

AGENDA

Regular Board Meeting

Tuesday, October 22, 2024, 7:00 P.M.

Boardroom, Catholic Education Centre

***Mission:** Disciples of Christ, nurturing mind, body, and soul to the fullness of life.*

***Vision:** Changing the world through Catholic education.*

Pages

A. Routine Matters

1. Call to Order and Attendance
2. National Anthem
3. Opening Prayer 3
4. Land Acknowledgment
5. Approval of Agenda
6. Declaration of Interest
7. Approval of the Minutes of the Regular Board Meeting, September 24, 2024 7
 - a. Business Arising from the Minutes - Attached. 22

B. Pastor's Remarks: Video Presentation by Monsignor Shiels

C. Awards and Presentations

D. Delegations

E. Reports from Trustees for Receipt

1. Regular Reports
 - a. Ontario Catholic School Trustees' Association Report
 - b. Student Voice Report
 - c. Good News Report 23
2. Chair's Year End Address - Chair of the Board Luz del Rosario

F. Updates/Information/Reports from Committees for Receipt

1. Receipt of the Minutes of the Faith and Program Committee Meeting, May 14, 2024 26
2. Receipt of the Minutes of the Special Education Advisory Committee Meeting, September 25, 2024 33
3. Receipt of the Minutes of the Board By-Law/Policies Review Committee Meeting, June 4, 2024 38
4. Receipt of the Minutes of the Mississauga School Traffic Safety Action Committee Meeting, June 26, 2024 45

G. Updates/Information/Reports from Administration for Receipt

1.	Response to OCSTA 2025-2026 Education Funding Feedback - Executive Superintendent Cherepacha	55
H.	Updates/Information/Reports from Administration Requiring Action	
1.	Revised Policy 24.00: Access to Elementary Regional Programs of Choice - Superintendent Murphy	71
2.	Revised Policy 6.90: Tax Support - Executive Superintendent Cherepacha	104
3.	Revised Policy 9.03: Progressive Discipline - Superintendent Odo	109
4.	Motions Recommended by the Board By-Law/Policies Review Committee, October 15, 2024	170
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 See In Camera Agenda	
M.	Report from the In Camera Meeting of the Committee of the Whole	
N.	Future Meetings	
	November 19, 2024 Organizational Meeting	
	November 26, 2024	
	December 10, 2024	
	January 28, 2025	
	February 25, 2025	
	March 25, 2025	
	April 29, 2025	
	May 27, 2025	
	June 17, 2025	
O.	Adjournment	

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

October
Litany of Mary of Nazareth

Glory to you, God of our Creator ... Breathe into us new life, new meaning.

Glory to you, God our Savior ... Lead us in the way of peace and justice.

Glory to you, God, healing Spirit ... Transform us to empower others.

Mary, wellspring of peace Be our guide,

Model of strength

Model of gentleness

Model of trust

Model of courage

Model of patience

Model of risk

Model of openness

Model of perseverance

Woman of mercy Empower us.

Woman of faith

Woman of contemplation

Woman of vision

Woman of wisdom and understanding

Woman of grace and truth

Woman, pregnant with hope

Woman, centered in God

Mary, Queen of Peace, we entrust our lives to you.

Shelter us from war, hatred, and oppression.

Teach us to live in peace, to educate ourselves for peace.

Inspire us to act justly, to revere all God has made.

Root peace firmly in our hearts and in our world.

Amen.

Mary, Queen of Peace, pray for us.

Remembering Our Deceased October 2024

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

- **Benjamin Nwanoodi**, Grade 7 student at St. Charles Garnier Catholic Elementary School (CES).

Staff/Former Staff/Trustees/Former Trustees

- **Greg Kelly**, retired elementary principal, father of Ryan Kelly, vice-principal, St. Lucy CES, brother of Jerome Kelly, retired principal, Mary Fix CES, father-in-law of Amanda Kelly, teacher, and brother-in-law to the late Catherine Licastro, retired teacher at Father Daniel Zanon CES, brother-in-law of Heather Kelly, retired teacher, St. Richard CEC, uncle of Devon Osborne, teacher, Metropolitan Andrei CES, and uncle of Julia Kelly, teacher, Iona Catholic Secondary School (CSS).

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

- **Krzysztof Kozak**, brother-in-law of Marek Koloszyk, teacher, St. Aloysius Gonzaga CSS.
- **Marion McClennon**, mother-in-law of Sarah McClennon, educational resource worker (ERW), Blessed Michael J. McGivney CES.
- **Rocco Canestraro**, father of Sabrina Canestraro-Tanti, teacher, Our Lady of Fatima CES, and great uncle of Carrie-Ann Canestraro, teacher, Pope John Paul CES.
- **Elvira Severino**, grandmother of Michael Goncalves, teacher, St. Roch CSS, and Melissa Goncalves, teacher, Lester B. Pearson CES.
- **Donato Apolito**, father-in-law of Morena Apolito, ERW, St. Faustina CES.
- **Rosanna Wilson**, mother of Melissa Wilson, teacher, St. Rita CES.
- **Messias Lima**, father-in-law of Janette Lima, head secretary, St. Maria Goretti CES.
- **Daphne Rumbolt Araujo**, sister-in-law of Mirtha Guerrero, dedicated early childhood educator (DECE), Corpus Christi CES.
- **Pietro Milani**, father of Carmen Condotta, retired teacher, and grandfather to Alissa Condotta, LTO, Robert F. Hall CSS, and Michael Condotta, consultant, Program department.
- **Marianna Pugliese**, mother of Vince Pugliese, principal, Corpus Christi CES.
- **Domenica Barone**, grandmother of Maria Locantore, teacher, St. John the Baptist CES.
- **Jean Parker**, grandmother of John Galbraith, teacher, Our Lady of Mercy CES.
- **Dr. Peter Lindsay**, father-in-law of Catherine Lindsay, vice-principal, St. Michael CSS.
- **Victor Warrick Hammond**, father of Debbie Hammond, ERW, St. Alfred CES.
- **Colleen Lawson**, mother of Rebecca Valentine, teacher, Mary Fix CES, and mother of Joanna Lawson, teacher, St. Sebastian CES.
- **Sofia Mlinaric**, mother-in-law of Georgina Kuchan, head secretary, Philip Pocock CSS.
- **Ann Adamson**, daughter of Ken Adamson, former Chair of the Board of Trustees, sister-in-law to Annie Adamson, guidance secretary, Cardinal Leger CSS, and aunt of Shae Adamson, teacher, Philip Pocock CSS.
- **Filomeno Del Gobbo**, father-in-law of Sabrina Del Gobbo, head secretary, Blessed Michael J. McGivney CES, and grandfather of Lisa Del Gobbo, teacher, St. Marcellinus CSS.

- **Marjorie Chambilomatis**, mother of Diane Chambilomatis, teacher, St. Thomas Aquinas CSS.
- **Domenico Gimondo**, father of Imma Vitale, teacher, St. Stephen CES, and father-in-law of James Vitale, vice-principal, Robert F. Hall CSS
- **Francesco Cirillo**, father-in-law of Frank Dragonetti, teacher, St. Michael CSS.
- **Franco Oliveri**, uncle of Maria Vitale, retired vice-principal, St. Anne CES, and uncle of Antonella Oliveri-Mifsud, teacher, Good Shepherd CES, great uncle of Gianluca Vitale, teacher, Notre Dame CSS, and Alessia Vitale, emergency instructor, Good Shepherd CES, and great uncle-in-law of Alexandria Vitale, long term occasional (LTO) teacher at Mount Carmel CSS.
- **Carla Brovold**, mother of Tricia Presta, teacher, St. Marcellinus CSS.

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

RECOMMENDATION TO THE BOARD

REPORT NUMBER A 7

**APPROVAL OF THE MINUTES OF
THE REGULAR BOARD MEETING,
SEPTEMBER 24, 2024**

1. **THAT THE MINUTES OF THE REGULAR BOARD MEETING, SEPTEMBER 24, 2024, BE APPROVED.**

MINUTES

Regular Board Meeting

**Tuesday, September 24, 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
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Absent:	Mario Pascucci	Trustee
	Herman Vioria	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
	Jodi Kuran	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
	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

Student Trustee Raheem White and Indigenous Student Trustee Bailey Clyne led the Opening Prayers.

4. Land Acknowledgment - Student Trustee Jia Sharma

5. Approval of Agenda

Motion 1285 (24-09-24)

Moved by Darryl D'Souza

Seconded by Shawn Xaviour

THAT THE BOARD OF TRUSTEES APPROVE THE ADDITION OF IN CAMERA ITEM L5b.

CARRIED

Motion 1286 (24-09-24)

Moved by Anisha Thomas

Seconded by Brea Corbet

THAT THE AGENDA BE APPROVED, AS AMENDED.

CARRIED

6. Declaration of Interest

The following trustees declared an interest in agenda items: L5a.

1. Trustee Bruno Iannicca—family members belong to OECTA and CUPE 2026

2. Trustee Stefano Pascucci—family member belongs to OECTA

Motion 1287 (24-09-24)

Moved by Darryl D'Souza

Seconded by Shawn Xaviour

THAT THE DECLARED INTEREST ITEM L5b. BE MOVED TO AGENDA ITEM L8.

CARRIED

7. Approval of the Minutes of the Regular Board Meeting, August 27, 2024

Motion 1288 (24-09-24)

Moved by Thomas Thomas

Seconded by Bruno Iannicca

THAT THE MINUTES OF THE REGULAR BOARD MEETING, AUGUST 27, 2024, BE APPROVED.

CARRIED

a. Business Arising from the Minutes - Attached.

B. Pastor's Remarks: Video Presentation by Monsignor Shiels - Prayer

Chair Luz del Rosario asked Director Mazzorato to share our gratitude to Monsignor Shiels, his words on Prayer are a reminder of how important this is in our lives.

C. Awards and Presentations

1. Presentation: 2023-2024 St. Hildegard of Bingen Viriditas Stewardship and Sustainable Practices Award. Award Winner: Reagan Johnson, Designated Early Childhood Educator, St. James Catholic Global Learning Centre

Director Mazzorato presented the St. Hildegard of Bingen Viriditas Award. This award is presented annually in recognition of an individual within the Dufferin-Peel community for their leadership in improving and upholding the stewardship and sustainable practices championed within the Board. This year Reagan Johnson, a designated early childhood educator (DECE) at St. James Catholic Global Learning Centre is being recognized for her efforts.

Ms. Johnson has been St. James' ecoteam lead, led outdoor education workshops, assisted with the school's garden, led nature walks with students and brought Region of Peel composting to the school. Through her efforts, students are involved with Earth Scientists. For twelve years her vocation as a Catholic educator serving in this role as a DECE, Ms. Johnson has uplifted the importance of stewardship and sustainability. She collaborates with staff to incorporate outdoor education into the curriculum at every opportunity and has run workshops to support her colleagues in building their awareness and effort in prioritizing the environment. Her selfless dedication, respect and love for the gifts of nature have earned her the respect and admiration of her colleagues and more importantly the enthusiasm of her students in respecting our world. Ms. Johnson has also been recognized in 2023 as a recipient of a Certificate of Achievement from the Prime Minister's Awards for Excellence in Early Childhood Education. We congratulate and express our thanks in recognizing educator Reagan Johnson.

The assembly gave them a round of applause and photos were taken of Award Winner Reagan Johnson and the Board of Trustees.

2. Proclamation: Bus Driver Appreciation October 23, 2024

WHEREAS Student Transportation Services are an integral part of our operation at the Dufferin-Peel Catholic District School Board, and;

WHEREAS Our transportation consortium is the largest in Canada with over 1,400 school vehicles and over 5,500 individual bus runs and;

WHEREAS Our bus drivers do an outstanding job transporting approximately 60,000 students on behalf of Dufferin-Peel Catholic District School Board and Peel District School Board on a daily basis.

BE IT RESOLVED THAT

The Dufferin-Peel Catholic District School Board proclaims that October 23, 2024 be recognized and celebrated as Bus Driver Appreciation Day.

WHEREBY All Dufferin-Peel schools are encouraged, in an appropriate manner, to celebrate and thank their bus drivers for a job well done.

3. Proclamation: Empowering Women Day, October 7, 2024

WHEREAS “Women possess an inalienable dignity which comes to them immediately from God their Creator” (Catechism of the Catholic Church 369) and “God gives man and woman an equal personal dignity” (CCC 2334); and

WHEREAS Sacred scripture reminds us that as “God’s chosen ones, holy and beloved, clothe yourselves in compassion, kindness, humility, meekness and patience” (Colossians 3:12) and that compassion for all individuals remains among Canada’s foremost aspirations; and

WHEREAS Poverty and inequality disproportionately affect Canadian women, leaving them isolated and vulnerable; and

WHEREAS There is a wage gap between men and women in Canada and Canadian women face barriers in pursuing and completing post-secondary education and careers in the fields of science, technology, engineering and mathematics; and

WHEREAS Indigenous women, be they first nation, Metis or Inuit, are disproportionately affected by gender-based violence and sexual exploitation and face barriers with respect to equal access to education and employment, and representation in Canadian legislature councils; and

WHEREAS The parliament of Canada wishes to underscore the importance of celebrating and commemorating the notable achievements and advancements of Canadian women and addressing the challenges faced by Canadian women; and

WHEREAS “Only faith can embrace the mysterious ways of God’s almighty power. This faith glories in its weaknesses in order to draw to itself Christ’s power. The Virgin Mary is the supreme model of this faith, for she believed that “nothing will be impossible with God” and was able to magnify the Lord: “For He who is mighty has done great things for me, and holy is His name.” (CCC 273)

BE IT RESOLVED THAT

The Dufferin-Peel Catholic District School Board recognize that in each and every year, the first Monday in October is to be known as Empowering Women Day.

4. Proclamation: Fire Prevention Week October 6 to 12, 2024

WHEREAS The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to ensuring the safety and security of all students and staff; and

WHEREAS Fire is a serious public safety concern both locally and nationally; and

WHEREAS Fire safety education is a key element in promoting awareness among students and staff, allowing them to take personal steps to increase their safety from fire; and

WHEREAS Fire Prevention Week, which occurs annually, helps to raise public awareness of fire safety across Ontario;

THEREFORE, BE IT RESOLVED

That the Dufferin-Peel Catholic District School Board (DPCDSB) recognize and proclaim October 6 TO 12, 2024, as Fire Prevention Week in DPCDSB schools and facilities and that appropriate resources be shared with schools to assist in bringing greater awareness of the importance of fire prevention to students and staff.

Trustee Shawn Xaviour was asked by the City of Brampton and the City of Mississauga to promote the *Saved by the Beep* campaign. On September 28, all residents of Ontario are encouraged to test their smoke alarms. This is in response to 133 fire fatalities suffered in 2022 - the most in 20 years. In honour of the 50th Anniversary of the City of Brampton they are hoping to have 50,000 individuals test their smoke alarms and post on social media at #SavedByTheBeep.

D. Delegations and Presenters

1. Presenter: Jennifer Andrade, The Region of Peel, Transportation Operations, Bike Rack Program

1. Trustee Darryl D'Souza: Can you tell us how many schools in Dufferin-Peel have bike racks? And if you could provide the school names that would be appreciated.

Presenter Jennifer Andrade: I can provide you with the list of schools in DPCDSB that have bike racks, I will send it to Recorder Cindy Child. I can say there are approximately 125 bike racks issued to schools in your board. We have 14 more bike racks ready for delivery in November.

2. Trustee Bruno Iannicca: If a school has only a small need for bike racks, would you provide only 1 bike rack? On the other hand, if a school has three bike racks and could use additional racks, would you provide them?

Presenter Jennifer Andrade: We try not to turn down a request for bike racks. If only 5 or 6 students ride their bikes to school and a school lead is willing to apply for one, we

would deliver only one rack as requested. If a school has three racks but could use more because of ridership, we would like to provide the bike racks. We are trying to serve all schools, which may mean we will “wait list” the request due to supply availability.

3. Trustee Bruno Iannicca: Have any bike racks been taken or vandalized?

Presenter Jennifer Andrade: We have not had any reports of stolen or vandalized bike racks. Once installed they are very secure.

4. Trustee Brea Corbet: Thank you for the informative presentation, we are so pleased to hear that this program is still offered through the Region of Peel. Having bike racks available can help address barriers to increasing active transportation for families. Some schools have been putting fundraising dollars towards bike racks, which may be unnecessary now that we know this opportunity is provided through the Region of Peel. Can this information/application form be shared with all of our school administrators?

Director Mazzorato: We will share this information on the Director's webcast tomorrow.

Presenter Jennifer Andrade: Many educators already subscribe to our monthly publication *Teach Green*. You may wish to register at <https://www.peelregion.ca/business/educators/>. We appreciate any sharing of this information to your staff.

5. Trustee Brea Corbet: Is there a certain timeline for applying for the bike rack program?

Presenter Jennifer Andrade: Schools usually apply in the Fall and Spring. I provide updates regularly to those schools that have their applications in and are awaiting bike racks. We still have some bike racks available to deliver in November.

6. Trustee Bruno Iannicca commented that the presentation we have received in our agenda package will be shared with Catholic School Councils (CSC).

2. Delegation: Maeve Rocha, Campaign Life Coalition, National March for Life

Director Mazzorato advised that the delegate sent her regrets and advised that her speaking notes are part of the agenda package for trustees' review and consideration.

E. Reports from Trustees for Receipt

1. Regular Reports

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

Trustee Shawn Xaviour advised that the OCSTA Board of Directors met on September 14 and there are a few updates. We are pleased to announce that the OCSTA Short Video Contest for Grades 4 to 7 students will occur again this year. Executive Director Nick Milanetti and various members have met with local members of provincial parliament (MPP) to discuss local issues including Bill 98, Better Schools and Student Outcomes Act, 2023. Catholic Virtual Online (CVO) has many secondary courses for students and over the summer they have added 5 more secondary courses.

Trustee Luz del Rosario added that they have raised their concerns regarding trustee attendance in-person and virtually, with OCSTA for consideration.

b. Student Voice Report

Chair Luz del Rosario introduced the Student Trustees and highlighted that they were all wearing their Orange T-Shirts in recognition of September 30 *Every Child Matters* and this week, the week of Truth and Reconciliation.

Student Voice Report: Indigenous Student Trustee Bailey Clyne and Student Trustees Jia Sharma (North) and Raheem White (South) introduced themselves. Indigenous Student Trustee Bailey Clyne spoke in Anishinaabemowin.

Over the past two weeks, the Student Senate, in collaboration with our Mental Health and Well-Being Champions, facilitated well-being leadership training for over 460 elementary students from 116 schools! They were trained on gearing mental health activities and initiatives for their peers, as well as wellness promotion. Additionally, the secondary students shared their experiences on how to navigate their eventual secondary journey. We are happy to see the excellent work our elementary students have done. We are confident they are empowered to continue this great work in Secondary!

Last week, on September 17, we had the opportunity to attend the Ontario Catholic School Trustees' Association (OCSTA) Fall Regional Meeting at the Toronto Catholic District School Board (TCDSB) office. It reinforced to us the importance of Catholic identity. It is a reminder that it is crucial to keep Christ at the center of all our decisions, treating everyone with dignity and respect. We look forward to our students participating in the OCSTA Fall Short Video Contest, focusing on the theme of the scripture quote: "We must fan the flame of hope that has been given to us." It was a pleasure to have the opportunity to discuss and interact with a group of outstanding directors and trustees about collective topics.

We are looking forward to meeting with our Student Senate. We would like to begin with a virtual meeting that will introduce senate members to what the role entails and what it means to be a senator of DPCDSB. We will also ask them for feedback about the elementary conferences and what improvements can be made. We look forward to meeting with the Student Senate in person at the beginning of October at Silvercreek.

This week is Truth and Reconciliation Week, which recognizes the impact of residential schools on Indigenous people. During this week, we are all called to take the time to learn new things and unlearn some of the myths of colonial history in Canada.

Indigenous Student Trustee Bailey Clyne, leading up to Orange Shirt Day on September 30, all our schools will participate in events to spread awareness about residential schools and recognize survivors. Tomorrow, I will be speaking at an event for Truth and Reconciliation Week called *Illuminating Truths: Bridging Generations to Reconciliation*. This will feature many Indigenous dancers, singers, and speakers to celebrate Indigenous excellence and resilience. This event will be live streamed from

10:30 am to 12:30 pm. If you have the time, we invite and encourage everyone to watch.

1. Trustee Thomas Thomas: Extended congratulations to all three student trustees, as he had the honour of attending the OCSTA Fall meeting at the TCDSB along with Director Mazzorato. The student trustees participated and made DPCDSB proud.

c. Good News Report

The Good News Report was received, and trustees added items.

Trustee Brea Corbet

Mississauga Wards 9 & 10

St Albert of Jerusalem Catholic Elementary School (CES)

Under the leadership of Principal Williams, they have been selected to receive the Heritage Youth Award at the upcoming *The Credits*. An annual awards program to be held on November 7. *The Credits* recognizes heritage heroes who have made a lasting impact by preserving, protecting, and communicating Mississauga's heritage. This award specifically acknowledges projects or activities that have resulted in outstanding contributions to the promotion and celebration of heritage and whose actions have resulted in inspiring their peers to become involved in heritage. Congratulations on this award, and on the work of the school community that inspired the collection of five million pop tabs so a child could have a wheelchair. I extend my thanks to my trustee colleagues who also helped in these efforts.

Trustee Paula Dametto-Giovanazzi

Caledon/Dufferin Wards

I attended the Rosary Apostolate Gala dinner on Sunday evening with Director Mazzorato and Trustee Darryl D'Souza. This was a great fundraising success. I am pleased to be the Regional Director of the Rosary Apostolate for Caledon. We are reviving the program starting with Holy Family CES and hoping to expand to include the three other Catholic elementary schools in the area.

F. Updates/Information/Reports from Committees for Receipt

1. Receipt of the Minutes of the Administration and Finance Committee Meeting, June 11, 2024
2. Receipt of the Minutes of the Audit Committee Meeting, May 14, 2024
3. Receipt of the Minutes of the Special Education Advisory Committee Meeting, June 12, 2024
4. Receipt of the Minutes of the Contract and Negotiations Meeting, May 28, 2024

G. Updates/Information/Reports from Administration for Receipt

H. Updates/Information/Reports from Administration Requiring Action

1. Nomination for Membership on the Special Education Advisory Committee
Superintendent Papaloni summarized the report.

Motion 1289 (24-09-24)

Moved by Bruno Iannicca

Seconded by Paula Dametto-Giovannozzi

THAT THE NOMINATION OF EVA AKINSARA FOR MEMBERSHIP ON THE SPECIAL EDUCATION ADVISORY COMMITTEE, BE APPROVED.

CARRIED

2. Motions Recommended by the Administration and Finance Committee, September 10, 2024

Motion 1290 (24-09-24)

Moved by Bruno Iannicca

Seconded by Shawn Xaviour

1. **THAT THE BOARD OF TRUSTEES APPROVE THAT THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD RELEASE THE AGREEMENT OF PURCHASE AND SALE FOR THE BRAMPTON WEST #1 SITE WITH THE VENDOR.**
2. **THAT THE BOARD OF TRUSTEES APPROVE AND ENACT POLICY 5.11: STAFF MEDIA RELATIONS AND COMMUNICATIONS AS AMENDED.**
3. **THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT POLICY 41.00: TRUSTEE MEDIA RELATIONS AND COMMUNICATIONS.**

CARRIED

3. Motion Recommended by the Audit Committee, September 10, 2024

Motion 1291 (24-09-24)

Moved by Bruno Iannicca

Seconded by Thomas Thomas

THAT THE BOARD OF TRUSTEES APPROVE THE AUDIT SERVICE PLAN FOR THE YEAR ENDED AUGUST 31, 2024.

CARRIED

4. 2024-2025 OCSTA Membership Fee and Friends and Advocates of Catholic Education Levy

Motion 1292 (24-09-24)

Moved by Darryl D'Souza

Seconded by Anisha Thomas

1. **THAT THE BOARD OF TRUSTEES APPROVE PAYMENT OF THE 2024-2025 ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA) MEMBERSHIP FEE OF \$172,436.00.**

2. THAT THE BOARD OF TRUSTEES APPROVE PAYMENT OF THE 2024-2025 FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION (FACE) LEVY OF \$9421.03.

CARRIED

I. Additional Business - Nil

1. Notices of Motion

J. Questions Asked by Trustees

1. Trustee Anisha Thomas: What is the current budget allocated to run courses like hospitality, cosmetology, and wood shop?

Director Mazzorato: The Board receives budget based on enrolment and each school is given a budget that the administration determines how to allocate the funds based on the courses they offer.

2. Trustee Anisha Thomas: How are these funds allocated to the various courses? Is there an additional need for funds for these programs?

Director Mazzorato: Principals are responsible for the allocation of budget. The Ministry does not provide extra funding for these programs. If the course is offered through a Specialist High School Major (SHSM), there may be additional SHSM funds available.

3. Trustee Anisha Thomas: What future funding is necessary to expand classrooms and ensure compliance with Ontario's Health and Safety regulations for programs like hospitality and construction?

Director Mazzorato: The principal would work with staff from the Planning department to ensure that the rooms meet health and safety standards i.e., ventilation and specialized equipment.

4. Trustee Bruno Iannicca: I have had many calls regarding the change in staffing emergency supply and student monitors, can staff explain?

Superintendent Strong: We have made changes. Emergency supply are individuals who are not qualified instructors. We had many people working as emergency supply as well as student monitors and we incurred overpayments and labour relation issues by using uncertified individuals. These individuals had to select one position – emergency supply or student monitor, and they were asked to select one school. We needed to do this to determine where our staffing needs are, and where our energy on recruitment should be spent.

5. Trustee Bruno Iannicca: My understanding is that each school gets a maximum of three emergency supply regardless of population.

Superintendent Strong: Our priority is to have qualified certified teachers and/or qualified educational resource workers (ERW) fill in when a qualified teacher or qualified ERW are absent. By having three in schools, we can put the system back in order. By separating into categories, we can see where we need to recruit. If we need to add to a school's complement, we intend to.

Trustee Bruno Iannicca: Can staff provide something in Issue and Events on this issue?

Superintendent Strong: We can provide an update.

6. Trustee Paula Dametto-Giovannozzi: I have had calls on the emergency supply change as well. One question was regarding the selection process. This person had French and asked if he was overlooked due to seniority.

Superintendent Strong: Seniority is a bargaining function and any time we go outside the collective agreement we risk being in violation. Emergency supply is not based on seniority. However, sometimes we make exceptions based on languages i.e., French.

7. Trustee Shawn Xaviour: Is there a timeline of when we will determine if schools require more than three emergency supply?

Superintendent Strong: I am currently monitoring usage twice a day.

Director Mazzorato: Today we distributed a survey to administrators on the status of emergency supply and student monitors (SM). We have asked administrators basic questions: Have you acquired three emergency supply for your list? Do you foresee needing more? How many more emergency supply do you anticipate you might require? Have you hired student monitors (SM) to cover your needs? Do you foresee needing more SM? How many more SM do you anticipate you might need? Understand that this is very fluid situation that we are monitoring closely. Human Resources are determining where they need to focus recruitment.

8. Trustee Brea Corbet: My understanding is that the SM positions were all in place in June, but when the individuals received their letter explaining that they had to select one role and one school, many picked emergency supply over SM, choosing to earn a day's pay rather than being paid only one hour per day.

Superintendent Strong: We understand the challenges.

9. Trustee Shawn Xaviour: When do we start looking at adding a SHSM to a school?

Superintendent Murphy: There is an annual process. There is an extensive amount of work conducted by schools to research the viability of programs and then apply for a SHSM. Some schools may take two years to ensure that they have the right staff to sustain the program, engage stakeholders and review the surrounding area for relevant career opportunities. Industry changes as does student interest.

10. Trustee Shawn Xaviour: When we survey students do we send out the current list of what is offered and what other opportunities exist?

Superintendent Murphy: Schools keep tabs on what are the interest of the students coming from the elementary feeder schools. They review what the coterminous board is offering that is drawing students in. Our goal is to retain DPCDSB students and draw other students into SHSM program.

11. Trustee Shawn Xaviour: Are there any systemwide surveys that we could incorporate questions around SHSM interest at this time?

Superintendent Murphy: The Program department will work with the Research team to discuss the possibility.

12. Trustee Darryl D'Souza: My understanding is that we have had recent delays on some runs from 15 minutes to up to one hour long. Can staff provide a status of the chipmunk application (app)?

Associate Director Del Bianco: The Chipmunk app has not been rolled out systemwide. The Chipmunk app is only in the pilot stage. STOPR is not comfortable with the consistency of information. The transportation system is still settling down from school start up and adding riders and stops daily. When a bus is late, the driver will call dispatch to advise of the delay, the delay will be posted on the STOPR website.

13. Trustee Darryl D'Souza: I would like to have a timeline of when parents/guardians can expect the roll-out of the Chipmuck app.

Associate Director Del Bianco: We will provide updates.

14. Indigenous Student Trustee Bailey Clyne: The cost of high school sports has increased. For instance, transportation is no longer covered. Can staff explain why?

Director Mazzorato: Schools normally charge on a cost recovery basis for sports i.e., having to pay for supervision, transportation and equipment. With limited funds, schools may determine they do not have the funds to cover expenses related to sports, such as transportation which you mentioned. If you would like to talk about a specific sport or school, please contact me to discuss further.

15. Student Trustee Raheem White: The delegate for the National March for Life did not delegate tonight. My concern around this event is that it is a sensitive topic, abortion. How is consideration for students' concerns managed? Students are excited to attend an overnight event in Ottawa, they will want to come back and talk about their experience. There will be some students that have experienced this trauma, or are uncomfortable talking about abortion, this could trigger upset feelings and anxiety. Do the Chaplains talk about these things with students before they return to school?

Superintendent Murphy: I understand your concern regarding students sharing their experience. The Chaplains do a particularly good pastoral job with students on this trip. Some students may have a hard time at the event, or from past experiences or trauma in their lives. Many of our students carry crosses about which we do not know. The Chaplains help students receive the message in a Catholic way; of not judging others, caring for others and being empathetic. They also discuss how to share the message with respect and kindness.

16. Student Trustee Raheem White: It is Truth and Reconciliation week, and with that I would like to share that there is growing concern from students regarding the change that was made to put prayer before the Land Acknowledgment without consulting the Indigenous Education Council (IEC) as per *Policy 34.00: Indigenous Education*. The growing concern is not just from those individuals that identify as Indigenous.

Superintendent Vecchiarino: The change to the agenda 18 months ago was the will of the assembly that the order reflects our faith first: Prayer and then Land Acknowledgment.

17. Student Trustee Raheem White: Is it possible to revisit this reordering of agenda items, as it was done without consulting the IEC?

Director Mazzorato: If the Board of Trustees would like to revisit this, it may be brought back through the Board Procedural By-Law/Policies Review Committee. A trustee must put the issue forward.

18. Student Trustee Raheem White: The IEC was not consulted.

Director Mazzorato: That was raised at a meeting when the Board of Trustees considered the change to the policy.

K. Declared Interest Items – Nil

L. In Camera Meeting of the Committee of the Whole

Motion 1293 (24-09-24)

Moved by Stefano Pascucci

Seconded by Darryl D'Souza

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

The Committee of the Whole Received In Camera Board Minutes from August 27, 2024, and from the In Camera Sessions of the Audit Committee, May 14, 2024 and the Contract and Negotiations Committee on May 28, 2024, and there were Questions Asked by Trustees of an In Camera Nature.

Motion 1294 (24-09-24)

Moved by Darryl D'Souza

Seconded by Paula Dametto-Giovannozzi

THAT THE BOARD OF TRUSTEES APPROVE THE RATIFICATION OF THE LOCAL AGREEMENT WITH THE ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION (DUFFERIN-PEEL ELEMENTARY UNIT).

CARRIED

Motion 1295 (24-09-24)

Moved by Shawn Xaviour

Seconded by Darryl D'Souza

THAT THE BOARD OF TRUSTEES APPROVE THAT THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD APPROVE THE CENTRAL TERMS AND CONDITIONS OF EMPLOYMENT CONTAINED WITHIN THE MEMORANDUM OF SETTLEMENT AND ATTACHED APPENDIX, DATED AUGUST 10, 2024, MADE BETWEEN THE PRINCIPALS' AND VICE-PRINCIPALS' ASSOCIATIONS COMPRISED OF (ASSOCIATION DES DIRECTIONS ET DIRECTIONS ADJOINTES DES ECOLES FRANCOONTARIENNE (ADFO), THE CATHOLIC PRINCIPALS' COUNCIL OF ONTARIO (CPCO) AND THE ONTARIO PRINCIPALS' COUNCIL (OPC)) AND THE L'ASSOCIATION DES CONSEILS SCOLAIRES DES ECOLES PUBLIQUES DE L'ONTARIO (ACEPO), L'ASSOCIATION FRANCO-ONTARIENNE DES CONSEILS SCOLAIRES CATHOLIQUES (AFOCSC), THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION (OCSTA) AND THE ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA) AND AGREED TO BY THE CROWN. FURTHER THAT THE APPROVAL OF THE MOTION OF THE CENTRAL TERMS BE REPORTED TO OCSTA.

CARRIED

N. Future Meetings

October 22, 2024
November 19, 2024 Organizational Meeting
November 26, 2024
December 10, 2024
January 28, 2025
February 25, 2025
March 25, 2025
April 29, 2025
May 27, 2025
June 17, 2025

O. Adjournment

Motion 1296 (24-09-24)

Moved by Stefano Pascucci

Seconded by Anisha Thomas

THAT THE MEETING BE ADJOURNED AT 9:20 P.M.

CARRIED

D	Delegations and Presenters	
Q 1	<p>Trustee Darryl D’Souza: Can you tell us how many schools in Dufferin-Peel have bike racks? And if you could provide the school names that would be appreciated.</p>	<p>In response to trustees' questions the following information is provided from the Region of Peel. Please see Appendix 1.</p>
Q 4	<p>Trustee Brea Corbet: Thank you for the informative presentation, we are so pleased to hear that this program is still offered through the Region of Peel. Having bike racks available can help address barriers to increasing active transportation for families. Some schools have been putting fundraising dollars towards bike racks, which may be unnecessary now that we know this opportunity is provided through the Region of Peel. Can this information/application form be shared with all of our school administrators?</p> <p>Presenter Jennifer Andrade: Many educators already subscribe to our monthly publication <i>Teach Green</i>. You may wish to register at https://www.peelregion.ca/business/educators/. We appreciate any sharing of this information to your staff.</p>	<ol style="list-style-type: none"> 1. Link to all the Educational Programs, including the Bike Rack Program and to receive information on <i>Teach Green</i>: https://www.peelregion.ca/business/educators/ 2. Direct Link to the Bike Rack Program: Route planning and road safety for elementary students - Transportation Education - Region of Peel (peelregion.ca)
J	Questions asked by Trustees	
Q 1	<p>Trustee Bruno Iannicca: I have had many calls regarding the change in staffing emergency supply and student monitors, can staff explain?</p>	<p>Please see the In Camera Business Arising.</p>



RECOMMENDATION TO THE BOARD

REPORT NUMBER E 1 c.

GOOD NEWS REPORT

Regular Board Meeting
October 22, 2024
<i>GOOD NEWS REPORT</i>
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.

ST. JOACHIM CATHOLIC ELEMENTARY SCHOOL DISPLAYS COMMITMENT TO GERONIMO’S DREAM

School: St. Joachim Catholic Elementary School CES
Principal: Joe Lise
Trustee: Anisha Thomas, Brampton Wards 1, 3 & 4

The St. Joachim CES Catholic School Council purchased an orange shirt for every student to wear on September 30 on Orange Shirt Day. With all the proceeds going to Geronimo's Dream, the school was the *top school in DPCDSB* in terms of most proceeds to Geronimo’s Dream, and the school was *Top 5 in all of Ontario*. Well done!

ST. ROCH CATHOLIC SECONDARY SCHOOL GRADUATE TO STAR IN MAJOR THEATRICAL PRODUCTIONS

School: St. Roch CSS
Principal: Natalie Currah
Trustee: Darryl D’Souza, Brampton Wards 2, 5 & 6

Former St. Roch CSS student Joema Frith, a Regional Arts Program student (vocal major) will star in the production of *Camp Rock The Musical*. He has also landed the role of Banzai in the upcoming Mirvish production of *The Lion King*. Congratulations to Joema -- a graduate of our St. Roch CSS Regional Arts Program.

ST. MARCELLINUS CSS STUDENT EARNS CHAIR IN MISSISSAUGA SYMPHONY YOUTH ORCHESTRA

School: St. Marcellinus CSS
Principal: Maria Bueno
Trustee: Luz del Rosario, Mississauga Wards 6 & 11 and Thomas Thomas, Mississauga Ward 5

Congratulations to William “Will” Kaminski, a Grade 11 student at St. Marcellinus CSS, who auditioned for the Mississauga Symphony Youth Orchestra and was successful, earning a chair as a bassoonist. As St.

Marcellinus' Student Senate representative and leader of the AV Club, Will learned to play bassoon as a Grade 9 student in a beginner music class at St. Marcellinus CSS, and through his own interest and drive continues to progress to a level where he will now be playing semi-professionally. Will plans to audition for post-secondary studies in Music. Congratulations Will.

ST. PAUL CSS IB STUDENTS RECEIVE YOUTH LEADERSHIP AWARD

School: St. Paul CSS

Principal: Peter Cusumano

Trustee: Mario Pascucci, Mississauga Wards 1 & 3 and Bruno Iannicca, Mississauga Ward 7

St. Paul CSS students Daniella and Bianca Almeida, both Grade 12 IB students were nominated and received the Youth Leadership Award from Canadian Parents for French (CPF) Ontario. This prestigious award recognizes students' volunteer contributions and leadership towards FSL programming in our schools and community. Since their arrival at St. Paul CSS in Grade 9, Daniella and Bianca have advocated for the French language, diversity and inclusion in the school community, as well as the broader local and global communities.

Bianca and Daniella are passionate about Science Technology Engineering and Mathematics (STEM) and actively work to inspire girls to get involved in STEM fields. They are ambassadors for national organizations like Hackergal and the Canadian Association for Girls in Science (CAGIS).

Bianca is actively involved in chaplaincy by leading initiatives at school and participating in her parish as an altar server, lector, and youth group leader to build a stronger faith community.

Daniella has a passion for public speaking, which allows her to share ideas confidently, inspire others, and participate in international contests.

They both embody the characteristics of the IB Learner Profile. Bianca and Daniella's volunteering efforts are extraordinary; they have an unwavering positive outlook that is an inspiration to all - true blessings. Congratulations to Daniella and Bianca on their accomplishments.

ST. ALOYSIUS GONZAGA CSS FORMER STUDENT RECEIVES THE LINCOLN M. ALEXANDER AWARD

School: St. Aloysius CSS

Principal: Michael Freitas

Trustees: Brea Corbet, Mississauga Wards 9 & 10, Herman Vilorio, Mississauga Wards 2 & 8, and Luz del Rosario, Mississauga Ward 11

A former student of the DPCDSB was recently recognized by the Ontario government for extensive work as a leader of inclusivity in her community and beyond. Rukshika Krishnamoorthy was awarded the Lincoln M. Alexander Award, an honour bestowed on youth leaders in the province who demonstrate exemplary leadership in working to fight racism and discrimination and who promote equity and inclusion in their communities.

Now enrolled at York University Schulich School of Business, the recent graduate of St. Aloysius Gonzaga CSS, credits her upbringing and Catholic values during her education within multiple DPCDSB that has heavily influenced her charitable work. One of the most prominent of her many social projects comes in the form of online mental health resources Rukshika created and distributed across the board while she was a student and participated in the Student Mental Health Champions program.

Rukshika was also recognized for her work in providing online tutoring to young students in Sri Lanka through a business she started as part of the Ontario Summer Company program. Once again, she answered her call to service without hesitation as both education and support of her heritage hold meaning far deeper than receiving recognition or awards. She is also the under-18 co-chair of the Kids Help Phone National Youth Council where she currently assists in incorporating beneficial youth voices into the organization's ongoing mental health work.

"It is important that I find something that I like that will help make a difference in the world and make sure everyone can feel welcomed and respected," she said. "In the end, I want people to embrace their uniqueness and not have to feel like they have to hide who they are to fit in."

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

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



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 1

**RECEIPT OF THE MINUTES OF THE
FAITH AND PROGRAM COMMITTEE MEETING,
MAY 14, 2024**

MINUTES

Faith and Program Committee Meeting

Tuesday, May 14, 2024, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Luz del Rosario	Chair Pro Temp
	Paula Dametto-Giovannozzi	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Herman Vilorio	Trustee
	Bailey Clyne	Indigenous Student Trustee
Regrets:	Brea Corbet	Vice-Chair
	Anisha Thomas	Trustee
	Thomas Thomas	Trustee
	Shawn Xaviour	Chair
	Christopher Joseph	Student Trustee
	Nathan Nguyen	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	David Amaral	Associate Director, Instructional Services
	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
	Silvana Gos	Superintendent, Family of Schools
	Jodi Kuran	Superintendent, Family of Schools
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Family of Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Tammy-Lynne Peel	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Kevin Wendling	Assistant Superintendent: Math Lead
	Bruce Campbell	General Manager, Communications and Community Relations
	Christiane Kyte	General Manager, Clinical Services and Special Education
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance

Trustee Luz del Rosario chaired the meeting on behalf of Trustee Shawn Xaviour. The meeting was called to order at 7:00 p.m.

2. Opening Prayer

Trustee Luz del Rosario led the Opening Prayer.

3. Land Acknowledgment - Trustee Darryl D'Souza

4. Approval of Agenda

Distributed: Presentations for F1, F2 and F 3

Trustee Mario Pascucci joined the meeting at 7:02 p.m.

Moved by Darryl D'Souza

THAT THE AGENDA BE APPROVED.

CARRIED

5. Declaration of Interest

6. Approval of the Minutes from the Faith and Program Committee Meeting, March 5, 2024

Moved by Stefano Pascucci

THAT THE MINUTES OF THE FAITH AND PROGRAM COMMITTEE MEETING, MARCH 5, 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 - Nil

b. Good News Report

Trustee Luz del Rosario passed the chair to Trustee Darryl D'Souza.

Thank you to all our administrators, senior management, teachers and students who made Catholic Education Week (CEW) such a successful joyful week. My particular favourite event is the Crowning of Mary.

Trustee Luz del Rosario resumed the chair.

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

F. Updates/Information/Reports from Administration for Receipt

1. Catholic Education Week 2024: We Are Called to Love

Superintendent Murphy introduced Julie Webster, Coordinator of Religious Education and Faith Formation to present the report.

2. Skills Ontario: Elementary and Secondary Skills Competitive Events

Superintendent introduced Irene Mota, Coordinator of Student Success and Donna Indrakumaran, Coordinator of Experiential Learning to present their report.

1. Trustee Bruno Iannicca commented that this presentation was shared at the last Special Education Advisory Committee (SEAC) meeting and was very well received. It is reassuring for parents/guardians to see the level of inclusivity for all students.

