

## AGENDA

### Regular Board Meeting

**Tuesday, August 27, 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.*

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June 17, 2025

**O. Adjournment**

## **Remembering Our Deceased July and August 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

### **Staff/Former Staff/Trustees/Former Trustees**

- **David Amaral**, Associate Director, Instructional Services; brother of Fatima Couto and Angie Resendes, both retired teachers from St. Leonard CES, brother of Father Liborio Amaral, Pastor at St. John Fisher Parish, Brampton; uncle of Jonathan Resendes, consultant, Program and Learning Services Department, Christopher Couto, teacher at St. Bernadette CES, Nicholas Couto, teacher at St. Valentine CES, Anna Verma, former dedicated early childhood educator (DECE); and uncle-in-law to Charlotte Resendes, teacher at St. Benedict CES.
- **Jerry Kelly**, former principal, father of Julia Kelly, teacher at St. Thomas Aquinas Catholic Secondary School (CSS); brother of Greg Kelly retired principal; brother-in-law of Heather Kelly, retired teacher; uncle of Danielle Sparkes, teacher at Pauline Vanier Catholic Elementary School (CES), uncle of Jason Sparkes, teacher at St. Albert of Jerusalem CES, uncle of Ryan Kelly, vice-principal at St. Lucy CES, uncle of Amanda Kelly, teacher at St. James CES, and uncle of Devon Osborne teacher at Metropolitan Andrei CES.
- **Roland D'Costa**, financial analyst, Finance Department.
- **Julie Skjold-Pettersen**, teacher at Our Lady of Mount Carmel CSS, and wife of Lars Skjold-Pettersen, teacher at St. Roch CSS.

### **Family Members of Staff/Family Members of Former Staff/Family Members of Trustees**

- **Doris Micallef**, mother of Tony Micallef, custodian at Pauline Vanier CES; mother-in-law of Rose Micallef, custodian at Cardinal Leger CSS.
- **Gregorio Fera**, father-in-law of Laura Fera, budget secretary at St. Thomas Aquinas CSS; and grandfather of Rosemarie Fera, educational resource worker (ERW) at Our Lady of Fatima CES.
- **Kaminska Wacława**, mother of Elzbieta Klokner, teacher at St. Joseph CSS.
- **Brenda Donaher**, mother-in-law of Kellie Donaher, child and youth worker for the Mississauga North Family of Schools.
- **Cosimo Colalillo**, father of Vanessa Biszko, teacher at St. Lucy CES.
- **Carla Hernandez Cardona**, grandmother of Carla Hernandez, ERW at St. Julia CES.
- **Kimberley Daley**, sister of Jilldah Neculai, teacher at St. Edmund CES.
- **Bruno Cavallaro**, father of Carmela Dri, ERW at St. Veronica CES.
- **Rossana Caputi**, mother of Christina Campoli, DECE at St. Andre Bessette CES.
- **Robertha Walker**, sister of Albert Walker, head custodian at St. Richard CES.
- **Antonio Checa Garcia**, father of Maria Checa, budget secretary at Cardinal Leger CSS.
- **Rosalina Pacheco**, grandmother of Tyler James Arruda, teacher at St. Vincent de Paul CES, grandmother of Stephanie Stanghieri, ERW at Father Daniel Comboni CES; and mother-in-law of Jesse Arruda, retired plumber, Maintenance Department.
- **Nora Bradley**, mother of Arlene Litster, secretary at St. James Catholic Global Learning Centre.
- **Aristides Tsakmakas**, father of Gregory Burke Tsakmakas, teacher at St. Gregory CES.
- **Michael James Michalsky**, father of Alan Michalsky, teacher at St. Mary CES.
- **Catherine Ferrari**, sister of Cristina Ferrari, principal at St. Agnes CES.



