within Black communities and as such the decision will be left to the parents/guardians to decide what is acceptable.

2.7. As per *Policy 12.00: Equity and Inclusive Education*, DPCDSB is committed to creating equitable and inclusive schools that include addressing racism, anti-Black racism, and other forms of oppression. Therefore, religious and/or cultural head coverings (do-rag/bonnet/head scarf, hijab, kippah, dastar, patka) are permitted under the dress code.

a) Students wearing religious and/or cultural head coverings shall not be sent to the office, nor be subject to disciplinary action.
b) Students wearing religious and/or cultural head coverings shall not be requested to remove them in in-person or virtual spaces.

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2.8. The principal and/or designate has the discretion to determine whether a student is in violation of the dress code. Student infractions of, or non-compliance with, the dress code expectations shall result in progressive discipline consequences up to and including suspension as outlined in the *Catholic Code of Conduct*.

2.9. The principal and/or designate has the discretion to consider the extent of the application of the dress code expectations for some students based on differing abilities and/or other mitigating circumstances. The principal and/or designate make these considerations based on knowing the learner.

3. IMPLEMENTATION AND COMMUNICATION

3.1. DPCDSB schools shall communicate their dress code annually to their school community and staff through the following, as appropriate to audience:

a) email messages,
b) school website posts,
c) print communication (where parents/guardians have not provided an email contact),
d) Catholic School Council,
e) student assemblies,
f) parent/guardian/teacher information nights,
g) automated phone messaging system,
h) school newsletters,
i) staff meetings and communications,
j) other relevant communication materials for students, staff, and parents/guardians.

3.2. Principals shall review the school's dress code once every five years, or as appropriate, in consultation with their family of schools superintendent, the area Trustee(s), the Catholic School Council, Student Council, other relevant student groups and school staff.

3.3. As outlined in *GAP 530.00 – Catholic Code of Conduct*, student compliance with the school's dress code is mandatory.

Dufferin-Peel Catholic District School Board

GAP
GENERAL ADMINISTRATIVE PROCEDURE

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