Trustee Luz del Rosario passed the chair to Trustee Darryl D'Souza.

2. Trustee Luz del Rosario commented that she attended both the Elementary and the Secondary Skills events and commented that there are more students with diverse learning abilities taking part, and that all students who engage and participate gain great confidence. On behalf of the Board of Trustees she thanked Superintendent Murphy, Coordinators Irene Mota and Donna Indrakumaran, and their team for such a successful academic event.

Trustee Luz del Rosario resumed the chair.

3. Understanding the Pedagogical Shift in Ontario's Language Curriculum

Superintendent Murphy introduced Melanie Quintana, Coordinator: Early Years Program Lead to present the report.

1. Trustee Stefano Pascucci: Will the screening requirements take into account young students that may have been affected by starting during the pandemic?

Associate Director Amaral: The Ministry Policy/Program Memorandum 168 (PPM 168) screening mandate includes Year 2 Kindergarten, Grade 1 and Grade 2 students.

4. Central Committee for Catholic School Councils - Annual Report

Superintendent Scigliano summarized the report.

5. Extended Excursions - Spring 2025

Superintendent Gos presented the report.

1. Trustee Stefano Pascucci: There are different total costs for the combined trip of Our Lady of Mount Carmel Catholic Secondary School (CSS) and Robert F. Hall CSS. Why is that?

Superintendent Gos: Each secondary school has their own fundraising plans to offset the total cost.

Associate Director Amaral: We can provide clarity in Issues and Events.

2. Trustee Darryl D'Souza: The prices seem high. Are supervisor costs included in the price? Have we increased the supervision ratios?

Associate Director Amaral: Student costs do include supervision costs. We have found that the cost of local field trips has increased as well. The supervision ratios have not

increased. The ratio is 10-1 (one teacher to 10 students). If there are boys and girls included, we would require two female and two male supervisors.

3. Trustee Bruno Iannicca: Are parents/guardians informed that the student cost includes supervision costs?

Associate Director Amaral: All costs are shared with families at the meetings and on the documentation.

4. Trustee Mario Pascucci: Do parents/guardians realize that the school board is taking on the liability rather than the Board of Trustees?

Associate Director Amaral: DPCDSB offers the extended excursion opportunities for students. Students must take out insurance.

5. Trustee Paula Dametto-Giovannozzi: Can staff confirm that if there were five boys and five girls on a trip that the supervision required is four supervisors; two female and two male supervisors.

Associate Director Amaral: That is correct.

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

H. Additional Business – Nil

1. Notices of Motion

I. Questions Asked by Trustees

1. Trustee Darryl D'Souza: My understanding is that Religion is taught in all grades and is part of the curriculum from Kindergarten to Grade 8. I have been told by parents/guardians that this does not always occur. How can we confirm that in the sacramental grades, 2 and 7, that Religion is being taught?

Associate Director Amaral: Our expectation is that Religion is taught every day throughout the curriculum. Teachers ensure their lesson plans are available for review, as well we rely on their professionalism and trust that they are following the requirements. I would suggest if there are any concerns parents/guardians should speak to the school principal, and trustees can always bring forward concerns to the superintendent of the Family of Schools.

2. Trustee Mario Pascucci: I am concerned that we do not have enough devices for all students, should we reach out to the Ministry? Can staff comment on the status of Chromebook?

Associate Director Amaral: We are aware that many devices are approaching end-of-life. We received Ministry funding during the pandemic which allowed us to increase our inventory; unfortunately, that funding has not continued. This issue is top of mind. Chief Information Officer MacIsaac is working on a system-wide plan to manage, sustain and distribute our existing inventory. The Board of Trustees is always welcome to pursue advocacy. I would suggest that we wait until the system plan is unveiled.

3. Trustee Mario Pascucci: There are dedicated bike lanes being created in Mississauga. Has this effecting student transportation and safety?

Associate Director Amaral: We can take that back and have the Planning Department provide information in Issues and Events regarding any affect to our transportation system.

4. Trustee Darryl D'Souza: Can staff comment on the cost of the Edwin program, and when the contract is coming up for renewal?

Associate Director Amaral: We can provide information in Issues and Events.

5. Trustee Bruno Iannicca: When can we expect to hear the system plan for devices from Chief Information Officer MacIsaac?

Associate Director Amaral: We are hopeful that it will be presented at the June Administration and Finance Committee meeting or at a meeting in early Fall.

J. Declared Interest Items – Nil

K. In Camera Session - Nil

L. Report from In Camera – Nil

M. Future Meetings

N. Adjournment

Moved by Herman Vilorio

THAT THE MEETING BE ADJOURNED AT 8:12 P.M.

CARRIED

F 5	Extended Excursions - Spring 2025	
Q 1	<p>Trustee Stefano Pascucci: There are different total costs for the combined trip of Our Lady of Mount Carmel Catholic Secondary School (CSS) and Robert F. Hall CSS. Why is that?</p>	<p>Information provided on May 17 in Issues and Events:</p> <p>It has been confirmed through the excursion leader and principals that the price per student to take part in the Yukon trip (Mount Carmel CSS, 20 students and RF Hall CSS, 20 students) will be \$3034.88.</p>
I	Questions Asked by Trustees	
Q 3	<p>Trustee Mario Pascucci: There are dedicated bike lanes being created in Mississauga. Has this effecting student transportation and safety?</p>	<p>The City of Mississauga is in the midst of a multi-year implementation of its Cycling Master Plan to ensure a safe, connected, convenient and comfortable cycling network for residents. This involves the installation of new cycling and multi-use trail infrastructure, such as dedicated bike lanes. In most cases, this infrastructure will be installed in coordination with road rehabilitation and major road construction projects.</p> <p>In some cases, certain existing road configurations may change to allow for the installation of new cycling or multi-use trail infrastructure. The City of Mississauga is working with local communities to provide notice of infrastructure design changes and construction prior to work proceeding.</p>
Q 4	<p>Trustee Darryl D'Souza: Can staff comment on the cost of the Edwin program, and when the contract is coming up for renewal?</p>	<p>A report will be provided in an upcoming Faith and Program Committee meeting.</p>
Q 5	<p>Trustee Bruno Iannicca: When can we expect to hear the system plan for devices from Chief Information Officer MacIsaac?</p>	<p>A device plan will be available for the next school year.</p>



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 2

**RECEIPT OF THE MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING,
SEPTEMBER 25, 2024**

MINUTES

Special Education Advisory Committee Meeting

**Wednesday, September 25, 2024, 7:00 p.m.
Boardroom, Catholic Education Centre**

Attendees:	Bruno Iannicca	Trustee - Chair
	Dely Farrace	Brampton Caledon Community Living - Vice Chair - Representative
	Airene Cunanan	Autism Ontario, Peel Chapter - Alternative
	Janice Hatton	Autism Ontario, Peel Chapter - Representative
	Caroline Huxtable	Epilepsy South Central Ontario - Representative
	Christine Koczmar	Community Living Mississauga - Representative
	Lisa Papaloni	Learning Disabilities Association of Peel Region - Representative
	Laurie-Anne Clark	Member at Large, Central Committee for Catholic School Councils
	Paula Dametto-Giovannozzi	Alternate Trustee
	Katherine Cordi	Consultant, Special Education
	Eva Akinsara	Down Syndrome Association of Peel
Regrets:	Luz del Rosario	Alternate Chair
	Thomas Thomas	Alternate Trustee
	Myra Del Rosario	ABC Association for Bright Children - Representative
	Liza Dowson	Ontario Association for Families of Children with Communication Disorders - Representative
	Shanna Walsh	Down Syndrome Assoc. of Peel: Caring Network - Alternative
	Pam Boniferro	Dufferin-Peel Educational Resource Workers' Association - Alternative
Staff:	Sharon Chambers	Principal, Vice Principal Association, Elementary
	Joanne Dean	Chief, Speech/Language/Hearing/Vision
	Pina Grosso	Chief of Social Work
	Cristine Pergotski	Association of Professional Student Services Personnel
	Laura Pincette	Coordinator, Secondary Transitions and Diverse Learners
	Jacqueline Toste	Consultant, Diverse Learning Needs
	Katherine Magee	Executive Assistant, Special Education and Learning Services - Recorder
	Peter Cusumano	Principal, Vice Principal Association, Secondary
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Kristie Boily	Consultant, Special Education and Learning Services
	Alexandra Lawrence	Coordinator, Special Education and Learning Services
	Brian Diogo	Superintendent Representative
	Ruba Jeorgy	DPERWA Representative
Recorder:	Katherine Magee	Executive Assistant, Special Education and Learning Services

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 - Caroline Huxtable
4. Approval of Agenda

Moved by Dely Farrace

THAT THE AGENDA BE APPROVED.

CARRIED

5. Approval of the Minutes of the Special Education Advisory Committee Meeting, June 12, 2024

Moved by Caroline Huxtable

THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING, JUNE 12, 2024, BE APPROVED.

CARRIED

6. Previous Business - Nil

B. Presentations and Staff Reports

1. Introduction From Organization Members: Superintendent L. Papaloni
2. Summer Program Updates: L. Pincente, Coordinator, Special Education

Superintendent Papaloni introduced L. Pincente, Coordinator, Special Education to provide summer program updates. L. Pincente explained that many events occurred over the summer months. She welcomed K. Boily and T. Abbruscato, Consultants, Special Education to discuss these events. K. Boily Detailed the one-week camp for the Student Mental Health and Well-Being Champions. She also discussed the psychology assessments that occurred during the summer. T. Abbruscato discussed the "Every Summer Has a Story" summer camp for students with Autism. This camp assists students with social skills and is co-facilitated by Dufferin-Peel teachers, ERWs and ErinOak Kids Autism clinicians. Also, during summer, Child and Youth Care practitioners supported students to promote healthy decisions. L. Pincente discussed the Summer Learning courses offered this year. She also updated the committee on the pilot program by the Special Education department for summer coop. This program provided supports for students with disabilities. The students received coop credits with a variety of placement opportunities to gain employment experience. They also received transit training.

Lisa Papaloni asked if this program will be provided next year, and how the students are informed regarding this program. L. Pincente answered that this program could continue if government funding continues. There is an outreach to find students interested in this opportunity.

D. Farrace asked regarding transportation for Caledon students. L. Pincente answered where there is a need, transportation would be investigated.

A. Cunanan asked how the school community is made aware of this program, and the selection process. L. Pincente answered that it is communicated through the schools and the students are checked for readiness.

C. Koczmar asked how many spots were available for this program, and if all students who wanted to attend, were able to attend. L. Pincente answered that there were 20 spots and not all accepted the position. In total, 15 spots were utilized.

3. **Parents Reaching Out Grant Updates: E. Moniz-Baptista, J. Toste, Consultants, Special Education and Learning Services**

Superintendent Papaloni introduced Consultants E. Moniz-Baptista and J. Toste, to talk about the upcoming Parents Reaching Out events. E. Moniz-Baptista discussed the details of the Sacrament Preparation event and invited SEAC members to attend.

J. Toste explained the second Parents Reaching Out event. This is a new grant event called Navigating the IEP. It will be a virtual event to help parents with their child's Individual Education Plan (IEP). J. Toste invited SEAC members to attend.

4. **Uplifting Significant Dates: K. Cordi, Consultant, Special Education**

Superintendent Papaloni invited K. Cordi, Consultant, to discuss Uplifting Significant Dates. K. Cordi asked the committee members to identify any dates of significance/observance for their organizations they would like the board to acknowledge. A survey will be sent to them to complete by October 1st.

D. Farrace asked to be given more time to complete the survey. K. Cordi answered that they will extend the date to October 9th.

C. Budget - Nil

D. Reports from Trustees for Receipt

Trustee Bruno Iannicca updated the committee on the Chipmunk application. There have been delays with its start up. It has been a good start to the school year, with a few issues with transportation and reorganization, but overall, it has been very smooth. He encourages the community to attend their school's open houses. He mentioned the flyer by Horizon on our website that will be helpful to parents.

E. Akinsara asked if the ratio of children with disabilities to ERWs is tracked. Superintendent Papaloni responded that those students with an IEP are tracked. If they do not have an IEP, they cannot be tracked in the system. E. Akinsara asked if children without IEPs receive support. Superintendent Papaloni confirmed that they still receive supports.

E. Information/Reports from Community Associations

A. Cunanan, Autism Ontario, discussed the Sunshine Program. It provides lanyards for children with disabilities when they fly. It is now available through Metrolink and MiWay for transit travel. Lisa Papaloni asked where this is available. A. Cunanan answered that it is available in the Transit hub and online.

F. Information and Correspondence

1. Letter to the Minister of Education from Bruce-Grey Catholic District School Board
Trustee Bruno Iannicca discussed the letter SEAC received from the Bruce-Grey Catholic District School Board, asking the Minister for additional funding for Special Education.

G. Communication

H. Questions Asked by Committee Members

I. Future Meetings

October 16, 2024
November 20, 2024
December 11, 2024
January 22, 2025
February 19, 2025
March 19, 2025
April 23, 2025
May 21, 2025
June 11, 2025

J. Adjournment

Moved by E. Akinsara

THAT THE MEETING BE ADJOURNED AT 7:38 P.M.

CARRIED



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 3

**RECEIPT OF THE MINUTES OF THE
BOARD BY-LAW/POLICIES REVIEW COMMITTEE MEETING,
JUNE 4, 2024**

MINUTES

Board By-Law/Policies Review Committee Meeting

Tuesday, October 15, 2024, 7:00 p.m.

Boardroom, Catholic Education Centre

Trustees:	Stefano Pascucci	Chair
	Anisha Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Luz del Rosario	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Thomas Thomas	Trustee
	Herman Vioria	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
Absent:	Mario Pascucci	Trustee
Regrets:	Jia Sharma	Student Trustee
	Raheem White	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education
	Daniel Del Bianco	Associate Director of Corporate Services
	Julie Cherepacha	Executive Superintendent of Finance, Chief Financial Officer and Treasurer
	Scott Keys	Superintendent, Financial Services
	Laura Odo	Superintendent, Family of Schools
	Stephanie Strong	Superintendent of Human Resources and Employee Relations
	Carrie Salemi	General Manager, Finance
Recorder:	Cindy Child	Board and Committee Information Officer

A. Routine Matters

1. Call to Order and Attendance
Chair Stefano Pascucci called the meeting to order at 7:00 p.m.
2. Opening Prayer led by Trustee Bruno Iannicca
3. Land Acknowledgment - Trustee Anisha Thomas
4. Approval of Agenda

Moved by Thomas Thomas

THAT THE AGENDA BE APPROVED.

CARRIED

5. Declaration of Interest - Nil
6. Approval of Board By-Law/Policies Review Committee Minutes, June 4, 2024

Trustee Darryl D'Souza noted the attendance needs to be corrected.

Moved by Darryl D'Souza

**THAT THE MINUTES OF THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE MEETING, ,
EXCLUDING ITEMS , BE APPROVED.**

CARRIED

- a. Business Arising from the Minutes – Nil

B. Awards and Presentations - Nil

C. Delegations - Nil

D. Updates/Information/Reports from Trustees for Receipt - Nil

1. Regular Reports
 - a. Ontario Catholic School Trustees' Association
 - b. Good News

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

F. Updates/Information/Reports from Administration for Receipt

1. Policies for Review 2024-2025

Director Mazzorato summarized the report.

G. Trustee/Committee/Administration Reports Requiring Action

1. Policy 19:00: Staffing

Superintendent Strong summarized the report.

Moved by Brea Corbet

**THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF
TRUSTEES THAT POLICY 7.00: TEACHERS BE RESCINDED.**

CARRIED

Moved by Darryl D'Souza

**THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE
BOARD OF TRUSTEES THAT REVISED POLICY 19.00: STAFFING BE APPROVED AND
ADOPTED, AS AMENDED.**

CARRIED

2. Policy 11.01: Integrated Accessibility Standards

Associate Director Del Bianco summarized the report.

1. Trustee Bruno Iannicca: Is this in respect to the policy only?

Associate Director Del Bianco: By embedding the Accessibility for Ontarians with Disabilities Act (AODA) wording into our policy, the goal will be reflected in all that we procure i.e., building design and items purchased.

Moved by Bruno Iannicca

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY 11.01: INTEGRATED ACCESSIBILITY STANDARDS, BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

3. Policy 4.01: Catholic School Councils

Director Mazzorato presented on behalf of Superintendent Radic.

1. Trustee Bruno Iannicca: Can staff clarify that the DRAPCE verbiage will be changed to Ontario Association of Parents in Catholic Education (OAPCE) moving forward? It would be appreciated if staff could forward this report to trustees in an email report.

Director Mazzorato: We can provide.

Moved by Paula Dametto-Giovannozzi

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT, REVISED POLICY 4.01: CATHOLIC SCHOOL COUNCILS, BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

4. Policy 5.30: Supply Chain Management

Executive Superintendent Cherepacha summarized the report.

Moved by Darryl D'Souza

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT POLICY 5.30: SUPPLY CHAIN MANAGEMENT BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

5. Policy 6.90: Tax Support

Executive Superintendent Cherepacha summarized the report.

1. Trustee Darryl D'Souza: By rescinding this policy, we are not encouraging employees to be Separate school supporters if they are Catholic, should we not be doing so? Municipal Property Assessment Corporation (MPAC) makes errors, and this could assist in reducing errors of not capturing separate school supporters. I believe we should keep this policy to encourage employees to direct their property taxes to the Separate school boards.

Director Mazzorato: Staff can work on the wording and bring this policy back to the October Board Meeting.

2. Trustee Bruno Iannicca: It is my recollection that this issue came up in bargaining, acknowledging that not all staff are Catholic; however, we should encourage staff to be aware of where their taxes are directed.

Director Mazzorato: I would like to take back the policy to broaden the wording to include that there is an annual communication campaign “*Are you Ticked*” which is directed to all staff and to the families of DPCDSB.

3. Trustee Brea Corbet: I like the suggestions and would also like to include the language that the Board of Trustees are stewards of Catholic education.

THAT THE BOARD OF TRUSTEES RESCIND POLICY 6.90: TAX SUPPORT.

CARRIED

6. Policy 7.15: Trustee Honoraria and Expenses

Executive Superintendent Cherepacha summarized the report.

1. Trustee Bruno Iannicca: In filling out the conference form, how do we account for meals?

Executive Superintendent Cherepacha: Conference registration forms outline meals that are included. You would add in meal expenses that would incur outside of the itinerary. It is not an exact accounting of projected expenses, rather a tool to estimate the cost of attending a conference.

2. Trustee Darryl D'Souza: Can staff explain how we would be reimbursed for data using our own smartphone?

Executive Superintendent Cherepacha: For Board owned phones we pay a plan fee for data and usage each month. This fee would be paid to the trustee to cover the cost of an individual's phone usage. The Board does not pay for the personal device.

Moved by Shawn Xaviour

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT POLICY 7.15: TRUSTEE HONORARIA AND EXPENSES BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

7. Policy 6.56: Safety of Pupils: Attendance Verification Program

Superintendent Odo summarized the report.

1. Trustee Brea Corbet: If a secondary student is late or absence for first period the parent/guardian receives notification that there is an unexplained absence. If a student misses last period or is late for period 4, the parent/guardian only receives notification at 6:00 p.m. Is it possible to improve the time gap?

Director Mazzorato: We can take that back to see if we can shorten the notification period.

Moved by Brea Corbet

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *POLICY 3.00: DISMISSAL OF PUPILS – EARLY*, BE RESCINDED.

CARRIED

Moved by Luz del Rosario

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED *POLICY 6.56: SAFETY OF PUPILS: ATTENDANCE VERIFICATION PROGRAM (SAFE ARRIVAL)* BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

8. Policy 9.03: Progressive Discipline

Superintendent Odo summarized the report and highlighted language improvements not captured in the documents.

Trustee Stefano Pascucci passed to the chair to Trustee Anisha Thomas.

1. Trustee Herman Vilorio: On page 137 it reads that the “principal shall prioritize impact over intent of the parties involved when making decisions regarding consequences.” It is difficult to determine intent of the perpetrator.

Director Mazzorato: Please allow staff an opportunity to improve the language and bring GAP 522.00 to the October Board Meeting.

2. Trustee Stefano Pascucci: Under the Hate Incidents there is no mention of our Catholic faith.

Director Mazzorato: There is no requirement under the *Education Act*, the Act speaks to groups that are disproportionately affected.

3. Trustee Darryl D’Souza: I understand there are 17 points of Hate Incidents under the *Ontario Human Rights Code*, however we have only five listed. Can we include all in the policy?

Director Mazzorato: Our local policy is not an exhaustive list. We have included the five that are listed under the *Education Act*. As per your request we can provide a complete list of the 17 listed under the Ontario Human Rights Code.

Trustee Stefano Pascucci resumed the chair.

THAT THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED *POLICY 9.03: PROGRESSIVE DISCIPLINE – STUDENTS*, BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

H. Additional Business - Nil

1. Notices of Motion

I. Questions Asked by Trustees

1. Trustee Bruno Iannicca: Is it possible to remind administrators of what their board smartphone service plan covers?

Director Mazzorato: Our practice is to send out reminders before breaks i.e., March Break and Christmas however, we can send out another reminder. Administrators are responsible for any roaming fees that might be incurred while on vacation. Data is used and captured when we are not on Wi-Fi.

2. Trustee Herman Vilorio: Can staff clarify *qualified* and *certified* in Policy 19.00: Staffing.

Superintendent Strong: All teacher candidates must provide a pastoral letter to be a qualified Catholic teacher, and certified, is their certification under the Ontario College of Teachers (OCT).

3. Trustee Brea Cobert: In one of our schools there is a lift that only the custodian knows how to use. This is inconvenient and not accessible.

Associate Director Del Bianco commented that not knowing the specifics, we make every effort to build in some accessibility. We are working towards 100% compliance by retrofitting schools with accessibility, however not all schools can be retrofit with an elevator. Please call my office if you have a specific school you wish to discuss.

4. Trustee Darryl D'Souza: I have had a parent/guardian call regarding air conditioning in our schools, when can we expect a status report on air conditioning?

Associate Director Del Bianco: The status report regarding what has been done and what work is planned will be presented at November Administration and Finance Committee Meeting. Please call my office if you have a specific school you wish to discuss.

J. Declared Interest Items – Nil

K. In Camera Session - Nil

L. Report from In Camera – Nil

M. Future Meetings

January 15, 2025

April 22, 2025

June 3, 2025

N. Adjournment

Moved by Darryl D'Souza

THAT THE MEETING BE ADJOURNED AT 8:03 P.M.

CARRIED



RECOMMENDATION TO THE BOARD

REPORT NUMBER F 4

**RECEIPT OF THE MINUTES OF THE
MISSISSAUGA SCHOOL TRAFFIC SAFETY ACTION COMMITTEE MEETING,
JUNE 26, 2024**

Mississauga School Traffic Safety Action Committee

Date: June 26, 2024
Time: 5:01 PM
Location: Council Chambers, Civic Centre, 2nd Floor
300 City Centre Drive, Mississauga, Ontario, L5B 3C1
and Online Video Conference

Members Present	Councillor John Kovac	Ward 4
	Councillor Sue McFadden	Ward 10
	Councillor Brad Butt	Ward 11
	Aamira Alvi	Citizen Member
	Faiz Ahmed	Citizen Member
	Irene Chu	Citizen Member
	Junaid Shah	Citizen Member
	Miles Roque	Citizen Member
	Peter Westbrook	Citizen Member
	Sandra Thomson	Citizen Member
	Tammy Coulson	Citizen Member
	TJ Cieciura	Citizen Member
	Vibha Sequeira	Citizen Member
Members Absent	Councillor Chris Fonseca	Ward 3
	Councillor Dipika Damerla	Ward 7
	Louise Goegan	Citizen Member
	Trustee Jill Promoli	Peel District School Board
	Trustee Brea Corbet	Dufferin-Peel Catholic District School Board

Staff and Advisory Board Present

Shelagh Duffin, Supervisor, Crossing Guards
Laura Zeglen, Active Transportation Coordinator
Jo-Ann Sutherland, Manager, Parking Enforcement
Daniel Venafo, Supervisor, Parking Enforcement
David Marcotte, Assistant Preventative Maintenance Supervisor, Peel District School Board
Carolina Schmitz, Dufferin-Peel Catholic District School Board,
Angie Melo, Legislative Coordinator

1. CALL TO ORDER

Miles Roque, Chair, called the meeting to order at 5:01 PM

2. INDIGENOUS LAND STATEMENT

Miles Roque, Chair cited the Indigenous Land Statement.

3. APPROVAL OF AGENDA

Approved (J. Shah)

4. DECLARATION OF CONFLICT OF INTEREST - Nil

5. MINUTES OF PREVIOUS MEETING

5.1 Mississauga School Traffic Safety Action Committee Minutes - May 29, 2024

Approved (P. Westbrook)

6. DEPUTATIONS - Nil

7. PUBLIC QUESTION PERIOD

Athina Tagidou, Ward 3 resident enquired regarding "No Stopping" on Flagship Drive for students attending Tomken Road Middle School and St. Thomas Moore Catholic Elementary School and suggested that the no stopping allow an exemption period to allow for parents to park and drop off and pickup their children. Ms. Tagidou further enquired regarding a request made for Automated Speed Cameras (ASC) on Tomken Road for the students attending Tomken Road Middle School and St. Thomas Moore Catholic Elementary School

Sheelagh Duffin, Supervisor, Crossing Guard explained that the Committee's recommendation was related to add "No Stopping" signage for corner prohibitions.

Councillor Kovac explained that there is a limited number of cameras available in his ward and across the city; Staff consult with the Councillor on the placement of the cameras. Councillor Kovac further noted that there will be a staff report on ASC in the fall to Council.

8. CONSENT AGENDA

Athina Tagidou, Ward 3 resident enquired regarding "No Stopping" on Flagship Drive for students attending Tomken Road Middle School and St. Thomas Moore Catholic Elementary School and suggested that the no stopping allow an exemption period to allow for parents to park and drop off and pickup their children. Ms. Tagidou further enquired regarding a request made for Automated Speed Cameras (ASC) on Tomken Road for the students attending Tomken Road Middle School and St. Thomas Moore Catholic Elementary School

Sheelagh Duffin, Supervisor, Crossing Guard explained that the Committee's recommendation was related to add "No Stopping" signage for corner prohibitions.

Councillor Kovac explained that there is a limited number of cameras available in his ward and across the city; Staff consult with the Councillor on the placement of the cameras. Councillor Kovac further noted that there will be a staff report on ASC in the fall to Council.

9. MATTERS TO BE CONSIDERED

9.1 Site Inspection Report - St. Gregory Catholic Elementary School and Britannia Public School (Ward 11)

Site inspection report for the site inspection conducted on May 28, 2024 at the intersection of Swinbourne Drive and Ewing Crescents for the students attending St. Gregory Catholic Elementary School and Britannia Public School.

RECOMMENDATION

1. That Transportation and Works be requested to:
 - a. review the signage on Swinbourne Drive at the school crosswalk to replace the pole with school crossing sign (WC2) and tab with a regulation height pole or move signs to top of pole.
 - b. paint ladder markings on Swinbourne Drive at the existing school crossing at the north leg of the intersection of Swinbourne Drive and Ewing Crescent opposite St. Gregory Catholic Elementary School.
 - c. trim the trees on the west side of Swinbourne Drive opposite St. Gregory Catholic Elementary School.
2. That Active Transportation be requested to work with St. Gregory Catholic Elementary School to promote walking/biking to school wherever feasible and to encourage parents that need to drive to park a few blocks from the school and walk the last few blocks.
3. That Mississauga School Traffic Safety Action Committee give consideration to drafting a letter to the Dufferin-Peel Catholic District School Board requesting that they review the feasibility of requesting funding from the province in order to be able to offer busing to out of area French Immersion students.
4. That Parking Enforcement be requested to enforce the "no stopping" zones on Swinbourne Drive opposite St. Gregory Catholic Elementary School at school dismissal, between the times of 3:15 - 3:45 pm.

RECOMMEND APPROVAL

No discussion took place regarding this item.

RECOMMENDATION MSTSAC-0043-2024

Moved By Councillor B. Butt

1. That Transportation and Works be requested to:
 - a. review the signage on Swinbourne Drive at the school crosswalk to replace the pole with school crossing sign (WC2) and tab with a regulation height pole or move signs to top of pole.
 - b. paint ladder markings on Swinbourne Drive at the existing school crossing at the north leg of the intersection of Swinbourne Drive and Ewing Crescent opposite St. Gregory Catholic Elementary School.
 - c. trim the trees on the west side of Swinbourne Drive opposite St. Gregory Catholic Elementary School.
2. That Active Transportation be requested to work with St. Gregory Catholic Elementary School to promote walking/biking to school wherever feasible and to encourage parents that need to drive to park a few blocks from the school and walk the last few blocks.
3. That Mississauga School Traffic Safety Action Committee give consideration to drafting a letter to the Dufferin-Peel Catholic District School Board requesting that they review the feasibility of requesting funding from the province in order to be able to offer busing to out of area French Immersion students.

That Parking Enforcement be requested to enforce the "no stopping" zones on Swinbourne Drive opposite St. Gregory Catholic Elementary School at school dismissal, between the times of 3:15 - 3:45 pm.

Approved

9.2 Site Inspection Report - Sawmill Valley Public School and St. Mark Catholic Elementary School (Ward 8)

Site inspection report for the site inspection conducted on June 4, 2024 at the intersection of Burnhamthorpe Road West and South Millway for the students attending Sawmill Valley Public School and St. Mark Catholic Elementary School.

RECOMMENDATION

1. That the warrants have not been met for the placement of a school crossing guard.
2. That Transportation and Works be requested to paint ladder markings on the south leg of the intersection of Burnhamthorpe Road west and South Millway.
3. That Mississauga School Traffic Safety Action Committee be requested to contact Student Transportation of Peel Region, St. Mark catholic Elementary

School and Sawmill Valley Public School at the end of August to determine if there are more than five students that could cross at the intersection of Burnhamthorpe Road west and South Millway and if the schools will be implementing courtesy busing for the 2024-25 school year.

4. That Mississauga School Traffic Safety Action Committee be requested to re-inspect to determine if the warrants are met for the implementation of a school crossing guard if 3) indicates there are potentially more than 5 students that could cross at the intersection of Burnhamthorpe Road west and South Millway for the 2024-25 school year.

RECOMMEND APPROVAL

No discussion took place regarding this item.

RECOMMENDATION MSTSAC-0044-2024

Moved By T. Coulson

1. That the warrants have not been met for the placement of a school crossing guard.
2. That Transportation and Works be requested to paint ladder markings on the south leg of the intersection of Burnhamthorpe Road west and South Millway.
3. That Mississauga School Traffic Safety Action Committee be requested to contact Student Transportation of Peel Region, St. Mark catholic Elementary School and Sawmill Valley Public School at the end of August to determine if there are more than five students that could cross at the intersection of Burnhamthorpe Road west and South Millway and if the schools will be implementing courtesy busing for the 2024-25 school year.
4. That Mississauga School Traffic Safety Action Committee be requested to re-inspect to determine if the warrants are met for the implementation of a school crossing guard if 3) indicates there are potentially more than 5 students that could cross at the intersection of Burnhamthorpe Road west and South Millway for the 2024-25 school year.

Approved

9.3 Site Inspection Report - Britannia Public School (Ward 11)

Site inspection report for the site inspection conducted on June 6, 2024 at the intersection of Douguy Boulevard and Ivandale Drive for the students attending Britannia Public School.

RECOMMENDATION

1. That the warrants have not been met for the placement of a school crossing
2. That Transportation and Works be requested to:
 - a. Install stop signs and stop bars on Douguy Boulevard at the intersection of Douguy Boulevard and Ivandale Drive.
 - b. Install "no stopping" corner prohibitions on Douguy Boulevard and Ivandale Drive.
3. That once the signage is in place that the principal of Britannia Public School be requested to advise the parents and students of the new "no stopping" corner restrictions on Douguy Boulevard and Ivandale Drive.

RECOMMEND APPROVAL

Councillor Butt spoke in support of the recommendations emanating from the site inspection.

Tammy Coulson, Vice-Chair, Citizen Member commented on the "all way stop" recommendation given that the stats from the site inspection report did not warrant the stop.

Councillor Butt explained some of the challenges that exist at the intersection.

Sheelagh Duffin, Supervisor, Crossing Guards explained that traffic operations staff conduct a larger study when it comes to MSTSAC recommending the feasibility of a stop sign.

RECOMMENDATION MSTSAC-0045-2024

Moved By Councillor B. Butt

1. That the warrants have not been met for the placement of a school crossing
2. That Transportation and Works be requested to:
 - a. Install stop signs and stop bars on Douguy Boulevard at the intersection of Douguy Boulevard and Ivandale Drive.
 - b. Install "no stopping" corner prohibitions on Douguy Boulevard and Ivandale Drive.
3. That once the signage is in place that the principal of Britannia Public School be requested to advise the parents and students of the new "no stopping" corner restrictions on Douguy Boulevard and Ivandale Drive.

Approved9.4 Resignation of Citizen Member, Kathy LeffDIRECTION REQUIRED

Councillor Butt noted that there are vacancies on other Committees and suggested that Clerks office commence the recruitment process to fill these vacancies, including the two vacancies on MSTSAC.

Peter Westbrook, Citizen Member suggested the recruitment of citizen members for MSTSAC take place in the summer to ensure there is a higher complement of citizen members available to conduct site inspections in September.

Sheelagh Duffin, Supervisor, Crossing Guards explained that they rarely schedule site inspections at the beginning of September and explained some of the reasons and events why site inspections are not conducted in the beginning of September.

RECOMMENDATION MSTSAC-0046-2024

1. That due to the resignation of Seshagiri Pingali, Citizen Member and Kathy Leff, Citizen Member, vacancies exist on the Mississauga School Traffic Safety Action Committee and that the City Clerk be directed to fill the vacancy in accordance with the Corporate Policy #02-01-01 on Citizen Appointments to Committees, Boards and Authorities.
2. That the resignation dated May 30, 2024 from Kathy Leff, Citizen Member, be received.

9.5 Traffic Safety in School Zones Policy (10-03-01) Review of Warrants

DIRECTION REQUIRED

Sheelagh Duffin, Supervisor, Crossing Guards, noted that the Traffic Safety in School Zones Policy review of warrants has not happened for many years and suggests that it be reviewed at this time to ensure it meets our current needs.

Miles Roque, Chair requested that Angie Melo, Legislative Coordinator canvass MSTSAC Members for their interest to participate in a working group over the summer to review the Policy.

RECOMMENDATION MSTSAC-0047-2024

Moved By P. Westbrook

That a working group be created to review the Traffic Safety in School Zones Policy (10-03-01) Review of Warrants and report back to the Mississauga School Traffic Safety Action Committee in the fall 2024.

Approved

9.6 Future Mississauga School Traffic Safety Action Committee Meeting Format Discussion

DIRECTION REQUIRED

Angie Melo, Legislative Coordinator advised that the committee rooms are not yet available to conduct Advisory Committee meetings with the live stream and recording functionality.

Committee Members engaged in discussion regarding the preferred meeting format and agreed to keep the meeting in a hybrid format.

RECOMMENDATION MSTSAC-0047-2024

Moved By J. Shah

That Mississauga School Traffic Safety Action Committee meetings continue to take place in a hybrid format.

Approved

9.7 Site Inspection Statistics Report - June 2024

RECOMMEND RECEIPT

No discussion took place regarding this item.

RECOMMENDATION MSTSAC-0048-2024

Moved By T. Coulson

That the Site Inspection Statistics Report - June 2024 be received.

Received

10. SUBCOMMITTEE REPORTS - Nil

11. PARKING ENFORCEMENT REPORT

11.1 Parking Enforcement in School Zone Report - May 2024

RECOMMEND RECEIPT

No discussion took place regarding this item.

RECOMMENDATION MSTSAC-0049-2024

Moved By I. Chu

That the Parking Enforcement in School Zone Report - May 2024 be received.

Received

12. TRANSPORTATION AND WORKS ACTION ITEMS

12.1 Transportation and Works Action Items List - May 2024

RECOMMEND RECEIPT

No discussion took place regarding this item.

RECOMMENDATION MSTSAC-0050-2024

Moved By T. Cieciura

That the Transportation and Works Action Items List - May 2024 be received.

Received

13. OTHER BUSINESS

Peter Westbrook, Citizen Member, enquired about the scooters and e-bikes across the city. Laura Zeglen, Active Transportation Coordinator, provided a brief overview of the Micromobility project.

14. DATE OF NEXT MEETING

September 25, 2024

15. ADJOURNMENT - 5:42 PM (J. Shah)



RECOMMENDATION TO THE BOARD

REPORT NUMBER G 1

RESPONSE TO OCSTA 2025-2026 EDUCATION FUNDING FEEDBACK

The Ministry of Education (Ministry) issued the 2025-26 Education Funding Engagement Guide on October 4, 2024. In response, the Board of Trustees of the Dufferin-Peel Catholic District School Board (DPCDSB) provide the feedback in this report to the focus areas provided and some additional areas. It is important to the DPCDSB Board of Trustees to highlight the ongoing financial concerns associated with having an employer-funded Long-Term Disability (LTD) Plan and the impact to overall operations. DPCDSB has been working with the Ministry over four (4) years under a Financial Recovery Plan that requires assistance from the Ministry for a solution.

The DPCDSB Board of Trustees provide the following input to the specific focus areas identified:

1. Core Education Funding Model Reform

- **Provide feedback on the reform – has it addressed the goals of simplification and strengthening accountability?**

As the Core Education Funding model was only recently introduced in the Spring 2024 for the 2024-25 school year, it's difficult to provide feedback on whether the model has addressed the goals of simplification and strengthening accountability.

The model has re-organized the previous 18 grants into six funding pillars: a goal of the Ministry to make it easier to understand for stakeholders. However, for school board staff, the work to complete the Education Finance Information System (EFIS) package at each reporting cycle has not significantly changed.

- **What opportunities or challenges are presenting as a result of limits on the funding that can be applied to student transportation and school facilities?**

We foresee ongoing pressures on the school facilities line due to decreased enrolments and increasing costs of commodities and contracts, stringent health and safety regulations and aging facilities. Although the Board may be able to remain within the compliance targets, this is going to be an ongoing challenge until the moratorium on school closures is lifted or the funding model for school operating costs is changed. Since 2017, there has been a moratorium on school closures imposed by the Ministry. The DPCDSB requests that the school closure moratorium be lifted so that boards can review schools with low student enrolment. These schools face programming challenges that limit student pathways and extra-curricular choices. The lifting of the moratorium would also help facilitate efficiencies in operations, long-term planning and prudent utilization of resources.

- **How can school board accountability be further enhanced, through the Core Ed Funding model or other mechanisms?**

School boards are responsible for the effective and efficient use of resources to achieve the priorities identified by the Ministry and the Board of Trustees. In order to execute these priorities, dedicated support staff and resources are needed. Examples include effective attendance management programs, supports to manage capital projects, renewal work and building operations and increased funding to invest in cybersecurity needs and student/staff access to technology.

- **The 2024-25 Education Finance Information System (EFIS) Estimates reporting cycle suppressed Data forms B, C and D. Should the ministry re-introduce these forms in the future?**

Data Form D was used to a limited extent; however, forms B and C do not add significant value to our analysis.

2. Special Education Funding

- **How are school boards prioritizing ministry supports to meet the special education needs of their students? What other Core Ed funding are boards using to complement their Special Education Fund?**
- **Is there a way to allocate the Special Education Fund (SEF) more effectively and/or efficiently, without creating the need for new provincial funding or increasing administrative burden?**

The largest component of the SEF is based on the total enrolment of a school board and does not factor in the actual number of students that require special education programs and services. Incident rates at school boards vary based on many factors. There should be recognition for the ratio of students requiring special education services and resources compared to total enrolment.

There has been an increase in the number of students with complex needs that require multiple pieces of technology to support their access to curriculum. The base amount of SEA funding needs to address all needs of our students. For example; a vision claim requires multiple devices, such as cameras, iPad, laptop, and additional software; students with autism require special equipment to support daily programming.

- **How can the Ministry further support school boards in the accurate reporting of students with special education needs and associated expenditures to ensure consistency among school boards?**

It is recognized that there is disparity in addressing the needs of students in mainstream classes versus those in fully self-contained classes or partially integrated. One-to-one (1:1) staff support (Educational Resource Worker, ERW) for a student in mainstream class is not enough to generate a claim, but difficult to provide two-to-one (2:1) support all day, especially for smaller schools who may only have two ERWs in the entire building. In some cases, DPCDSB is not able to submit claims for students with complex needs because there is not enough staff support in place. The SIP funding needs to be addressed to ensure it covers the entire cost of two support staff.

School boards are experiencing cyber threats and attacks for information at alarming rates. To ensure the protection of the information in these claims, it would be ideal to have a secure site for uploading files rather than sending by email.

3. Efficiencies and Reducing Administrative Burden

- **How can the Ministry best collect data from school boards in the following instances:**
 - **Information that is infrequently requested (e.g. during the pandemic, to support central bargaining).**

- **Programs particularly in the early stages of transition from REP to Core Ed.**

Although the implementation of the Transfer Payment Ontario System (TPON) Online Platform has provided some efficiencies around the reporting process, there are still possible areas of improvement. For example, the TPON functionality should allow for notifications, workflow management and delegation. It would be ideal if the system could allow Multi-Project Transfer Payment Agreements (TPA) to be shared with different program owners for review and acknowledgement prior to final sign off by the Director of Education.

If, and when, infrequent information is required, the ideal for school board staff is to request limited amounts of data at one time and provide clear direction and purpose for what is being collected.

The Ministry transfers REP funding programs into Core Ed to streamline funding and reduce administrative burden for school boards. A REP usually exists for a number of years before the Ministry makes a decision to permanently fund through Core Ed, and the Ministry would have a good understanding of how the funds have been used. Reporting in the early stages of transition would not be necessary.

- **Are there other areas where there is potential or opportunities to find new reporting efficiencies, within EFIS or other reporting requirements to the ministry?**

Have one common source data management system where information could be extracted from the core financial system instead of having to layer different types of reporting and different systems. Common platform would also apply for student information used in the Education Financial Information System (EFIS) reporting package and other reporting templates.

The Ministry should be able to use data from EFIS, OnSIS, VFA facilities reporting and Student Information Systems to consolidate data for their own use without having to ask school boards.

The reporting requirements between the EFIS and other ad hoc reporting throughout the year should be streamlined, condensed and simplified. The Ministry may also consider aligning REP reporting deadlines to financial reporting timeframes to streamline the financial reporting involved. The functionality and capability of the TPON platform should be enhanced to allow for notifications, workflow management and delegation. For example, for the Multi-Project Transfer Payment Agreements (TPA), the ability to assign or tag program owners to review and acknowledge TPA prior to final sign off by the Director of Education or designate would improve efficiencies. For TPA funding announced after the first quarter of the school year, sufficient time should be provided to allow for the use of the funds or flexibility to defer revenue. It has been a challenge to achieve full funding utilization, especially when the funding is used to hire additional staffing, as recruitment efforts and finding the right talent can take time.