- **Leslie Johnson**, father of Pam Malcolm, head secretary at St. Roch CSS.
- **Elizabeth Sugnjetic**, grandmother of Amanda Cusato, occasional teacher (OT).
- **Michele Caruso**, father of Angela D'Agostino, teacher at St. John Fisher CES.
- **Joao Manuel Rego**, father of Carmen Pereira, teacher at St. Teresa of Calcutta CES.
- **Benito Di Vincenzo**, father of Anna Di Nenno, teacher at St. Nicholas CES.
- **M.K. Thomas Choi**, father of Julia Yoo , teacher at St. Elizabeth Seton CES.
- **Giuseppe Spadafina**, father of Gaetano Spadafina, teacher at Corpus Christi CES; and father-in-law of Teresa Spadafina, teacher at Metropolitan Andrei CES.
- **Tom Petraglia**, brother of Antoniette Sinopoli, supply ERW.
- **Carmela Checchia**, mother of Marianne Tomczak, retired principal.
- **Bruna Nardo**, mother of Barbara Nardo, department head at St. Martin CSS.
- **Antonio Reda**, father of Silvana Reda, retired principal, father of Rosanna Reda, secretary at St. Cornelius CES; grandfather of Cassandra Reda Gavin, teacher at St. Mary CES, grandfather of Andrew Reda Gavin, OT, grandfather of Nicolas Verconich, OT, grandfather of Selena Reda, OT, grandfather of Nicole Di Cristofaro, teacher at St. Jean Brebeuf CES; father-in-law of Rick Gavin, retired principal.
- **Norma McCharles**, mother-in-law of Erica McCharles, teacher at St. Timothy CES.
- **Robert Van Stokkum**, father of Veronica Van Stokkum, teacher at St. Benedict CES, and Tracey Van Stokkum, head secretary at St. Francis of Assisi CES.
- **Lourdes Sanchez Montaner**, grandmother of Karina Vail, teacher at Divine Mercy CES.
- **Ken Donaldson**, father of Karen Donaldson, ERW at St. Andrew CES.
- **Jacob White**, grandfather to Shilo Moussa, teacher at St. Raymond CES.
- **Angelique Kotsopoulos**, mother of Jason Kotsopoulos, psychologist.
- **Janja Erić**, mother to Amalia Eric, teacher at Our Lady of Mount Carmel CSS, mother to Mary Eric-Bury, teacher at St. Francis Xavier CSS; and aunt OF Maria Okrugic, teacher at Notre Dame CSS.
- **Luciano Pelosi**, husband of Laurie Pelosi, teacher at Father Francis McSpiritt CES; and brother of Lucia Pelosi, teacher at St. Margaret of Scotland CES.
- **Anna Maria Lauricella**, wife of Sam Lauricella, custodian at St. Nicholas CES.
- **Ines Carrita**, mother of Ashley Santos, DECE at St. Simon Stock CES.
- **Ivan Pavlovic**, father of Mandi Horvat, mail room clerk; and grandfather of Martina Horvat, summer student, Supply Chain Management.
- **Anne McAteer**, mother of Catherine Scarborough, attendance Secretary at St. Joseph CSS.
- **Loretta Filomena Storey**, mother of Les Storey, retired superintendent, and mother-in-law of Moira Storey, retired teacher.

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

## **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

## **August Prayer for the New School Year**

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

Almighty and ever-living God,  
bless us as we gather this evening for this meeting.

Guide our minds and hearts  
so that we will work for the good of our Dufferin-Peel community  
and be of service to all.

Teach us to be generous in our outlook,  
courageous when facing a challenge,  
and wise in our decisions.

We give you praise and glory, Lord our God,  
For ever and ever.  
Amen.



**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER A 3 a.**

**DECLARATION OF OFFICE AND OATH OF ALLEGIANCE FOR STUDENT TRUSTEES**

## **Introduction to Indigenous Student Trustee Bailey Clyne**

Bailey Clyne is returning for a second year as Indigenous Student Trustee and is a Grade 12 student at Our Lady of Mount Carmel Catholic Secondary School (CSS) in Mississauga. Elected by her Indigenous peers, Bailey is proud to represent their voices and input for a second term as the Indigenous Student Trustee. We would like to congratulate Bailey on being elected as the vice-chair of the Indigenous Student Trustees Council of Ontario Student Trustee Association (OSTA-AECO) for the coming school year 2024-2025.