4. Community Use of Schools

- **What criteria do you use to determine rates for use of school space?**
- **What criteria do you use to prioritize access to school space, if any?**
- **How do you make your rates and access policies known to the public?**
- **What criteria do you use to identify which schools are available to book?**

In the determination of rates for use of school space, DPCDSB uses the Cost Recovery Calculator that was provided to school boards for this purpose.

There is some prioritization of access to school space based on returning groups. If groups held permits the year before, they are the first to be offered their original schools and time slots. Any requests from new groups are reviewed on a first-come-first-serve basis with priority given to registered youth non-profit groups ahead of for-profit or adult groups.

The public is made aware of DPCDSB rates by electronic communication that is sent in the spring to all permit holders, current and past. The rates are also posted on the DPCDSB website under Community Use of Schools.

All DPCDSB schools are available to be permitted, as long as there are no restrictions due to school activities, construction work or renovations taking place.

5. Student Safety and Well-Being

- **The Urban and Priority High Schools Program (UPHS)**

For those school boards that receive this funding:

- Do you conduct any independent evaluation of the effectiveness of funding such as UPHS?
- Are there any areas where funds are underutilized or overutilized?
- Are there any gaps that the current UPHS funding levels can't fill?
- Are there any emerging needs that UPHS could be better positioned to address?

- **Safe and Accepting Schools For those school boards that receive this funding:**

- What portion of your school board funding is generally dedicated to offering suspension and expulsion programming as required by PPM 141 and PPM 142? And how much of this funding supports prevention, positive behavior supports and alternatives to suspension programming?
- How is the funding generally split across the two elements (staffing versus programming supports) in your school board?

DPCDSB has 6.0 FTE teachers assigned to operate our suspension and expulsion programs. In addition, in order to operate these programs efficiently, meet student needs and work toward finding greater success, DPCDSB has diverted other funding sources to have another 3.0 FTE in place.

Support staff, including ERW, Child and Youth Worker (CYW) and Social Work, are essential components of these programs. The current allocation meets minimum criteria, but having additional CYW and Social Work support could result in an increased ability to maintain student engagement and work on addressing the non-academic needs of students.

- **Are there any emerging needs that your school board is addressing through this funding?**

Post pandemic, there appears to be an increase in the non-academic needs of students. Students benefit from support in the area of positive decision making, peer-relationships,

conflict resolution and digital citizenship. The allocation of ERW, CYW and Social Work remains the same, but with the increased need, not all objectives can be met. This is inclusive of all grade levels 4-12.

There has been a perceived increase in violence in schools and funds available are being utilized to address this issue by providing de-escalation training to multiple employee groups and support the needs of schools when Violent Threat Risk Assessments are required. An extensive list of supports and interventions is provided to the school in order to address student needs.

- **Is there enough flexibility within this component to address student behavioural needs in your school boards and suspension and expulsion policies/programming?**

Funding currently earmarked for both preventative and reactive interventions for students are insufficient. The requirements of the enrolment register limit the ability to provide flexible programming for students. The expectations outlined in PPM 145 section 7 are challenging due to insufficient staffing, including secretarial staff. The requirements of the Ontario Health and Safety Act (OHSA), surrounding workplace violence also pose challenges particularly related to privacy and the presence of students within the workplace that have various needs that would require safety interventions.

Additional Feedback:

Moratorium on School Closures

Underutilized pupil spaces at DPCDSB schools has now increased to over sixteen thousand. This is the equivalent of being able to close over 30 elementary schools of 500 pupil place size. DPCDSB needs the ability to close schools in order to address efficiencies in operations and cost reductions. The DPCDSB requests that the school closure moratorium be lifted so that school boards can review schools with low student enrolment. These schools face programming challenges that limit student pathways and extra-curricular choices. The lifting of the moratorium would also help facilitate efficiencies in operations, long-term planning and prudent utilization of resources.

DPCDSB now has underutilized pupil spaces in schools of over 16. This is the equivalent of being able to close over 30 elementary schools of 500 pupil place size. DPCDSB needs the ability to close schools in order to address efficiencies in operations and cost reductions. The DPCDSB requests that the school closure moratorium be lifted so that school boards can review schools with low student enrolment. These schools face programming challenges that limit student pathways and extra-curricular choices. The lifting of the moratorium would also help facilitate efficiencies in operations, long-term planning and prudent utilization of resources.

Inflation Pressures

The Ministry needs to address inflationary pressures coming through technology and software costs, audit services, legal services and salaries. Some software costs have increased as much as 50% year over year for core systems that would be very costly to convert to an alternative provider at short notice, Boards are left to absorb the higher pricing for core operating systems. Inflationary pressures also apply to maintenance, construction and health and safety requirements which are also lagging in corresponding funding adjustments.

School Board Administration Funding does not recognize salaries required for highly skilled workforce positions, particularly in the Greater Toronto Area (GTA). Average salaries for certified professionals in finance, human resources, employee relations, planning, technology and communications exceed benchmark funding. School boards are losing experienced staff to other sectors because of the dramatic difference in job-related salaries. Recruitment of skilled professionals is also becoming increasingly difficult as school boards cannot compete with current levels of compensation.

Legal Costs

The Uniform Code of Accounts requires all legal expenses to be mapped to School Board Administration despite no identifiable source of funding within the grant model. As a large urban school board within the GTA, there are significant legal issues, with outcomes that can be precedent setting on a provincial basis. Human rights and special education legal concerns are increasing exponentially. There should be a funding source specific to legal issues.

Cybersecurity and Protection of Information

In recent years, school boards have had to manage security issues and threats. Targeted funding is needed specifically for safety and security in schools and board offices: cybersecurity protection and insurance, improvements to public address (PA) and video surveillance systems, door access systems, security in response to issues or threats, media/communications resources to draft system messages and monitor social media posts related to Board activities.

Absence Management

A significant cost pressure on all school boards is absenteeism, from both a financial and operational perspective, and the impact is felt across all employee groups. The absence of classroom staff increases the cost of supply coverage and leads to internal pressures as it is difficult to find enough qualified staff on a daily basis to fill the absences. School boards had anticipated some changes in the last round of central bargaining, but that did not happen.

Equity, Diversity, and Inclusivity

Providing funds to broaden the capacity of administration and teaching staff in the area of equity and inclusivity would help address the needs that come forward from communities and advocacy seeking groups. Through the Multi-Year Strategic Plan (MYSP), DPCDSB has confirmed a commitment to ensure that all learners in our community are treated with respect, dignity and are supported to reach their full potential by acknowledging structural barriers in our policies and practices. The removal of barriers requires the acknowledgment of racism, discrimination, and in particular anti-Black discrimination, as historic, pervasive, institutional, and systemic. This work requires a deep and meaningful shift in policies and practices in a manner which changes circumstances and outcomes for those communities most impacted. This work requires resources both financial and human. In order for school boards to sustain this work in the manner it requires, specific and enveloped funding is necessary. As with the Indigenous Education funding, DPCDSB is requesting that protected funding for dismantling anti-Black racism be considered as part of Core Ed funding.

Unfunded Statutory Benefits

The Ministry has not funded the increases in statutory benefits since 2021-22. The CPP maximum pensionable earnings and employer rate increased by 0.25% in 2021 and thereafter each year. Starting in January 2024, a second earnings ceiling limit was introduced, that requires incremental employer CPP contributions. These increases resulted in additional budget pressures, which has been growing since 2021-22 with no funding increase. The projected in-year additional budget pressure for 2024-25 is about \$3.0 million. This is an added pressure under DPCDSB's already difficult financial position.

Funding from the ministry is needed to cover the mandatory cost increases. In addition, the incremental employer contributions for OMERS pension have not been funded by the Ministry. Starting in January 2023, non-full-time employees were eligible to enrol in the plan and this plan change has increased DPCDSB contribution costs annually.

Funding to Support Process Modernization and Technology

As school boards endeavour to modernize and automate processes to become more efficient and effective, funding is needed to complete this work. Many school boards do not have the financial ability to take on these large and expensive projects. Examples include funding to support digital classrooms, devices for each student and staff member, online resources, accessibility needs, security systems and cameras, and many more. There needs to be a mechanism for the Ministry to provide this funding or an option for boards to submit business cases for funding to support these important improvements.

Long-Term Disability

For DPCDSB, the employer-funded LTD plan has impacted our ability to move forward with services and resources that are needed across the system. The cost-prohibitive plan has taken all accumulated surplus funds, caused our Board to be in an accumulated deficit financial position and decimated our ability to address needs that are good for students, staff and communities. DPCDSB is working under a Financial Recovery Plan with the Ministry of Education, however the path forward to achieve a balanced position is still not clear.

Summary

Thank you for the opportunity to submit feedback on education funding for the 2025-2026 school year.

The Board of Trustees of the Dufferin-Peel Catholic District School Board

Luz del Rosario (Chair)
Mississauga Wards 6 & 11

Paula Dametto-Giovannozzi
Caledon/Dufferin

Mario Pascucci
Mississauga Wards 1 & 3

Herman Viloria
Mississauga Wards 2 & 8

Thomas Thomas (Vice-Chair)
Mississauga Ward 5

Darryl D'Souza
Brampton Wards 2, 5 & 6

Stefano Pascucci
Mississauga Ward 4

Shawn Xaviour
Brampton Wards 7-10

Brea Corbet
Mississauga Wards 9 & 10

Bruno Iannicca
Mississauga Ward 7

Anisha Thomas
Brampton Wards 1, 3 & 4

Bailey Clyne
Indigenous Student Trustee

Jia Sharma
Student Trustee

Raheem White
Student Trustee



Ontario Catholic School
Trustees' Association

October 16, 2024

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Michael Bellmore, President

SUBJECT: **Core Funding (formerly GSN) Consultation 2025-2026**

The Ministry of Education recently announced its consultation for Core Education Funding (formerly GSN) for 2025-2026. Attached is the 2025-26 Education Funding Engagement Guide. This year's guide focuses on:

1. Core Education Funding Model Reform
2. Special Education Funding
3. Efficiencies and Reducing Administrative Burden
4. Community Use of Schools
5. Student Safety and Well-Being

OCSTA will, as is our usual practice, make a submission on the key areas of focus in the consultation and provide additional responses to the current funding challenges facing our Catholic School Boards.

In an effort to assist OCSTA in developing its submission, please send us your responses to the Education Funding Engagement Guide by **November 1, 2024**.

Please direct responses to Steve Andrews, Director of Legislative and Political Affairs at sandrews@ocsta.on.ca

If you have any questions, please contact me at mbellmore@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca

Attachment

MB:cam

2025-26 Education Funding Engagement Guide

October 2024

INTRODUCTION

The government is committed to delivering a world-class education system built on strategic investments that are aimed at boosting student achievement by focusing on strengthening reading, writing and math, and other STEM disciplines. The government continues to implement measures that will continue to focus school boards on academic achievement and the development of life and job skills.

Through Core Education Funding, the government continues to focus on going back-to-basics and preparing students for the jobs of tomorrow, by investing a projected \$29.1 billion in education funding for the 2024-25 school year.

For more information about the Core Education funding model, please see [Education funding, 2024-25](#) on the Ministry of Education's website.

ABOUT THIS GUIDE

The government remains committed to discussing education funding reform in Ontario with education stakeholders and partners through a process that allows stakeholders and partners to provide the benefit of their expertise, experience, and ideas.

This year's guide focuses on:

1. Core Education Funding Model Reform
2. Special Education funding
3. Efficiencies and Reducing Administrative Burden
4. Community Use of Schools
5. Student Safety and Well-Being

However, you may also submit feedback on education funding topics not outlined in this guide.

To ensure your feedback is considered, please forward your electronic submission by **November 8, 2024** to: EDULABFINANCE@ontario.ca. If you have questions about this process, please send them to the email address noted above.

CORE EDUCATION FUNDING MODEL REFORM

For the 2024-25 school year, the Ministry of Education introduced Core Education Funding (Core Ed), a transformed funding formula intended to support two goals:

1. Streamlining the funding formula to make it simpler to understand
2. Strengthening school board accountability

The Core Ed funding model also introduced a renewed enveloping framework to bring greater clarity to how funding is to be used to support student achievement and well-being.

Considerations:

- i. Now that the Core Ed funding model has been implemented, please provide your feedback on the reform. For example, did it achieve (or in time do you expect that it will achieve) the two goals set out above of simplification and strengthening accountability?
- ii. In the refreshed enveloping framework, the ministry introduced limits on funding that can be applied towards student transportation and school facilities expenditures. What opportunities or challenges is this presenting to school boards?
- iii. Are there other ways in which school board accountability can be further enhanced, either through the Core Ed Funding model itself or other mechanisms?
- iv. In the 2024-25 Education Finance Information System (EFIS) Estimates reporting cycle, Data forms B, C, and D were suppressed. These schedules provide detailed information on school board expenditures versus funding allocations. Should the ministry re-introduce these forms in the future, what are key considerations to ensure consistency and comparability between school boards that would provide meaningful information to the ministry?

SPECIAL EDUCATION FUNDING

The Ministry of Education currently provides district school boards with the majority of special education funding through the Special Education Fund. The Special Education Fund is for the additional or incremental costs of the programs

and services provided by school boards. This supports equity for all students with special education needs.

For the 2024-25 school year, the Special Education Fund is projected to increase to approximately \$3.71 billion, representing an increase of \$154 million, or 4.3 per cent, over 2023-24. An additional \$10 million is also being invested to support students with extraordinarily high special education needs, as part of the modernization of the Special Incidence Portion (SIP) component.

Considerations:

- i. School boards are given flexibility to use the Special Education Fund and other funding to support their special education policies and priorities to meet local priorities. How are school boards prioritizing ministry supports to meet the special education needs of their students? What other Core Ed funding are boards using to complement their Special Education Fund?
- ii. Is there a way to allocate the Special Education Fund (or portions of this fund) more effectively and/or efficiently, without creating the need for new provincial funding or increasing administrative burden?
- iii. How can the ministry further support school boards in the accurate reporting of students with special education needs and associated expenditures to ensure consistency among school boards?

EFFICIENCIES AND REDUCING ADMINISTRATIVE BURDEN

The ministry is committed to continuous improvement in looking for ways to reduce administrative burden and further streamlining reporting for the education sector. Part of this work includes reviewing how the ministry measures ongoing program effectiveness as part of its strong financial accountability, all while trying to avoid urgent and/or stand-alone requests to school boards.

In addition, transferring funding from Responsive Education Programs (REP) to Core Ed provides predictability for school boards in financial planning. However, related data reporting requirements are generally reduced during this process to further reduce administrative burden.

- i. How can the ministry best collect data from school boards in the following instances:
 - a. Information that is infrequently requested (e.g., during the pandemic, to support central bargaining)
 - b. Programs particularly in the early stages of transition from REP to Core Ed
- ii. Are there other areas where there is potential or opportunities to find new reporting efficiencies, within EFIS or other reporting requirements to the ministry?

COMMUNITY USE OF SCHOOLS

Community Use of Schools (CUS) provides funding to school boards to reduce rates for, and/or increase access to school space for community not-for-profit groups during non-school hours. CUS funds are to help school boards with the costs involved with keeping schools open after hours such as heating, lighting, and cleaning. School boards are responsible for matters related to the use and access of school space and resources.

Considerations:

- I. What criteria do you use, to determine rates for use of school space?
- II. What criteria do you use to prioritize access to school space, if any?
- III. How do you make your rates and access policies known to the public?
- IV. What criteria do you use to identify which schools are available to book?

STUDENT SAFETY AND WELL-BEING

The Urban and Priority High Schools Program (UPHS)

UPHS is delivered in 41 schools in 12 English and French school boards in the Greater Toronto and Hamilton Area, London, Ottawa, Waterloo, and Windsor. Participating schools develop and implement action plans coordinated by a steering committee composed of the principal, staff, students, parents and local partners to

support student leadership, parent/community engagement initiatives, and programs dedicated to improving students' attendance and performance in the classroom.

Protective factors supported through UPHS include:

- Increased access to after-school or extra-curricular activities
- Support for academic achievement
- Increased access to mental health and other intra-personal supports
- Increased access to mentorship and volunteer opportunities to develop leadership skills
- Increased awareness of conflict resolution and other practices for positively contributing to school climate

Considerations:

For those school boards that receive this funding:

- i. Do you conduct any independent evaluation of the effectiveness of funding such as UPHS?
- ii. Are there any areas where funds are underutilized or overutilized?
- iii. Are there any gaps that the current UPHS funding levels can't fill?
- iv. Are there any emerging needs that UPHS could be better positioned to address?

Safe and Accepting Schools

The Safe and Accepting Schools Component provides funding for:

- Non-teaching staff (child and youth workers, social workers, educational assistants and attendance counsellors) to work with students who are at-risk of suspension or expulsion (risk factors include mental health/family challenges or living in precarious housing).
- Programming to support academic and non-academic needs of students who have been expelled or are on long-term suspension.

Considerations:

- i. What portion of your school board funding is generally dedicated to offering suspension and expulsion programming as required by PPM 141 and PPM 142? And how much of this funding supports prevention, positive behaviour supports and alternatives to suspension programming?
- ii. How is the funding generally split across the two elements (staffing versus programming supports) in your school board?
- iii. Are there any emerging needs that your school board is addressing through this funding?
- iv. Is there enough flexibility within this component to address student behavioural needs in your school boards and suspension and expulsion policies/programming?

CONCLUSION

As always, we thank you for your continued collaboration and partnership to support Ontario students. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario's students in mind.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.



RECOMMENDATION TO THE BOARD

REPORT NUMBER H 1

REVISED POLICY 24.00: ACCESS TO ELEMENTARY REGIONAL PROGRAMS OF CHOICE

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 24.00: ACCESS TO ELEMENTARY PROGRAMS OF CHOICE* AS AMENDED.**

Regular Board Meeting
October 22, 2024
<i>REVISED POLICY 24.00: ACCESS TO ELEMENTARY REGIONAL PROGRAMS OF CHOICE</i>
Multi-Year Strategic Plan Value: Trust

*"And when you turn to the right or when you turn to the left, your ears shall hear a word behind you, saying, "This is the way; walk in it."
Isaiah 30:21*

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) provides students with the opportunity to explore a wide variety of regional programs of choice, including, for example elementary access to enhanced French language learning. Recent changes to the Extended French (EF) application process necessitated changes to *Policy 24.00: Access to Elementary Programs of Choice*. This report summarizes revisions made to Policy 24 and two of its associated General Administrative Procedures (GAPs).

DISCUSSION

The EF program is a form of later French immersion, in which students receive 50% of their daily instruction in the French language, beginning in Grade 5. Parents and guardians are invited to complete applications for interested students in the fall of their Grade 4 year. Staff transitioned the EF application to a centralized online process like that used for early French Immersion (FI). As a result of this change, staff updated *GAP 411.00 – Extended French* to align with the online application process. Staff also reviewed and revised *GAP 416.00 – French Immersion* and *Policy 24.00* for consistent content and format.

CONCLUSION

Due to moving the EF program application to a centralized, online process, staff updated *GAP 411.00* to reflect this application process. *GAP 416.00* and *Policy 24.00* were also reviewed and revised to ensure consistent content and format.

RECOMMENDATION

The following recommendation is provided for consideration.

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 24.00: ACCESS TO ELEMENTARY PROGRAMS OF CHOICE* AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research and Safe Schools
Carmel Murphy, Superintendent, Program and Learning Services

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



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board POLICY NUMBER:	24.00
SUBJECT:	Access to Elementary Regional Programs of Choice
EFFECTIVE DATE:	(114) April 29, 2014; (385) October 16, 2016; November 17, 2020
AMENDED DATE:	October 16, 2016; November 17, 2020; October TBD, 2024

"And the good news must first be proclaimed to all nations."

Mark 13:10

1. The process for accessing elementary regional programs of choice must be equitable for all eligible ~~pupils-students~~ within the Dufferin-Peel Catholic District School ~~DPCDSB's Board (DPCDSB)'s~~ jurisdiction.
2. If applications received by the ~~due-date~~ advertised deadline exceed the available ~~pupil-student places-spaces~~ allotted to the regional program, a random selection process specific to the regional program will be activated to fill available ~~pupil-places~~ spaces.
3. All eligible applicants, including siblings of ~~pupils-students~~ currently registered in the regional program, will participate in the random selection process.
4. In the case of an application by same-age ~~/or~~ same-grade siblings, the parent ~~/or~~ guardian shall submit one application per child.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
POLICY NUMBER:	24.00
SUBJECT:	Access to Elementary Regional Programs of Choice
EFFECTIVE DATE:	April 29, 2014
AMENDED DATE:	October 16, 2016; November 17, 2020; October TBD, 2024

"And the good news must first be proclaimed to all nations."
Mark 13:10

1. The process for accessing elementary regional programs of choice must be equitable for all eligible students within the Dufferin-Peel Catholic District School Board (DPCDSB)'s jurisdiction.
2. If applications received by the advertised deadline exceed the available student spaces allotted to the regional program, a random selection process specific to the regional program will be activated to fill available spaces.
3. All eligible applicants, including siblings of students currently registered in the regional program, will participate in the random selection process.
4. In the case of an application by same-age or same-grade siblings, the parent or guardian shall submit one application per child.

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	400 - CURRICULUM
GAP NUMBER:	411.00
SUBJECT:	Extended French
REFERENCE:	Board Policy 24.00: Access to Elementary Programs of Choice; General Administrative Procedure (GAP) 416.00-00 – French French Immersion; General Administrative Procedure GAP 418 – Elementary Catholic Global Learning Programs.
EFFECTIVE DATE:	September 2008
REVIEWED/AMENDED DATE:	May 2009; May 9, 2011; December 12, 2011; December 12, 2013; October 16, 2016; <u>October TBD, 2024</u>
REPLACES:	411.00
PAGE	1 of 4

Therefore, one who speaks in a tongue should pray for the power to interpret.
{1 Corinthians 14:13}

1. ~~1.0~~ **BACKGROUND**

1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, we DPCDSB strives to create opportunities for all students to achieve excellence in ways that use those gifts to the fullest extent fully use those gifts possible.
~~Dufferin-Peel believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, we strive to create opportunities for all students to achieve excellence in ways that use those gifts to the fullest extent possible.~~

1.2 The Extended French ~~Program-(EF) program~~ is a ~~Board-wide~~ DPCDSB program of choice offered from Grades 5 to 12 in designated schools. ~~It-With its Grade 5 entry point, this program is a type of later French Immersion and offers students with the capacity and the desire,~~ the opportunity to be successful in both of Canada's official languages.

1.3 ~~Admission is by application. The program EF provides a minimum of 26701,900 hours of French language-language instruction (1900 hours to the end of Grade 8 +and an additional 7 credits / 770 hours in secondary grades).~~ School location and transportation decisions are subject to annual review and possible changes.

2. _____

3. _____

2. ~~2.0~~ **MANDATE**

2.1 The Dufferin-Peel DPCDSB Catholic District School Board will offer s an Extended French Language Program- EF for students in Grades 5 to 12 who wish to become fluent in both of Canada's official languages. This program will is only be offered in designated DPCDSB schools (i.e., Extended French

Centres) which are designated by the Board.

2.2 EF is a regional program of choice with limited enrollment, and admission is by application. Where interest exceeds available space at a school, a lottery shall be held to assign applicants to available spaces.

~~The Dufferin-Peel Catholic District School Board will offer an Extended French Language Program for students in Grades 5 to 12 who wish to become fluent in both of Canada's official languages. This program will only be offered in schools which are designated by the Board.~~

3. CURRICULUM

3.1 ~~The instruction for the Extended French program in~~ elementary ~~(Grades 5 to~~ through 8) ~~EF will consist~~ is provided ~~of~~ 50% of the time in each official language.

3.2 The following subjects will be taught in the English language in Grades 5 through 8:

- Religion ~~&~~and Family Life (faith formation is always reserved for the first language by policy of the Canadian Conference of Catholic Bishops)
- Mathematics
- English Language Arts

3.3 The following subjects will be taught in the French language in Grades 5 through 8:

- ~~Junior Level~~Grades 4 through 6: — French ~~as a Second~~ Language Arts (Extended), Science, and Social Studies
- ~~Intermediate Level~~Grades 7 and 8: French ~~as a Second~~ Language Arts (Extended), Science, Geography, and History

3.4 The following subjects will be taught in either language in Grades 5 through 8:

- Health and Physical Education
- ~~The Arts~~ (Music,
- ~~Visual Art,~~
- Drama, and Dance)

3.5 The following seven (7) credits will be taught in the French ~~Language language at the Secondary Level~~in the secondary grades:

- Grade 9: — French ~~as a Second~~ Language (Extended) and Canadian Geography
- Grade 10: — French ~~as a Second~~ Language (Extended) and Canadian History
- Grade 11: — French ~~as a Second~~ Language (Extended) and World Religions
- Grade 12: — French ~~as a Second~~ Language (Extended)

4. 4.0 — INFORMATION MEETINGS/ADVERTISEMENT OF PROGRAM

~~In mid-November, designated program staff will send parent/guardian information letters (from the Superintendent of Program) to all elementary principals. Principals will ensure that these letters are distributed to all parents/guardians of Grade 4 students, as part of the Progress Report package.~~

3.24.1 ~~DPCDSB will offer Extended French Parent/Guardian Information Sessions in the fall for interested parents and guardians of students in Grade 4. These sessions will provide parents and guardians with information about the EF program, the application process and important deadlines, and the potential for holding a random selection where interest exceeds available spaces in the program.~~

3.3 — ADVERTISEMENT OF PROGRAM

3.44.2 The EF program receives publicity through the following media, as appropriate:

- Information letter to all Grade 4 parents ~~/and~~ guardians from the Superintendent of Program and Learning Services
- School ~~Newsletters~~newsletters
- Community ~~Newspapers~~newspapers
- Parish ~~Bulletins~~bulletins
- ~~Board~~DPCDSB website: Main page ~~/and~~ Language Programs page
- Voice-mail and website at designated Extended French Centres
- Other, as appropriate (e.g., social media)

4. —

5. 6.0 — ADMISSION

4.15.1 Any student eligible to attend a ~~Dufferin-Peel Catholic~~DPCDSB school and who will be in Grade 5 in the

following September, may ~~choose to go through the process necessary~~ apply to be admitted to the EF program. ~~Dufferin-Peel~~ DPCDSB recommends careful discernment on the part of students, ~~teacher~~ teachers, and parents ~~/ and~~ guardians to ensure that candidates are prepared to enter the program.

6. ~~7.0~~ SUBMITTING AN APPLICATION

~~4.2~~ Completed online applications will be accepted following the last Extended French Parent/Guardian Information session. The deadline for submissions will be determined and communicated. Once submitted, parents and guardians will receive a confirmation of the on-line application. Completed applications, containing all documentation, will be accepted in the Extended French school office up to two weeks following the date that the first term reports are sent home. This date will be announced at the Extended French parent/guardian information sessions.

4.3

4.4 A completed application package consists of an Application Form, a Grade 4 report card and a signed Extended French Information sheet. This “Information Sheet” lists the factors which research has indicated are necessary for success. Also included are comments of the Grade 4 homeroom teacher, the Core French Teacher, the parents/guardians and the student. These comments assist the home-school principal in determining whether or not to recommend the admission of a student.

4.5

4.6 Only a parent/guardian or a parent/guardian designate with documented permission from the parent/guardian can personally submit a completed application package.

4.7

4.86.1 The Extended French centre will ensure that the application form will be dated and signed, and a copy given to the parent/guardian at the time of submission.

7. 8.0 CRITERIA FOR HOLDING A RANDOM SELECTION PROCESS

7.1 A random selection process will be held for individual Extended French ~~schools~~ Centres only ~~if if required, that is, only if~~ the number of completed applications submitted by the posted deadline exceeds the designated school’s ~~grade~~ Grade 5 Extended French EF capacity, ~~as below~~. The random selection processes will be held in the evenings so parents/guardians can attend.

Schools with a ~~single, board approved class of Grade 5 Extended French~~

- More than 27 applications are received by the deadline for schools with **one DPCDSB-approved class of Grade 5 EFA** random selection process will be held if more than twenty-seven (27) applications are received by the deadline.
- More than 54 applications are received by the deadline for schools with **two DPCDSB-approved classes of Grade 5 EF**.

4.9 Schools with two, board approved classes of Grade 5 Extended French

4.10 A random selection process will be held if more than fifty-four (54) applications are received by the deadline.

4.11

4.127.2 After the posted deadline for submission of applications, a discussion and decision will be made as to ~~whether to to hold~~ proceed with the a random selection process at a site with high demand for EF or to ~~open an additional class at an approved site~~. Guidelines for discussion and decision to hold a random selection process

~~After the posted deadline for submission of applications, a discussion and decision will be made as to whether to hold a random selection process or to open a class at an approved site.~~

7.3 The board is committed to determining DPCDSB determines the Grades 4 to 8 ratio in accordance with the Grades 4 to 8 class size reductions grant. The decision and recommendation(s) will be made by the Associate Director, of Instructional Services or designate, in conjunction with the Superintendent of Program and Learning Services, and the Family of Schools Superintendent. Recommendations will be presented to Executive Council for final approval.

7.4 If the number of applications **does not** exceed the allotment of student spaces in the program at an Extended French Centre, the application process will be deemed complete for that centre, no random selection process will be required, and the parents and guardians will be notified of admission to that centre by the date specified.

8. ~~9.0~~ — RANDOM SELECTION PROCESS

8.1 ~~Where interest in EF exceeds available space at and Extended French Centre, a~~ random selection process will be held. The random selection process ensures fair, balanced, and equitable access for all students and is in keeping with Catholic ethos, Catholic Social Teaching, and DPCDSB's commitments to vocation.

~~4.138.2 at a date announced at Parent/Guardian Information Sessions. This will be within six (6) school days after the deadline for submission of the application package. T~~Where a random selection process is needed to place students into available program spaces, the Principal will ensure that parents/ ~~and~~ guardians are informed ~~that at that a~~ random selection process ~~is being held~~ will be implemented for their Extended French Centre.

~~4.14 — Where needed, a centralized, computer-generated random selection process will be held following the deadline for submission of online applications. The random selection process will generate a specified number of Grade 5 EF class lists per designated Extended French Centres. The Principal of an Extended French centre will determine the time and date of the random selection process for the Extended French centre. The Principal will officiate the random selection process as assisted by a school staff member. All applications received by the 3:00 pm deadline will be pulled and numbered.~~

8.3

~~4.158.4~~ A wait list will be set up for those students whose application number is greater than the school capacity (~~i.e., greater than~~ 27 or 54 Grade 5 placements, as appropriate to the number of classes at the Extended French Centre).

8.5 Wait lists ~~are~~ remain valid until distribution of the November Progress Reports of the waitlisted student's Grade 5 year.

8.6 In the case of application by siblings of the same age ~~/or~~ same grade, the parent ~~/or~~ guardian shall submit one application per same age ~~/or~~ same grade sibling. These applications shall be considered as separate applications. Placement of one such sibling in the EF program does not guarantee placement for other same age or same grade siblings in EF.

~~4.168.7~~ A successful placement in the ~~Extended French~~ EF program does not guarantee placement of younger siblings in future years.

9. ~~10.0~~ **OTHER ENTRY POINTS**

~~4.179.1~~ Every effort will be made to accommodate a student who transfers, due to a change in residency, from one Extended French Centre to another within ~~the Dufferin-Peel system~~ DPCDSB, providing that space is available and that the local waiting list has been exhausted.

~~4.189.2~~ A student who transfers into ~~the Dufferin-Peel system~~ DPCDSB and who was, previously enrolled in an ~~Extended French~~ EF program in a different jurisdiction, may be admitted to the program ~~provided that if~~ space is available, and the local waiting list has been exhausted. ~~A student may require assessment to establish proficiency before being admitted to the program.~~

9.3 A student not previously enrolled in an ~~Extended French~~ EF program will not be accepted into the program, once the school year has begun, unless the following conditions are met:

- ~~The~~ the student can demonstrate ~~fluency grade-appropriate proficiency~~ in the French language;
- an opening is available; ~~and~~ and;
- in the case of a Grade 5 student, the local waiting list has been exhausted.

~~4.199.4~~ Assessment may be required to establish the French language proficiency of a student described in 9.3 (above) before they can be admitted to the EF program.

10. ~~11.0~~ **CLOSING A CLASS**

~~4.2010.1~~ In the event of a low registration, a recommendation to close the class will be made by ~~a team consisting of~~ the Superintendent of Program and Learning Services and the Associate Director of Instructional Services or designate. Recommendations for closure will be presented to Executive Council for final approval.

11. ~~12.0~~ **RELOCATION OF AN EXTENDED FRENCH CENTRE**

~~4.2111.1~~ Requests for boundary reviews, establishment of new program locations, and relocation of Extended French ~~centres~~ Centres ~~are to~~ shall be submitted to the Superintendent, ~~of~~ Planning and Operations.

4.2211.2 The Planning Department will conduct the boundary review process following the department's established practice.

4.2311.3 ~~In the event that~~If the boundary review process overlaps with the normal registration process for the ~~Extended French~~EF program, the Principal of the Extended French ~~school~~Centre will advise registrants that a review is currently underway and to contact the Planning Department for further information.

4.2411.4 In the event of a relocation of the EF program, furniture, equipment, ~~text~~texts, and materials will be treated as a package going to the new centre.

~~12.~~ ~~13.0~~ MEETINGS WITH PRINCIPALS OF EXTENDED FRENCH

~~4.25~~ ~~12.1~~ Designated ~~program~~ Program and Learning Services staff will meet with the Extended French Centre ~~principals~~ Principals periodically during the school year, as appropriate, ~~in order to~~ to support and discuss a variety of issues related to Extended French ~~EF-related issues~~.

~~13.~~ ~~14.0~~ TRANSPORTATION

~~13.1~~ Transportation will be provided according to ~~Board~~ DPCDSB policy for students living within the approved boundaries of an Extended French ~~centre~~ Centre. {

~~4.26~~ ~~13.2~~ Transportation to Extended French ~~EF programs~~ is subject to annual review by ~~the~~ Board DPCDSB and may be cancelled.}

~~4.27~~ Parents ~~/ and~~ guardians may apply for flexible boundary admission if the student lives outside of the catchment area of the Extended French ~~centre~~ Centre; however, transportation will not be provided in cases of flexible boundary admission.

~~4.28~~

~~4.29~~ ~~13.3~~



GAP

GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	400 - CURRICULUM
GAP NUMBER:	411.00
SUBJECT:	Extended French
REFERENCE:	Policy 24.00: Access to Elementary Programs of Choice General Administrative Procedure (GAP) 416.00 – French Immersion GAP 418 – Elementary Catholic Global Learning Programs.
EFFECTIVE DATE:	September 2008
AMENDED DATE:	May 2009; May 9, 2011; December 12, 2011; December 12, 2013; October 16, 2016; October TBD, 2024

Therefore, one who speaks in a tongue should pray for the power to interpret.
1 Corinthians 14:13

1. BACKGROUND

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, DPCDSB strives to create opportunities for all students to achieve excellence in ways that fully use those gifts possible.
- 1.2 The Extended French (EF) program is a DPCDSB *program of choice* offered from Grades 5 to 12 in designated schools. With its Grade 5 entry point, this program is a type of later French Immersion and offers students the opportunity to be successful in both of Canada's official languages.
- 1.3 EF provides a minimum of 1,900 hours of French language instruction to the end of Grade 8 and an additional 7 credits in secondary grades. School location and transportation decisions are subject to annual review and possible changes.

2. MANDATE

- 2.1 DPCDSB offers EF for students in Grades 5 to 12 who wish to become fluent in both of Canada's official languages. This program is only offered in designated DPCDSB schools (i.e., Extended French Centres).
- 2.2 EF is a regional program of choice with limited enrollment, and admission is by application. Where interest exceeds available space at a school, a lottery shall be held to assign applicants to available spaces.

3. CURRICULUM

- 3.1 Instruction in elementary (Grades 5 through 8) EF is provided 50% of the time in each official language.

3.2 The following subjects will be taught in the English language in Grades 5 through 8:

- Religion and Family Life (faith formation is always reserved for the first language by policy of the Canadian Conference of Catholic Bishops)
- Mathematics
- English Language Arts

3.3 The following subjects will be taught in the French language in Grades 5 through 8:

- **Grades 4 through 6:** French Language Arts (Extended), Science, and Social Studies
- **Grades 7 and 8:** French Language Arts (Extended), Science, Geography, and History

3.4 The following subjects will be taught in either language in Grades 5 through 8:

- Health and Physical Education
- The Arts (Music, Visual Art, Drama, and Dance)

3.5 The following seven (7) credits will be taught in the French language in the secondary grades:

- Grade 9: French Language (Extended) and Canadian Geography
- Grade 10: French Language (Extended) and Canadian History
- Grade 11: French Language (Extended) and World Religions
- Grade 12: French Language (Extended)

4. **ADVERTISEMENT OF PROGRAM**

4.1 DPCDSB will offer Extended French Parent/Guardian Information Sessions in the fall for interested parents and guardians of students in Grade 4. These sessions will provide parents and guardians with information about the EF program, the application process and important deadlines, and the potential for holding a random selection where interest exceeds available spaces in the program.

4.2 The EF program receives publicity through the following media, as appropriate:

- Information letter to all Grade 4 parents and guardians from the Superintendent of Program and Learning Services
- School newsletters
- Community newspapers
- Parish bulletins
- DPCDSB website: Main page and Language Programs page
- Voicemail and website at designated Extended French Centres
- Other, as appropriate (e.g., social media)

5. **ADMISSION**

5.1 Any student eligible to attend a DPCDSB school and who will be in Grade 5 in the following September, may apply to be admitted to the EF program. DPCDSB recommends careful discernment on the part of students, teachers, and parents and guardians to ensure that candidates are prepared to enter the program.

6. SUBMITTING AN APPLICATION

- 6.1 Completed online applications will be accepted following the last Extended French Parent/Guardian Information session. The deadline for submissions will be determined and communicated. Once submitted, parents and guardians will receive a confirmation of the on-line application.

7. CRITERIA FOR HOLDING A RANDOM SELECTION PROCESS

- 7.1 A random selection process will be held for individual Extended French Centres only if the number of completed applications submitted by the posted deadline exceeds the designated school's Grade 5 EF capacity, as below:
- More than 27 applications are received by the deadline for schools with **one DPCDSB-approved class of Grade 5 EF**.
 - More than 54 applications are received by the deadline for schools with **two DPCDSB-approved classes of Grade 5 EF**.
- 7.2 After the posted deadline for submission of applications, a discussion and decision will be made as to whether to proceed with the random selection process at a site with high demand for EF or to open an additional class at an approved site.
- 7.3 DPCDSB determines the Grades 4 to 8 ratio in accordance with the Grades 4 to 8 class size reductions grant. The decision and recommendation(s) will be made by the Associate Director of Instructional Services or designate, in conjunction with the Superintendent of Program and Learning Services, and the Family of Schools Superintendent. Recommendations will be presented to Executive Council for final approval.
- 7.4 If the number of applications **does not** exceed the allotment of student spaces in the program at an Extended French Centre, the application process will be deemed complete for that centre, no random selection process will be required, and the parents and guardians will be notified of admission to that centre by the date specified.

8. RANDOM SELECTION PROCESS

- 8.1 Where interest in EF exceeds available space at an Extended French Centre, a random selection process will be held. The random selection process ensures fair, balanced, and equitable access for all students and is in keeping with Catholic ethos, Catholic Social Teaching, and DPCDSB's commitments to vocation.
- 8.2 Where a random selection process is needed to place students into available program spaces, the Principal will ensure that parents and guardians are informed that a random selection process will be implemented for their Extended French Centre.
- 8.3 Where needed, a centralized, computer-generated random selection process will be held following the deadline for submission of online applications. The random selection process will generate a specified number of Grade 5 EF class lists per designated Extended French Centres.

- 8.4 A wait list will be set up for those students whose application number is greater than the school capacity (i.e., greater than 27 or 54 Grade 5 placements, as appropriate to the number of classes at the Extended French Centre).
- 8.5 Wait lists remain valid until distribution of the November Progress Reports of the waitlisted student's Grade 5 year.
- 8.6 In the case of application by siblings of the same age or same grade, the parent or guardian shall submit one application per same age or same grade sibling. These applications shall be considered as separate applications. Placement of one such sibling in the EF program does not guarantee placement for other same age or same grade siblings in EF.
- 8.7 A successful placement in the EF program does not guarantee placement of younger siblings in future years.

9. OTHER ENTRY POINTS

- 9.1 Every effort will be made to accommodate a student who transfers, due to a change in residency, from one Extended French Centre to another within DPCDSB, providing that space is available and that the local waiting list has been exhausted.
- 9.2 A student who transfers into DPCDSB and who was previously enrolled in an EF program in a different jurisdiction, may be admitted to the program if space is available and the local waiting list has been exhausted.
- 9.3 A student not previously enrolled in an EF program will not be accepted into the program once the school year has begun, unless the following conditions are met:
- the student can demonstrate grade-appropriate proficiency in the French language;
 - an opening is available; and
 - in the case of a Grade 5 student, the local waiting list has been exhausted.
- 9.4 Assessment may be required to establish the French language proficiency of a student described in 9.3 (above) before they can be admitted to the EF program.

10. CLOSING A CLASS

- 10.1 In the event of low registration, a recommendation to close the class will be made by the Superintendent of Program and Learning Services and the Associate Director of Instructional Services or designate. Recommendations for closure will be presented to Executive Council for final approval.

11. RELOCATION OF AN EXTENDED FRENCH CENTRE

- 11.1 Requests for boundary reviews, establishment of new program locations, and relocation of Extended French Centres shall be submitted to the Superintendent of Planning and Operations.
- 11.2 The Planning Department will conduct the boundary review process following the department's established practice.

- 11.3 If the boundary review process overlaps with the normal registration process for the EF program, the Principal of the Extended French Centre will advise registrants that a review is currently underway and to contact the Planning Department for further information.
- 11.4 In the event of a relocation of the EF program, furniture, equipment, texts, and materials will be treated as a package going to the new centre.

12. MEETINGS WITH PRINCIPALS OF EXTENDED FRENCH

- 12.1 Designated Program and Learning Services staff will meet with the Extended French Centre Principals periodically during the school year, as appropriate, to support and discuss a variety of issues related to EF.

13. TRANSPORTATION

- 13.1 Transportation will be provided according to DPCDSB policy for students living within the approved boundaries of an Extended French Centre.
- 13.2 Transportation to EF programs is subject to annual review by DPCDSB and may be cancelled.
- 13.3 Parents and guardians may apply for flexible boundary admission if the student lives outside of the catchment area of the Extended French Centre; however, transportation will not be provided in cases of flexible boundary admission.



GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	400 - CURRICULUM
GAP NUMBER:	416.00
SUBJECT:	French Immersion
REFERENCE:	June 9, 2014; Policy 24.00; Access to Elementary Regional Programs of Choice; General Administrative Procedure (GAP) 411.00; Extended French; General Administrative Procedure GAP – 418.00 Elementary Catholic Global Learning Programs
EFFECTIVE DATE:	September 2008
REVISED/AMENDED DATE:	October 7, 2013; June 9, 2014; October 2016; <u>October TBD, 2024</u>
REPLACES:	416.00
PAGE	1 of 4

Do not refrain from speaking at the proper moment, and do not hide your wisdom.
(Sirach 4:23)

1. ~~1.0~~ BACKGROUND

1.1 ~~The Dufferin-Peel Catholic District School Board (DPCDSB) believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, DPCDSB strives to create opportunities for all students to achieve excellence in ways that fully use those gifts possible. Dufferin-Peel believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, we strive to create opportunities for all students to achieve excellence in ways that use those gifts to the fullest extent possible.~~

1.2 The French Immersion Program (FI) program is a ~~board-wide~~ DPCDSB program of choice offered ~~from Grades 1 to Grade 8~~ starting in Grade 1 in designated schools. With its Grade 1 entry point, this program is a type of early French Immersion and ~~It~~ offers students the opportunity to ~~be~~ learn in both of Canada's official languages from a young age.

~~1.21.3 Admission is by application. The program FI~~ provides a minimum of 3,800 hours of French Language instruction to the end of Grade 8 and an additional 10 credits in secondary grades. School location and transportation decisions are subject to annual review and possible changes.

2. ~~2.0~~ MANDATE

2.1 The Dufferin-Peel Catholic District School Board will offer a French Immersion Language Program DPCDSB offers FI for students beginning in Grade 1, who wish to become fluent in both of Canada's official languages. This program will be only offered in designated DPCDSB schools which are designated by the Board.

2.12.2 Admission is by application. FI is a regional program of choice with limited enrollment, and admission is by application. Where interest exceeds available space at a school, a lottery shall be held to assign applicants to available spaces.

3. ~~3.0~~ CURRICULUM

3.1 The instruction for the French Immersion program Instruction in elementary FI will be as follows:

- Grade 1 with: 90% French as the language of instruction;
- Grades 2 and 3 at: 70% French as the language of instruction; and
- and, Grades 4 to 8, 50% of the time in each official language.

3.2 In Grade 1, Religion and Family Life are taught in English as faith formation is always reserved for the first language by policy of the Canadian Conference of Catholic Bishops. All other subjects are taught in French.

3.3 Beginning in Grade 2, English Language Arts is introduced. English Language Arts and Religion and Family Life are taught in English in Grades 2 and 3. All other subjects are taught in French.

3.4 The following subjects will be taught in the English language in Grades 4 through 8:

- Religion and Family Life
- Mathematics
- English Language Arts

3.5 The following subjects will be taught in the French language in Grades 4 through 8:

- Grades 4 through 6: French Language Arts (Immersion), Science, and Social Studies
- Grades 7 and 8: French Language Arts (Immersion), Science, Geography, and History

3.6 The following subjects will be taught in either language in Grades 4 through 8:

- Health and Physical Education
- The Arts (Music, Visual Art, Drama, and Dance)

3.7 The following ten (10) credits will be taught in the French Language in the secondary grades:

- Grade 9: French Language (Immersion), Religion, and Geography
- Grade 10: French Language (Immersion), Religion, History, and Civics and Careers
- Grade 11: French Language (Immersion) and World Religions
- Grade 12: French Language (Immersion)

4. ADVERTISEMENT OF PROGRAM ~~4.0 INFORMATION MEETINGS~~

- 4.1 DPCDSB will offer French Immersion Parent/Guardian Information Sessions in the fall for interested parents and guardians of students in Year 2 of Kindergarten (Senior Kindergarten). These sessions will provide parents and guardians with information about the FI program, the application process and important deadlines, and the potential for holding a random selection where interest exceeds available spaces in the program.~~In early October, Designated Program staff will send Parent/Guardian Information letters (from the Superintendent of Program) to all elementary principals. Principals will ensure that these letters are distributed to all parents/guardians of Year 2 Kindergarten students.~~

~~4.2 ADVERTISEMENT OF PROGRAM~~

4.2 The FI program receives publicity through the following media, as appropriate:

- Information ~~Letter letter~~ to all Kindergarten Year 2 parents ~~/ and~~ guardians from the Superintendent of Program and Learning Services;
- School ~~Newsletters~~ newsletters;
- Community ~~Newspapers~~ newspapers;
- Parish ~~Bulletins~~ bulletins;
- Board website: Main page ~~/ and~~ Language Programs page;
- Voice-mail and website at designated French Immersion schools
- Other, as appropriate (social media)

5. ~~6.0~~ ADMISSION

- 5.1 Any student eligible to attend a ~~Dufferin-Peel Catholic~~ DPCDSB school and who will be in Grade 1 in the following September, may ~~choose to go through the process necessary~~ apply to be admitted to the FI program. ~~Dufferin-Peel DPCDSB~~ recommends careful discernment on the part of ~~teachers and parents~~ parents, guardians, and teachers to ensure that candidates are prepared to enter the program.

6. ~~7.0~~ SUBMITTING AN APPLICATION

- 6.1 Completed online applications will be accepted following the last French Immersion Parent/Guardian Information session. The deadline for submissions will be determined and communicated. ~~Once submitted, parents~~ /G and guardians will receive a confirmation of the on-line application.

7. ~~8.0~~ CRITERIA FOR HOLDING A RANDOM SELECTION PROCESS

- 7.1 A random selection process will be held for individual French Immersion schools only if ~~required, that is, only if~~ the number of completed ~~online~~ applications ~~received~~ submitted by the posted deadline exceeds the designated school's grade Grade 1 French Immersion FI capacity, as below.
- More than 23 applications are received by the deadline for schools with one DPCDSB-approved class of Grade 1 FI.
 - More than 46 applications are received by the deadline for schools with two DPCDSB-approved classes of Grade 1 FI.

~~8. Schools with a single, board approved class of Grade 1 French Immersion~~

~~8.1 A random selection process will be held if more than twenty-three (23) applications are received by the deadline.~~

~~9. Schools with two, board approved classes of Grade 1 French Immersion~~

~~9.1 A random selection process will be held if more that forty-six (46) applications are received by the deadline.~~

~~10. Guidelines for discussion re: decision to hold a random selection process~~

~~7.2 If, a~~After the posted deadline for submission of applications, the total applications fit within the following parameters, a discussion will take place with the Family of Schools Superintendent, in conjunction with the Associate Director, of Instructional Services or designate, and the Superintendent of Program and Learning Services, as to whether to hold a random selection process or to open a class at an approved site, based on the parameters in 7.3 (below). Recommendations from this discussion will be presented to Executive Council for final approval.

7.3 Parameters to determine whether to hold a random selection process for an FI site are:

<u>Total applications received</u>	<u>Response</u>
• Less than 20	• Refer to guidelines in Section 10, Closing a Class
• 21 to 23	• One class in September; no random selection process
• 24 to 39	• Random selection process to place 23 students in one class in September
• 40 to 46	• Two classes in September; no random selection process
• More than 47	• Random selection process to place 46 students in two classes in September

~~Less than twenty (20) applications: refer to guidelines under Closing a Class~~

~~Twenty-one (21) to 23 applications: 1 class in September, no random selection process~~

~~Twenty-four (24) to 39 applications: random selection process, 1 class in September~~

~~(40) to 46 applications: 2 classes, no random selection process~~

~~More than forty-seven (47) applications: random selection process, 2 classes in September~~

11.8. 9.0 RANDOM SELECTION PROCESS

11.18.1 French Immersion is a *program of choice* and ~~must be~~ is available to all eligible students within ~~the Board~~ DPCDSB's jurisdiction.

~~In the event the number of applications exceeds the number of allotted spaces, applications received by the due date will be subject to the random selection process. Applications from siblings of students currently registered in a French Immersion Program will also be subject to the random selection process.~~

8.2 The DPCDSB's random selection process in ~~Dufferin-Peel~~ ensures fair, balanced, and equitable access for all students and is in keeping with ~~our~~ Catholic ethos, Catholic Social Teaching, and DPCDSB's commitments to vocation.

11.28.3 ~~A~~ Where needed, a centralized, computer-generated random selection process will be held following the deadline for submission of online applications. The random selection process will generate a specified

number of Grade ~~One-1~~ class lists per designated ~~French Immersion FI Schools~~ school.

~~11.38.4~~ A wait list will be set up (a) for those students who were not successful in obtaining a placement at the ~~French Immersion SFI~~ school(s) of choice provided on the online application, and (b), where the number of applications for a school site is greater than the school(s)'s capacity (e.f.i.e., 23 or 46 ~~grade-Grade~~ 1 places, as appropriate to the number of classes as that FI school).

~~11.48.5~~ Wait lists remain valid until distribution of the November Progress Reports of the waitlisted student's Grade 1 year. ~~Wait lists are valid until November Progress Reports.~~

8.6 If the number of applications ~~DOES NOT~~ does not exceed the allotment of ~~pupil-student~~ spaces in the program, ~~as per information shared at the fall sessions and through other sources of communication,~~ the application process will be deemed complete ~~(, No random selection process will be required),~~ and the ~~Parent/parent/Guardians and guardians~~ will be notified of admission by the date specified.

8.7 In the case of application by siblings of the same age or same grade, the parent or guardian shall submit one application per same age or same grade sibling. These applications shall be considered as separate applications. Placement of one such sibling in the FI program does not guarantee placement for other same age or same grade siblings in FI. ~~In the case of an application by same age/same grade siblings, the parent/guardian shall submit one application per same age/same grade siblings. A successful placement in the French Immersion School does not guarantee placement of younger siblings in future years.~~

8.8 A successful placement in the FI program does not guarantee placement of younger siblings in future years.

~~12.9.~~ **10.0 OTHER ENTRY POINTS**

~~12.19.1~~ Every effort will be made to accommodate a student who transfers, due to a change in residency, from one French Immersion Centre to another within ~~the Dufferin-Peel system~~ DPCDSB, providing that space is available and that the local waiting list has been exhausted.

~~12.29.2~~ A student who transfers into ~~the Dufferin-Peel system~~ DPCDSB, and who was previously enrolled in a ~~French Immersion~~ FI program in a different jurisdiction, ~~can may~~ be admitted ~~into~~ the program providing that space is available and that the local waiting list has been exhausted. ~~An assessment may be required to demonstrate fluency in the French language.~~

9.3 A student not previously enrolled in a ~~French Immersion~~ FI program will not be accepted into the program once the school year has begun, unless the following conditions are met:

- the student can demonstrate ~~fluency-grade-appropriate proficiency~~ in the French language;
- an opening is available; and
- in the case of a Grade 1 student, the local waiting list has been exhausted.

~~12.39.4~~ Assessment may be required to establish the French language proficiency of a student described in 9.3 (above) before they can be admitted to the FI program. ~~An assessment may be required to demonstrate fluency in the French language.~~

13.10. ~~11.0~~ CLOSING A CLASS

13.110.1 In the event of a low registration (i.e., less than 20 applications received by the submission deadline), a recommendation to close the class will be made by ~~a team consisting of~~ the Superintendent of Program and Learning Services and the Associate Director of Instructional Services or designate. Recommendations will be presented to Executive Council for final approval.

14.11. ~~12.0~~ RELOCATION OF A FRENCH IMMERSION CENTRE

Requests for establishment of new program locations and relocation of French Immersion FI schools ~~are to~~ shall be submitted to the Superintendent of Planning.

11.1 The Planning Department will ~~conduct an investigation~~ study the request following according to the department's established practice.

14.111.2 ~~Efforts will be made to~~ Staff will prioritize the establishment or relocation of ~~a French Immersion~~ an FI school ~~so as to so they may~~ complete the reviews as soon as possible and ~~to~~ limit interference with the normal registration process for the program.

14.211.3 ~~In the event that~~ If the investigation process overlaps with the normal registration process for the French Immersion FI program, the Principal of the French Immersion FI school will advise registrants that a review is currently underway and to contact the Planning Department for further information.

14.311.4 In the event of a relocation of the FI program, furniture, equipment, texts, and materials will be treated as a package going to the new school.

15.12. ~~13.0~~ MEETINGS WITH PRINCIPALS OF FRENCH IMMERSION

15.112.1 Designated ~~program~~ Program and Learning Services staff will meet with the ~~principals FI school~~ Principals periodically during the school year, as appropriate, in order to support and discuss a variety of French Immersion related issues.

16.13. ~~14.0~~ TRANSPORTATION

16.113.1 Parents and guardians of students are responsible for providing transportation for their child to and from their registered French Immersion FI site. Please note that, for students living in an French Immersion FI School catchment area, eligibility for student transportation is based on the policies established by the school board.



GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	400 - CURRICULUM
GAP NUMBER:	416.00
SUBJECT:	French Immersion
REFERENCE:	Policy 24.00: Access to Elementary Regional Programs of Choice General Administrative Procedure (GAP) 411.00 – Extended French GAP – 418.00 Elementary Catholic Global Learning Programs
EFFECTIVE DATE:	September 2008
AMENDED DATE:	October 7, 2013; June 9, 2014; October 2016; October TBD, 2024

*Do not refrain from speaking at the proper moment, and do not hide your wisdom.
Sirach 4:23*

1. BACKGROUND

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) believes that all students can be successful according to their God-given gifts and abilities. As a caring Catholic community, DPCDSB strives to create opportunities for all students to achieve excellence in ways that fully use those gifts possible.
- 1.2 The French Immersion (FI) program is a DPCDSB *program of choice* offered starting in Grade 1 in designated schools. With its Grade 1 entry point, this program is a type of early French Immersion and offers students the opportunity to learn in both of Canada's official languages from a young age.
- 1.3 FI provides a minimum of 3,800 hours of French Language instruction to the end of Grade 8 and an additional 10 credits in secondary grades. School location and transportation decisions are subject to annual review and possible changes.

2. MANDATE

- 2.1 DPCDSB offers FI for students beginning in Grade 1 who wish to become fluent in both of Canada's official languages. This program is only offered in designated DPCDSB schools.
- 2.2 FI is a regional program of choice with limited enrollment, and admission is by application. Where interest exceeds available space at a school, a lottery shall be held to assign applicants to available spaces.

3. CURRICULUM

- 3.1 Instruction in elementary FI is as follows:
 - Grade 1: **90%** French as the language of instruction;
 - Grades 2 and 3: **70%** French as the language of instruction; and
 - Grades 4 to 8, **50%** of the time in each official language.

- 3.2 In Grade 1, Religion and Family Life are taught in English as faith formation is always reserved for the first language by policy of the Canadian Conference of Catholic Bishops. All other subjects are taught in French.
- 3.3 Beginning in Grade 2, English Language Arts is introduced. English Language Arts and Religion and Family Life are taught in English in Grades 2 and 3. All other subjects are taught in French.
- 3.4 The following subjects will be taught in the English language in Grades 4 through 8:
- Religion and Family Life
 - Mathematics
 - English Language Arts
- 3.5 The following subjects will be taught in the French language in Grades 4 through 8:
- **Grades 4 through 6:** French Language Arts (Immersion), Science, and Social Studies
 - **Grades 7 and 8:** French Language Arts (Immersion), Science, Geography, and History
- 3.6 The following subjects will be taught in either language in Grades 4 through 8:
- Health and Physical Education
 - The Arts (Music, Visual Art, Drama, and Dance)
- 3.7 The following ten (10) credits will be taught in the French Language in the secondary grades:
- Grade 9: French Language (Immersion), Religion, and Geography
 - Grade 10: French Language (Immersion), Religion, History, and Civics and Careers
 - Grade 11: French Language (Immersion) and World Religions
 - Grade 12: French Language (Immersion)

4. ADVERTISEMENT OF PROGRAM

- 4.1 DPCDSB will offer French Immersion Parent/Guardian Information Sessions in the fall for interested parents and guardians of students in Year 2 of Kindergarten (Senior Kindergarten). These sessions will provide parents and guardians with information about the FI program, the application process and important deadlines, and the potential for holding a random selection where interest exceeds available spaces in the program.
- 4.2 The FI program receives publicity through the following media, as appropriate:
- Information letter to all Kindergarten Year 2 parents and guardians from the Superintendent of Program and Learning Services
 - School newsletters
 - Community newspapers
 - Parish bulletins
 - Board website: Main page and Language Programs page
 - Voicemail and website at designated French Immersion schools
 - Other, as appropriate (social media)

5. ADMISSION

- 5.1 Any student eligible to attend a DPCDSB school and who will be in Grade 1 in the following September, may apply to be admitted to the FI program. DPCDSB recommends careful discernment on the part of parents, guardians, and teachers to ensure that candidates are prepared to enter the program.

6. SUBMITTING AN APPLICATION

- 6.1 Completed online applications will be accepted following the last French Immersion Parent/Guardian Information session. The deadline for submissions will be determined and communicated. Once submitted, parents and guardians will receive a confirmation of the on-line application.

7. CRITERIA FOR HOLDING A RANDOM SELECTION PROCESS

- 7.1 A random selection process will be held for individual French Immersion schools only if the number of completed applications submitted by the posted deadline exceeds the designated school's Grade 1 FI capacity, as below.
- More than 23 applications are received by the deadline for schools with **one DPCDSB-approved class of Grade 1 FI**.
 - More than 46 applications are received by the deadline for schools with **two DPCDSB-approved classes of Grade 1 FI**.
- 7.2 A discussion will take place with the Family of Schools Superintendent, in conjunction with the Associate Director of Instructional Services or designate, and the Superintendent of Program and Learning Services, as to whether to hold a random selection process or to open a class at an approved site, based on the parameters in 7.3 (below). Recommendations from this discussion will be presented to Executive Council for final approval.
- 7.3 Parameters to determine whether to hold a random selection process for an FI site are:

Total applications received	Response
• Less than 20	• Refer to guidelines in Section 10, Closing a Class
• 21 to 23	• One class in September; no random selection process
• 24 to 39	• Random selection process to place 23 students in one class in September
• 40 to 46	• Two classes in September; no random selection process
• More than 47	• Random selection process to place 46 students in two classes in September

8. RANDOM SELECTION PROCESS

- 8.1 French Immersion is a *program of choice* and is available to all eligible students within DPCDSB's jurisdiction.
- 8.2 DPCDSB's random selection process ensures fair, balanced, and equitable access for all students and is in keeping with Catholic ethos, Catholic Social Teaching, and DPCDSB's commitments to vocation.

- 8.3 Where needed, a centralized, computer-generated random selection process will be held following the deadline for submission of online applications. The random selection process will generate a specified number of Grade 1 class lists per designated FI school.
- 8.4 A wait list will be set up (a) for those students who were not successful in obtaining a placement at the FI school(s) of choice provided on the online application, and (b) where the number of applications for a school site is greater than the school's capacity (i.e., 23 or 46 Grade 1 places, as appropriate to the number of classes as that FI school).
- 8.5 Wait lists remain valid until distribution of the November Progress Reports of the waitlisted student's Grade 1 year.
- 8.6 If the number of applications **does not** exceed the allotment of student spaces in the program, the application process will be deemed complete, no random selection process will be required, and the parents and guardians will be notified of admission by the date specified.
- 8.7 In the case of application by siblings of the same age or same grade, the parent or guardian shall submit one application per same age or same grade sibling. These applications shall be considered as separate applications. Placement of one such sibling in the FI program does not guarantee placement for other same age or same grade siblings in FI.
- 8.8 A successful placement in the FI program does not guarantee placement of younger siblings in future years.

9. OTHER ENTRY POINTS

- 9.1 Every effort will be made to accommodate a student who transfers, due to a change in residency, from one French Immersion Centre to another within DPCDSB, providing that space is available and that the local waiting list has been exhausted.
- 9.2 A student who transfers into DPCDSB and who was previously enrolled in an FI program in a different jurisdiction, may be admitted to the program providing that space is available and that the local waiting list has been exhausted.
- 9.3 A student not previously enrolled in an FI program will not be accepted into the program once the school year has begun, unless the following conditions are met:
 - the student can demonstrate grade-appropriate proficiency in the French language;
 - an opening is available; and
 - in the case of a Grade 1 student, the local waiting list has been exhausted.
- 9.4 Assessment may be required to establish the French language proficiency of a student described in 9.3 (above) before they can be admitted to the FI program.

10. CLOSING A CLASS

- 10.1 In the event of a low registration (i.e., less than 20 applications received by the submission deadline), a recommendation to close the class will be made by the Superintendent of Program and Learning Services and the Associate Director of Instructional Services or designate. Recommendations will be presented to Executive Council for final approval.

11. RELOCATION OF A FRENCH IMMERSION CENTRE

- 11.1 Requests for establishment of new program locations and relocation of FI schools shall be submitted to the Superintendent of Planning. The Planning Department will study the request according to the department's established practice.
- 11.2 Staff will prioritize the establishment or relocation of an FI school so they may complete the reviews as soon as possible and limit interference with the normal registration process for the program.
- 11.3 If the investigation process overlaps with the normal registration process for the FI program, the Principal of the FI school will advise registrants that a review is currently underway and to contact the Planning Department for further information.
- 11.4 In the event of a relocation of the FI program, furniture, equipment, texts, and materials will be treated as a package going to the new school.

12. MEETINGS WITH PRINCIPALS OF FRENCH IMMERSION

- 12.1 Designated Program and Learning Services staff will meet with the FI school Principals periodically during the school year, as appropriate, in order to support and discuss a variety of French Immersion related issues.

13. 14.0 TRANSPORTATION

- 13.1 Parents and guardians of students are responsible for providing transportation for their child to and from their registered FI site. Please note that, for students living in an FI School catchment area, eligibility for student transportation is based on the policies established by the school board.

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 2

POLICY 6.90: TAX SUPPORT

- 1) THAT THE BOARD OF TRUSTEES APPROVE THE CHANGES TO POLICY 6.90, INCLUDING A NAME CHANGE TO *POLICY 6.90: SCHOOL SUPPORT DESIGNATION*.**

Regular Board Meeting
October 22, 2024
<i>POLICY 6.90: TAX SUPPORT</i>
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

“Then justice will dwell in the wilderness, and righteousness abide in the fruitful field.”
Isaiah 32:16

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) acknowledges that support for the Catholic education system is important and a requirement for student registration in our elementary schools. Directing School Support Designation to the Catholic school system shows support for Catholic education, ensures children are eligible to attend DPCDSB elementary schools and allows eligible parents/guardians to vote for Catholic school trustees in municipal elections.

Trustees serve as system leaders of publicly funded education in their communities and province and advocate for excellence in education. They work collaboratively with their community to shape a vision for the school board that is reflective of the input of parents, students and community members. Catholic school trustees have a clearly defined role as stewards and guardians of Catholic education.

When Catholic ratepayers direct their school support designation to the Catholic school system, they help ensure the health and vitality of Catholic education and also the election of Catholic school trustees as stewards and guardians of Catholic education.

DISCUSSION

Property owners are required to identify support for a school system through the Municipal Property Assessment Corporation (MPAC). The information collected by MPAC is provided to municipalities and school boards for planning purposes. The school support designation also identifies which school board is supported in a school board election for trustees, however the designation no longer has a direct impact on provincial funding to school boards.

DPCDSB posts information on its public website detailing the benefits of ratepayers directing their school support designation to the Catholic school system. Additionally, it conducts an ongoing communication and public awareness campaign about the importance of School Support Designation through the *Are you Ticked?* School Support Designation awareness program.

CONCLUSION

School Support Designation is crucial to the health and vitality of the Catholic school system in Ontario. It is an important determining factor in the eligibility of children to attend DPCDSB Catholic elementary schools and it enables parents/guardians and ratepayers to vote for a Catholic school trustee in municipal

elections. *Policy 6.90: Tax Support* has been revised to highlight the importance of school support designation as well as a recommendation to change the name to *Policy 6.90: School Support Designation*.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

- 1) THAT THE BOARD OF TRUSTEES APPROVE THE CHANGES TO POLICY 6.90, INCLUDING A NAME CHANGE TO *POLICY 6.90: SCHOOL SUPPORT DESIGNATION*.**

Prepared by: Bruce Campbell, General Manager, Communications and Community Relations
Julie Cherepacha, Executive Superintendent, Finance, CFO and Treasurer

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

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD <u>BOARD POLICY</u>	
Board Policy NUMBER:	6.90
SUBJECT SUBJECT:	<u>Tax Support School Support Designation</u>
REFERENCE REFERENCE:	<u>Education Act</u>
EFFECTIVE DATE:	(148) 1978; Revised: (196) March 23, 2004; (264) October 27, 2015
AMENDED DATE: AMENDED DATE:	<u>October 22, 2024</u>

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“This is also why you pay taxes, for the authorities are God’s servants, who ~~gg~~ give their full time to governing.”
(Romans 13:6)

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STATEMENT OF COMMITMENT

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~~All employees of the Dufferin-Peel Catholic District School Board are encouraged to assign their taxes for separate school purposes, whenever possible.~~

School support designation serves as an indicator for student eligibility to attend Dufferin-Peel Catholic District School Board (DPCDSB) elementary schools as well as determining which school board is supported in a municipal election for Catholic school trustees. School support designation also serves as an indicator of support for the Catholic school system, both locally and provincially.

Property owners are required to identify support for one of Ontario’s four publicly funded school system through the Municipal Property Assessment Corporation (MPAC). The information collected by MPAC is provided to municipalities and school boards for planning purposes.

When Catholic ratepayers direct their school support designation to the Catholic school system, they help ensure the health and vitality of Catholic education and also the election of Catholic school trustees as stewards and guardians of Catholic education.

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DPCDSB encourages eligible Catholic ratepayers to check their municipal tax forms, on a regular basis and after they move, to ensure that it supports the English Separate (Catholic) school system by conducting an ongoing public awareness campaign.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	6.90
SUBJECT:	School Support Designation
REFERENCE	Education Act
EFFECTIVE DATE:	(148) 1978; Revised: (196) March 23, 2004; (264) October 27, 2015
AMENDED DATE:	October 22, 2024

“This is also why you pay taxes, for the authorities are God’s servants, who give their full time to governing.”
(Romans 13:6)

STATEMENT OF COMMITMENT

School support designation serves as an indicator for student eligibility to attend Dufferin-Peel Catholic District School Board (DPCDSB) elementary schools as well as determining which school board is supported in a municipal election for Catholic school trustees. School support designation also serves as an indicator of support for the Catholic school system, both locally and provincially.

Property owners are required to identify support for one of Ontario’s four publicly funded school system through the Municipal Property Assessment Corporation (MPAC). The information collected by MPAC is provided to municipalities and school boards for planning purposes.

When Catholic ratepayers direct their school support designation to the Catholic school system, they help ensure the health and vitality of Catholic education and also the election of Catholic school trustees as stewards and guardians of Catholic education.

DPCDSB encourages eligible Catholic ratepayers to check their municipal tax forms, on a regular basis and after they move, to ensure that it supports the English Separate (Catholic) school system by conducting an ongoing public awareness campaign.

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 3

REVISED POLICY 9.03: PROGRESSIVE DISCIPLINE

- 1) **THAT THE BOARD OF TRUSTEES APPROVE THE CHANGES TO POLICY 6.90, INCLUDING A NAME THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY 9.03: PROGRESSIVE DISCIPLINE – STUDENTS*, BE APPROVED AND ADOPTED, AS AMENDED.**

Regular Board Meeting
October 22, 2024
<i>REVISED POLICY 9.03: PROGRESSIVE DISCIPLINE</i>
Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust

*“Then you will understand righteousness and justice and equity, every good path;
for wisdom will come into your heart, and knowledge will be pleasant to your soul.”*
Proverbs 2: 9-10

BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) *Policy 9.03: Progressive Discipline – Students and General Administrative Procedure (GAP) 552.00 – Progressive Discipline* enumerate DPCDSB’s approach to progressive discipline. This report summarizes updates made to Policy 9.03 and GAP 552.00.

DISCUSSION

Progressive discipline in DPCDSB acknowledges the God-given dignity of each person and provides a consistent process of differentiated discipline that responds to the unique needs and identities of each student and situation. Policy 9.03 and GAP 552.00 articulate DPCDSB’s approach to progressive discipline. Staff amended these two documents in response to recent direction from the Board of Trustees.

CONCLUSION

In response to recent direction from the Board of Trustees, DPCDSB staff reviewed and amended Policy 9.03 and GAP 552.00.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY 9.03: PROGRESSIVE DISCIPLINE – STUDENTS*, BE APPROVED AND ADOPTED, AS AMENDED.

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research and Safe Schools
Laura Odo, Superintendent, Mississauga West Family of Schools

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

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD-BOARD
POLICY

POLICY NUMBER:	9.03
SUBJECT:	Progressive Discipline -- Students
DPCDSB REFERENCE:	Policy 9.01: Catholic Code of Conduct General Administrative Procedure (GAP) 552.00 – Progressive Discipline
EFFECTIVE DATE:	February 1, 2008
REVIEWED/AMENDED DATE:	Revised January 26, 2010; Revised (076-January 22, 2013)– Effective February 1, 2013; October 25, 2022; <u>October TBD, 2024</u>

“My friends, if anyone is detected in a transgression, you who have received the Spirit should restore such a one in a spirit of gentleness...”
Galatians 6:1

1. The goal of this Policy is to support a safe, inclusive, healthy, and accepting learning and teaching environment, rooted in anti-oppression, in which every student can reach their full potential. This approach reflects the model of Christian discipleship in its implementation of *Policy 9.01: Catholic Code of Conduct*, in all Dufferin-Peel Catholic District School Board (DPCDSB) school communities.
2. This Policy and *General Administrative Procedure (GAP) 552: Progressive Discipline* (~~GAP-552~~) apply to the progressive discipline of students by guiding DPCDSB’s application of progressive discipline for students according to the belief that students and communities flourish best in faith-filled learning environments that purposefully fashion disciplinary practices after Jesus’ model of discipleship.
3. DPCDSB’s commitment to the philosophy and practice of progressive discipline acknowledges the God-given dignity of each person. This truth speaks to the importance of a consistent process of differentiated discipline that individualizes the school’s response to the unique needs and identities of each student and each situation.
4. DPCDSB recognizes that pervasive injustice negatively impacts school climate and contributes to harmful behaviour. All efforts shall be made in DPCDSB schools to combat and address the lasting impacts of injustices, thereby making schools inclusive spaces for all students.
- 4.5. DPCDSB uses a whole-school approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
6. The range of progressive discipline interventions, supports, and consequences must be clear and developmentally appropriate, and must include learning opportunities for students that serve to reinforce positive behaviours and help students make good choices.

7. When responding to student behaviours that are contrary to DPCDSB's Catholic Code of Conduct, the Principal (or designate) shall investigate the incident and consider all pertinent information. The Principal (or designate) shall make an informed decision regarding the responsibility of the student(s) involved and the scope of the incident being investigated. Making this decision involves the analysis of the engagement in the alleged conduct and the likelihood that a series of events occurred using the information and evidence available.

~~The range of progressive discipline interventions, supports, and consequences must be clear and developmentally appropriate, and must include learning opportunities for students that serve to reinforce positive behaviours and help students make good choices.~~

Policy 9.03 Page 2

~~5. DPCDSB recognizes that oppressions rooted in colonization and white supremacy negatively impact school climates and contribute to harmful behaviour. All efforts shall be made in DPCDSB schools to combat and address the lasting impacts of colonization and white supremacy, thereby making schools inclusive spaces for all students.~~

~~6.8. When a principal believes, on a balance of probabilities, that a student has engaged in inappropriate behaviour contrary to the Catholic Code of Conduct by a student has occurred, disciplinary measures shall be considerate of mitigating and other factors and shall be applied within a progressive discipline framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive, utilizing restorative practices where appropriate. and with the consent of the victim(s).~~ Notwithstanding anything to the contrary, restorative practices shall **not** be used in situations involving allegations of sexual assault, as such term is defined in the current DPCDSB *Local Police/School Board Protocol*.

7.9. Additional References relevant to this policy include:

- a) Policy/Program Memoranda 145: *Progressive Discipline and Promoting Positive Student Behaviour* which provides direction to school boards on their policies and guidelines concerning progressive discipline. ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#)).
- b) Section 302 of the *Education Act* which sets out requirements for school board policies on progressive discipline.
- c) Part IV of the *Education Act* R.S.O. 1990, c. E2 which sets out how a Principal must carry out progressive discipline if they believe an offence as enumerated in these sections has occurred.
- d) *Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils* which also governs school board processes regarding student discipline.
- e) ~~The DPCDSB *GAP 529.00 – Local Police- School Board Protocol* Local Police School Board Protocol, 2021, (2021 Local Police School Board Protocol.pdf (dpcdsb.org))~~ which sets out the requirements and processes for police involvement as it relates to matters that fall within its purview.
- f) Policy 9.04 *Delegation of Authority* which sets out when a Principal may delegate their authority in specific matters concerning student discipline.
- g) *GAP 552: Progressive Discipline* which ~~forms~~ forms an integral part of this policy.
- h) The *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19, which has primacy over provincial legislation and DPCDSB policies and other administrative documents.
- i) All references and authorities set out in this policy include such references and authorities as may be amended or replaced.



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
POLICY

POLICY NUMBER:	9.03
SUBJECT:	Progressive Discipline – Students
REFERENCE:	Policy 9.01: Catholic Code of Conduct General Administrative Procedure (GAP) 552.00 – Progressive Discipline
EFFECTIVE DATE:	February 1, 2008
AMENDED DATE:	January 26, 2010; February 1, 2013; October 25, 2022; October TBD, 2024

“My friends, if anyone is detected in a transgression, you who have received the Spirit should restore such a one in a spirit of gentleness...”
Galatians 6:1

1. The goal of this Policy is to support a safe, inclusive, healthy, and accepting learning and teaching environment, rooted in anti-oppression, in which every student can reach their full potential. This approach reflects the model of Christian discipleship in its implementation of *Policy 9.01: Catholic Code of Conduct*, in all Dufferin-Peel Catholic District School Board (DPCDSB) school communities.
2. This Policy and *General Administrative Procedure (GAP) 552: Progressive Discipline* apply to the progressive discipline of students by guiding DPCDSB’s application of progressive discipline for students according to the belief that students and communities flourish best in faith-filled learning environments that purposefully fashion disciplinary practices after Jesus’ model of discipleship.
3. DPCDSB’s commitment to the philosophy and practice of progressive discipline acknowledges the God-given dignity of each person. This truth speaks to the importance of a consistent process of differentiated discipline that individualizes the school’s response to the unique needs and identities of each student and each situation.
4. DPCDSB recognizes that pervasive injustice negatively impacts school climate and contributes to harmful behaviour. All efforts shall be made in DPCDSB schools to combat and address the lasting impacts of injustices, thereby making schools inclusive spaces for all students.
5. DPCDSB uses a whole-school approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
6. The range of progressive discipline interventions, supports, and consequences must be clear and developmentally appropriate, and must include learning opportunities for students that serve to reinforce positive behaviours and help students make good choices.

7. When responding to student behaviours that are contrary to DPCDSB's Catholic Code of Conduct, the Principal (or designate) shall investigate the incident and consider all pertinent information. The Principal (or designate) shall make an informed decision regarding the responsibility of the student(s) involved and the scope of the incident being investigated. Making this decision involves the analysis of the engagement in the alleged conduct and the likelihood that a series of events occurred using the information and evidence available.
8. When a principal believes that a student has engaged in behaviour contrary to the Catholic Code of Conduct, disciplinary measures shall be considerate of mitigating and other factors and shall be applied within a progressive discipline framework that is both corrective and supportive, utilizing restorative practices where appropriate. Notwithstanding anything to the contrary, restorative practices shall **not** be used in situations involving allegations of sexual assault, as such term is defined in the current DPCDSB *Local Police/School Board Protocol*.
9. **Additional References** relevant to this policy include:
 - a) Policy/Program Memoranda 145: *Progressive Discipline and Promoting Positive Student Behaviour* which provides direction to school boards on their policies and guidelines concerning progressive discipline. ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#)).
 - b) Section 302 of the *Education Act* which sets out requirements for school board policies on progressive discipline.
 - c) Part IV of the *Education Act* R.S.O. 1990, c. E2 which sets out how a Principal must carry out progressive discipline if they believe an offence as enumerated in these sections has occurred.
 - d) *Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils* which also governs school board processes regarding student discipline.
 - e) DPCDSB GAP 529.00 – *Local Police- School Board Protocol*, which sets out the requirements and processes for police involvement as it relates to matters that fall within its purview.
 - f) Policy 9.04 *Delegation of Authority* which sets out when a Principal may delegate their authority in specific matters concerning student discipline.
 - g) GAP 552: *Progressive Discipline* which forms an integral part of this policy.
 - h) The *Ontario Human Rights Code*, R.S.O. 1990, c. H. 19, which has primacy over provincial legislation and DPCDSB policies and other administrative documents.
 - i) All references and authorities set out in this policy include such references and authorities as may be amended or replaced.

GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	552.00
SUBJECT:	PROGRESSIVE DISCIPLINE
REFERENCE:	<p>Policies:</p> <p>9.01: Catholic Code of Conduct</p> <p>9.02: Bullying Awareness, Prevention, and Intervention</p> <p><u>9.03:</u> Progressive Discipline</p> <p>9.04: Delegation of Authority</p> <p>9.05: Victim's Rights</p> <p>9.06: Fresh Start</p> <p>12.00: Equity and Inclusive Education</p> <p>GAPs:</p> <p>530.00 – Catholic Code of Conduct</p> <p>551.00 – Bullying Awareness, Prevention, and Intervention</p> <p>554.00 – Victim's Rights</p> <p>555.00 – Fresh Start</p>
EFFECTIVE DATE:	February 1, 2013
REVISED/AMENDED DATE:	January 15, 2016; October 25, 2022; October 26 TBD, 202324

“Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls.”
Matthew 11:29

1 PURPOSE

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB)'s *Policy 9.03: Progressive Discipline* (Policy 9.03) and this General Administrative Procedure (GAP), which forms an integral part thereof, direct all DPCDSB staff towards a faith-filled approach to student formation, student discipline, and community safety.

2 DEFINITIONS

- 2.1 ~~2.1~~—In this GAP, the following terms have their corresponding meaning:

- a) “FOS SO” means Family of Schools Superintendent or designate;
- b) “Hate ~~Offence~~Incident” has the meaning prescribed in Section 8;
- c) “School Staff” means Principals, Vice-Principals, teachers, and any staff employed or engaged by DPCDSB who provide support to or have interaction with students at a school and/or in or during a DPCDSB program or event;

d) “SRSSO Safe Schools” means the Superintendent ~~responsible~~ Responsible for Safe Schools or designate.

e) “ESOSS” means the Executive Superintendent of Safe Schools or designate.

~~d)f)~~ “Pupil” means a student. This term may be used interchangeably with student. Note that pupil is the preferred term for students in legislation.

3 APPLICATION

3.1 Policy 9.03 and this GAP apply to the progressive discipline of students.

3.2 For certainty, Policy 9.03 and this GAP do not apply to the Principal’s right and obligation to exclude a student from school solely for safety purposes (non-disciplinary) under section 265(1)m of the *Education Act*. For safety exclusions, Principals must consult with their FOS SO.

4 ADMINISTRATION AND IMPLEMENTATION OF PROGRESSIVE DISCIPLINE

4.1 Progressive discipline shall be administered by School Staff according to a fair and equitable process that:

- a) is rooted in effective management of student behaviours that utilizes ~~an anti-oppressive~~ framework that understands that “fairness is not sameness” and uses a multiple factor analysis when considering progressive discipline, as appropriate to each incident;
- b) recognizes ~~oppressions injustices~~ that may result in the disparity of outcomes related to discipline for particular groups, including those with ability/~~disability~~-related, racial, and Indigenous identities. Equitable considerations avoid a “one-size-fits-all” approach to disciplinary practice by using a multiple factor analysis and consideration of “mitigating and other factors” system- wide in the assessment, investigation, and follow-up of ~~inappropriate~~ student behaviours that are contrary to DPCDSB’s Catholic Code of Conduct; for example:
 - (i) When administering progressive discipline for students with diverse learning needs, including special education needs and/or ability/~~disability~~-related needs, the in-school team shall consult with other DPCDSB staff, as appropriate and on a case-by-case basis, through the FOS SO.
 - (ii) When determining the outcome of progressive discipline for racialized students, there must be an understanding of ~~anti-oppressive frameworks pervasive injustices (e.g., anti-Black racism and the impacts of colonization)~~, and consideration of Ministry of Education, Ontario College of Teachers Professional Advisories, Ontario Human Rights Commission, and DPCDSB policies and directives.
 - (iii) Where appropriate, restorative practices are used. Notwithstanding anything to the contrary, restorative practices shall **not** be used in situations involving allegations of sexual assault.

4.2 To implement progressive discipline effectively school-wide, under the leadership of the Principal, School Staff shall:

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- a) regularly collaborate in planning and delivering proactive programs to promote positive behaviour that incorporate the reflection of community input and review of relevant_data;
- b) implement developmentally appropriate interventions for the whole school and for individual students to support and/or sustain learning;

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- c) encourage student involvement in both prevention and response programs to ensure that progressive discipline authentically speaks to the unique needs of children and youth;
 - d) ~~ensure-promote~~ collaboration ~~occurs~~ among those individuals who are available to provide support to a student, including the administrator, educator, support staff, and parent/guardian.
- 4.3 Provided there is no immediate risk of physical harm to any individual, staff who work directly with students shall respond to any behaviour that is likely to have a negative impact on school climate. **School climate includes 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.** Regardless of whether there is an immediate risk of physical harm to any individual, School Staff must report all such behaviour to the Principal or designate and the Principal or designate shall document same.
- 4.4 Application of *Education Act* suspension and expulsion requirements will be equitable and will ensure that students serving a suspension or who have been expelled from school continue their education as required by law.
- 4.5 A social skills training element will comprise part of the program offering for students on suspension for six or more days.
- 4.6 Principals must ensure procedures set out in DPCDSB safe schools related policies and general administrative procedures to support students who have been harmed and students who have engaged in serious student incidents are in place at their school.