Bailey is very active in her school as a member of the Track & Field, Basketball and Tennis teams. Additionally, she participates in Chaplaincy, Together We Stand, Yearbook, Girls United and Auto Club. She is an active member of Indigenous Education Council (IEC) with the board and a part of the Indigenous Student Council. As a Catholic Leader in her school, Bailey was chosen as the recipient of the Father Fogarty award for 2022-2023.

She has been a keen learner of her Indigenous roots and is actively taking language courses in Anishinaabemowin. One of Bailey's passions is the 'Crochet Hat' project. As the creator and organizer, Bailey received a grant through We Matter that made the project possible. She leads groups of volunteers to crochet winter hats and other items to provide to remote Indigenous communities. Over the last 2 years the group has made and donated over 300 packages of hats and mittens, to Indigenous communities in Northern Ontario and Nunavut.

Bailey is extremely proud to be the first DPCDSB Indigenous Student Trustee and looks forward to advocating on behalf of all students for a second school year.



## **Introduction to Student Trustee (North) Jia Sharma**

I am honoured and deeply appreciative to have the opportunity to represent the Northern District of the Dufferin-Peel Catholic District School Board (DPCDSB) for the 2024-2025 school year. This fall, I will be attending my Grade 12, senior year at St. Marguerite D'Youville Catholic Secondary School (CSS). I look forward to advocating the voice of students and ensuring that the needs of students are well represented. I plan on promoting progress through action, voice, and unwavering commitment to justice.

As an individual fueled by curiosity and a passion for exploration, I am always eager to learn and embrace new experiences. I have a close relationship with nature and hold spending time with it dear to my heart. The passion that I hold for others, assists me in being a leader that can truly listen. I am a sports-enthusiast and enjoy watching as much as playing, especially soccer, basketball and ultimate fighting challenge (UFC).

In my role as Student Trustee, I hold the belief that we can address the concerns of our students and through our shared values of faith, love, and service, demonstrate how much we can achieve together.

"Together we can do great things." - Mother Teresa



## **Introduction to Student Trustee (South) Raheem White**

I am deeply honoured and grateful to have been elected to the role of Student Trustee (South) for the 2024-2025 academic school year. This role is one that requires a high level of commitment and comes with significant responsibility. I am deeply committed to representing the voice of and interests of the student body with diligence and a genuine passion for bringing positive change. This fall, I will be entering Grade 11 at St. Marcellinus Catholic Secondary School (CSS).

My ultimate goal is to do my part in the journey towards a more equitable and inclusive environment for our students, and all other stakeholders involved. I plan to work closely with my peers, staff and the general community to achieve just that.

Outside of my new role as Student Trustee. I am passionate about social justice and giving back to my community, which has given so much to me. I have a deep passion for politics and all things government. My hobbies include listening to music, watching random stuff on Netflix and listening to the news. Oh, and I love driving. I really look forward to serving our great and diverse community and making a positive impact to prove that *Extraordinary Lives Start With a Great Catholic Education*.