5 ENFORCING PROGRESSIVE DISCIPLINE PRACTICES: ROLE OF SUPERVISORY OFFICERS

- 5.1 ~~Under the leadership~~ With the support of the ~~ESOSS and SO Safe SchoolsSRSS~~, each FOS SO shall ensure that each DPCDSB school for which they are responsible implements DPCDSB policies and procedures for the consistent and equitable administration of a whole-school approach to progressive discipline that ~~shifts the focus from one that is solely punitive to one that~~ is both corrective and supportive, by ensuring the implementation and communication of each of the following:
- a) ~~a school-wide progressive discipline policy that is consistent with Policy 9.03~~ the DPCDSB Catholic Code of Conduct;
 - b) a range of supports, interventions, ongoing supports, and consequences, including in circumstances in which short-term suspension, long-term suspension, or referral for expulsion may be the appropriate response as required by DPCDSB policies and general administrative procedures related to safe schools, including Policy 9.03;
 - b)c) The Workplace Violence Program, as outlined in Section 24 of the Health and Safety Manual, is being followed by schools when incidents are reported as incidents of Workplace Violence as per the Occupational Health and Safety Act (OHSA) definition of Workplace Violence.
 - e)d) ongoing leadership in communicating to the system the important link between student

behaviour, school safety, student well-being, and student learning outcomes;

- ~~d)e)~~ prevention and early intervention ~~programs-resources~~ that attempt to anticipate possible problems by identifying vulnerable students and potentially serious situations well in advance of any misconduct.
- ~~f)~~ completion and review of safe schools climate data information (e.g., Catholic Community, Culture, and Caring School Climate Survey and DPCDSB Student Census) in each school;
- ~~e)g)~~ communication of messages, training, and curriculum support to maintain and strengthen positive and safe school environments, including the Virtues Program in promoting positive student behaviour;
- ~~f)h)~~ ongoing professional learning for School Staff related to relevant DPCDSB policies and procedures, to inform the school community and to effectively address challenging behaviours as they arise;
- ~~g)i)~~ communication with third-party and community service providers that are in direct contact with students on relevant DPCDSB policies and procedures, to inform the school community to effectively address challenging behaviours as they arise;
- ~~h)j)~~ a communication that ensures school communities have access to information that increases their knowledge and understanding of issues that may include, but are not limited to: safe, caring, inclusive, and healthy school communities; bullying; violence; inappropriate sexual behaviour; sexual assault; critical media literacy; safe internet use; racism, including anti-Black racism; and other forms of pervasive injustice~~communication cascade that ensures school communities have access to information that increases their knowledge and understanding of such issues as: safe, caring, inclusive, and healthy school communities; bullying; violence; inappropriate sexual behaviour; sexual assault; bias; stereotyping; discrimination; racism, including anti-Black racism; Islamophobia, homophobia, transphobia, prejudice, and hate; oppressions; critical media literacy; and safe internet use;~~
- ~~i)k)~~ ongoing support for educators and administrators through such opportunities as new-teacher induction programs and e-learning to build capacity regarding the progressive discipline protocols and to sustain a safe teaching and learning environment;
- ~~j)l)~~ broad collaboration at the system, school, and classroom level to maximize the effective use of the in-school team and an expansive understanding of "team";
- ~~k)m)~~ a process for building on existing relationships and for developing new relationships with community-based service providers for the purpose of supporting students and families;
- ~~l)n)~~ professional development in ~~restorative practice~~effective communication to build-capacity system-wide;
- ~~m)o)~~ opportunities for participation in system-wide leadership professional development programs (e.g., student government, peer mediation, peer mentorship) to empower students to share in the responsibility of creating a safe school;
- ~~n)p)~~ ~~programs-resources~~, interventions, or other supports for students affected by bullying,

whether having been bullied, engaged in bullying, or witnessed bullying behaviour;

~~g)~~ processes to ensure schools understand all support services roles (including roles specific to underserved communities) and their benefits to student success;

~~h)~~ supports and information for individuals who have been delegated authority (e.g., information on which supervisory officer is available at DPCDSB's Catholic Education Centre).

~~r)~~

~~5.2~~

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[5.35.2](#) FOS SOs are responsible for overseeing the consistent and equitable administration of the suspension and expulsion protocols related to their schools as required by Part XIII of the *Education Act* where a Principal believes, on a balance of probabilities, that a student has committed one or more of the infractions outlined in Section 306 or 310 of the *Education Act* (see also *GAP 530.00 – Catholic Code of Conduct*) on school property, during a school-related activity, and/or in other circumstances where engaging in the activity will have an impact on the school climate.

[5.45.3](#) For suspensions issued pursuant to Section 310 of the *Education Act*, each mitigating and other factor must be considered, in accordance with *Ontario Regulation 472/07: Behaviour, Discipline and Safety of Pupils* (Ontario Regulation 472/07), as appropriate, in determining the outcome of the suspension. The FOS SO shall ensure the proper consideration thereof.

a) Mitigating factors [listed in Ontario Regulation 472/07](#) include:

- (i) the pupil does not have the ability to control their behaviour;
- (ii) the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
- (iii) the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

[5.55.4](#) Student identities, particularly protected classes such as gender identity and expression, family status, ethnicity, ability, creed, religion, ancestry, race, and sexual orientation, must be considered as mitigating factors when relevant and appropriate.

[5.65.5](#) The SO Safe Schools shall oversee the submission of annual reports to the Ministry of Education, in accordance with policies and guidelines under subsection 301(7.3) of the *Education Act*, respecting suspensions and expulsions and/or as otherwise required.

[5.75.6](#) The ~~superintendent responsible for student disciplines~~[safe schoolsSRSS](#) hearings shall have the powers and duties outlined in the following DPCDSB documents:

- ~~Suspension Investigation Guidelines~~
- Suspension Guidelines for Administrators (Including Suspension Appeals)
- ~~Expulsion Investigation Guidelines~~
- Expulsion Guidelines for Administrators
- [Guideline 004 – Suspension Appeal Guidelines for Parents and Guardians](#)

[5.85.7](#) The FOS SO shall ensure that application of *Education Act* suspension and expulsion requirements, as necessary and appropriate, will be equitable, and will ensure that students on suspension or who have been expelled continue their education.

[5.95.8](#) The FOS SO shall ensure that a social skills training element will comprise part of the program offering for students on suspension for six or more days.

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6 ROLES AND RESPONSIBILITIES: PRINCIPALS

- 6.1 The school Principal is responsible for enforcing DPCDSB's progressive discipline policies and procedures at their school.
- 6.2 The Principal shall ensure that progressive discipline is consistently and equitably applied at the local school level when they:
- a) strive to create an authentic Catholic culture where community members recognize their distinct call to become part of a faith community rooted in gospel values and guided by the belief that discipline is a tool for learning and positive personal change;
 - b) seek to involve student populations in problem-solving, school enhancement, and policy direction to ensure that students are valued and respected and to create a sense of student ownership of and responsibility for the school community;
 - c) provide access to educators and support staff to assist with peer issues and school concerns;
 - d) strive to build capacity among community members and third-party providers regarding appropriate strategies that enable the community to undertake a restorative approach to misconduct when it occurs and when appropriate;
 - e) foster an equitable and inclusive school environment ~~rooted in anti-oppression~~ to encourage increased participation by parents/guardians in their child(ren)'s education and school activities;
 - f) ensure that, when responding to behavioural issues, staff are cognizant of the dignity of each student in the process;
 - g) ensure the integrity of any progressive discipline investigation and its outcomes by:
 - providing each student with a chance to share their side of the story;
 - assigning a consequence, where appropriate, in a reasonable and impartial manner;
 - h) facilitate partnerships that support positive student behaviour between home, school, and parish, and which enhance supportive intervention strategies, networking, and collaboration with community agencies;
 - i) draw upon evidence-informed practices in the implementation of a variety of prevention programs designed to improve student behaviour, build community, and promote personal faith formation;
 - j) involve the entire school community in prevention programs and social skill training, with particular attention to youth leadership and parent/guardian involvement;
 - ~~k) actively seek engagement and involvement from communities that are historically and currently impacted by systemic forms of oppression, including Black and Indigenous communities;~~

4k be attentive and responsive to relevant data highlighting disproportionalities in outcomes for students which may impact behaviour;

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m) communicate progressive discipline and school safety expectations to the school community using current and accessible methods of communication; (e.g., student agenda/planner, social media platforms);

n) encourage actions to ~~address areas of concern in terms of physical spaces, as related to school risk assessment enhance physical spaces and/or remodel school areas that have been identified as areas of concern;~~

n) ensure that the range of supports, interventions and consequences employed at the school level are developmentally appropriate and include opportunities for students to reinforce positive behaviours and to learn to exercise personal conscience in making good choices;

o) with the support of appropriate DPCDSB staff, develop, implement and update ~~Student Safety Plan~~ student support plan(s) to ensure safety of students, classrooms, and school communities;

p) facilitate broad consultation among in-school teams, support services staff, parents/guardians, and students in facilitating appropriate interventions and supports to promote positive behaviours and address challenging ones when they arise;

q) encourage staff to be role models for effective communication, mutual respect, and positive problem resolution;

r) create a culture of professional collaboration among staff, with the intention to improve competency in the equitable early identification and positive redirection of student behaviours;

s) promote effective, equitable, and culturally responsive school/classroom management techniques;

t) consistently follow due process when assessing and investigating ~~inappropriate~~ student behaviour that is contrary to DPCDSB's Catholic Code of Conduct to ensure that thoughtful consideration is given to the "Three Factor Analysis" and "Mitigating" and "Other" factors (see GAP 530.00 – *Catholic Code of Conduct*), with particular attention given to ensuring that appropriate interventions, supports, and consequences are provided for each student; for example:

- for students with diverse learning needs, including special education needs, that interventions, supports and consequences are consistent with the expectations of the student's Individual Education Plan (IEP);
- for students that are from communities that are historically and currently impacted by ~~systemic forms of oppression and that have experienced disparity of outcomes, including Black and Indigenous communities, that their personal and cultural history has been considered pervasive injustice;~~

u) are familiar with, and complete, all pertinent forms regarding the steps in progressive discipline up to and including suspension and expulsion, ensuring that full documentation is undertaken in the most accurate, objective, and factual form;

- v) carefully review all applicable policies, procedures, and protocols to determine DPCDSB's approved practices and available resources and the steps that a Principal is required to take regarding DPCDSB's interpretation of the flexibility afforded by the *Education Act*, *PPM 145*, *PPM 144*, and *PPM 120* and *GAP 529.00 – Local Police-School Board Protocol*;
-

- w) seek consultation from relevant central office departments ~~including:through~~ the ~~applicable~~-FOS SO; Equity, ~~Policy, Strategy, Research Department and Indigenous Education~~, Learning Services, Support Services, Special Education, and Legal Services ~~departments~~;
- 6.3 The Principal shall ensure effective implementation of progressive discipline using the following accountability features:
- a) DPCDSB's ~~performance indicators~~regular ~~for~~-monitoring, review~~ing~~, and ~~evaluating~~evaluation of the effectiveness of Policy 9.0203 ~~and this GAP in support of a positive school environment for learning~~;
 - b) review of documentation completed by school staff regarding supports, interventions, and consequences undertaken to promote positive student behaviour and to deal with infractions of the Catholic Code of Conduct;
 - c) review of documentation completed by school staff regarding formal consequences undertaken in response to behaviours, as well as those mitigating or other factors that impacted their decision (e.g., GF 025 – Safe Schools Incident Reporting Form, ~~Student Safety Plan~~student support plans, etc.);
 - d) ~~follow~~compliance with the Workplace Violence Program, as outlined in Section 24 of the Health and Safety Manual, when incidents are reported as incidents of Workplace Violence as per the ~~Occupational Health and Safety Act~~OHS definition of Workplace Violence. (GF390 Form);
 - e) ~~statistical data gathered at the school level and submitted to DPCDSB, on request, regarding overall and disaggregated (by social identity) numbers of behaviours reported to the office and action taken including, but not limited to, progressive discipline interventions, suspension and expulsion data, and numbers and status of appeals;~~
 - f) ~~records of all training, professional development, and/or system-wide initiatives to promote positive student behaviours;~~
 - g) ~~school climate data, including Catholic Community, Culture, and Caring (CCCC) School Climate Survey data and Student Census data, which inform next steps in the ongoing implementation of progressive discipline school-wide;~~
 - h) ~~review of procedures for school and system-wide policies, procedures, and protocols applicable to the effective implementation of progressive discipline; and~~
 - i) ~~communication to staff when and to whom administrative responsibilities have been delegated.~~
- 6.4 When responding to student behaviours that are contrary to DPCDSB's Catholic Code of Conduct, the Principal (or designate) shall investigate the incident and consider all pertinent information. The Principal (or designate) shall make an informed decision regarding the responsibility of the student(s) involved and the scope of the incident being investigated. Making this decision involves the analysis of the engagement in the alleged conduct and the likelihood that a series of events occurred using the information and evidence available.~~The Principal shall consider all pertinent information and, using their best judgement, the Principal shall make an informed decision on a balance of~~

~~probabilities regarding the responsibility of the student(s) involved. Making this decision involves consideration of engagement in the alleged conduct and the likelihood that a series of events occurred (i.e., that it is more likely than not), considering the information at hand.~~

~~6.5 The Principal shall prioritize impact over intent of the parties involved when making decisions regarding consequences.~~

~~6.6~~

7 PRINCIPAL'S RESPONSIBILITIES: OFFENCES UNDER 306 AND 310 OF THE *EDUCATION ACT*

- 7.1 **SECTION 306:** As per section 306 of the *Education Act* and *Ontario Regulation 440/20: Suspension of Elementary School Pupils* (O. Reg 440/20) the Principal shall consider whether to suspend a student in Grade 4 and older if they believe the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances in which engaging in the activity will have an impact on the school climate¹:

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. 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 Code of conduct, DPCDSB & school policy DPCDSB Catholic Code of Conduct
306(1)-7	Being under the influence of alcohol or illegal or restricted drugs, <u>or, unless the pupil is a medical cannabis user, cannabis</u>
306(1)-7	Habitual neglect of duty, DPCDSB and school policy
306(1)-7	Opposition to authority, DPCDSB and school policy
306(1)-7	Profanity <u>and/or</u> swearing, DPCDSB and school policy
306(1)-7	Possessing restricted drugs <u>and/or</u> drug paraphernalia
306(1)-7	Fighting <u>and/or</u> violence, DPCDSB and school policy

¹ Any offences listed in this chart are deemed to be offences for which a Principal may consider suspension under s.306 of the *Education Act*. Any updates to this chart shall be made automatically to all other DPCDSB policies, procedures and documents as applicable to ensure alignment.

- a) Students in grades K-3 **cannot** be suspended for offences listed under Section 306 of the *Education Act*, but:
- (i) The offence must still be reported to the Principal;
 - (ii) The Principal must determine and put in place appropriate alternatives to discipline; and
 - (iii) These alternatives should be tracked and documented as per normal documentation protocols.

- 7.2 **SECTION 310:** Subject to O. Reg. 440/20 -(below), the Principal shall initially suspend a student in grades 4 through 12 for 20 school days pending a possible expulsion and conduct an investigation to determine the final length of suspension (twenty (20) school days' or less), (and if the suspension is ultimately determined to be twenty (20) school days', whether or not to recommend to the ~~Board of Trustees~~ Discipline Committee that the ~~pupil-student~~ be expelled~~)),~~ if they believe ~~(on a balance of probabilities)~~ that the student engaged in any of the following activities identified in section 310 of the *Education Act* (as enumerated in GAP 530.00 – *Catholic Code of Conduct*), while at school, at a school-related activity, or in any other circumstances (including off school property) where engaging in the activity will have an impact on the school climate²:

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 <u>bullying</u> ² , 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

² Any offences listed in this chart are deemed to be offences for which a Principal shall suspend under s.310 of the *Education Act*. Any updates to this chart shall be made automatically to all other DPCDSB policies, procedures and documents as applicable to ensure alignment.

Section 310 – Shall Suspend	
<u>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:</u>	
310(1)-8	Any act considered by the Principal to be a serious violation of the DPCDSB or school-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
<u>310(1)-8</u>	<u>Inappropriate sexual activity / and/or behaviour (not sexual assault)</u>

For each offence under S. 310, the Principal shall consult with their FOS SO and each of the Principal and FOS SO shall follow the then-current internal notification and reporting process identified by the Associate Director, Instructional Services (or designate).

a)

b) Section 310 and Students in Grades K-3:~~b) —~~

(i) Classification of offence: as per O. Reg. 440/20, a student in grades K-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 means that students in grades K-3 **cannot** be suspended for offences listed under Section 310 of the *Education Act* **unless** an initial investigation **has first taken place** and the Principal has determined that a suspension under this section is **warranted**. If deemed warranted, the procedures outlined in 7.2 above apply.

~~(i)(ii)~~ **⁴The Bullying offence:** as per O. Reg. 440/20, “the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the [Education] Act does not apply to” a student in grades K-3. Since a student in grades K-3 cannot have been “previously suspended” for bullying under s. 306 of the *Education Act*, then only 7.1(ii) of subsection 310 (1) of the *Education Act* applies for these students.

~~(ii)~~ **⁴The Bullying offence:** as per O. Reg. 440/20, “the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the [Education] Act does not apply to” a student in grades K-3. Since a student in grades K-3 cannot have been “previously suspended” for bullying under s. 306 of the *Education Act*, then only 7.1(ii) of subsection 310 (1) of the *Education Act* applies for these students.

c) Section 310(1)(8) Specifically: As per section 310(1)(8) of the *Education Act*, and as per the exceptions noted above for students in grades K-3, the Principal shall suspend a student and investigate to determine the duration of a suspension (and, if the suspension will be twenty (20) school days, whether to recommend to the ~~Board of Trustees~~ Discipline Committee that the ~~pupil-student~~ be expelled, if they believe that the student has committed a serious violation of the *Catholic Code of Conduct*. This includes, but is not limited to, regardless of motivation or intent, the following: inappropriate sexual activity or behaviour (including, but not limited to, the distribution of intimate images) not otherwise defined as sexual assault in *GAP 529.00 – Local Police-School Board Protocol*;

c) —

- ~~inappropriate sexual activity or behaviour (including, but not limited to, the distribution of intimate images) not otherwise defined as sexual assault in GAP 529.00 — Local Police School Board Protocol;~~

~~(i) — Hate Offences (see Section 8, below).~~

~~For each offence under S. 310, the Principal shall consult with their FOS SO and each of the Principal and FOS SO shall follow the then current internal notification/reporting process identified by the Associate Director, Instructional Services (or designate), and the FOS SO or designate shall notify the Associate Director, Instructional Services and Legal Counsel or designate of the details of the incident(s).~~

8 HATE OFFENCES INCIDENTS

8.1 **Hate Incidents** require the fulfillment of the additional mandatory steps as outlined in this Section, regardless of whether there is a suspension under S. 306 or S. 310 and regardless of mitigating and other factors. All Hate Incidents will be reported to the FOS SO, who will notify the Associate Director Instructional Services or designate and the Director of Education, in accordance with the then current process for internal notification and reporting. Further consultation with the Superintendent of Equity and Indigenous Education and Legal Services may occur as appropriate. The following are **Hate Offences** and require the fulfillment of the additional mandatory steps as outlined in this Section, regardless of whether there is a suspension under S. 306 or S. 310 and regardless of mitigating and other factors:

a) 8.2 ~~Regardless of motivation and/or intent~~ Hate incidents consist of harassment based on the Ontario Human Rights Code (OHRC) protected grounds, including: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation. ~~harassment based on 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 including:~~

- ~~homophobia and transphobia;~~
- ~~racism, including anti-Black racism, anti-Indigenous racism, and white supremacy;~~
- ~~harassment using microaggressions;~~
- ~~Islamophobia and anti-Muslim hate;~~
- ~~anti-Semitism;~~

~~8.28.3 Harassment includes comments, jokes, name-calling, display of pictures or behaviour that insults a person or puts them down because of an OHRC protected ground. For certainty, harassment includes comments, jokes, name-calling, display of pictures or behaviour that insults a person, offends them or puts them down because of their race or other protected characteristic, regardless of intent and/or motivation.~~

~~8.3 When responding to Hate Offences, School Staff response shall reflect and address the impact of the harm caused.~~

~~8.4 For Hate Offences, following receipt of notice of the offence from the Associate Director, Instructional Services FOS SO or designate, Legal Counsel or designate shall inform notify the Director of Education, and the Superintendent(s) responsible for student human rights, equityEquity and inclusion, and safe schools, and Legal Services of the details of the offence, in accordance with the then current process for internal notification/reporting, and they will form part of the internal consultation team for the particular offence/incident.~~

9 PRINCIPAL RESPONSIBILITY TO NOTIFY PARENTS/GUARDIANS

9.1 The Principal has a duty to inform parents/guardians of student(s) who they believe have been harmed. There are certain considerations which supersede this duty, including:

- the Principal is of the opinion that notifying the parent or guardian would put the ~~pupil~~student at risk of harm from a parent or guardian;
- disclosure would violate confidentiality protected by the *Ontario Human Rights Code* (e.g., gender identity, gender expression).

9.2 If parents or guardians are not notified, the Principal shall document rationale for this decision.

9.3 When notifying a parent or guardian of a pupil who the Principal believes has been harmed under subsection 300.3(1)(a) of the *Education Act*, the Principal shall disclose:

- the nature of the activity that resulted in harm to ~~the~~the pupil;
- the nature of harm to the pupil;
- the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity; and,
- the supports that will be provided for the pupil in response to the harm that resulted from the activity.

9.4 When notifying the parent or guardian, the Principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm, except so far as is necessary to comply with the subsection 300.3(4) of the *Education Act* as articulated in Section ~~89~~99.3 above.

- 9.5 The Principal shall notify the parents or guardians of the student(s) who the Principal believes has(have) engaged in the activity that resulted in the harm, of a pattern of ~~mis~~behaviour contrary to DPCDSB's Catholic Code of Conduct or of a serious incident that requires an escalation of consequences, such as suspension or expulsion, through a phone call, email, and a letter sent by registered mail or courier if not hand-delivered.

9.6 When notifying a parent or guardian of a pupil who the Principal believes has engaged in the activity resulting in harm under subsection 300.3(1)(b) of the *Education Act*, the Principal shall disclose:

- the nature of the activity that resulted in harm to the other pupil;
- the nature of the harm to the other pupil;
- the nature of any disciplinary measures taken in response to the activity;
- the supports that will be provided for the pupil in response to his or her engagement in the activity.

9.69.7 When notifying the parent or guardian of a pupil (and/or the pupil, where they are an adult student/student aged 16 or 17 and who has withdrawn from parental control) who the Principal believes has engaged in the activity resulting in harm, the Principal shall not disclose the name or any other identifying or personal information about a pupil who has been harmed as a result of the activity, except as is necessary to comply with subsection 300.3(6) of the *Education Act*.

9.79.8 The Principal shall assist the parent/guardian or adult student/student aged 16 or 17 and who has withdrawn from parental control in following DPCDSB procedures and inform them of their right to appeal any decision resulting in suspension or expulsion.

10 PRINCIPAL RESPONSIBILITIES REGARDING STUDENT DISCIPLINE (SUSPENSION, EXPULSION), AND STUDENT SAFETY (FRESH START) PROCESSES

10.1 The Principal shall complete an investigation, as required by the *Education Act*, which is consistent with the expectations for Principal investigations outlined in DPCDSB's Expulsion Investigation Guideline, as may be amended or replaced, before recommending an expulsion.

10.2 Where a Principal recommends a student for expulsion to the Discipline Committee of the Board of Trustees, the DPCDSB shall hold the expulsion hearing on or by the twentieth (20th) school day. No expulsion will be heard after twenty (20) days, without consent between the parties to extend the timeframe.

10.3 The Principal shall ensure that the Student Action Plan (SAP) fairly and accurately represents the most reasonable course of action in terms of maintaining the student's academic progress and facilitating positive personal change, in the case of suspension and expulsion.

10.4 The Principal shall ensure that the re-entry plan to their school after suspension, or to a new location after expulsion, is a comprehensive and compassionate one, mindful of the extent to which the student may require monitoring and ongoing supports to sustain improvement, as well as assistance in restoring relationships among community members, as appropriate.

10.5 In accordance with *PPM 145*, *DPCDSB Policy 9.06: Fresh Start*, and *GAP 555 – Fresh Start*, students may be transferred to another school to preserve school safety but not for disciplinary reasons. Where a Principal wishes to initiate such a transfer, they shall contact the ~~superintendent responsible for their school~~ FOS SO to coordinate the process and shall complete all requirements outlined in *GAP 555 – Fresh Start*.

10.6 The Principal shall comply with all procedures and strategies as outlined in section 7 of PPM 145. Where applicable, the Principal shall comply with all procedures and strategies as outlined in Guideline G005 – Violence Threat Risk Assessment (VTRA) Protocol and Intervention.

~~10.1~~ The Principal shall comply with all appropriate procedures as outlined in the Workplace Violence and Harassment Program section 24 of the Health and Safety Manual.-

10.7

11 ROLES AND RESPONSIBILITIES: EDUCATORS AND SUPPORT STAFF

- 11.1 Every ~~Educator-educator~~ and ~~Support-school support Staff-staff, where applicable,~~ shall participate ~~in~~ and implement the processes and procedures regarding progressive discipline communicated by the DPCDSB, their FOS SO and/or Principal and as otherwise required by law.
- 11.2 Educators and other school staff, ~~where applicable,~~ shall implement a model of progressive discipline at the school and classroom level that aligns with the *Education Act* and Ministry of Education requirements as outlined in PPM 145 ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#)), and that is rooted in Jesus' model of discipleship.
- 11.3 When an incident occurs, a report using *General Form (GF) 025 – Safe Schools Incident Reporting Form*, must be made when it is safe to do so, provided there is no immediate risk of physical harm to any individual. Staff members who work with ~~pupils-students~~ on a regular basis, shall, in accordance with DPCDSB procedures, respond to and report as soon as possible any ~~such inappropriate and disrespectful~~ behaviour that impacts negatively on school climate or for which a suspension or expulsion may be imposed, which they have observed or heard while performing their duties or otherwise while on school property or during a school related event.

11.4 In cases where an immediate action is required, a verbal report to the Principal may be made prior to submitting *GF 025 – Safe Schools Incident Reporting Form*.

~~11.4~~11.5 If an incident meets the ~~OHSA definitions of Workplace Violence (OHSA)~~ and a serious student incident (PPM 145), then both the Workplace Violence Reporting Form (GF390) and the Safe Schools Incident Reporting Form (GF25) are required to be completed as per the school board's workplace violence reporting procedure. These two forms are to be completed by the employee and submitted to the administration.

~~11.5~~11.6 The employee must consider the safety of others and the urgency of the situation in reporting the incident, but in any case, must report it to the Principal no later than the end of the school day.

11.611.7 From the Catholic perspective, educators and school staff collaborate to ensure that:

- a) the classroom is a safe, caring, and inclusive place to learn, ~~that is free of all forms of oppression;~~
- b) students have an age-appropriate understanding of how behaviour and personal choices may impact communities protected under the Ontario Human Rights Code;
- c) there is respect for the dignity of all persons created in God's image and a commitment to cooperate with God's grace, which underpins classroom progressive discipline practices;
- d) instructional strategies and disciplinary tactics acknowledge the important connection between student behaviours, safety, and belonging, and student academic progress;
- e) routines and classroom rules are well-established and enforced-applied consistently and equitably by creating a system of guidance, encouragement and warnings, correction, application of consequences in a fair and judicious manner, referrals to "team" members for tailored supports where appropriate, and documentation of each student's personal and social development, including behavioural concerns;
- f) students are encouraged in their positive behaviours and are given opportunities to exercise greater personal and social responsibility, independence, cooperation, and good judgment, such that progressive discipline is seen as an ongoing invitation for students to learn from their mistakes and to grow and mature;
- g) due consideration is given to the details of the circumstance, the severity and pervasiveness of the behaviour(s), and the strategies that are most likely to improve social and emotional wellbeing;~~due consideration is given to the details of the circumstance, the severity and pervasiveness of the behaviour(s), and the strategies that are most likely to improve social skills and renew relationships, with special consideration for:~~
 - ~~student exceptionalities and/or IEP recommendations;~~
 - ~~Black and Indigenous students, based on an understanding of the harms of anti-Black racism and colonization;~~
- h) a pattern of ~~mis~~ behaviour contrary to the Catholic Code of Conduct~~behaviour which is unsafe, unkind, or detracts from a positive learning environment~~, will be reported by the classroom educator, the Principal, and parent or guardian;
- i) behaviour that jeopardizes the safety of students and/or staff will be ~~dealt with~~addressed in the least intrusive manner possible, recognizing that relationships of trust should be prioritized;
- j) consequences shall be assigned for ~~mis~~behaviour that is contrary to DPCDSB's Catholic Code of Conduct in an equitable and judicious manner that considers:
 - the progression, impact, frequency, and severity of the concern;
 - the student's record of ~~mis~~behaviour contrary to DPCDSB's Catholic Code of Conduct;
 - any mitigating or other factors that may influence the decision, in accordance with Ontario Regulation 472/07;

- k) parent or guardian communication with regards to student conduct is accessible, effective, and meaningful.

12 DELEGATION OF RESPONSIBILITY: FROM PRINCIPALS TO VICE PRINCIPALS AND TEACHERS

- 12.1 Limitations on the Principal's right to delegate specific authority under Part XIII of the *Education Act* is set out in *Policy 9.04: Delegation of Authority* and *GAP 543.00 – Delegation of Authority by the Principal*. Where the Principal's authority has been delegated and a serious incident has occurred, the Principal or the delegate shall follow up with the parents/guardians as soon as possible.

13 ROLES AND RESPONSIBILITIES: STUDENTS

- 13.1 All students shall:

- a) uphold the highest standards of personal conduct by adhering to the *Catholic Code of Conduct*;
- b) strive for academic excellence;
- c) positively contribute to the community life of the school;
- d) embrace gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic School Graduate Expectations and Catholic social teachings.

13.2 Students participate in the comprehensive implementation of progressive discipline at the school level by:

- a) acknowledging that school safety is everyone's responsibility;
- b) standing up for others through allyship;
- c) safely reporting when student ~~mis~~behaviour contrary to the Catholic Code of Conduct is witnessed;
- d) participating in youth leadership and/or empowerment projects to promote positive student behaviour;
- e) acting as positive role models by upholding the Ontario Catholic School Graduate Expectations and adhering to the *Catholic Code of Conduct* and Catholic social teachings;
- f) using their gifts and talents to contribute to positive school environments that ~~benefit~~ benefit all.

14 ROLES AND RESPONSIBILITIES: PARENTS AND GUARDIANS

14.1 Parents and guardians shall cooperate with the school community in upholding the standards of the *Catholic Code of Conduct* and maintaining a safe, caring, inclusive, and healthy Catholic learning community.

14.2 Parents and guardians help to facilitate the effective implementation of progressive discipline at school when they:

- a) become familiar with school policies and protocols regarding student safety and discipline;

- b) empower students to live out gospel values in daily life, recognizing and reflecting on the impact of their choices over the intent;
- c) familiarize themselves with the *Catholic Code of Conduct* and all school rules pertinent to student conduct;
- d) encourage students to follow school rules;
- e) communicate to their child(ren) that school safety is everyone's responsibility;
- f) stress with their child(ren) the importance of using their privilege to act in allyship with others;
- g) recognize challenging behaviours that impact their child(ren) and communicate with the school as appropriate;
- h) safely report incidents that threaten school safety or the integrity of the Catholic school culture;
- i) assist School Staff in dealing with disciplinary issues affecting their child(ren), as guided by DPCDSB's progressive discipline protocols;
- j) follow due DPCDSB process in the event of a suspension or expulsion;

- k) participate with the school in the development of the Student Action Plan, where prompted by suspension or expulsion, and follow-up with its administration, as required.

15 ROLES AND RESPONSIBILITIES: SCHOOL TEAMS

- 15.1 Central to the practice of progressive discipline is the power of a deeply caring team of individuals who collaborate, communicate, and consult in crafting a seamless and comprehensive system of supports for each student.
- 15.2 In-school teams shall meet regularly and frequently to consult, problem-solve, and develop strength-based solutions that focus on positive personal change for a particular student.
- 15.3 School teams shall consult with relevant community members and consider school-based data when working to problem-solve and develop strength-based solutions that focus on positive personal change for students.
- 15.4 ~~Team~~ At the discretion of the Principal, team members shall contribute to the effective implementation of progressive discipline at the school level through the following actions:
 - a) providing early identification of children who exhibit and/or are impacted by behaviours;
 - b) assisting educators in implementing strategies that can support students by preventing misconduct and re-directing students in more positive directions;
 - c) consulting with parents ~~/ and~~ guardians in strengthening home school connections ~~establishing home rules and routines~~ conducive to positive student behaviour;
 - d) ensuring an understanding among staff of the multiple identities within school communities and culturally specific practices, traditions, and routines of students and their families, which are considered in communication, conversations, and student planning;
 - e) providing mentorship in cultivating positive student behaviour;
 - f) assisting with the development of school programs that foster healthy relationships, such as conflict resolution and peer mediation programs;
 - g) assisting the school administration in identifying and understanding the impact of mitigating and other factors on particular student behaviours;
 - h) consulting with school administration ~~in the~~ through their assessment and investigation phases of DPCDSB--approved policies and procedures by providing extensive and relevant background information;
 - i) consulting with educators and school administration to determine the most appropriate formative consequence, and assisting with the development of ~~a Student Action Plan and/or Student Safety Plan~~ student support plans, as required;

j) consulting with school administration to assist the student and educators in facilitating a suitable re-entry plan for a student returning from suspension or expulsion, including but not limited to, as applicable;

- (i) ~~provision of a sincere~~ welcome the student backback,
- (ii) review and update of ~~Student Safety Plan(s)~~, student support plans, as appropriate,
- (iii) development of comprehensive transition plans, including ~~Student Safety Plan~~ student support plan(s), when required based on ~~section 24 of the Workplace Violence and Harassment Program~~, section 24 of the Health and Safety Manual, and
- (iv) ~~and~~ supports and monitoring to ensure that a positive change in student behaviour is sustained.

j)k) ~~Complete~~ completing a site Risk Re-Assessment as required based upon review of Appendix D of Section 24 of the Health and Safety Manual.

16 ROLES AND RESPONSIBILITIES: TRUSTEES

16.1 No fewer than three DPCDSB Trustees shall act in the capacity of the DPCDSB Discipline Committee. This committee will convene to:

- a) consider appeals of Principal suspensions by conducting the suspension appeals in accordance with the Suspension Appeal Guidelines, as may be amended or replaced;
- b) consider Principal recommendations for expulsion by conducting expulsion hearings in accordance with the Expulsion Hearing Rules, as may be amended or replaced.

16.2 The Discipline Committee will have the powers as set out in the *Education Act* and shall, prior to rendering a decision, consider the *Ontario Human Rights Code* and all mitigating and other factors as set out in Ontario Regulation 472/07 and enumerated in *GAP 530.00 – Catholic Code of Conduct*.

17 ROLES AND RESPONSIBILITIES: PARISH

17.1 The parish, in the person of the pastor or other parish staff members, ~~shall~~ may assist in the provision of services along the progressive discipline continuum by:

- a) fostering connections with the school that reinforce gospel values, virtue formation, and the importance of positive relationships in building Christian community;
- b) providing positive Christian role models to students;
- c) reinforcing the message that discipline in a Catholic school reflects Jesus' model of discipleship, wherein the purpose of discipline is to educate the child and foster personal growth and development;
- d) assisting the school community, where time permits, in providing appropriate supports for students and families who are struggling with behavioural issues or victimization of their child(ren), particularly when personal or familial vulnerabilities require a compassionate, holistic

community response.

18 ROLES AND RESPONSIBILITIES: COMMUNITY ORGANIZATIONS

18.1 Community organizations may assist the school in the provision of pre-approved services along the progressive discipline continuum by:

- a) offering valuable assistance in the delivery of prevention and intervention programs that promote engagement and positive behaviours, [including participation in the Community Threat Assessment Team \(CTAT\) when invited](#);
- b) assisting in the rehabilitation and transformation process of students who are struggling with challenging behaviours and/or victimization;
- c) collaborating with the school and the student's family in the development and delivery of the social training component of a Student Action Plan for a student on suspension or expulsion;
- d) sustaining positive change, once a student has returned to a school after suspension and/or expulsion, through the offer of healthy, wholesome venues for students to continue to make positive changes in their life;
- e) offering support to the families (e.g., counseling) of students who are struggling with challenging behaviours and/or victimization, as appropriate.

19 ROLES AND RESPONSIBILITIES: POLICE

19.1 Police play a role in the whole school approach to the implementation of progressive discipline. As outlined in *GAP 529.00 – Local Police-School Board Protocol*, police:

- a) respond to school-related complaints in which there is an imminent threat to public safety or to the school environment, or in which there is a criminal code offence or breach that does not present an imminent threat to public safety or the school environment;
- b) investigate in accordance with *GAP 529.00 – Local Police-School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education;
- c) offer a range of crime-prevention programs that support areas such as peer mediation, conflict resolution, violence-prevention, restorative justice, and referral to community resources [in compliance with police protocols](#).



GAP

GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	552.00
SUBJECT:	PROGRESSIVE DISCIPLINE
REFERENCE:	Policies: 9.01: Catholic Code of Conduct 9.02: Bullying Awareness, Prevention, and Intervention 9.03: Progressive Discipline 9.04: Delegation of Authority 9.05: Victim's Rights 9.06: Fresh Start 12.00: Equity and Inclusive Education GAPs: 530.00 – Catholic Code of Conduct 551.00 – Bullying Awareness, Prevention, and Intervention 554.00 – Victim's Rights 555.00 – Fresh Start
EFFECTIVE DATE:	February 1, 2013
AMENDED DATE:	January 15, 2016; October 25, 2022; October TBD, 2024

*"Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls."
Matthew 11:29*

1 PURPOSE

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB)'s *Policy 9.03: Progressive Discipline* (Policy 9.03) and this General Administrative Procedure (GAP), which forms an integral part thereof, direct all DPCDSB staff towards a faith-filled approach to student formation, student discipline, and community safety.

2 DEFINITIONS

- 2.1 In this GAP, the following terms have their corresponding meaning:
- a) "FOS SO" means Family of Schools Superintendent or designate;
 - b) "Hate Incident" has the meaning prescribed in Section 8;
 - c) "School Staff" means Principals, Vice-Principals, teachers, and any staff employed or engaged by DPCDSB who provide support to or have interaction with students at a school and/or in or during a DPCDSB program or event;

- d) “SRSS” means the Superintendent Responsible for Safe Schools or designate.
- e) “ESOSS” means the Executive Superintendent of Safe Schools or designate.
- f) “Pupil” means a student. This term may be used interchangeably with student. Note that pupil is the preferred term for students in legislation.

3 APPLICATION

- 3.1 Policy 9.03 and this GAP apply to the progressive discipline of students.
- 3.2 For certainty, Policy 9.03 and this GAP do not apply to the Principal’s right and obligation to exclude a student from school solely for safety purposes (non-disciplinary) under section 265(1)m of the *Education Act*. For safety exclusions, Principals must consult with their FOS SO.

4 ADMINISTRATION AND IMPLEMENTATION OF PROGRESSIVE DISCIPLINE

- 4.1 Progressive discipline shall be administered by School Staff according to a fair and equitable process that:
 - a) is rooted in effective management of student behaviours that utilizes a framework that understands that “fairness is not sameness” and uses a multiple factor analysis when considering progressive discipline, as appropriate to each incident;
 - b) recognizes injustices that may result in the disparity of outcomes related to discipline for particular groups, including those with ability-related, racial, and Indigenous identities. Equitable considerations avoid a “one-size-fits-all” approach to disciplinary practice by using a multiple factor analysis and consideration of “mitigating and other factors” system- wide in the assessment, investigation, and follow-up of student behaviours that are contrary to DPCDSB’s Catholic Code of Conduct; for example:
 - (i) When administering progressive discipline for students with diverse learning needs, including special education needs and/or ability-related needs, the in-school team shall consult with other DPCDSB staff, as appropriate and on a case-by-case basis, through the FOS SO.
 - (ii) When determining the outcome of progressive discipline for racialized students, there must be an understanding of pervasive injustices and consideration of Ministry of Education, Ontario College of Teachers Professional Advisories, Ontario Human Rights Commission, and DPCDSB policies and directives.
 - (iii) Where appropriate, restorative practices are used. Notwithstanding anything to the contrary, restorative practices shall **not** be used in situations involving allegations of sexual assault.
- 4.2 To implement progressive discipline effectively school-wide, under the leadership of the Principal, School Staff shall:

- a) regularly collaborate in planning and delivering proactive programs to promote positive behaviour that incorporate the reflection of community input and review of relevant data;
 - b) implement developmentally appropriate interventions for the whole school and for individual students to support and/or sustain learning;
 - c) encourage student involvement in both prevention and response programs to ensure that progressive discipline authentically speaks to the unique needs of children and youth;
 - d) promote collaboration among those individuals who are available to provide support to a student, including the administrator, educator, support staff, and parent or guardian.
- 4.3 Provided there is no immediate risk of physical harm to any individual, staff who work directly with students shall respond to any behaviour that is likely to have a negative impact on school climate. **School climate includes 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.** Regardless of whether there is an immediate risk of physical harm to any individual, School Staff must report all such behaviour to the Principal or designate and the Principal or designate shall document same.
- 4.4 Application of *Education Act* suspension and expulsion requirements will be equitable and will ensure that students serving a suspension or who have been expelled from school continue their education as required by law.
- 4.5 A social skills training element will comprise part of the program offering for students on suspension for six or more days.
- 4.6 Principals must ensure procedures set out in DPCDSB safe schools related policies and general administrative procedures to support students who have been harmed and students who have engaged in serious student incidents are in place at their school.

5 ENFORCING PROGRESSIVE DISCIPLINE PRACTICES: ROLE OF SUPERVISORY OFFICERS

- 5.1 With the support of the ESOS and SRSS, each FOS SO shall ensure that each DPCDSB school for which they are responsible implements DPCDSB policies and procedures for the consistent and equitable administration of a whole-school approach to progressive discipline that is both corrective and supportive, by ensuring the implementation and communication of each of the following:
- a) the DPCDSB Catholic Code of Conduct;
 - b) a range of supports, interventions, ongoing supports, and consequences, including in circumstances in which short-term suspension, long-term suspension, or referral for expulsion may be the appropriate response as required by DPCDSB policies and general administrative procedures related to safe schools, including Policy 9.03;
 - c) the Workplace Violence Program, as outlined in Section 24 of the Health and Safety Manual, is being followed by schools when incidents are reported as incidents of Workplace Violence as per the *Occupational Health and Safety Act* (OHSA) definition of Workplace Violence.

- d) ongoing leadership in communicating to the system the important link between student behaviour, school safety, student well-being, and student learning outcomes;
- e) prevention and early intervention resources that attempt to anticipate possible problems by identifying vulnerable students and potentially serious situations well in advance of any misconduct.
- f) completion and review of safe schools climate data information (e.g., Catholic Community, Culture, and Caring School Climate Survey and DPCDSB Student Census) in each school;
- g) communication of messages, training, and curriculum support to maintain and strengthen positive and safe school environments, including the Virtues Program in promoting positive student behaviour;
- h) ongoing professional learning for School Staff related to relevant DPCDSB policies and procedures, to inform the school community and to effectively address challenging behaviours as they arise;
- i) communication with third-party and community service providers that are in direct contact with students on relevant DPCDSB policies and procedures, to inform the school community to effectively address challenging behaviours as they arise;
- j) communication that ensures school communities have access to information that increases their knowledge and understanding of issues that may include, but are not limited to: safe, caring, inclusive, and healthy school communities; bullying; violence; inappropriate sexual behaviour; sexual assault; critical media literacy; safe internet use; racism, including anti-Black racism; and other forms of pervasive injustice;
- k) ongoing support for educators and administrators through such opportunities as new-teacher induction programs and e-learning to build capacity regarding the progressive discipline protocols and to sustain a safe teaching and learning environment;
- l) broad collaboration at the system, school, and classroom level to maximize the effective use of the in-school team and an expansive understanding of "team";
- m) a process for building on existing relationships and for developing new relationships with community-based service providers for the purpose of supporting students and families;
- n) professional development in effective communication to build-capacity system-wide;
- o) opportunities for participation in system-wide leadership professional development programs (e.g., student government, peer mediation, peer mentorship) to empower students to share in the responsibility of creating a safe school;
- p) resources, interventions, or other supports for students affected by bullying, whether having been bullied, engaged in bullying, or witnessed bullying behaviour;
- q) processes to ensure schools understand all support services roles (including roles specific to underserved communities) and their benefits to student success;

- r) supports and information for individuals who have been delegated authority (e.g., information on which supervisory officer is available at DPCDSB's Catholic Education Centre).
- 5.2 FOS SOs are responsible for overseeing the consistent and equitable administration of the suspension and expulsion protocols related to their schools as required by Part XIII of the *Education Act* where a Principal believes, on a balance of probabilities, that a student has committed one or more of the infractions outlined in Section 306 or 310 of the *Education Act* (see also *GAP 530.00 – Catholic Code of Conduct*) on school property, during a school-related activity, and/or in other circumstances where engaging in the activity will have an impact on the school climate.
- 5.3 For suspensions issued pursuant to Section 310 of the *Education Act*, each mitigating and other factor must be considered, in accordance with *Ontario Regulation 472/07: Behaviour, Discipline and Safety of Pupils* (Ontario Regulation 472/07), as appropriate, in determining the outcome of the suspension. The FOS SO shall ensure the proper consideration thereof.
- a) Mitigating factors listed in Ontario Regulation 472/07 include:
- (i) the pupil does not have the ability to control their behaviour;
 - (ii) the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
 - (iii) the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- 5.4 Student identities, particularly protected classes such as gender identity and expression, family status, ethnicity, ability, creed, religion, ancestry, race, and sexual orientation, must be considered as mitigating factors when relevant and appropriate.
- 5.5 The SO Safe Schools shall oversee the submission of annual reports to the Ministry of Education, in accordance with policies and guidelines under subsection 301(7.3) of the *Education Act*, respecting suspensions and expulsions and/or as otherwise required.
- 5.6 The SRSS hearings shall have the powers and duties outlined in the following DPCDSB documents:
- Suspension Guidelines for Administrators (Including Suspension Appeals)
 - Expulsion Guidelines for Administrators
 - Guideline 004 – Suspension Appeal Guidelines for Parents and Guardians
- 5.7 The FOS SO shall ensure that application of *Education Act* suspension and expulsion requirements, as necessary and appropriate, will be equitable, and will ensure that students on suspension or who have been expelled continue their education.
- 5.8 The FOS SO shall ensure that a social skills training element will comprise part of the program offering for students on suspension for six or more days.

6 ROLES AND RESPONSIBILITIES: PRINCIPALS

- 6.1 The school Principal is responsible for enforcing DPCDSB's progressive discipline policies and procedures at their school.
- 6.2 The Principal shall ensure that progressive discipline is consistently and equitably applied at the local school level when they:
- a) strive to create an authentic Catholic culture where community members recognize their distinct call to become part of a faith community rooted in gospel values and guided by the belief that discipline is a tool for learning and positive personal change;
 - b) seek to involve student populations in problem-solving, school enhancement, and policy direction to ensure that students are valued and respected and to create a sense of student ownership of and responsibility for the school community;
 - c) provide access to educators and support staff to assist with peer issues and school concerns;
 - d) strive to build capacity among community members and third-party providers regarding appropriate strategies that enable the community to undertake a restorative approach to misconduct when it occurs and when appropriate;
 - e) foster an equitable and inclusive school environment to encourage increased participation by parents/guardians in their child(ren)'s education and school activities;
 - f) ensure that, when responding to behavioural issues, staff are cognizant of the dignity of each student in the process;
 - g) ensure the integrity of any progressive discipline investigation and its outcomes by:
 - providing each student with a chance to share their side of the story;
 - assigning a consequence, where appropriate, in a reasonable and impartial manner;
 - h) facilitate partnerships that support positive student behaviour between home, school, and parish, and which enhance supportive intervention strategies, networking, and collaboration with community agencies;
 - i) draw upon evidence-informed practices in the implementation of a variety of prevention programs designed to improve student behaviour, build community, and promote personal faith formation;
 - j) involve the entire school community in prevention programs and social skill training, with particular attention to youth leadership and parent/guardian involvement;
 - k) be attentive and responsive to relevant data highlighting disproportionalities in outcomes for students which may impact behaviour;

- l) communicate progressive discipline and school safety expectations to the school community using current and accessible methods of communication; (e.g., student agenda/planner, social media platforms);
- m) encourage actions to address areas of concern in terms of physical spaces, as related to school risk assessment ;
- n) ensure that the range of supports, interventions and consequences employed at the school level are developmentally appropriate and include opportunities for students to reinforce positive behaviours and to learn to exercise personal conscience in making good choices;
- o) with the support of appropriate DPCDSB staff, develop, implement and update student support plan(s) to ensure safety of students, classrooms, and school communities;
- p) facilitate broad consultation among in-school teams, support services staff, parents/guardians, and students in facilitating appropriate interventions and supports to promote positive behaviours and address challenging ones when they arise;
- q) encourage staff to be role models for effective communication, mutual respect, and positive problem resolution;
- r) create a culture of professional collaboration among staff, with the intention to improve competency in the equitable early identification and positive redirection of student behaviours;
- s) promote effective, equitable, and culturally responsive school/classroom management techniques;
- t) consistently follow due process when assessing and investigating student behaviour that is contrary to DPCDSB's Catholic Code of Conduct to ensure that thoughtful consideration is given to the "Three Factor Analysis" and "Mitigating" and "Other" factors (see *GAP 530.00 – Catholic Code of Conduct*), with particular attention given to ensuring that appropriate interventions, supports, and consequences are provided for each student; for example:
 - for students with diverse learning needs, including special education needs, that interventions, supports and consequences are consistent with the expectations of the student's Individual Education Plan (IEP);
 - for students that are from communities that are historically and currently impacted by pervasive injustice;
- u) are familiar with, and complete, all pertinent forms regarding the steps in progressive discipline up to and including suspension and expulsion, ensuring that full documentation is undertaken in the most accurate, objective, and factual form;
- v) carefully review all applicable policies, procedures, and protocols to determine DPCDSB's approved practices and available resources and the steps that a Principal is required to take regarding DPCDSB's interpretation of the flexibility afforded by the *Education Act*, *PPM 145*, *PPM 144*, and *PPM 120* and *GAP 529.00 – Local Police-School Board Protocol*;

- w) seek consultation from relevant central office departments through the FOS SO; Equity and Indigenous Education, Learning Services, Support Services, Special Education, and Legal Services departments;
- 6.3 The Principal shall ensure effective implementation of progressive discipline using the following accountability features:
- a) DPCDSB's regular monitoring, review, and evaluation of the effectiveness of Policy 9.03 and this GAP in support of a positive school environment for learning;
 - b) review of documentation completed by school staff regarding supports, interventions, and consequences undertaken to promote positive student behaviour and to deal with infractions of the Catholic Code of Conduct;
 - c) review of documentation completed by school staff regarding formal consequences undertaken in response to behaviours, as well as those mitigating or other factors that impacted their decision (e.g., GF 025 – Safe Schools Incident Reporting Form, student support plans, etc.);
 - d) compliance with the Workplace Violence Program, as outlined in Section 24 of the Health and Safety Manual, when incidents are reported as incidents of Workplace Violence as per the OHS definition of Workplace Violence. (GF390 Form);
 - e) statistical data gathered at the school level and submitted to DPCDSB, on request, regarding overall and disaggregated (by social identity) numbers of behaviours reported to the office and action taken including, but not limited to, progressive discipline interventions, suspension and expulsion data, and numbers and status of appeals;
 - f) records of all training, professional development, and/or system-wide initiatives to promote positive student behaviours;
 - g) school climate data, including Catholic Community, Culture, and Caring (CCCC) School Climate Survey data and Student Census data, which inform next steps in the ongoing implementation of progressive discipline school-wide;
 - h) review of procedures for school and system-wide policies, procedures, and protocols applicable to the effective implementation of progressive discipline; and
 - i) communication to staff when and to whom administrative responsibilities have been delegated.
- 6.4 When responding to student behaviours that are contrary to DPCDSB's Catholic Code of Conduct, the Principal (or designate) shall investigate the incident and consider all pertinent information. The Principal (or designate) shall make an informed decision regarding the responsibility of the student(s) involved and the scope of the incident being investigated. Making this decision involves the analysis of the engagement in the alleged conduct and the likelihood that a series of events occurred using the information and evidence available.

7 PRINCIPAL'S RESPONSIBILITIES: OFFENCES UNDER 306 AND 310 OF THE *EDUCATION ACT*

- 7.1 **SECTION 306:** As per section 306 of the *Education Act* and *Ontario Regulation 440/20: Suspension of Elementary School Pupils* (O. Reg 440/20) the Principal shall consider whether to suspend a student in Grade 4 and older if they believe the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances in which engaging in the activity will have an impact on the school climate¹:

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

¹ Any offences listed in this chart are deemed to be offences for which a Principal may consider suspension under s.306 of the *Education Act*. Any updates to this chart shall be made automatically to all other DPCDSB policies, procedures and documents as applicable to ensure alignment.

a) Students in grades K-3 **cannot** be suspended for offences listed under Section 306 of the *Education Act*, but:

- (i) The offence must still be reported to the Principal;
- (ii) The Principal must determine and put in place appropriate alternatives to discipline; and
- (iii) These alternatives should be tracked and documented as per normal documentation protocols.

7.2 **SECTION 310:** Subject to O. Reg. 440/20 (below), the Principal shall initially suspend a student in grades 4 through 12 for 20 school days and conduct an investigation to determine the final length of suspension (twenty (20) school days or less), (and if the suspension is ultimately determined to be twenty (20) school days, whether or not to recommend to the Discipline Committee that the student be expelled) if they believe that the student engaged in any of the following activities identified in section 310 of the *Education Act* (as enumerated in *GAP 530.00 – Catholic Code of Conduct*), while at school, at a school-related activity, or in any other circumstances (including off school property) where engaging in the activity will have an impact on the school climate²:

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 ^A , 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

² Any offences listed in this chart are deemed to be offences for which a Principal shall suspend under s.310 of the *Education Act*. Any updates to this chart shall be made automatically to all other DPCDSB policies, procedures and documents as applicable to ensure alignment.

Section 310 – Shall Suspend	
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)

- a) **For each offence under S. 310, the Principal shall consult with their FOS SO and each of the Principal and FOS SO shall follow the then-current internal notification and reporting process identified by the Associate Director, Instructional Services (or designate).**
- b) **Section 310 and Students in Grades K-3:**
- (i) **Classification of offence:** as per O. Reg. 440/20, a student in grades K-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 means that students in grades K-3 **cannot** be suspended for offences listed under Section 310 of the *Education Act* unless an initial investigation **has first taken place** and the Principal has determined that a suspension under this section is **warranted**. If deemed warranted, the procedures outlined in 7.2 above apply.
 - (ii) **^The Bullying offence:** as per O. Reg. 440/20, “the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the [Education] Act does not apply to” a student in grades K-3. Since a student in grades K-3 cannot have been “previously suspended” for bullying under s. 306 of the *Education Act*, then only 7.1(ii) of subsection 310 (1) of the *Education Act* applies for these students.
- c) **Section 310(1)(8) Specifically:** As per section 310(1)(8) of the *Education Act*, and as per the exceptions noted above for students in grades K-3, the Principal shall suspend a student and investigate to determine the duration of a suspension and, if the suspension will be twenty (20) school days, whether to recommend to the Discipline Committee that the student be expelled if they believe that the student has committed a serious violation of the *Catholic Code of Conduct*. This includes, but is not limited to, inappropriate sexual activity or behaviour (including, but not limited to, the distribution of intimate images) not otherwise defined as sexual assault in GAP 529.00 – Local Police-School Board Protocol;

8 HATE INCIDENTS

- 8.1 **Hate Incidents** require the fulfillment of the additional mandatory steps as outlined in this Section, regardless of whether there is a suspension under S. 306 or S. 310 and regardless of mitigating and other factors. All Hate Incidents will be reported to the FOS SO, who will notify the Associate Director Instructional Services or designate and the Director of Education, in accordance with the then current process for internal notification and reporting. Further consultation with the Superintendent of Equity and Indigenous Education and Legal Services may occur as appropriate.
- 8.2 Hate incidents consist of harassment based on the *Ontario Human Rights Code* (OHRC) protected grounds, including: age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, religion, disability, family status, marital status, gender identity, gender expression, receipt of public assistance (in housing), record of offences (in employment), sex, and sexual orientation.
- 8.3 Harassment includes comments, jokes, name-calling, display of pictures or behaviour that insults a person or puts them down because of an OHRC protected ground.

9 PRINCIPAL RESPONSIBILITY TO NOTIFY PARENTS/GUARDIANS

- 9.1 The Principal has a duty to inform parents/guardians of student(s) who they believe have been harmed. There are certain considerations which supersede this duty, including:
- the Principal is of the opinion that notifying the parent or guardian would put the student at risk of harm from a parent or guardian;
 - disclosure would violate confidentiality protected by the *Ontario Human Rights Code* (e.g., gender identity, gender expression).
- 9.2 If parents or guardians are not notified, the Principal shall document rationale for this decision.
- 9.3 When notifying a parent or guardian of a pupil who the Principal believes has been harmed under subsection 300.3(1)(a) of the *Education Act*, the Principal shall disclose:
- the nature of the activity that resulted in harm to the pupil;
 - the nature of harm to the pupil;
 - the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity; and,
 - the supports that will be provided for the pupil in response to the harm that resulted from the activity.
- 9.4 When notifying the parent or guardian, the Principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm, except so far as is necessary to comply with the subsection 300.3(4) of the *Education Act* as articulated in Section 9.3 above.

- 9.5 The Principal shall notify the parents or guardians of the student(s) who the Principal believes has(have) engaged in the activity that resulted in the harm, of a pattern of behaviour contrary to DPCDSB's Catholic Code of Conduct or of a serious incident that requires an escalation of consequences, such as suspension or expulsion, through a phone call, email, and a letter sent by registered mail or courier if not hand-delivered.
- 9.6 When notifying a parent or guardian of a pupil who the Principal believes has engaged in the activity resulting in harm under subsection 300.3(1)(b) of the *Education Act*, the Principal shall disclose:
- the nature of the activity that resulted in harm to the other pupil;
 - the nature of the harm to the other pupil;
 - the nature of any disciplinary measures taken in response to the activity;
 - the supports that will be provided for the pupil in response to his or her engagement in the activity.
- 9.7 When notifying the parent or guardian of a pupil (and/or the pupil, where they are an adult student/student aged 16 or 17 and who has withdrawn from parental control) who the Principal believes has engaged in the activity resulting in harm, the Principal shall not disclose the name or any other identifying or personal information about a pupil who has been harmed as a result of the activity, except as is necessary to comply with subsection 300.3(6) of the *Education Act*.
- 9.8 The Principal shall assist the parent/guardian or adult student/student aged 16 or 17 and who has withdrawn from parental control in following DPCDSB procedures and inform them of their right to appeal any decision resulting in suspension or expulsion.

10 PRINCIPAL RESPONSIBILITIES REGARDING STUDENT DISCIPLINE (SUSPENSION, EXPULSION) AND STUDENT SAFETY (FRESH START) PROCESSES

- 10.1 The Principal shall complete an investigation, as required by the *Education Act*, which is consistent with the expectations for Principal investigations outlined in DPCDSB's Expulsion Investigation Guideline, as may be amended or replaced, before recommending an expulsion.
- 10.2 Where a Principal recommends a student for expulsion to the Discipline Committee of the Board of Trustees, the DPCDSB shall hold the expulsion hearing on or by the twentieth (20th) school day. No expulsion will be heard after twenty (20) days, without consent between the parties to extend the timeframe.
- 10.3 The Principal shall ensure that the Student Action Plan (SAP) fairly and accurately represents the most reasonable course of action in terms of maintaining the student's academic progress and facilitating positive personal change, in the case of suspension and expulsion.
- 10.4 The Principal shall ensure that the re-entry plan to their school after suspension, or to a new location after expulsion, is a comprehensive and compassionate one, mindful of the extent to which the student may require monitoring and ongoing supports to sustain improvement, as well as assistance in restoring relationships among community members, as appropriate.

- 10.5 In accordance with *PPM 145*, *DPCDSB Policy 9.06: Fresh Start*, and *GAP 555 – Fresh Start*, students may be transferred to another school to preserve school safety but not for disciplinary reasons. Where a Principal wishes to initiate such a transfer, they shall contact the FOS SO to coordinate the process and shall complete all requirements outlined in *GAP 555 – Fresh Start*.
- 10.6 The Principal shall comply with all procedures and strategies as outlined in section 7 of *PPM 145*. Where applicable, the Principal shall comply with all procedures and strategies as outlined in *Guideline G005 – Violence Threat Risk Assessment (VTRA) Protocol and Intervention*.
- 10.7 The Principal shall comply with all appropriate procedures as outlined in the Workplace Violence and Harassment Program section 24 of the Health and Safety Manual.

11 ROLES AND RESPONSIBILITIES: EDUCATORS AND SUPPORT STAFF

- 11.1 Every educator and school support staff, where applicable, shall participate in and implement the processes and procedures regarding progressive discipline communicated by the DPCDSB, their FOS SO and/or Principal and as otherwise required by law.
- 11.2 Educators and other school staff, where applicable, shall implement a model of progressive discipline at the school and classroom level that aligns with the *Education Act* and Ministry of Education requirements as outlined in *PPM 145* ([Education in Ontario: policy and program direction: Policy/Program Memorandum 145 | Ontario.ca](#)), and that is rooted in Jesus' model of discipleship.
- 11.3 When an incident occurs, a report using *General Form (GF) 025 – Safe Schools Incident Reporting Form*, must be made when it is safe to do so, provided there is no immediate risk of physical harm to any individual. Staff members who work with students on a regular basis shall, in accordance with DPCDSB procedures, respond to and report as soon as possible any behaviour that impacts negatively on school climate or for which a suspension or expulsion may be imposed, which they have observed or heard while performing their duties or otherwise while on school property or during a school related event.
- 11.4 In cases where an immediate action is required, a verbal report to the Principal may be made prior to submitting *GF 025 – Safe Schools Incident Reporting Form*.
- 11.5 If an incident meets the OHSa definitions of Workplace Violence and a serious student incident (*PPM 145*), then both the Workplace Violence Reporting Form (GF390) and the Safe Schools Incident Reporting Form (GF25) are required to be completed as per the school board's workplace violence reporting procedure. These two forms are to be completed by the employee and submitted to the administration.
- 11.6 The employee must consider the safety of others and the urgency of the situation in reporting the incident, but in any case, must report it to the Principal no later than the end of the school day.

11.7 From the Catholic perspective, educators and school staff collaborate to ensure that:

- a) the classroom is a safe, caring, and inclusive place to learn;
- b) students have an age-appropriate understanding of how behaviour and personal choices may impact communities protected under the Ontario Human Rights Code;
- c) there is respect for the dignity of all persons created in God's image and a commitment to cooperate with God's grace, which underpins classroom progressive discipline practices;
- d) instructional strategies and disciplinary tactics acknowledge the important connection between student behaviours, safety, and belonging, and student academic progress;
- e) routines and classroom rules are well-established and applied consistently and equitably by creating a system of guidance, encouragement and warnings, correction, application of consequences in a fair and judicious manner, referrals to "team" members for tailored supports where appropriate, and documentation of each student's personal and social development, including behavioural concerns;
- f) students are encouraged in their positive behaviours and are given opportunities to exercise greater personal and social responsibility, independence, cooperation, and good judgment, such that progressive discipline is seen as an ongoing invitation for students to learn from their mistakes and to grow and mature;
- g) due consideration is given to the details of the circumstance, the severity and pervasiveness of the behaviour(s), and the strategies that are most likely to improve social and emotional wellbeing;
- h) a pattern of behaviour contrary to the Catholic Code of Conduct, will be reported by the classroom educator, the Principal, and parent or guardian;
- i) behaviour that jeopardizes the safety of students and/or staff will be addressed in the least intrusive manner possible, recognizing that relationships of trust should be prioritized;
- j) consequences shall be assigned for behaviour that is contrary to DPCDSB's Catholic Code of Conduct in an equitable and judicious manner that considers:
 - the progression, impact, frequency, and severity of the concern;
 - the student's record of behaviour contrary to DPCDSB's Catholic Code of Conduct;
 - any mitigating or other factors that may influence the decision, in accordance with Ontario Regulation 472/07;
- k) parent or guardian communication with regards to student conduct is accessible, effective, and meaningful.

12 DELEGATION OF RESPONSIBILITY: FROM PRINCIPALS TO VICE PRINCIPALS AND TEACHERS

- 12.1 Limitations on the Principal's right to delegate specific authority under Part XIII of the *Education Act* is set out in *Policy 9.04: Delegation of Authority* and *GAP 543.00 – Delegation of Authority by the Principal*. Where the Principal's authority has been delegated and a serious incident has occurred, the Principal or the delegate shall follow up with the parents/guardians as soon as possible.

13 ROLES AND RESPONSIBILITIES: STUDENTS

- 13.1 All students shall:

- a) uphold the highest standards of personal conduct by adhering to the *Catholic Code of Conduct*;
- b) strive for academic excellence;
- c) positively contribute to the community life of the school;
- d) embrace gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic School Graduate Expectations and Catholic social teachings.

- 13.2 Students participate in the comprehensive implementation of progressive discipline at the school level by:

- a) acknowledging that school safety is everyone's responsibility;
- b) standing up for others through allyship;
- c) safely reporting when student behaviour contrary to the Catholic Code of Conduct is witnessed;
- d) participating in youth leadership and/or empowerment projects to promote positive student behaviour;
- e) acting as positive role models by upholding the Ontario Catholic School Graduate Expectations and adhering to the *Catholic Code of Conduct* and Catholic social teachings;
- f) using their gifts and talents to contribute to positive school environments that benefit all.

14 ROLES AND RESPONSIBILITIES: PARENTS AND GUARDIANS

- 14.1 Parents and guardians shall cooperate with the school community in upholding the standards of the *Catholic Code of Conduct* and maintaining a safe, caring, inclusive, and healthy Catholic learning community.

- 14.2 Parents and guardians help to facilitate the effective implementation of progressive discipline at school when they:

- a) become familiar with school policies and protocols regarding student safety and discipline;

- b) empower students to live out gospel values in daily life, recognizing and reflecting on the impact of their choices over the intent;
- c) familiarize themselves with the *Catholic Code of Conduct* and all school rules pertinent to student conduct;
- d) encourage students to follow school rules;
- e) communicate to their child(ren) that school safety is everyone's responsibility;
- f) stress with their child(ren) the importance of using their privilege to act in allyship with others;
- g) recognize challenging behaviours that impact their child(ren) and communicate with the school as appropriate;
- h) safely report incidents that threaten school safety or the integrity of the Catholic school culture;
- i) assist School Staff in dealing with disciplinary issues affecting their child(ren), as guided by DPCDSB's progressive discipline protocols;
- j) follow due DPCDSB process in the event of a suspension or expulsion;
- k) participate with the school in the development of the Student Action Plan, where prompted by suspension or expulsion, and follow-up with its administration, as required.

15 ROLES AND RESPONSIBILITIES: SCHOOL TEAMS

- 15.1 Central to the practice of progressive discipline is the power of a deeply caring team of individuals who collaborate, communicate, and consult in crafting a seamless and comprehensive system of supports for each student.
- 15.2 In-school teams shall meet regularly and frequently to consult, problem-solve, and develop strength-based solutions that focus on positive personal change for a particular student.
- 15.3 School teams shall consult with relevant community members and consider school-based data when working to problem-solve and develop strength-based solutions that focus on positive personal change for students.
- 15.4 At the discretion of the Principal, team members shall contribute to the effective implementation of progressive discipline at the school level through the following actions:
 - a) providing early identification of children who exhibit and/or are impacted by behaviours;
 - b) assisting educators in implementing strategies that can support students by preventing misconduct and re-directing students in more positive directions;
 - c) consulting with parents and guardians in strengthening home school connections conducive to positive student behaviour;

- d) ensuring an understanding among staff of the multiple identities within school communities and culturally specific practices, traditions, and routines of students and their families, which are considered in communication, conversations, and student planning;
- e) providing mentorship in cultivating positive student behaviour;
- f) assisting with the development of school programs that foster healthy relationships, such as conflict resolution and peer mediation programs;
- g) assisting the school administration in identifying and understanding the impact of mitigating and other factors on particular student behaviours;
- h) consulting with school administration through their assessment and investigation phases of DPCDSB-approved policies and procedures by providing extensive and relevant background information;
- i) consulting with educators and school administration to determine the most appropriate formative consequence, and assisting with the development of student support plans, as required;
- j) consulting with school administration to assist the student and educators in facilitating a suitable re-entry plan for a student returning from suspension or expulsion, including but not limited to, as applicable:
 - (i) welcome the student back,
 - (ii) review and update student support plans, as appropriate,
 - (iii) development of comprehensive transition plans, including student support plans, when required based on the Workplace Violence and Harassment Program, section 24 of the Health and Safety Manual, and
 - (iv) supports and monitoring to ensure that a positive change in student behaviour is sustained.
- k) completing a site Risk Re-Assessment as required based upon review of Appendix D of Section 24 of the Health and Safety Manual.

16 ROLES AND RESPONSIBILITIES: TRUSTEES

- 16.1 No fewer than three DPCDSB Trustees shall act in the capacity of the DPCDSB Discipline Committee. This committee will convene to:
- a) consider appeals of Principal suspensions by conducting the suspension appeals in accordance with the Suspension Appeal Guidelines, as may be amended or replaced;
 - b) consider Principal recommendations for expulsion by conducting expulsion hearings in accordance with the Expulsion Hearing Rules, as may be amended or replaced.
- 16.2 The Discipline Committee will have the powers as set out in the *Education Act* and shall, prior to rendering a decision, consider the *Ontario Human Rights Code* and all mitigating and other factors as set out in Ontario Regulation 472/07 and enumerated in *GAP 530.00 – Catholic Code of Conduct*.

17 ROLES AND RESPONSIBILITIES: PARISH

17.1 The parish, in the person of the pastor or other parish staff members, may assist in the provision of services along the progressive discipline continuum by:

- a) fostering connections with the school that reinforce gospel values, virtue formation, and the importance of positive relationships in building Christian community;
- b) providing positive Christian role models to students;
- c) reinforcing the message that discipline in a Catholic school reflects Jesus' model of discipleship, wherein the purpose of discipline is to educate the child and foster personal growth and development;
- d) assisting the school community, where time permits, in providing appropriate supports for students and families who are struggling with behavioural issues or victimization of their child(ren), particularly when personal or familial vulnerabilities require a compassionate, holistic community response.

18 ROLES AND RESPONSIBILITIES: COMMUNITY ORGANIZATIONS

18.1 Community organizations may assist the school in the provision of pre-approved services along the progressive discipline continuum by:

- a) offering valuable assistance in the delivery of prevention and intervention programs that promote engagement and positive behaviours, including participation in the Community Threat Assessment Team (CTAT) when invited;
- b) assisting in the rehabilitation and transformation process of students who are struggling with challenging behaviours and/or victimization;
- c) collaborating with the school and the student's family in the development and delivery of the social training component of a Student Action Plan for a student on suspension or expulsion;
- d) sustaining positive change, once a student has returned to a school after suspension and/or expulsion, through the offer of healthy, wholesome venues for students to continue to make positive changes in their life;
- e) offering support to the families (e.g., counseling) of students who are struggling with challenging behaviours and/or victimization, as appropriate.

19 ROLES AND RESPONSIBILITIES: POLICE

19.1 Police play a role in the whole school approach to the implementation of progressive discipline. As outlined in *GAP 529.00 – Local Police-School Board Protocol*, police:

- a) respond to school-related complaints in which there is an imminent threat to public safety or to the school environment, or in which there is a criminal code offence or breach that does not present an imminent threat to public safety or the school environment;

- b) investigate in accordance with *GAP 529.00 – Local Police-School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education;
- c) offer a range of crime-prevention programs that support areas such as peer mediation, conflict resolution, violence-prevention, restorative justice, and referral to community resources in compliance with police protocols.

DRAFT

RECOMMENDATION TO THE BOARD

REPORT NUMBER H 4

**MOTIONS RECOMMENDED BY THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE,
OCTOBER 15, 2024**

- 1. THAT THE BOARD OF TRUSTEES APPROVE RESCISSION OF *POLICY 7.00: TEACHERS*.**
- 2. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 19.00: STAFFING AS AMENDED*.**
- 3. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 11.01: INTEGRATED ACCESSIBILITY STANDARDS AS AMENDED*.**
- 4. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 4.01: CATHOLIC SCHOOL COUNCILS AS AMENDED*.**
- 5. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 5.30: SUPPLY CHAIN MANAGEMENT AS AMENDED*.**
- 6. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 7.15: TRUSTEE HONORARIA AND EXPENSES AS AMENDED*.**
- 7. THAT THE BOARD OF TRUSTEES APPROVE RESCISSION OF *POLICY 3.00: DISMISSAL OF PUPILS – EARLY*.**
- 8. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 6.56: SAFETY OF PUPILS: ATTENDANCE VERIFICATION PROGRAM (SAFE ARRIVAL) AS AMENDED*.**

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board Policy Number:	7.00
Subject:	Teachers
Effective Date:	(149) 1978; Revised: (196) March 23, 2004; (265) October 27, 2015

“Day after day, in the temple courts and from house to house, they never stopped teaching and proclaiming the good news that Jesus is the Messiah.” (Acts 5:42)

The Dufferin-Peel Catholic District School Board shall make every effort to staff all schools with qualified, certified Catholic teachers.

For RESCISSION

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
<u>BOARD-POLICY NUMBER:</u>	19.00
<u>SUBJECT:</u>	Staffing
<u>REFERENCE:</u>	Policy 19.01: Conflict of Interest
<u>EFFECTIVE/REVISED DATE:</u>	(156) April 26, 2010; December 15, 2020
<u>AMENDED DATE:</u>	December 15, 2020 ; <u>October TBD, 2024</u>

“Whatever your task, put yourselves into it, as done for the Lord and not your masters, since you know that from the Lord you will receive the inheritance as your reward; you serve the Lord Christ.” Colossians 3:23-24

Legal References

1. Staffing in the Dufferin-Peel Catholic District School Board (DPCDSB) is undertaken in accordance with: the *Ontario Human Rights Code*; school district collective agreements, both central and local; and the *Education Act* and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools.

Fair and Non-Discriminatory Hiring Practices

2. DPCDSB recognizes that any form of discrimination or oppression is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. DPCDSB recognizes that discrimination, prejudice, and oppressions can be related to the following: 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).
3. DPCDSB strives to ensure that all employment policies and practices are ~~non-discriminatory,~~ and non-discriminatory and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
4. DPCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. DPCDSB prioritizes and establishes, as available, diverse hiring and selection panels.

Conflict of Interest

5. DPCDSB is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism. No employee of DPCDSB shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

- ~~5-6.~~ No family and/or relatives are permitted to work together if such employment places them in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their current supervisor or manager when a family relationship develops that puts them in a supervisory relationship.

Educator Hiring

- ~~6-7.~~ DPCDSB is committed to ethical, fair, and transparent hiring practices that focus on bonafide job requirements. Teacher candidate selection is based on a combination of their teaching qualifications, any additional ~~experiences~~experiences, or skills they bring to the ~~role, and~~role ~~and~~ differentiated evaluation criteria in a variety of different formats.
- ~~7-8.~~ As permitted under Section 24(1) of the *Ontario Human Rights Code*, preference shall be given to Catholic applicants when filling teaching positions, as well as the roles of school principals, vice principals, and instructional superintendents.
- ~~a.~~ DPCDSB shall make every effort to staff all schools with qualified, certified Catholic teachers.
- ~~a-b.~~ All applicants to the position of Principal shall successfully complete, as a minimum requirement, a Religious Education Specialist.

Appointments

- ~~8-9.~~ Governance under the *Education Act* gives the Board of Trustees' responsibility for the appointment of the Director of Education, who shall be the Secretary of the Board.
- a. The Director of Education is the only DPCDSB official who reports directly to the Board of Trustees. All other staff, including supervisory officers, report to the Director of Education.
- b. The Director of Education shall notify the Board of Trustees of all proposed appointments, transfers, promotions, and leaves of absence of superintendents, principals, and vice principals.

~~c. The Director of Education shall make recommendations to the Board of Trustees on all dismissals and suspensions of superintendents, principals, and vice principals.~~

Monitoring

- ~~d. DPCDSB is committed to monitoring and evaluating the effectiveness of this policy and to making adjustments as necessary.~~



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
POLICY NUMBER:	19.00
SUBJECT:	Staffing
REFERENCE:	Policy 19.01: Conflict of Interest
EFFECTIVE DATE:	April 26, 2010
AMENDED DATE:	December 15, 2020; October TBD, 2024

“Whatever your task, put yourselves into it, as done for the Lord and not your masters, since you know that from the Lord you will receive the inheritance as your reward; you serve the Lord Christ.” Colossians 3:23-24

Legal References

1. Staffing in the Dufferin-Peel Catholic District School Board (DPCDSB) is undertaken in accordance with the *Ontario Human Rights Code*; school district collective agreements, both central and local; and the *Education Act* and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools.

Fair and Non-Discriminatory Hiring Practices

2. DPCDSB recognizes that any form of discrimination or oppression is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. DPCDSB recognizes that discrimination, prejudice, and oppressions can be related to the following: 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).
3. DPCDSB strives to ensure that all employment policies and practices are non-discriminatory and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking backgrounds to enter the teaching profession, within the context of the denominational rights of Catholic school districts.
4. DPCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. DPCDSB prioritizes and establishes, as available, diverse hiring and selection panels.

Conflict of Interest

5. DPCDSB is committed to a fair and transparent hiring process and shall give due regard to avoid any conflicts of interest, including nepotism and favouritism. No employee of DPCDSB shall participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

6. No family and/or relatives are permitted to work together if such employment places them in a supervisory relationship, either in a subordinate or supervisory role to each other. It is the responsibility of employees to declare a conflict to their current supervisor or manager when a family relationship develops that puts them in a supervisory relationship.

Educator Hiring

7. DPCDSB is committed to ethical, fair, and transparent hiring practices that focus on bonafide job requirements. Teacher candidate selection is based on a combination of their teaching qualifications, any additional experiences, or skills they bring to the role and differentiated evaluation criteria in a variety of different formats.
8. As permitted under Section 24(1) of the *Ontario Human Rights Code*, preference shall be given to Catholic applicants when filling teaching positions, as well as the roles of school principals, vice principals, and instructional superintendents.
 - a. DPCDSB shall make every effort to staff all schools with qualified, certified Catholic teachers.
 - b. All applicants to the position of Principal shall successfully complete, as a minimum requirement, a Religious Education Specialist.

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board POLICY NUMBER:	11.01
SUBJECT:	Integrated Accessibility Standards
REFERENCE:	<u>GAP 901.06 – Integrated Accessibility Standards Regulation</u> <u>Accessibility for Ontarians with Disabilities Act</u>
EFFECTIVE DATE:	{074} January 22, 2013 — Effective January 1, 2013; Revised- {047} January 28, 2014
AMENDED DATE:	<u>January 28, 2014; October TBD, 2024</u>

“For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life. Indeed, God did not send the Son into the world to condemn the world, but in order that the world might be saved through him.”

John 3: 16-17

Overview

1. The goal of the *Accessibility for Ontarians with Disabilities Act (AODA)* is to make Ontario accessible to people with disabilities by 1st January 2025 through the identification, ~~elimination~~elimination, and prevention of barriers to inclusion. AODA has been developed to ensure that all Ontarians with disabilities are treated with respect, ~~dignity~~dignity, and equality.
2. Under AODA, two sets of accessibility standards have now been filed as Regulations: the *Customer Service Standard* and the *Integrated Accessibility Standards* which includes the Information & Communication Standards, the Transportation Standards, the Employment Standards, and the Built Environment Standards.
- 2-3. Dufferin-Peel Catholic District School Board (DPCDSB), as a designated public sector organization, and as a service provider, is required to comply with the requirements of Ontario Regulation 191/11. The *Integrated Accessibility Standards* place ~~a number of~~several obligations on organizations with respect to the accessible provision of goods, services, resources, facilities, transportation, and employment.

Statement ~~Of~~of Commitment

- 3-4. ~~The Dufferin-Peel Catholic District School Board (hereafter referred to as the “Board”)~~DPCDSB is committed to increasing the accessibility for persons with disabilities who study, visit, or work in ~~our~~DPCDSB facilities. ~~We~~DPCDSB strives to meet the needs of all members of the community in a respectful manner. ~~We will do this,~~ by proactively consulting with, and responding to, individuals with disabilities ~~in order to~~to identify and remove recognized and unrecognized barriers.
- 4-5. ~~We~~DPCDSB will provide goods, services, resources, facilities, transportation, and employment opportunities to persons with disabilities in ways that:
 - a) recognize and respect their dignity and independence;
 - b) are integrated as fully as practicable into methods of delivery;

- c) ensures reasonable efforts are made to provide an opportunity equal to that given to others who obtain services and who visit and work in ~~our~~ DPCDSB facilities; and,
- d) allows persons with disabilities to benefit from the same services, in the same place, and in a similar way to other users of ~~our~~ DPCDSB services [the public], applicants, and employees.

DRAFT

6. DPCDSB incorporates accessibility criteria and features when procuring or acquiring goods, services, or facilities, including self-service kiosks. If it is not possible and practical to do so, DPCDSB will provide an explanation upon request.

5.7. We DPCDSB will continually review internal and external policies, practices, and procedures to ensure that we DPCDSB provides accessible services and employment opportunities to all.

Purpose

6.8. The purpose of this policy and its associated General Administrative Procedures (GAPs) is to outline responsibilities of employees, volunteers, and others who provide goods, services, resources, facilities, and transportation for, or on behalf of the DPCDSB Board, to persons with disabilities. This policy also outlines how individuals with disabilities will be treated during the recruitment process and any subsequent employment with the Board DPCDSB.

Scope

9. The Information & Communication and Transportation Standards apply to all employees, volunteers and others who provide goods, services, or facilities for or on behalf of the Dufferin-Peel Catholic District DPCDSB School Board.

10. The Employment Standards applies apply only to employees and do not apply to volunteers or other non-paid individuals.

7.11. The Built Environment Standards only apply to new construction and major changes to existing features of Board DPCDSB facilities as of January 1, 2016.

Definitions

12. According to AODA, Disability is defined as:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder, or

a) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

13. According to AODA, *Barrier* is defined as:

- a) anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a ~~policy~~ policy, or a practice.

14. In addition to ~~this~~ the above definitions, *Accessibility* means giving people of all abilities opportunities to participate fully in everyday life.

15. *Accessible formats* may include, but are not limited to, large print, recorded audio and electronic formats, Braille, and other formats usable by persons with disabilities.

16. *Communication supports* may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communications.

Aim

17. The Board ~~DPDCSB~~ is committed to developing and establishing policies and procedures that are consistent with the principles set out in the *Integrated Accessibility Standards*. These principles are dignity, independence, ~~integration~~ integration, and equal opportunity. ~~We DPDCSB intend~~ strives to achieve this aim through the implementation of various programs and initiatives which are outlined in ~~the Board's DPDCSB's GAP 901.06 – Integrated~~ Integrated Accessibility Standards Procedure Regulation.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	11.01
SUBJECT:	Integrated Accessibility Standards
REFERENCE:	GAP 901.06 – Integrated Accessibility Standards Regulation <i>Accessibility for Ontarians with Disabilities Act</i>
EFFECTIVE DATE:	January 1, 2013
AMENDED DATE:	January 28, 2014; October TBD, 2024

“For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life. Indeed, God did not send the Son into the world to condemn the world, but in order that the world might be saved through him.”

John 3: 16-17

Overview

1. The goal of the *Accessibility for Ontarians with Disabilities Act (AODA)* is to make Ontario accessible to people with disabilities by 1st January 2025 through the identification, elimination, and prevention of barriers to inclusion. AODA has been developed to ensure that all Ontarians with disabilities are treated with respect, dignity, and equality.
2. Under AODA, two sets of accessibility standards have now been filed as Regulations: the *Customer Service Standard* and the *Integrated Accessibility Standards* which include the Information & Communication Standards, the Transportation Standards, the Employment Standards and the Built Environment Standards.
3. Dufferin-Peel Catholic District School Board (DPCDSB), as a designated public sector organization, and as a service provider, is required to comply with the requirements of Ontario Regulation 191/11. The *Integrated Accessibility Standards* place several obligations on organizations with respect to the accessible provision of goods, services, resources, facilities, transportation, and employment.

Statement of Commitment

4. DPCDSB is committed to increasing the accessibility for persons with disabilities who study, visit, or work in DPCDSB facilities. DPCDSB strives to meet the needs of all members of the community in a respectful manner, by proactively consulting with, and responding to, individuals with disabilities to identify and remove recognized and unrecognized barriers.
5. DPCDSB will provide goods, services, resources, facilities, transportation, and employment opportunities to persons with disabilities in ways that:
 - a) recognize and respect their dignity and independence;
 - b) are integrated as fully as practicable into methods of delivery;
 - c) ensure reasonable efforts are made to provide an opportunity equal to that given to others who obtain services and who visit and work in DPCDSB facilities; and,

- d) allow persons with disabilities to benefit from the same services, in the same place, and in a similar way to other users of DPCDSB services [the public], applicants, and employees.
- 6. DPCDSB incorporates accessibility criteria and features when procuring or acquiring goods, services, or facilities, including self-service kiosks. If it is not possible and practical to do so, DPCDSB will provide an explanation upon request.
- 7. DPCDSB will continually review internal and external policies, practices, and procedures to ensure that DPCDSB provides accessible services and employment opportunities to all.

Purpose

- 8. The purpose of this policy and its associated General Administrative Procedures (GAPs) is to outline responsibilities of employees, volunteers, and others who provide goods, services, resources, facilities, and transportation for, or on behalf of the DPCDSB, to persons with disabilities. This policy also outlines how individuals with disabilities will be treated during the recruitment process and any subsequent employment with DPCDSB.

Scope

- 9. The Information & Communication and Transportation Standards apply to all employees, volunteers and others who provide goods, services, or facilities for or on behalf of DPCDSB.
- 10. The Employment Standards apply only to employees and do not apply to volunteers or other non-paid individuals.
- 11. The Built Environment Standards only apply to new construction and major changes to existing features of DPCDSB facilities.

Definitions

- 12. According to AODA, *Disability* is defined as:
 - a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impairment, deafness or hearing impairment, muteness or speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
 - b) a condition of mental impairment or a developmental disability;
 - c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
 - d) a mental disorder, or

- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

13. According to AODA, *Barrier* is defined as:

- a) anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy, or a practice.

14. In addition to the above definitions, *Accessibility* means giving people of all abilities opportunities to participate fully in everyday life.

15. *Accessible formats* may include, but are not limited to, large print, recorded audio and electronic formats, Braille, and other formats usable by persons with disabilities.

16. *Communication supports* may include, but are not limited to, captioning, alternative and augmentative communication supports, plain language, sign language, and other supports that facilitate effective communications.

Aim

- 17. DPDCSB is committed to developing and establishing policies and procedures that are consistent with the principles set out in the *Integrated Accessibility Standards*. These principles are dignity, independence, integration, and equal opportunity. DPDCSB strives to achieve this aim through the implementation of various programs and initiatives which are outlined in DPDCSB's *GAP 901.06 – Integrated Accessibility Standards Regulation*.



<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY/REGULATIONS</u>	
BOARD POLICY NUMBER:	4.01
SUBJECT	Catholic School Councils
REFERENCE	Regulation 612/00 Regulation 298 Policy 4.20 Fundraising Policy 7.19 Appropriate Dress Code/School Uniforms <i>General Administrative Procedures:</i> 538.00 Fundraising 722.00 Administration of School Council Funds 530.00 Catholic Code of Conduct 504.01 Appropriate Dress Code 553.00 Catholic School Councils DPCDSB Catholic School Council Procedures and Resources
EFFECTIVE/REVISED DATE	(573) August 20, 1996; Revised (408) August 28, 2001; (148) April 26, 2011; Revised (085) February 24, 2015; August 2021; May 2022; October 2022; October 2024

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

In this policy:

"board" refers to the Dufferin-Peel Catholic District School Board (DPCDSB);

"parent" includes a guardian as defined in section 1 of the *Education Act* (i.e. a person who has lawful custody of a child, other than the parent of the child);

"parent member" means a member of the Catholic School Council who is elected to the council in accordance with Regulation 612/00, or who fills a vacancy created when a parent member ceases to hold office, and is an English Separate School Elector or the spouse of an English Separate School Elector.

"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and is the child of an English Separate School Elector.

1. CATHOLIC SCHOOL COUNCILS

- 1.1. Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own

vocation as parents and people of faith.

- 1.2. is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the *Education Act*, the regulations there under, and the policies and procedures of the board.

2. PURPOSE

- 2.1. The purpose of Catholic School Councils is, through the active participation of parents to:
 - a) promote the mission, vision and values of the board;
 - b) support the sacramental life and Catholic practices of the board;
 - c) promote and support co-operation and communication with the local parish and OAPCE;
 - d) be faithful to its mission;
 - e) improve student well-being and achievement and;
 - f) enhance the accountability of the education system to parents.
- 2.2. A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

3. COMPOSITION

- 3.1. Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.
- 3.2. The Catholic School Council shall be composed of the following people:
 - a) parent members,
 - b) The principal of the school,
 - c) One teacher who is employed at the school, other than the principal or vice-principal,
 - d) One person who is employed at the school, other than the principal, vice-principal or any other teacher,
 - e) In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector,
 - f) In the case of a school with no secondary school grades, one pupil enrolled in the school who is

appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),

- g) One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
- h) One person, appointed by the other members of the council ~~in consultation with the Dufferin-Peel Regional Association of Parents in Catholic Education (DRAPCE)~~, to represent the Ontario Association of Parents in Catholic Education (OAPCE).

3.3. The majority of members shall be parent members.

3.4. The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

4. CONSULTATION

4.1. Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall advise the council on the action taken by the board/school in response to the recommendations.

4.2. Consultation by School Principal

- a) In addition to his or her other obligations to solicit the views of the Catholic School Council under the *Education Act* and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:
 - i. The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
 - a) a local code of conduct governing the behaviour of all persons in the school, and
 - b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
 - ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
 - a) a local code of conduct governing the behaviour of all persons in the school, and
 - b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
 - iii. School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
- b) Subsection 4.2 does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

5. DUTIES OF PRINCIPALS

- 5.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.
- 5.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:
 - a) put motions forward; and
 - b) approve motions, minutes and agendas; and
 - c) nominate, participate, and vote in a Council election.
- 5.3. Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY/REGULATIONS</u>	
BOARD POLICY NUMBER:	4.01
SUBJECT	Catholic School Councils
REFERENCE	Regulation 612/00 Regulation 298 Policy 4.20 Fundraising Policy 7.19 Appropriate Dress Code/School Uniforms <i>General Administrative Procedures:</i> 538.00 Fundraising 722.00 Administration of School Council Funds 530.00 Catholic Code of Conduct 504.01 Appropriate Dress Code 553.00 Catholic School Councils DPCDSB Catholic School Council Procedures and Resources
EFFECTIVE/REVISED DATE	(573) August 20, 1996; Revised (408) August 28, 2001; (148) April 26, 2011; Revised (085) February 24, 2015; August 2021; May 2022; October 2022; October 2024

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it." - 1 Corinthians 12:12, 27

In this policy:

"board" refers to the Dufferin-Peel Catholic District School Board (DPCDSB);

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"student member" means a member of the Catholic School Council who is appointed to the council in accordance with Regulation 612/00, or who fills a vacancy created when a student member ceases to hold office, and is the child of an English Separate School Elector.

1. CATHOLIC SCHOOL COUNCILS

- 1.1. Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students, parish, and Ontario Association of Parents in Catholic Education (OAPCE) representatives are afforded the opportunity to exercise their own

vocation as parents and people of faith.

- 1.2. is the policy of the Dufferin-Peel Catholic District School Board that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the *Education Act*, the regulations there under, and the policies and procedures of the board.

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 - a) promote the mission, vision and values of the board;
 - b) support the sacramental life and Catholic practices of the board;
 - c) promote and support co-operation and communication with the local parish and OAPCE;
 - d) be faithful to its mission;
 - e) improve student well-being and achievement and;
 - f) enhance the accountability of the education system to parents.
- 2.2. A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

3. COMPOSITION

- 3.1. Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.
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 - d) One person who is employed at the school, other than the principal, vice-principal or any other teacher,
 - e) In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector,
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appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),

- g) One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
- h) One person, appointed by the other members of the council, to represent the Ontario Association of Parents in Catholic Education (OAPCE).

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 - a) a local code of conduct governing the behaviour of all persons in the school, and
 - b) school policies or guidelines related to policies and guidelines established by the board respecting appropriate dress for pupils in schools within the board's jurisdiction.
 - ii. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for,
 - a) a local code of conduct governing the behaviour of all persons in the school, and
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- b) Subsection 4.2 does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council on.

5. DUTIES OF PRINCIPALS

- 5.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures.
- 5.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:
 - a) put motions forward; and
 - b) approve motions, minutes and agendas; and
 - c) nominate, participate, and vote in a Council election.
- 5.3. Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.



GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	500.00 - SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	553.00
SUBJECT:	Catholic School Councils
REFERENCE:	Regulation 612/00 Regulation 298 Policy 4.01 , Catholic School Councils Policy 4.20 , Fundraising Policy 7.19 , Appropriate Dress Code/School Uniforms GAP 538.00 , Fundraising GAP 722.00 , Administration of School Council Funds GAP 530.00 , Catholic Code of Conduct GAP 504.01 , Appropriate Dress Code/School Uniforms DPCDSB Catholic School Council Procedures and By-Laws
EFFECTIVE:	April 1, 2015
REVIEWED/AMENDED	August 2021; May 2022; October 2022; October 2024

“For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it.” - 1 Corinthians 12:12, 27

1. Catholic School Councils, comprised of the principal of the school, parent members, student members (optional in elementary; required in secondary), teaching and non-teaching staff, parish and community representatives, are a gift to the Catholic school community. These councils are a structure within which parents, staff, students and parish representatives are afforded the opportunity to exercise their own vocation as parents and people of faith.
2. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that each school under its supervision shall have a Catholic School Council, advisory in nature, and governed by the Education Act, Regulations, and policies and procedures of the board.

3. PURPOSE

- 3.1. The purpose of Catholic School Councils is, through the active participation of parents, to:
 - a) promote the mission, vision and values of the board
 - b) support the sacramental life and Catholic practices of the board
 - c) promote and support co-operation and communication with the local parish
 - d) be faithful to its' mission
 - e) improve student well-being and achievement and
 - f) enhance the accountability of the education system to parents

- 3.2. A Catholic School Council's primary means of achieving its purpose is by making recommendations in accordance with Regulation 612/00 to the principal of the school and to the board that established the council.

4. COMPOSITION

- 4.1. Catholic School Councils have the opportunity to influence educational and faith formation experiences as children journey towards realizing the Ontario Catholic School Graduate Expectations and ultimately, a vocation of Christ-like service in the world beyond school. As a body representing children's first educators in the faith, the board and school principals can gain valuable insights from Catholic School Councils into the cultivation of truly authentic Catholic education and faith formation experiences for children (i.e. pastoral plans, sacramental preparation, virtue formation, social justice initiatives, school-based services and community collaborations related to the spiritual/faith life of the school, etc.). Given the denominational context under which Catholic Schools operate, commensurate with the mission of the DPCDSB, parent members of Catholic School Councils shall be English Separate School Electors or the spouse of an English Separate School Elector and student members shall be the child of an English Separate School Elector.
- 4.2. The Catholic School Council shall be composed of the following people:
- a) Parent members,
 - b) The principal of the school,
 - c) One teacher who is employed at the school, other than the principal or vice-principal,
 - d) One person who is employed at the school, other than the principal, vice-principal or any other teacher,
 - e) In the case of a school with one or more secondary school grades, one pupil enrolled in the school who is appointed by the Student Parliament and is the child of an English Separate School Elector,
 - f) In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil, (Note: the student must be a child of an English Separate School Elector),
 - g) One community representative who is a member of a parish in the region served by the school, appointed by the other members of the council, in consultation with the pastor(s),
 - h) One person, appointed by the other members of the council ~~in consultation with the Dufferin Peel Regional Association of Parents in Catholic Education. (DRAPCE),~~ to represent the Ontario Association of Parents in Catholic Education (OAPCE).
- 4.3. The majority of members shall be parent members.
- 4.4. The maximum number of parent members shall be 15. If at least 15 parent members do not run for election, then all parents who run will be acclaimed (subject to their qualifications).

5. CONSULTATION

- 5.1. Catholic School Councils shall, within the parameters prescribed in the *Education Act*, Regulations, and policies and procedures of the board, provide advice to the school principal and to the school board on any matters. The board/principal shall consider any recommendations made and shall

advise the council on the action taken by the board/school in response to the recommendations.

Consultation by Board

5.2. In addition to its other obligations to solicit the views of school councils under the *Education Act*, the board shall solicit the views of Catholic School Councils established by the board with respect to the following matters:

- a) The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents including policies and guidelines respecting:
 - i. the conduct of persons in schools within the board's jurisdiction,
 - ii. appropriate dress for pupils in the schools within the board's jurisdiction,
 - iii. the allocation of funding by the board to school councils,
 - iv. the fundraising activities for school councils,
 - v. conflict resolution processes for internal school council disputes,
 - vi. reimbursement by the board of expenses incurred by members and officers of school councils.
- b) The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including implementation plans for policies and guidelines respecting:
 - i. the conduct of persons in schools within the board's jurisdiction, and
 - ii. respecting appropriate dress for pupils in schools within the board's jurisdiction.
- c) Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
- d) The process and criteria applicable to the selection and placement of principals and vice-principals.

5.3. Subsection 5.2 does not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by School Principal

5.4. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

- a) The establishment or amendment of school policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including:
 - i. a local code of conduct governing the behaviour of all persons in the school and,
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achievement or to the accountability of the education system to parents, including implementation plans for:

- i. a local code of conduct governing the behaviour of all persons in the school, and,
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- c) School action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
- 5.5. Subsection 5.4 does not limit the matters on which the principal of a school may solicit the views of the Catholic School Council.

6. DUTIES OF PRINCIPALS

- 6.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures as outlined in the Dufferin-Peel Catholic District School Board *Catholic School Council Procedures and By-Laws Document*.
- 6.2. Principals will ensure all Council members and Council meeting participants have the opportunity to attend any Council meeting virtually. Any voting member of a Council not physically present at a Council meeting may attend remotely and do the following:
- a) put motions forward; and
 - b) approve motions, minutes and agendas; and
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- 6.3. Council meeting minutes are to be posted by the school principal on the school website within two weeks after Council has approved them.



GAP

GENERAL ADMINISTRATIVE PROCEDURE

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EFFECTIVE:	April 1, 2015
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“For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. Now you are the body of Christ and individually members of it.” - 1 Corinthians 12:12, 27

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- d) The process and criteria applicable to the selection and placement of principals and vice-principals.

5.3. Subsection 5.2 does not limit the matters on which a board may solicit the views of Catholic School Councils.

Consultation by School Principal

5.4. In addition to his or her other obligations to solicit the views of the Catholic School Council under the Act and regulations, the principal of a school shall solicit the views of the Catholic School Council with respect to the following matters:

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- b) The development of implementation plans for new education initiatives that relate to pupil

achievement or to the accountability of the education system to parents, including implementation plans for:

- i. a local code of conduct governing the behaviour of all persons in the school, and,
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- 6.1. In addition to his/her duties under the *Education Act* and Regulations 612/00 and 298, the principal of each school shall perform the duties relating to Catholic School Councils that are imposed on the principal by board policies and procedures as outlined in the Dufferin-Peel Catholic District School Board *Catholic School Council Procedures and By-Laws Document*.
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DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>BOARD POLICY</u>	
Board Policy Number:	5.30
Subject:	Supply Chain Management
Reference:	Policy 1.01 Code of Ethics – All Staff GAP 706.00 Supply Chain Management Administrative Procedures <u>(Purchasing and Acquisition)</u> Broader Public Sector (BPS) Procurement Directive
Effective/Revised Date:	January 26, 2010; <u>April 17, 2018</u>
<u>AMENDED:</u>	<u>April 17, 2018; October 15, 2024</u>

“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) supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of DPCDSB, and fair business principles.
2. The DPCDSB recognizes that fair and open competition is a basic tenet of public acquisition and adheres to the Ministry of Finance’s Broader Public Sector (BPS) Procurement Directive and the DPCDSB Code of Ethics.
3. The procurement of all goods and services shall ~~be in compliance~~ comply with applicable DPCDSB policies and procedures, and all applicable federal, ~~provincial~~ provincial, and municipal acts and regulations pertaining to procurement.
4. DPCDSB will ensure that all transactions are based on the five (5) key principles outlined in the BPS Procurement Implementation Guidebook to achieve value-for-money while following procurement provisions that are fair and transparent to all stakeholders:
 - Accountability - the Board must be accountable for the results of its procurement decisions and the appropriateness of its procurement processes.
 - Transparency - The Board must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results.
 - Value-for-Money - The Board must maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total life-cycle cost.
 - Quality Service Delivery - Front-line services provided by the Board, such as teaching, must receive the right product, at the right time and in the right place.

- Process Standardization - Standardized processes remove inefficiencies and create a level playing field.
5. DPCDSB incorporates accessibility criteria and features when procuring or acquiring goods, services or facilities, including self-service kiosks. If it is not possible and practical to do so, DPCDSB will provide an explanation upon request.

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>POLICY</u>	
Policy Number:	5.30
Subject:	Supply Chain Management
Reference:	Policy 1.01 Code of Ethics – All Staff GAP 706.00 Supply Chain Management Broader Public Sector (BPS) Procurement Directive
Effective:	January 26, 2010;
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 - *Quality Service Delivery* - Front-line services provided by the Board, such as teaching, must receive the right product, at the right time and in the right place.
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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
<u>Board Policy Number</u>	7.15
<u>SUBJECT:</u>	Trustee Honoraria and Expenses
<u>Subject:</u>	Trustee Honoraria and Expenses
<u>Reference</u>	Government of Ontario Broader Public Sector (BPS) Expenses Directive Government of Ontario BPS Perquisites Directive Policy 1.02 – Code of Conduct - Trustees Policy 5.25 – Student Trustees Policy 5.30 – Supply Chain Management GAP 705.00 – Travel, Meals, Hospitality and Perquisite Expenses GF 275T – Monthly Mileage Expense GF 276T – Trustee Expense Report GF 272 – Meal Reimbursement Attestation Form
<u>Effective Date</u>	Revised (528) January 30, 2007; Revised (820) September 25, 2007; Revised (314), (319), (320) November 24, 2009 – Effective December 1, 2009; Revised (157) April 27, 2010; (252) August 24, 2010; (V2); Revised (296) November 26, 2013; Revised November 29, 2014 – Effective March 24, 2015, February 20, 2018, April 30, 2019, October 22, 2019; October 17, 2023
<u>AMENDED DATE:</u>	Revised (820) September 25, 2007; Revised (314), (319), (320) November 24, 2009 – Effective December 1, 2009; Revised (157) April 27, 2010; (252) August 24, 2010; (V2); Revised (296) November 26, 2013; Revised November 29, 2014 – Effective March 24, 2015, February 20, 2018, April 30, 2019, October 22, 2019; October 17, 2023; October TBD, 2024

“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. OVERVIEW

1. This policy is in accordance with ~~Ontario Regulation 357/06 of the Education Act, the Broader Public Sector (BPS) Expense Directives and the BPS Perquisites Directive issued by the Government of Ontario, through its Management Board of Cabinet under the authority of the Broader Public Sector Accountability Act, 2010 (Part IV – Expense Claims: allowable Expenses and Part IV.1: Perquisites).~~ The directive requires all designated BPS organizations, which includes school boards, to establish expense rules for travel, meal and hospitality expenses and align them to the Ontario Public Sector (OPS) directives as much as possible. This policy ensures the denominational rights of the Dufferin-Peel Catholic District School Board (DPCDSB).
- 1.1. This policy is in accordance with ~~Ontario Regulation 357/06 of the Education Act, the Broader Public Sector (BPS) Expense Directives and the BPS Perquisites Directive issued by the Government of Ontario, through its Management Board of Cabinet under the authority of the Broader Public Sector~~

Accountability Act, 2010 (Part IV – Expense Claims: allowable Expenses and Part IV.1: Perquisites). The directive requires all designated BPS organizations, which includes school boards, to establish expense rules for travel, meal and hospitality expenses and align them to the Ontario Public Sector (OPS) directives as much as possible. This policy ensures the denominational rights of the Dufferin-Peel Catholic District School Board (DPCDSB).

1.1.1.2. This policy applies to trustees and student trustees.

1.2.1.3. The DPCDSB will issue the trustee an honorarium based on *Ontario Regulation 357/06* and other associated Regulation(s).

1.4. The DPCDSB will also accommodate certain business-related expenses for trustees as outlined in this policy.

1.3.

1.4. For additional policies regarding student trustee honoraria, see Board [Policy 5.25](#) – Student

1.5. Trustee.

2. TRUSTEE HONORARIA AND EXPENSES

- 2.1 *Ontario Regulation 357/06* – Honoraria for Board Members will provide direction when determining trustee honorarium for trustees, other than student trustees. *Ontario Regulation 7/07 – Student Trustees* will provide direction when determining student trustee honorarium.
- 2.2 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins. Trustees shall be paid bi-weekly by direct deposit based on 1/26 of the established honorarium.
- 2.3 The honorarium amounts for the chair, the vice-chair and other trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*. The honorarium amounts may be modified subject to Ministry Acts and Regulation(s).
- 2.4 In addition to the honorarium, trustees will be entitled to the following:
- (a) A meeting attendance amount of \$50.00 shall be provided to trustees for attending any meeting of a committee of the Board that is required to be established by an Act or Regulation made under the Act. These meetings are the Central Committee for Catholic School Councils (CCCSC), the Special Education Advisory Council (SEAC), the Supervised Alternative Learning (SAL), the Discipline Committee, and the Audit Committee.
 - (b) One (1) only of each of the following DPCDSB-owned technology devices will be supplied to each trustee: computer; printer; ~~home phone or~~ Smartphone. All technology devices shall be returned by the trustee at the end of the term in which their role as a trustee ends, or purchased by the trustee at its depreciated value as determined by the financial services department, including the option of keeping the assigned mobile phone number. Any issues that arise with the assigned equipment are to be addressed with the Director of Education and the Chair of the Board of Trustees. [The DPCDSB-owned smartphone includes a DPCDSB data and usage plan that is paid by DPCDSB.](#)
 - ~~(b)~~(c) Trustees that opt not to use the DPCDSB-owned smartphone, will have the option to use a land-line or their own smartphone device. Expenditure reimbursement can be claimed for the land-line. For the use of a personal owned smartphone, trustees will only be reimbursed at the rate paid for the DPCDSB-owned smartphone plan.
 - ~~(c)~~(d) One (1) only of each of the following at the start of the term: brief case; a paper shredder and a file cabinet, can be purchased for home office purposes. All equipment and other supplies are to be obtained from the DPCDSB standard supply catalogue. Replacements can be purchased at the start of each subsequent term, if required. These items will be deemed fully depreciated by the end of the term. Replacements and/or additional purchases of these items before the term ends will be deemed a discretionary purchase and charged to the respective trustee discretionary budget.

3. TRAVEL

- 3.1 Reimbursement of travel expenses relating to DPCDSB business includes travel to and from a trustee's residence only to a meeting of the Board, a committee of the Board, school visit, graduation, etc. These travel expenses will be reimbursed at a per kilometer mileage rate determined by the DPCDSB. Rates may be reviewed and amended from time to time, with any changes communicated to trustees. Reimbursement of travel expenses will be accommodated by completing the *Monthly Mileage Expense Form*, [GF #275T](#), and by using the online *Mileage*

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Expense Calculator.

A trustee attending a conference/convention/workshop must complete and submit a Conference Notification Form GFXXX to the Chair of the Board prior to attending and/or registering. In the case of the Chair of the Board, the form will be submitted to the Director of Education.

- 3.2 Reimbursement of business related expenses shall be paid to trustees for attendance at approved conventions, conferences, and workshops as follows:

Outside the Dufferin-Peel area:

- 1.1.a) Registration fee
- 1.2.b) Economy class transportation expenses
- 1.3.c) Accommodation expenses (most cost effective) for each night in attendance plus one night (as per limitations contained in this policy).
- 1.4.d) Parking
- 1.5.e) Internet
- 1.6.f) Meals as per limitations contained in this policy (if not included in the event)

Within the Dufferin-Peel area:

- 1.1.a) Registration fee
- 1.2.b) Mileage reimbursement as prescribed in this policy
- 1.3.c) Accommodation expenses (most cost effective) for each night in attendance
- 1.4.d) Parking
- 1.5.e) Internet
- 1.6.f) Meals as per limitations contained in this policy (if not included in the event)

One day workshops:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Parking
- d) Lunch and dinner (if workshop extends beyond 5:00pm) as per limitations contained in this policy (if not included in the event)

Using a Personal Vehicle

- a) If a trustee uses his/her personal vehicle while on DPCDSB business, the following applies:
-

- The vehicle must be insured at the vehicle owner's expense for personal motor vehicle liability.
- It is the driver/owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle.
- The DPCDSB will not reimburse the costs of insurance coverage for business use, physical damage or liability.
- The DPCDSB is not responsible for reimbursing deductible amounts related to insurance coverage.
- In the event of an accident, trustees will not be permitted to make a claim to the DPCDSB for any resulting damages.

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3.3 The DPCDSB shall issue a T2200 Form for Income Tax purposes, to all trustees who claim mileage.

Transportation – How to Get There

3.4 Depending on the destination being travelled to, there are various options on how to get there. The options which can be available are airplane, train, vehicle, public transit or shared vehicles.

(a) Airplane

- i. Air travel is permitted if it is the most practical and economical way to travel.
- ii. Economy (coach) class is the standard option for ticket purchase, plus ground transportation.
- iii. Basic seat selection and baggage charge is permitted.

(b) Train

- i. Travel by train is permitted when it is the most practical and economic way to travel.
- ii. A coach class economy fare is the standard.

(c) Rental Vehicle

- i. Car rental should be restricted to professional development events outside of the DPCDSB area.

3.5 When renting a vehicle, a compact model or its equivalent is required. Any exceptions must be:

- documented; and
- guided by the principle that the rental vehicle is the most economical and practical size, taking into account the business purpose, number of occupants and safety (including weather) considerations.

3.6 Insurance for collision damage coverage should be purchased.

3.7 Luxury and sports vehicles are prohibited.

Public Transit/Shared Vehicles

3.8 Local public transportation including hotel/airport shuttles should be used wherever possible. Shared transportation options may be justified in cases where:

- group travel is more economical than the total cost of having individuals travel separately by public transit or shuttle; or
- Using shared vehicles options and/or taxi allows the trustee to meet an unusually tight schedule for meetings

3.9 Valet parking expense is not eligible for reimbursement, unless there is no other option made available by the hotel/event centre.

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4. ACCOMMODATION

- 4.1 Trustees who attend conferences and conventions, etc, on behalf of the DPCDSB, will be reimbursed for single accommodation in a standard room. There will be no reimbursement for upgrades, suites, executive floors or concierge levels when traveling.

5. INTERNET

- 5.1 Monthly reimbursement of the connectivity charges levied by an internet provider shall be provided.

6. SCOPE

- 6.1 An out-of-pocket business expense reimbursement of up to \$7,800 per annum (*does not include expenses charged to central trustee account*) in connection with carrying out the responsibilities of a Board member shall be provided to trustees. Given the additional duties and responsibilities associated with the chair and vice-chair, additional per annum amounts of \$1,500 for the chair and \$1,000 for the vice-chair, for out-of-pocket business expenses, will be added.

- 6.2 The following types of expenses are eligible for reimbursement (details as prescribed in this policy):

- Travel and accommodations (conferences/seminars)
- Meals (meal limits apply)
- Community expenses (school support events, events recognizing DPCDSB students, Parish events related to DPCDSB mission or objectives)
- Gifts of appreciation
- Advertising and promotion (constituency communication, printing)
- Office supplies (from standard supply catalogue)
- Professional development

- 6.3 Examples of events that may be related to board business:

- Trustee association meetings or events
 - ~~Board or committee meeting~~
-

- Events promoting School Board advocacy or professional development related to the DPCDSB mission or objectives
- Parish events connected to the students, staff and the DPCDSB mission or objectives
- Events honouring DPCDSB students or staff

6.4 Examples of events that may not be related to board business:

- Community fundraising gala or charity function
- Political activities or events
- Donations to schools or community groups

6.5 Events that promote and/or support other Catholic Communities may be attended if the Board

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of Trustees have received an official invitation.

6.6 The following is a list of approved conventions or conferences for trustees in compliance with S171.(1)17 of the *Education Act* regarding membership fees and traveling expenses:

- Faith Meets Pedagogy
- The Canadian Catholic Schools Trustees' Association (CCSTA)
- The National Catholic Education Association (NCEA - an American convention)
- The Ontario Association of Parents in Catholic Education (OAPCE)
- The Ontario Catholic Schools Trustees' Association (OCSTA)
- People for Education
- Ontario Student Trustees' Association (OSTA)
- Religious Education Congress

6.7 Attendance at any conference, other than those noted above, requires prior approval by Board of Trustee resolution to authorize representation of the DPCDSB at the conference and subsequent re-imbursement for out-of-pocket expenses related to this business travel.

6.8 Trustees, attending conferences/conventions, would be expected to attend conferences/conventions that are educational/faith-based in nature and/or would enhance their role as a trustee.

6.9 All conventions, conferences and professional development sessions are subject to individual trustee's budget limitations.

7. HOSPITALITY EXPENDITURES

7.1. Hospitality is the provision of food, beverage, accommodation, transportation and other amenities at Board expense to people who are not engaged in work for the Board or other broader public sector organizations (i.e. other school boards, Ontario Government, agencies and public entities).

7.2. All hospitality events require pre-approval by the Chair of the Board of Trustees in consultation with the Director of Education.

- 7.3. The hospitality regulations must be followed in conjunction with the provisions contained in Board [Policy 1.02](#), Code of Conduct - Trustees.

Rules

- 7.4 Functions involving only trustees and people who work for the DPCDSB are not considered hospitality functions and cannot be reimbursed. This means that hospitality may never be offered solely for the benefit of anyone covered by this Policy: Ontario Public Sector (OPS) employees, agency/organization employees, appointees or consultants.
- 7.5 Hospitality may be extended, for those not engaged with the DPCDSB, in an economical and consistent manner when:

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- it can facilitate the DPCDSB business; and
 - it is considered desirable as a matter of courtesy or protocol.
- 7.6 Expenses that do not fit the definition of government hospitality will not be reimbursed. Examples of such expenses: office social events, retirement parties and holiday lunches, celebrations and year-end functions.
- 7.7 Payment for alcoholic beverages using DPCDSB funds is prohibited at any hospitality event, except in cases pre-approved by the Director of Education.

When hospitality is appropriate:

- 7.8 Hospitality (e.g. of acceptable events - parish priest & Catholic School Council) may be extended on behalf of the DPCDSB when engaging in discussion of official public matters with those not engaged by the DPCDSB:
- representatives from other governments;
 - business and industry;
 - public interest groups; or labour groups;
 - providing people from national, international, or charitable organizations with an understanding or appreciation of the DPCDSB;
 - Recognition for outstanding achievement (e.g. retirement, meritorious awards, etc.)
- 7.9 When hospitality expenses are submitted for reimbursement, the names of the individuals entertained, their role, and a clearly stated purpose of the hospitality should be provided.
- 7.10 Hospitality may never be offered solely for the benefit of trustees and/or DPCDSB employees. Examples include office social events, tickets costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support board business.
- 7.11 DPCDSB funds cannot be used for spouses/partners.
- 7.12 Responsibilities regarding alcoholic beverages at hospitality events:
- Reimbursement of alcohol expenses is allowed only when the appropriate approvals are in place.
 - Hospitality may include the consumption of alcohol at a meal or a reception with invitees as defined above, but only when there is an approved business case.
 - The cost of alcoholic beverages must not exceed the cost of food at a hospitality event.
 - Alcohol should be provided in a responsible manner, e.g., food must always be served when alcohol is available.

Submitting the claim for reimbursement:

- 7.13 All expenses must be documented and the original itemized receipts are to be included. The

claim must include event details regarding:

- agenda;
- purpose;
- date(s);
- location;
- type of hospitality (breakfast, lunch, dinner, reception, refreshments, etc.);
- attendees listed by name, title and organization;
- appropriate prior approvals.

7.14 Hospitality is acceptable for school openings and school closings; and milestone anniversaries (10 years, 15 years, 25 years etc.) as organized by staff.

7.15 The following expenses will not be reimbursed:

- Christmas luncheons or dinners
- Department socials
- Retirement parties
- Staff Christmas parties
- External social events (e.g. Principals/Vice-Principals golf tournament)
- Staff appreciation lunches other than board wide as identified in [Policy 6.69](#) – Recognition of Service
- End of year parties/dinners/lunches
- End of semester parties/dinners/lunches

7.16 Exceptions: If Trustees are expected to attend a number of retirement and other functions for staff and peers and association retirement events, these expenditures may be paid from board funds. For example, trustees can expense attendance at employee and association retirement events when they are attending in their role as trustees.

7.17 Trustees who are considering accepting hospitality from vendors to the Board, must also adhere to the provisions described in Board [Policy 1.02](#) – Code of Conduct - Trustees.

8. APPROPRIATENESS

8.1. Reimbursable expenses are those that relate directly to DPCDSB business, as follows:

Procurement card/credit card to trustees

- 8.2 Trustees do not receive procurement cards/credit cards since all purchasing of supplies and office equipment is procured through the DPCDSB Supply Chain Management Department and all travel arrangements for trustees are arranged centrally through the office of the Director of Education.

Cash advances to trustees

- 8.3 Cash advances or per diems are not provided to trustees. However, a cash advance is available

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to student trustees when expected to represent the DPCDSB on business. Original receipts would be submitted subsequent to the event and the student trustee would be expected to reimburse the DPCDSB for any unspent cash advance.

Advertising and Newsletters

- 8.4 Advertising and newsletter expenditures by the trustee are reimbursable and included in the out-of-pocket expenditure guidelines noted in this Policy. However, these types of expenditures become ineligible for reimbursement as of June 30 of an election year.

Meals

- 8.5 Meals are reimbursed at the established meal reimbursement rates. Taxes and gratuities are included in the rates.

9. REASONABLENESS

- 9.1 Each trustee is allocated up to \$7,800 reimbursement of out-of-pocket expenses on an annual basis (Additional amounts of \$1,500 for the Chair and \$1,000 for Vice-Chair).
- 9.2 For each fiscal year, any expenditure in excess of \$7,800 per annum is to be paid back by the trustee to the DPCDSB, within 60 days of written notification. If a trustee under spends his/her budget at the end of the fiscal year, it will be treated like any other cost savings in the DPCDSB overall budget and not carried forward.
- 9.3 Expenditures relating to support for a political party, for a candidate seeking political office or any charity event that is not related directly to the education endeavour of the DPCDSB, are not permitted.

Meal Rules (For conferences and business meetings as prescribed in this policy)

- 9.4 Alcohol cannot be claimed and will not be reimbursed as part of a travel or meal expense. There are no exceptions.
- 9.5 Meal costs are not reimbursable if they are provided as part of the registration fee for the conference, workshop or seminar.
- 9.6 The rates are not an allowance. Meals must be purchased in order to be able to submit a claim for reimbursement. All meal expense claims will be reimbursed after the event or conference for which the expense is being claimed.
- 9.7 When two (2) or more trustees attend the same conference or workshop, all eligible meal expense reimbursement claims must be submitted individually by each trustee.

Meal Expenses Paid Personally while attending an approved conference, seminar, workshop, etc:

- 9.8 Reimbursement claim for personally paid expenses for meals includes an attestation ([GF272](#)) form indicating meals were consumed as claimed and requires a copy of the agenda to be provided. Original receipts are not required.

Other Meal Expenses Paid Personally:

- 9.9 Reimbursement claim for personally paid expenses for meals applicable under 9.13 and 9.14 must include original, itemized receipts, purpose of meal, list of attendees and agenda and reimbursement must not exceed the actual amount spent.

Meal Rates

- 9.10 Meals are categorized by type (i.e. breakfast, lunch and dinner), and subject to the maximum allowable amounts as follows:

Breakfast	\$20.00
Lunch	\$25.00
Dinner	\$50.00
Total	\$95.00

- 9.11 The above maximum amounts include taxes and gratuities.
- 9.12 For meal expenses claimed for events outside Canada the meal allowance amounts are converted to the Canadian dollar equivalent.
- 9.13 Meal expenses may be re-imbursed to trustees under the following limited situations: Meetings with Non-Public Sector Employees:
- Trustees may conduct a meeting during a meal, in the event they need to meet with a non-Public Sector employee for a length of time and it is the only available time to meet. When considering these expenditures, trustees shall ensure that they are reasonable, subject to good judgment, exercised in appropriate circumstances, and able to stand up to scrutiny by auditors and members of the public.

9.14 Meetings with Public Sector Employees and Other Trustees:

- i. For meetings **less than 1 hour**, refreshments such as coffee, tea, juice and water may be made available.
- ii. For meetings **greater than 1 hour and less than 4 hours**, beverages and muffins, etc. may be made available.
- iii. For meetings **more than 4 hours** in length and extending over the normal lunch period, a light lunch may be offered to facilitate the flow of the meeting(s). example: attending school visits all day.
- iv. A meal can be provided where meetings commence early morning (breakfast) and over the lunch hour and after 5:00 pm when trustees are expected to attend. Example: attending

DRAFT

Board/Committee Meeting starting at 7:00 pm.

- 9.15 Having a meal to meet with a Principal and/or a Superintendent is not permitted unless the above criteria is met.
- 9.16 All eligible claims for meals must include original, itemized receipts, names and titles of the individuals in attendance, the business reason for the meal, date, time and location of meeting and a copy of the agenda.
- 9.17 Please note that expense reimbursements cannot be claimed for meals that are included in the conference or event registration fee. However, special exceptions may be made in circumstances where a trustee is unable to attend meals which are provided at the conference.

Individual Purchases

- 9.18 Any individual purchase that is greater than \$500.00 excluding travel expenses, requires prior written approval by resolution of the Board of Trustees.

Gift Giving

- 9.19 Appropriate token gifts of appreciation, valued up to \$30.00 plus applicable taxes, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the DPCDSB.
- 9.20 Unacceptable Gifts:
- Cash
 - Alcohol (including gift certificates from alcohol retailers)
 - Retirement gifts (*except attendance at retirement events as noted in Hospitality section*)
 - Birthday gifts
 - Flowers/recognition gifts (i.e. Administrative Day, life events).

Small Token Gifts of Appreciation

- 9.21 Small token gifts of appreciation valued up to \$30.00 plus applicable taxes to employees / trustees, government employees, employees of other BPS organizations may be provided for work and effort above and beyond. This does not include gifts at Christmas and end-of-year gifts to staff. For example, a gift would be acceptable if an employee attends a session on a Saturday to make a presentation on behalf of the DPCDSB.

Social Events and Life Events

- 9.22 Private collection of funds should be used to provide gifts for recognition of life events (such as births, weddings and anniversaries, birthdays, Christmas and end-of-year gifts).

Bereavement Recognition

- 9.23 Circumstances for bereavement recognition, as appropriate, in the event of death of a direct

DRAFT

employee, their spouse or children, current students or parent(s) of current students of the DPCDSB:

- On behalf of the Board of Trustees, the Chair may send flowers, gift basket or mass card;
- Trustees may send Mass card and/or flowers.

9.24 Mass cards may be sent by trustees as deemed appropriate in circumstances beyond those listed above.

9.25 The Director of Education has discretion in determining bereavement recognition in circumstances beyond those listed above. The Chair, in discussion with the Director of Education, may request flowers to be sent from the office of the Director, on behalf of the DPCDSB and the Board of Trustees, in circumstances beyond those listed above.

10. INDIRECT COSTS

10.1 In addition to the out-of-pocket expenses (up to \$7,800 annually) and the reimbursable expenses noted in this policy, the DPCDSB has an established budget for centralized costs associated with trustee activities that are absorbed centrally by the DPCDSB, such as:

- Smartphone charges
- Mileage reimbursement
- Internet charges
- Residential telephone (if trustee does not choose to have a Board issued Smartphone)
- Home office equipment
- Central office supplies/equipment
- Ontario Catholic School Trustee Association (OCSTA) membership fee
- Administrative support
- Ancillary costs associated with meetings
- Refreshments and meals before Board and Committee meetings

11. PROCEDURE FOR REIMBURSEMENT OF BUSINESS RELATED EXPENDITURES

- 11.1 All expense reimbursements are to be claimed by completing the Trustee Expense Report – Form [GF276T](#).
- 11.2 To substantiate each reimbursement, the claim form must have the following supporting documents attached:
- a) attestation ([GF272](#)) for meals at conferences, workshops or seminars.
 - b) original documentation including itemized receipt and proof of payment to support the expenditure.
 - c) business reasons for the expenditure.
 - d) list of individuals and titles/roles of those in attendance.
 - e) signature of the claimant to certify the expense claim.
 - f) Agenda (if meeting and/or conference related).

DRAFT

Please note that credit card vouchers that are not accompanied by an original receipt, are not sufficient for reimbursement.

11.3 Expense claims are to be submitted within thirty (30) days after the end of the month.

11.4 After the close of the August 31 year-end, submit expenses for reimbursement within ten (10) business days following August 31 of each year.

12. PUBLICATION OF TRUSTEES' ANNUAL EXPENDITURES

12.1 By December 31 of each year, the DPCDSB will post each trustee's annual expenditure by major category, for the last fiscal year, on the DPCDSB website. In addition, centralized costs associated with trustee activities will also be posted on the DPCDSB website.

13. PROTOCOL FOR APPROVALS

13.1 The DPCDSB requires that all business expenditures incurred by the chair and other trustees, be subject to approval.

13.2 Approvers are accountable for their decisions, which must be:

- subject to good judgment and knowledge of the situation;
- exercised in appropriate circumstances; and
- comply with the principles and mandatory requirements set out in this policy.

13.3 When a situation arises and discretion needs to be exercised, approvers should consider whether the request is:

- able to stand up to scrutiny by the auditors and members of ~~the public~~the public/media
- properly explained and documented
- fair and equitable
- reasonable
- appropriate

Expenses by the Chair of the Board

13.4 The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the Chair of the Board's expenses claimed comply with DPCDSB policy and recommends that the Director of Education approve the expense claim for reimbursement. The Director of Education then approves reimbursement of expenses claimed by the Chair.

Expenses by Individual Trustees

~~13.5~~—The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the trustee expenses claimed comply with DPCDSB policy. The Chair of the Board, and in his/her absence, the Vice-

Chair of the Board, shall then approve the expense claim for reimbursement.

14. DISPUTES REGARDING ELIGIBILITY OF EXPENSES

- 14.1. In cases where an expense being claimed by a trustee or the Chair of the Board has been declared ineligible as it may be deemed as inappropriate or unreasonable, the trustee or Chair of the Board may contest the decision during a public session of the Board of Trustees and seek the approval of the expenditure, through Board motion.

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<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u>	
<u>POLICY</u>	
POLICY NUMBER:	7.15
SUBJECT:	Trustee Honoraria and Expenses
REFERENCE:	Government of Ontario Broader Public Sector (BPS) Expenses Directive Government of Ontario BPS Perquisites Directive Policy 1.02 – Code of Conduct - Trustees Policy 5.25 – Student Trustees Policy 5.30 – Supply Chain Management GAP 705.00 – Travel, Meals, Hospitality and Perquisite Expenses GF 275T – Monthly Mileage Expense GF 276T – Trustee Expense Report GF 272 – Meal Reimbursement Attestation Form
EFFECTIVE DATE:	Revised (528) January 30, 2007
AMENDED DATE:	Revised (820) September 25, 2007); Revised (314), (319), (320) November 24, 2009 – Effective December 1, 2009; Revised (157) April 27, 2010; (252) August 24, 2010); (V2); Revised (296) November 26, 2013; Revised November 29, 2014 – Effective March 24, 2015, February 20, 2018, April 30, 2019, October 22, 2019; October 17, 2023; October TBD, 2024

“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. OVERVIEW

- 1.1. This policy is in accordance with Ontario Regulation 357/06 of the Education Act, the Broader Public Sector (BPS) Expense Directives and the BPS Perquisites Directive issued by the Government of Ontario, through its Management Board of Cabinet under the authority of the Broader Public Sector Accountability Act, 2010 (Part IV – Expense Claims: allowable Expenses and Part IV.1: Perquisites). The directive requires all designated BPS organizations, which includes school boards, to establish expense rules for travel, meal and hospitality expenses and align them to the Ontario Public Sector (OPS) directives as much as possible. This policy ensures the denominational rights of the Dufferin-Peel Catholic District School Board (DPCDSB).
- 1.2. This policy applies to trustees and student trustees.
- 1.3. The DPCDSB will issue the trustee an honorarium based on *Ontario Regulation 357/06* and other associated Regulation(s).
- 1.4. The DPCDSB will also accommodate certain business-related expenses for trustees as outlined in this policy.

- 1.5. For additional policies regarding student trustee honoraria, see Board [Policy 5.25](#) – Student Trustee.

2. TRUSTEE HONORARIA AND EXPENSES

- 2.1 *Ontario Regulation 357/06* – Honoraria for Board Members will provide direction when determining trustee honorarium for trustees, other than student trustees. *Ontario Regulation 7/07 – Student Trustees* will provide direction when determining student trustee honorarium.
- 2.2 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins. Trustees shall be paid bi-weekly by direct deposit based on 1/26 of the established honorarium.
- 2.3 The honorarium amounts for the chair, the vice-chair and other trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*. The honorarium amounts may be modified subject to Ministry Acts and Regulation(s).
- 2.4 In addition to the honorarium, trustees will be entitled to the following:
 - (a) A meeting attendance amount of \$50.00 shall be provided to trustees for attending any meeting of a committee of the Board that is required to be established by an Act or Regulation made under the Act. These meetings are the Central Committee for Catholic School Councils (CCCSC), the Special Education Advisory Council (SEAC), the Supervised Alternative Learning (SAL), the Discipline Committee, and the Audit Committee.
 - (b) One (1) only of each of the following DPCDSB-owned technology devices will be supplied to each trustee: computer; printer; Smartphone. All technology devices shall be returned by the trustee at the end of the term in which their role as a trustee ends, or purchased by the trustee at its depreciated value as determined by the financial services department, including the option of keeping the assigned mobile phone number. Any issues that arise with the assigned equipment are to be addressed with the Director of Education and the Chair of the Board of Trustees. The DPCDSB-owned smartphone includes a DPCDSB data and usage plan that is paid by DPCDSB.
 - (c) Trustees that opt not to use the DPCDSB-owned smartphone, will have the option to use a land-line or their own smartphone device. Expenditure reimbursement can be claimed for the land-line. For the use of a personal owned smartphone, trustees will only be reimbursed at the rate paid for the DPCDSB-owned smartphone plan.
 - (d) One (1) only of each of the following at the start of the term: brief case; a paper shredder and a file cabinet, can be purchased for home office purposes. All equipment and other supplies are to be obtained from the DPCDSB standard supply catalogue. Replacements can be purchased at the start of each subsequent term, if required. These items will be deemed fully depreciated by the end of the term. Replacements and/or additional purchases of these items before the term ends will be deemed a discretionary purchase and charged to the respective trustee discretionary budget.

3. TRAVEL

- 3.1 Reimbursement of travel expenses relating to DPCDSB business includes travel to and from a trustee's residence only to a meeting of the Board, a committee of the Board, school visit, graduation, etc. These travel expenses will be reimbursed at a per kilometer mileage rate determined by the DPCDSB. Rates may be reviewed and amended from time to time, with any changes communicated to trustees. Reimbursement of travel expenses will be accommodated by completing the *Monthly Mileage Expense Form*, [GF #275T](#), and by using the online *Mileage Expense Calculator*.

A trustee attending a conference/convention/workshop must complete and submit a Conference Notification Form GFXXX to the Chair of the Board prior to attending and/or registering. In the case of the Chair of the Board, the form will be submitted to the Director of Education.

- 3.2 Reimbursement of business related expenses shall be paid to trustees for attendance at approved conventions, conferences, and workshops as follows:

Outside the Dufferin-Peel area:

- a) Registration fee
- b) Economy class transportation expenses
- c) Accommodation expenses (most cost effective) for each night in attendance plus one night (as per limitations contained in this policy).
- d) Parking
- e) Internet
- f) Meals as per limitations contained in this policy (if not included in the event)

Within the Dufferin-Peel area:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Accommodation expenses (most cost effective) for each night in attendance
- d) Parking
- e) Internet
- f) Meals as per limitations contained in this policy (if not included in the event)

One day workshops:

- a) Registration fee
- b) Mileage reimbursement as prescribed in this policy
- c) Parking
- d) Lunch and dinner (if workshop extends beyond 5:00pm) as per limitations contained in this policy (if not included in the event)

Using a Personal Vehicle

- a) If a trustee uses his/her personal vehicle while on DPCDSB business, the following applies:

- The vehicle must be insured at the vehicle owner's expense for personal motor vehicle liability.
- It is the driver/owner's responsibility to ensure that the motor vehicle insurance includes coverage for business use of the vehicle.
- The DPCDSB will not reimburse the costs of insurance coverage for business use, physical damage or liability.
- The DPCDSB is not responsible for reimbursing deductible amounts related to insurance coverage.
- In the event of an accident, trustees will not be permitted to make a claim to the DPCDSB for any resulting damages.

3.3 The DPCDSB shall issue a T2200 Form for Income Tax purposes, to all trustees who claim mileage.

Transportation – How to Get There

3.4 Depending on the destination being travelled to, there are various options on how to get there. The options which can be available are airplane, train, vehicle, public transit or shared vehicles.

(a) Airplane

- i. Air travel is permitted if it is the most practical and economical way to travel.
- ii. Economy (coach) class is the standard option for ticket purchase, plus ground transportation.
- iii. Basic seat selection and baggage charge is permitted.

(b) Train

- i. Travel by train is permitted when it is the most practical and economic way to travel.
- ii. A coach class economy fare is the standard.

(c) Rental Vehicle

- i. Car rental should be restricted to professional development events outside of the DPCDSB area.

3.5 When renting a vehicle, a compact model or its equivalent is required. Any exceptions must be:

- documented; and
- guided by the principle that the rental vehicle is the most economical and practical size, taking into account the business purpose, number of occupants and safety (including weather) considerations.

3.6 Insurance for collision damage coverage should be purchased.

3.7 Luxury and sports vehicles are prohibited.

Public Transit/Shared Vehicles

- 3.8 Local public transportation including hotel/airport shuttles should be used wherever possible. Shared transportation options may be justified in cases where:
- group travel is more economical than the total cost of having individuals travel separately by public transit or shuttle; or
 - Using shared vehicles options and/or taxi allows the trustee to meet an unusually tight schedule for meetings
- 3.9 Valet parking expense is not eligible for reimbursement, unless there is no other option made available by the hotel/event centre.

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5. INTERNET

- 5.1 Monthly reimbursement of the connectivity charges levied by an internet provider shall be provided.

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- 6.1 An out-of-pocket business expense reimbursement of up to \$7,800 per annum (*does not include expenses charged to central trustee account*) in connection with carrying out the responsibilities of a Board member shall be provided to trustees. Given the additional duties and responsibilities associated with the chair and vice-chair, additional per annum amounts of \$1,500 for the chair and \$1,000 for the vice-chair, for out-of-pocket business expenses, will be added.
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 - Gifts of appreciation
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- 6.3 Examples of events that may be related to board business:
- Trustee association meetings or events
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- Parish events connected to the students, staff and the DPCDSB mission or objectives
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6.5 Events that promote and/or support other Catholic Communities may be attended if the Board of Trustees have received an official invitation.

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6.8 Trustees, attending conferences/conventions, would be expected to attend conferences/conventions that are educational/faith-based in nature and/or would enhance their role as a trustee.

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- 7.7 Payment for alcoholic beverages using DPCDSB funds is prohibited at any hospitality event, except in cases pre-approved by the Director of Education.

When hospitality is appropriate:

- 7.8 Hospitality (e.g. of acceptable events - parish priest & Catholic School Council) may be extended on behalf of the DPCDSB when engaging in discussion of official public matters with those not engaged by the DPCDSB:
- representatives from other governments;
 - business and industry;
 - public interest groups; or labour groups;
 - providing people from national, international, or charitable organizations with an understanding or appreciation of the DPCDSB;
 - Recognition for outstanding achievement (e.g. retirement, meritorious awards, etc.)
- 7.9 When hospitality expenses are submitted for reimbursement, the names of the individuals entertained, their role, and a clearly stated purpose of the hospitality should be provided.
- 7.10 Hospitality may never be offered solely for the benefit of trustees and/or DPCDSB employees. Examples include office social events, tickets costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support board business.
- 7.11 DPCDSB funds cannot be used for spouses/partners.
- 7.12 Responsibilities regarding alcoholic beverages at hospitality events:

- Reimbursement of alcohol expenses is allowed only when the appropriate approvals are in place.
- Hospitality may include the consumption of alcohol at a meal or a reception with invitees as defined above, but only when there is an approved business case.
- The cost of alcoholic beverages must not exceed the cost of food at a hospitality event.
- Alcohol should be provided in a responsible manner, e.g., food must always be served when alcohol is available.

Submitting the claim for reimbursement:

7.13 All expenses must be documented and the original itemized receipts are to be included. The claim must include event details regarding:

- agenda;
- purpose;
- date(s);
- location;
- type of hospitality (breakfast, lunch, dinner, reception, refreshments, etc.);
- attendees listed by name, title and organization;
- appropriate prior approvals.

7.14 Hospitality is acceptable for school openings and school closings; and milestone anniversaries (10 years, 15 years, 25 years etc.) as organized by staff.

7.15 The following expenses will not be reimbursed:

- Christmas luncheons or dinners
- Department socials
- Retirement parties
- Staff Christmas parties
- External social events (e.g. Principals/Vice-Principals golf tournament)
- Staff appreciation lunches other than board wide as identified in [Policy 6.69](#) – Recognition of Service
- End of year parties/dinners/lunches
- End of semester parties/dinners/lunches

7.16 Exceptions: If Trustees are expected to attend a number of retirement and other functions for staff and peers and association retirement events, these expenditures may be paid from board funds. For example, trustees can expense attendance at employee and association retirement events when they are attending in their role as trustees.

7.17 Trustees who are considering accepting hospitality from vendors to the Board, must also adhere to the provisions described in Board [Policy 1.02](#) – Code of Conduct - Trustees.

8. APPROPRIATENESS

8.1. Reimbursable expenses are those that relate directly to DPCDSB business, as follows:

Procurement card/credit card to trustees

- 8.2 Trustees do not receive procurement cards/credit cards since all purchasing of supplies and office equipment is procured through the DPCDSB Supply Chain Management Department and all travel arrangements for trustees are arranged centrally through the office of the Director of Education.

Cash advances to trustees

- 8.3 Cash advances or per diems are not provided to trustees. However, a cash advance is available to student trustees when expected to represent the DPCDSB on business. Original receipts would be submitted subsequent to the event and the student trustee would be expected to reimburse the DPCDSB for any unspent cash advance.

Advertising and Newsletters

- 8.4 Advertising and newsletter expenditures by the trustee are reimbursable and included in the out-of-pocket expenditure guidelines noted in this Policy. However, these types of expenditures become ineligible for reimbursement as of June 30 of an election year.

Meals

- 8.5 Meals are reimbursed at the established meal reimbursement rates. Taxes and gratuities are included in the rates.

9. REASONABLENESS

- 9.1 Each trustee is allocated up to \$7,800 reimbursement of out-of-pocket expenses on an annual basis (Additional amounts of \$1,500 for the Chair and \$1,000 for Vice-Chair).
- 9.2 For each fiscal year, any expenditure in excess of \$7,800 per annum is to be paid back by the trustee to the DPCDSB, within 60 days of written notification. If a trustee under spends his/her budget at the end of the fiscal year, it will be treated like any other cost savings in the DPCDSB overall budget and not carried forward.
- 9.3 Expenditures relating to support for a political party, for a candidate seeking political office or any charity event that is not related directly to the education endeavour of the DPCDSB, are not permitted.

Meal Rules (For conferences and business meetings as prescribed in this policy)

- 9.4 Alcohol cannot be claimed and will not be reimbursed as part of a travel or meal expense. There are no exceptions.
- 9.5 Meal costs are not reimbursable if they are provided as part of the registration fee for the conference, workshop or seminar.

9.6 The rates are not an allowance. Meals must be purchased in order to be able to submit a claim for reimbursement. All meal expense claims will be reimbursed after the event or conference for which the expense is being claimed.

9.7 When two (2) or more trustees attend the same conference or workshop, all eligible meal expense reimbursement claims must be submitted individually by each trustee.

Meal Expenses Paid Personally while attending an approved conference, seminar, workshop, etc:

9.8 Reimbursement claim for personally paid expenses for meals includes an attestation ([GF272](#)) form indicating meals were consumed as claimed and requires a copy of the agenda to be provided. Original receipts are not required.

Other Meal Expenses Paid Personally:

9.9 Reimbursement claim for personally paid expenses for meals applicable under 9.13 and 9.14 must include original, itemized receipts, purpose of meal, list of attendees and agenda and reimbursement must not exceed the actual amount spent.

Meal Rates

9.10 Meals are categorized by type (i.e. breakfast, lunch and dinner), and subject to the maximum allowable amounts as follows:

Breakfast	\$20.00
Lunch	\$25.00
Dinner	\$50.00
Total	\$95.00

9.11 The above maximum amounts include taxes and gratuities.

9.12 For meal expenses claimed for events outside Canada the meal allowance amounts are converted to the Canadian dollar equivalent.

9.13 Meal expenses may be re-imbursed to trustees under the following limited situations: Meetings with Non-Public Sector Employees:

- i. Trustees may conduct a meeting during a meal, in the event they need to meet with a non-Public Sector employee for a length of time and it is the only available time to meet. When considering these expenditures, trustees shall ensure that they are reasonable, subject to good judgment, exercised in appropriate circumstances, and able to stand up to scrutiny by auditors and members of the public.

9.14 Meetings with Public Sector Employees and Other Trustees:

- i. For meetings **less than 1 hour**, refreshments such as coffee, tea, juice and water may be made available.
- ii. For meetings **greater than 1 hour and less than 4 hours**, beverages and muffins, etc. may be made available.
- iii. For meetings **more than 4 hours** in length and extending over the normal lunch period, a light lunch may be offered to facilitate the flow of the meeting(s). example: attending school visits all day.
- iv. A meal can be provided where meetings commence early morning (breakfast) and over the lunch hour and after 5:00 pm when trustees are expected to attend. Example:
attending
Board/Committee Meeting starting at 7:00 pm.

9.15 Having a meal to meet with a Principal and/or a Superintendent is not permitted unless the above criteria is met.

9.16 All eligible claims for meals must include original, itemized receipts, names and titles of the individuals in attendance, the business reason for the meal, date, time and location of meeting and a copy of the agenda.

9.17 Please note that expense reimbursements cannot be claimed for meals that are included in the conference or event registration fee. However, special exceptions may be made in circumstances where a trustee is unable to attend meals which are provided at the conference.

Individual Purchases

9.18 Any individual purchase that is greater than \$500.00 excluding travel expenses, requires prior written approval by resolution of the Board of Trustees.

Gift Giving

9.19 Appropriate token gifts of appreciation, valued up to \$30.00 plus applicable taxes, may be offered in exchange for gifts of service or expertise to people who are not engaged in work for the DPCDSB.

9.20 Unacceptable Gifts:

- Cash
- Alcohol (including gift certificates from alcohol retailers)
- Retirement gifts (*except attendance at retirement events as noted in Hospitality section*)
- Birthday gifts
- Flowers/recognition gifts (i.e. Administrative Day, life events).

Small Token Gifts of Appreciation

- 9.21 Small token gifts of appreciation valued up to \$30.00 plus applicable taxes to employees / trustees, government employees, employees of other BPS organizations may be provided for work and effort above and beyond. This does not include gifts at Christmas and end-of-year gifts to staff. For example, a gift would be acceptable if an employee attends a session on a Saturday to make a presentation on behalf of the DPCDSB.

Social Events and Life Events

- 9.22 Private collection of funds should be used to provide gifts for recognition of life events (such as births, weddings and anniversaries, birthdays, Christmas and end-of-year gifts).

Bereavement Recognition

- 9.23 Circumstances for bereavement recognition, as appropriate, in the event of death of a direct employee, their spouse or children, current students or parent(s) of current students of the DPCDSB:
- On behalf of the Board of Trustees, the Chair may send flowers, gift basket or mass card;
 - Trustees may send Mass card and/or flowers.
- 9.24 Mass cards may be sent by trustees as deemed appropriate in circumstances beyond those listed above.
- 9.25 The Director of Education has discretion in determining bereavement recognition in circumstances beyond those listed above. The Chair, in discussion with the Director of Education, may request flowers to be sent from the office of the Director, on behalf of the DPCDSB and the Board of Trustees, in circumstances beyond those listed above.

10. INDIRECT COSTS

- 10.1 In addition to the out-of-pocket expenses (up to \$7,800 annually) and the reimbursable expenses noted in this policy, the DPCDSB has an established budget for centralized costs associated with trustee activities that are absorbed centrally by the DPCDSB, such as:

- Smartphone charges
- Mileage reimbursement
- Internet charges
- Residential telephone (if trustee does not choose to have a Board issued Smartphone)
- Home office equipment
- Central office supplies/equipment
- Ontario Catholic School Trustee Association (OCSTA) membership fee
- Administrative support
- Ancillary costs associated with meetings
- Refreshments and meals before Board and Committee meetings

11. PROCEDURE FOR REIMBURSEMENT OF BUSINESS RELATED EXPENDITURES

- 11.1 All expense reimbursements are to be claimed by completing the Trustee Expense Report – Form [GF276T](#).
- 11.2 To substantiate each reimbursement, the claim form must have the following supporting documents attached:
- a) attestation ([GF272](#)) for meals at conferences, workshops or seminars.
 - b) original documentation including itemized receipt and proof of payment to support the expenditure.
 - c) business reasons for the expenditure.
 - d) list of individuals and titles/roles of those in attendance.
 - e) signature of the claimant to certify the expense claim.
 - f) Agenda (if meeting and/or conference related).
- Please note that credit card vouchers that are not accompanied by an original receipt, are not sufficient for reimbursement.
- 11.3 Expense claims are to be submitted within thirty (30) days after the end of the month.
- 11.4 After the close of the August 31 year-end, submit expenses for reimbursement within ten (10) business days following August 31 of each year.

12. PUBLICATION OF TRUSTEES' ANNUAL EXPENDITURES

- 12.1 By December 31 of each year, the DPCDSB will post each trustee's annual expenditure by major category, for the last fiscal year, on the DPCDSB website. In addition, centralized costs associated with trustee activities will also be posted on the DPCDSB website.

13. PROTOCOL FOR APPROVALS

- 13.1 The DPCDSB requires that all business expenditures incurred by the chair and other trustees, be subject to approval.
- 13.2 Approvers are accountable for their decisions, which must be:
- subject to good judgment and knowledge of the situation;
 - exercised in appropriate circumstances; and
 - comply with the principles and mandatory requirements set out in this policy.
- 13.3 When a situation arises and discretion needs to be exercised, approvers should consider whether the request is:
- able to stand up to scrutiny by the auditors and members of the public/media
 - properly explained and documented
 - fair and equitable
 - reasonable
 - appropriate

Expenses by the Chair of the Board

- 13.4 The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the Chair of the Board's expenses claimed comply with DPCDSB policy and recommends that the Director of Education approve the expense claim for reimbursement. The Director of Education then approves reimbursement of expenses claimed by the Chair.

Expenses by Individual Trustees

The Executive Superintendent of Finance, Chief Financial Officer and Treasurer, and in his/her absence, the Superintendent of Financial Services, shall certify that the trustee expenses claimed comply with DPCDSB policy. The Chair of the Board, and in his/her absence, the Vice-Chair of the Board, shall then approve the expense claim for reimbursement.

14. DISPUTES REGARDING ELIGIBILITY OF EXPENSES

- 14.1. In cases where an expense being claimed by a trustee or the Chair of the Board has been declared ineligible as it may be deemed as inappropriate or unreasonable, the trustee or Chair of the Board may contest the decision during a public session of the Board of Trustees and seek the approval of the expenditure, through Board motion.

<u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u> <u>BOARD POLICY</u>	
Board Policy Number:	3.00
Subject:	Dismissal of Pupils - Early
Effective Date:	(498) September 23, 2003; Revised (263) October 27, 2015

"Lord, you establish peace for us; all that we have accomplished you have done for us."
(Isaiah 26.3)

In non-emergency situations, when students are to be dismissed from schools before the regular dismissal hours, the parent(s)/guardian(s) shall, under normal circumstances, be advised of the hour of early dismissal at least one school day in advance. The school will remain open until all pupils are safely dismissed.

For RESCISSION



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>BOARD POLICY</u>	
BOARD POLICY NUMBER:	6.56
SUBJECT:	Safety of Pupils: Student Attendance Verification Program (Safe Arrival)
REFERENCE:	PPM No. 123: Safe Arrivals 1999 GAP 502.16 – Student Safe Arrival and Dismissal Safety of Pupils: Attendance Verification Program (Safe Arrival) GAP 512.00 – Closing of Schools/Early Dismissal of Pupils
EFFECTIVE DATE:	(296) June 15, 1999; (047) Revised January 28, 2014; February 28, 2023
AMENDED DATE:	January 28, 2014; February 28, 2023; October TBD, 2024

“And he took them up in his arms, put his hands upon them, and blessed them.”

Mark 10:16

1. In compliance with Policy/Program Memorandum (PPM) 123: Safe Arrivals (February 2, 1999), each elementary school in the Dufferin-Peel Catholic District School Board (DPCDSB) shall have an Attendance Verification Program that contains procedures to address the status of any ~~pupil~~student's unexplained failure to arrive at school.
2. Each DPCDSB secondary school shall also have such a program to address the status of any ~~pupil~~student's unexplained failure to arrive at school.
3. The Attendance Verification Program procedures, including detailed roles and responsibilities, are outlined in *General Administrative Procedure (GAP) 502.16 – ~~Safety of Pupils: Student Safe Arrival and Dismissal~~ Attendance Verification Program*.
4. In situations in which a school is closed temporarily during the school day due to unavoidable circumstances ~~as described in GAP 512.00 – Closing of Schools/Early Dismissal of Pupils~~, the safe dismissal procedures of GAP 502.16 – ~~Student Safe Arrival and Dismissal~~ ~~Safety of Pupils: Attendance Verification Program~~ shall be followed by the ~~principal~~Principal.
5. The school ~~principal~~Principal shall communicate the school's Attendance Verification Program and procedures for arrivals and dismissals with the school community on an annual basis ~~review the school's Attendance Verification Program with the Catholic School Council and staff once per year. The principal shall also communicate to the community the procedures for arrivals and dismissals on an annual basis.~~



DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD	
<u>POLICY</u>	
POLICY NUMBER:	6.56
SUBJECT:	Student Attendance Verification Program (Safe Arrival)
REFERENCE:	PPM No. 123: Safe Arrivals 1999 GAP 502.16 – Student Safe Arrival and Dismissal
EFFECTIVE DATE:	June 15, 1999
AMENDED DATE:	January 28, 2014; February 28, 2023; October TBD, 2024

“And he took them up in his arms, put his hands upon them, and blessed them.”

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2. Each DPCDSB secondary school shall also have such a program to address the status of any student's unexplained failure to arrive at school.
3. The Attendance Verification Program procedures, including detailed roles and responsibilities, are outlined in *General Administrative Procedure (GAP) 502.16 – Student Safe Arrival and Dismissal*.
4. In situations in which a school is closed temporarily during the school day due to unavoidable circumstances, the safe dismissal procedures of *GAP 502.16 – Student Safe Arrival and Dismissal* shall be followed by the Principal.
5. The school Principal shall communicate the school's Attendance Verification Program and procedures for arrivals and dismissals with the school community on an annual basis.



GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	502.16
SUBJECT:	Safety of Pupils <u>Student Attendance Verification Program (Safe Arrival)</u> <u>and Dismissal</u>
REFERENCE:	Policy 6.56: Safety of Pupils <u>Student</u> : Attendance Verification Program (Safe Arrival)
EFFECTIVE:	September 1999
REVISED/AMENDED	February 2013; February 28, 2023; <u>October TBD, 2024</u>

1 INTRODUCTION

- 1.1 Policy/Program Memorandum (PPM) 123: Safe Arrivals (February 2, 1999) seeks to encourage safe-arrival programs in all elementary schools in Ontario. PPM 123 identifies that parents and guardians are responsible for their children's safety and that safe-arrival programs are a mechanism that parents and schools can use to account for any ~~pupil~~student's unexplained failure to arrive at school.
- 1.2 In compliance with PPM 123, the safe arrival program for elementary schools in the Dufferin-Peel Catholic District School Board (DPCDSB), is known as the "Attendance Verification Program".
- 1.3 All secondary schools in DPCDSB shall also implement the Attendance Verification Program to support recording and monitoring of student attendance and safe arrival.
- 1.4 The roles and responsibilities of the parent/guardian, school ~~principal~~Principal, teachers, and secretaries, ~~and volunteers, as required,~~ are listed in the corresponding sections of this General Administrative Procedure (GAP).

2 ROLES & RESPONSIBILITIES OF PARENT/GUARDIAN

- 2.1 Parents and guardians are responsible for their children's safety when travelling to and from their school or the school bus, where a student is provided such transportation by DPCDSB.
- 2.2 Parents and guardians are responsible for communicating planned ~~pupil~~student absences, lateness to the school, and/or early departure on a timely basis via the online attendance reporting system, email, or phone.
- 2.3 Parents and guardians are responsible for providing the school with complete and current emergency information, including for designated caregivers, to enable the school to make any necessary follow-up contacts.
- 2.4 Parents and guardians shall sign-out their minor children when they need to depart school early. Where a student who is aged 18 years or older has requested (and consented in writing to) parent/guardian involvement, parents and guardians shall sign out these students. Adult students and those aged 16 or 17 years who have withdrawn from parent/guardian control shall sign themselves

out of school to depart early.

3 ROLES ~~& AND~~ RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

3.1 The school ~~principal~~ Principal shall communicate the details of the Attendance Verification Program to school staff (teachers and secretaries) annually.

~~3.1 The school principal shall review the school's Attendance Verification Program with the Catholic School Council on an annual basis.~~

3.2 ~~¶ On an annual basis, the school principal~~ Principal shall communicate the school's Attendance Verification Program and procedures for arrivals and dismissals with the school community, including information regarding ~~shall communicate the details of the program to parents/guardians and inform them of their parent and guardian~~ responsibilities toward the attendance status of their children, through the school newsletter, school website, and /or other appropriate means.

3.3 The Elementary school ~~elementary school~~ p ~~Principals~~ shall, as appropriate to school practice, set up necessary hardcopy forms to document key information relevant to the Attendance Verification Program (e.g., sign-in/out logs) as a backup to records in the online attendance reporting system, as appropriate, and/or to document absence reporting via other methods for later upload to the online system.

~~3.3.4~~ In secondary schools, tracking student attendance is necessary to support students, keep parents and guardians informed, meet Ministry of Education requirements, and ensure safe arrival. Attendance shall be taken by teachers during each period and be recorded both within the student management system, and on the student profile card (or other preferred tool used by teachers to keep track of student attendance).

~~3.4.3.5~~ In the event of electronic attendance verification failure, Principals shall consult with their Family of Schools Superintendent regarding next steps for verification of student attendance. The elementary school principal shall enlist and train volunteers (e.g., teachers, student monitors, parent/guardian volunteers), as appropriate, to support manual attendance procedures (i.e., answer the phone and transfer information to hardcopy log for later upload by the school secretary).

~~3.5.3.6~~ The ~~principal~~ Principal may consider the following types of documentation, as appropriate, to facilitate the school's Attendance Verification Procedures:

a) ensure a log of calls from parent or others who report absences or lateness is maintained;

b) names and current telephone number, in order of priority, of parent(s)/guardian(s), caregivers to be notified in case of an unexplained ~~pupil~~ student ~~absence;~~

c) parental consent form for school staff ~~and/or volunteers~~ to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*;

~~a)d)~~ log of actions taken by school staff ~~/volunteers.~~

4 ROLES ~~& AND~~ RESPONSIBILITIES OF TEACHERS

4.1 Elementary classroom teachers shall take accurate attendance promptly in the morning and after

lunch using the online attendance reporting system.

4.2 Secondary classroom teachers shall take accurate attendance at the beginning of ~~class-period~~ and report their attendance before the end of each period using the online attendance reporting system.

4.3 In situations in which the online attendance reporting system is unavailable, teachers shall provide their class attendance in hardcopy to the office as directed by the ~~principal~~Principal.

- 4.4 Secondary classroom teachers shall ensure parent/guardian follow-up contacts are made for unexplained absences.

5 **ROLES ~~& AND~~ RESPONSIBILITIES OF SECRETARIES**

- 5.1 The school secretary/attendance secretary or designate shall record parent/guardian calls and/or emails regarding student absences.
- 5.2 The school secretary/attendance secretary or designate shall reconcile the online attendance reporting system with parental calls and/or emails promptly.
- 5.3 The elementary school secretary shall identify any unexplained absences that require follow-up contacts promptly and make reasonable efforts to contact parent/guardian for this follow-up.
- 5.4 The secondary school secretary/attendance secretary shall support the identification of unexplained absences that require follow-up parent/guardian contact by classroom teachers.
- 5.5 Where an early departure has not been reported in the online attendance reporting system, the school secretary/attendance secretary or designate shall ensure the parent/guardian signs out their minor child (or child aged 18 and older who has consented in writing to parent/guardian involvement) and reconcile early departures in the online attendance reporting tool with all other absence reporting methods promptly.

~~6 ROLES & RESPONSIBILITIES OF VOLUNTEERS IN ELEMENTARY SCHOOLS~~

- ~~6.1 As per 3.5 of this GAP, elementary principals may enlist and train volunteers, as appropriate, to support manual attendance procedures.~~
- ~~6.2 Volunteers shall perform their duties as directed by the school principal to assist the school secretary.~~
- ~~6.3 Principals will review with volunteers annually the expectations regarding confidentiality and privacy expectations.~~

7.6 **SAFE DISMISSAL**

- 6.1 Safe dismissal processes and expectations are established and documented at the local school level through the ~~principal~~Principal. All schools will communicate to the school community the safe dismissal process and expectations for the site.

7.16.2 In non-emergency situations, when students are to be dismissed from schools before the regular dismissal hours, parents and guardians shall be advised of the hour of early dismissal at least one school day in advance. In elementary schools, administrators and designated staff will remain on site until all students are safely dismissed.

7 **EMERGENCY DISMISSAL**

- 7.1 The s In the event of a school emergency requiring early dismissal of students, schools shall advise

parents and guardians that students will be dismissed early.

7.2 Elementary schools will remain open, and administrators and designated staff will remain on site, until all ~~pupils~~ students are safely dismissed.

7.2 Secondary students shall be dismissed in the event of an emergency early dismissal. Where parents and guardians of secondary students have not signed the early dismissal section of *GF068 Student Annual Consent and Notification Form*, secondary schools shall contact parents and guardians to advise them that their students are being dismissed early. Transportation of secondary students via school bus during emergency early dismissals will be provided on a case-by-case basis, through consultation with the local Family of Schools Superintendent.

7.3

All schools will communicate to the school community the safe dismissal process and expectations for the site.

8 DISMISSAL DUE TO UNAVOIDABLE TEMPORARY SCHOOL CLOSURES OR LABOUR ACTION

8.1 As per the *Education Act* – Part II – School Attendance – Sec. 19.1 and Sec. 20, “a board may close or authorize the closing of a school or class for a temporary period where such closing appears unavoidable because of:

a) failure of transportation arrangements; or,

b) inclement weather, fire, flood, the breakdown of the school heating plant, the failure of an essential utility or a similar emergency; or,

c) where the head of the council of a municipality in which a school is situated proclaims a school day as a civic holiday for the municipality, the board may, by resolution, close any of the schools under its jurisdiction on such day.”

8.2 As per the *Education Act* – Part II – School Attendance – Sec. 19.2, “in case of strike by members of a teachers’ bargaining unit or a lockout of those members, the board may close one or more schools if it is of the opinion that,

a) the safety of pupils may be endangered during the strike or lockout;

b) the school building or the equipment or supplies in the building may not be adequately protected during the strike or lockout; or

c) the strike or lockout will substantially interfere with the operation of the school.”

8.3 Only the Director of Education or designate shall authorize the temporary closing of a school.

8.4 When schools and or classes are suspended and/or closed temporarily by the Director of Education, or designate, prior to the school start time in the morning, DPCDSB shall post this information on its public website and other communications through DPCDSB-approved media (e.g., social media posts, email messages to parents and guardians).

8.5 Principals or their designates shall ensure that information regarding the temporary closure of schools is communicated as follows and as appropriate:

- a) messaging on the school phone system;
- b) notification on the school's online messaging system;
- c) email messages to parents and guardians.

8.6 The Principal may use any other appropriate method necessary to ensure that the community is aware of the closure (e.g., signage, posts to online-learning platforms).

7.48.7 When the closure of a school or the suspension of classes occurs during the school day, the school will remain open, with administrators and designated staff on site, until all students are safely dismissed.



GAP

GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	502.16
SUBJECT:	Student Safe Arrival and Dismissal
REFERENCE:	Policy 6.56: Student Attendance Verification Program (Safe Arrival)
EFFECTIVE:	September 1999
REVISED/AMENDED	February 2013; February 28, 2023; October TBD, 2024

1 INTRODUCTION

- 1.1 Policy/Program Memorandum (PPM) 123: Safe Arrivals (February 2, 1999) seeks to encourage safe-arrival programs in all elementary schools in Ontario. PPM 123 identifies that parents and guardians are responsible for their children's safety and that safe-arrival programs are a mechanism that parents and schools can use to account for any student's unexplained failure to arrive at school.
- 1.2 In compliance with PPM 123, the safe arrival program for elementary schools in the Dufferin-Peel Catholic District School Board (DPCDSB), is known as the "Attendance Verification Program".
- 1.3 All secondary schools in DPCDSB shall also implement the Attendance Verification Program to support recording and monitoring of student attendance and safe arrival.
- 1.4 The roles and responsibilities of the parent/guardian, school Principal, teachers, and secretaries are listed in the corresponding sections of this General Administrative Procedure (GAP).

2 ROLES AND RESPONSIBILITIES OF PARENT/GUARDIAN

- 2.1 Parents and guardians are responsible for their children's safety when travelling to and from their school or the school bus, where a student is provided such transportation by DPCDSB.
- 2.2 Parents and guardians are responsible for communicating planned student absences, lateness to the school, and/or early departure on a timely basis via the online attendance reporting system, email, or phone.
- 2.3 Parents and guardians are responsible for providing the school with complete and current emergency information, including for designated caregivers, to enable the school to make any necessary follow-up contacts.
- 2.4 Parents and guardians shall sign-out their minor children when they need to depart school early. Where a student who is aged 18 years or older has requested (and consented in writing to) parent/guardian involvement, parents and guardians shall sign out these students. Adult students and those aged 16 or 17 years who have withdrawn from parent/guardian control shall sign themselves out of school to depart early.

3 ROLES AND RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

- 3.1 The school Principal shall communicate the details of the Attendance Verification Program to school staff (teachers and secretaries) annually.
- 3.2 On an annual basis, the school Principal shall communicate the school's Attendance Verification Program and procedures for arrivals and dismissals with the school community, including information regarding parent and guardian responsibilities toward the attendance status of their children, through the school newsletter, school website, and/or other appropriate means.
- 3.3 Elementary school Principals shall, as appropriate to school practice, set up necessary hardcopy forms to document key information relevant to the Attendance Verification Program (e.g., sign-in/out logs) as a backup to records in the online attendance reporting system, as appropriate, and/or to document absence reporting via other methods for later upload to the online system.
- 3.4 In secondary schools, tracking student attendance is necessary to support students, keep parents and guardians informed, meet Ministry of Education requirements, and ensure safe arrival. Attendance shall be taken by teachers during each period and be recorded both within the student management system, and on the student profile card (or other preferred tool used by teachers to keep track of student attendance).
- 3.5 In the event of electronic attendance verification failure, Principals shall consult with their Family of Schools Superintendent regarding next steps for verification of student attendance.
- 3.6 The Principal may consider the following types of documentation, as appropriate, to facilitate the school's Attendance Verification Procedures:
 - a) ensure a log of calls from parent or others who report absences or lateness is maintained;
 - b) names and current telephone number, **in order of priority**, of parent(s)/guardian(s), caregivers to be notified in case of an unexplained student absence;
 - c) parental consent form for school staff to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*;
 - d) log of actions taken by school staff.

4 ROLES AND RESPONSIBILITIES OF TEACHERS

- 4.1 Elementary classroom teachers shall take accurate attendance promptly in the morning and after lunch using the online attendance reporting system.
- 4.2 Secondary classroom teachers shall take accurate attendance at the beginning of period and report their attendance before the end of each period using the online attendance reporting system.
- 4.3 In situations in which the online attendance reporting system is unavailable, teachers shall provide their class attendance in hardcopy to the office as directed by the Principal.

- 4.4 Secondary classroom teachers shall ensure parent/guardian follow-up contacts are made for unexplained absences.

5 ROLES AND RESPONSIBILITIES OF SECRETARIES

- 5.1 The school secretary/attendance secretary or designate shall record parent/guardian calls and/or emails regarding student absences.
- 5.2 The school secretary/attendance secretary or designate shall reconcile the online attendance reporting system with parental calls and/or emails promptly.
- 5.3 The elementary school secretary shall identify any unexplained absences that require follow-up contacts promptly and make reasonable efforts to contact parent/guardian for this follow-up.
- 5.4 The secondary school secretary/attendance secretary shall support the identification of unexplained absences that require follow-up parent/guardian contact by classroom teachers.
- 5.5 Where an early departure has not been reported in the online attendance reporting system, the school secretary/attendance secretary or designate shall ensure the parent/guardian signs out their minor child (or child aged 18 and older who has consented in writing to parent/guardian involvement) and reconcile early departures in the online attendance reporting tool with all other absence reporting methods promptly.

6 SAFE DISMISSAL

- 6.1 Safe dismissal processes and expectations are established and documented at the local school level through the Principal. All schools will communicate to the school community the safe dismissal process and expectations for the site.
- 6.2 In non-emergency situations, when students are to be dismissed from schools before the regular dismissal hours, parents and guardians shall be advised of the hour of early dismissal at least one school day in advance. In elementary schools, administrators and designated staff will remain on site until all students are safely dismissed.

7 EMERGENCY DISMISSAL

- 7.1 In the event of a school emergency requiring early dismissal of students, schools shall advise parents and guardians that students will be dismissed early.
- 7.2 Elementary schools will remain open, and administrators and designated staff will remain on site until all students are safely dismissed.
- 7.3 Secondary students shall be dismissed in the event of an emergency early dismissal. Where parents and guardians of secondary students have not signed the early dismissal section of *GF068 Student Annual Consent and Notification Form*, secondary schools shall contact parents and guardians to advise them that their students are being dismissed early. Transportation of secondary students via school bus during emergency early dismissals will be provided on a case-by-case basis, through consultation with the local Family of Schools Superintendent.

8 DISMISSAL DUE TO UNAVOIDABLE TEMPORARY SCHOOL CLOSURES OR LABOUR ACTION

- 8.1 As per the *Education Act* – Part II – School Attendance – Sec. 19.1 and Sec. 20, “a board may close or authorize the closing of a school or class for a temporary period where such closing appears unavoidable because of:
- a) failure of transportation arrangements; or,
 - b) inclement weather, fire, flood, the breakdown of the school heating plant, the failure of an essential utility or a similar emergency; or,
 - c) where the head of the council of a municipality in which a school is situated proclaims a school day as a civic holiday for the municipality, the board may, by resolution, close any of the schools under its jurisdiction on such day.”
- 8.2 As per the *Education Act* – Part II – School Attendance – Sec. 19.2, “in case of strike by members of a teachers’ bargaining unit or a lockout of those members, the board may close one or more schools if it is of the opinion that,
- a) the safety of pupils [students] may be endangered during the strike or lockout;
 - b) the school building or the equipment or supplies in the building may not be adequately protected during the strike or lockout; or
 - c) the strike or lockout will substantially interfere with the operation of the school.”
- 8.3 Only the Director of Education or designate shall authorize the temporary closing of a school.
- 8.4 When schools and or classes are suspended and/or closed temporarily by the Director of Education, or designate, prior to the school start time in the morning, DPCDSB shall post this information on its public website and other communications through DPCDSB-approved media (e.g., social media posts, email messages to parents and guardians).
- 8.5 Principals or their designates shall ensure that information regarding the temporary closure of schools is communicated as follows and as appropriate:
- a) messaging on the school phone system;
 - b) notification on the school’s online messaging system;
 - c) email messages to parents and guardians.
- 8.6 The Principal may use any other appropriate method necessary to ensure that the community is aware of the closure (e.g., signage, posts to online-learning platforms).
- 8.7 When the closure of a school or the suspension of classes occurs during the school day, the school will remain open, with administrators and designated staff on site, until all students are safely dismissed.

GAP GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	512.00
SUBJECT:	CLOSING OF SCHOOLS/EARLY DISMISSAL OF PUPILS
REFERENCE:	Policy 6.56, Safety of Pupils: Attendance Verification Program GAP 502.16, Safety of Pupils: Attendance Verification Program
EFFECTIVE:	January 9, 1991
REVISED/AMENDED	May 2014; February 28, 2023

*"And we know that in all things God works for the good of those who love him, who have been called according to his purpose."
Romans 8:28*

1 LEGISLATIVE REFERENCES

- 1.1 As per the *Education Act* - Part II - School Attendance – Sec. 19.1 and Sec. 20, "a board may close or authorize the closing of a school or class for a temporary period where such closing appears unavoidable because of,
- a) failure of transportation arrangements; or,
 - b) inclement weather, fire, flood, the breakdown of the school heating plant, the failure of an essential utility or a similar emergency; or,
 - c) where the head of the council of a municipality in which a school is situated proclaims a school day as a civic holiday for the municipality, the board may, by resolution, close any of the schools under its jurisdiction on such day."
- 1.2 As per the *Education Act* - Part II - School Attendance – Sec. 19.2, "in case of strike by members of a teachers' bargaining unit or a lockout of those members, the board may close one or more schools if it is of the opinion that,
- a) the safety of pupils may be endangered during the strike or lockout;
 - b) the school building or the equipment or supplies in the building may not be adequately protected during the strike or lockout; or
 - c) the strike or lockout will substantially interfere with the operation of the school."

2 DISMISSAL DUE TO UNAVOIDABLE TEMPORARY SCHOOL CLOSURES

- 2.1 Only the Director of Education or designate shall authorize the temporary closing of a school.
- 2.2 When schools and or classes are suspended and/or closed temporarily by the Director of Education, or designate, prior to the school start time in the morning, Principals or their designates shall ensure that this information is communicated as follows:
- a) posts on the DPCDSB and school websites;
 - b) a message is placed on the school phone system;
 - c) a message is placed on the school's online messaging system;
 - d) other communications through DPCDSB approved media (e.g., social media posts, email messages to parents and guardians).
- 2.3 The Principal may use any other appropriate method necessary to ensure the community is aware of the closure (e.g., signage, posts to online-learning platforms).
- 2.4 When the closure of a school or the suspension of classes occurs during the school day, the school will remain open until all pupils are safely dismissed as per *General Administrative Procedure (GAP) 502.16 – Safety of Pupils: Attendance Verification Program*.