**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER A 7**

**APPROVAL OF THE MINUTES OF  
THE REGULAR BOARD MEETING,  
JUNE 18, 2024**

1. **THAT THE MINUTES OF THE REGULAR BOARD MEETING, JUNE 18, 2024, BE APPROVED.**



## MINUTES

### Regular Board Meeting

**Tuesday, June 18, 2024, 7:00 p.m.**

**Boardroom, Catholic Education Centre**

Trustees:	Luz del Rosario	Chair
	Thomas Thomas	Vice-Chair
	Brea Corbet	Trustee
	Paula Dametto-Giovannozzi	Trustee
	Darryl D'Souza	Trustee
	Bruno Iannicca	Trustee
	Mario Pascucci	Trustee
	Stefano Pascucci	Trustee
	Anisha Thomas	Trustee
	Herman Vioria	Trustee
	Shawn Xaviour	Trustee
	Bailey Clyne	Indigenous Student Trustee
	Christopher Joseph	Student Trustee
	Nathan Nguyen	Student Trustee
Staff:	Marianne Mazzorato, Ed.D.	Director of Education, Secretary to the Board
	Daniel Del Bianco	Associate Director, Corporate Services
	Julie Cherepacha	Executive Superintendent, Finance, Chief Financial Officer and Treasurer
	Max Vecchiarino	Executive Superintendent, Policy, Strategy, Research, Safe Schools
	Dulcie Belchior	Superintendent, Family of Schools
	Wayne Brunton	Superintendent, Equity and Indigenous Education
	Brian Diogo	Superintendent, Family of Schools
	Silvana Gos	Superintendent, Family of Schools
	Scott Keys	Superintendent, Financial Services
	Jodi Kuran	Superintendent, Family of Schools
	Ivana MacIsaac	Chief Information Officer
	Richard Moriah	Acting Superintendent, Planning and Operations
	Carmel Murphy	Superintendent, Program and Learning Services
	Laura Odo	Superintendent, Family of Schools
	Lucy Papaloni	Superintendent, Special Education and Learning Services
	Tammy-Lynne Peel	Superintendent, Family of Schools
	Adrian Scigliano	Superintendent, Family of Schools
	Stephanie Strong	Superintendent, Human Resources and Employee Relations
	Kevin Wendling	Assistant Superintendent: Math Lead
	Margaret Beck	Counsel
	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

Vice-Chair Thomas Thomas 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 Trustees Christopher Joseph and Nathan Nguyen led the Opening Prayers.

4. Land Acknowledgment - Trustee Darryl D'Souza

5. Approval of Agenda

The In Camera Agenda was reissued. Distribution of the Delegations' Speaking Notes in Open and In Camera Sessions.

**Motion 1245 (24-06-18)**

**Moved by** Anisha Thomas

**Seconded by** Bruno Iannicca

**THAT THE AGENDA BE APPROVED, AS AMENDED.**

**CARRIED**

6. Declaration of Interest

The following trustees declared an interest in agenda items L2a Item 8b and is moved to L9 and H4 is moved to K1:

1. Trustee Bruno Iannicca—family members belong to OECTA and CUPE 2026
2. Trustee Mario Pascucci—family member belongs to OECTA
3. Trustee Stefano Pascucci—family member belongs to OECTA. Trustee Stefano Pascucci arrived at 7:12 p.m. to the meeting and declared his interest.

**Motion 1246 (24-06-18)**

**Moved by** Darryl D'Souza

**Seconded by** Paula Dametto-Giovannozzi

**THAT THE DECLARED INTEREST ITEMS BE MOVED - H4 MOVED TO K1, AND L2a. ITEM 8b. MOVED TO L9.**

**CARRIED**

7. Approval of the Minutes of the Regular Board Meeting, May 28, 2024

**Motion 1247 (24-06-18)**

**Moved by** Shawn Xaviour

**Seconded by** Brea Corbet

**THAT THE MINUTES OF THE REGULAR BOARD MEETING, MAY 28, 2024, BE APPROVED.**

**CARRIED**

a. Business Arising from the Minutes - Attached.

8. Approval of the Minutes of the Special Board Meeting, June 11, 2024

**Motion 1248 (24-06-18)**

**Moved by** Anisha Thomas

**Seconded by** Darryl D'Souza

**THAT THE MINUTES OF THE SPECIAL BOARD MEETING, JUNE 11, 2024, BE APPROVED.**

**CARRIED**

**B. Pastor's Remarks:** Video Presentation by Monsignor Shiels - The Sacred Heart

**C. Awards and Presentations**

**Motion 1249 (24-06-18)**

**Moved by** Bruno Iannicca

**Seconded by** Stefano Pascucci

**MOTION TO ADD C1:THE PROCLAMATION OF INDIAN INDEPENDENCE TO THE AGENDA, BE APPROVED.**

**CARRIED**

1. Director Mazzorato introduced the Proclamation for Indian Independence

**PROCLAMATION: INDIAN INDEPENDENCE DAY**

**WHEREAS:** Indian Independence Day is celebrated annually on August 15 commemorating the nation's independence from the United Kingdom on August 15, 1947; and

**WHEREAS:** Indians have been part of the Canadian fabric for more than 100 years and have made significant contributions to all walks of Canadian life; and

**WHEREAS:** Many Indians have chosen Canada, and specifically Peel Region and Dufferin County as home for their families and their children.

**THEREFORE, BE IT RESOLVED:** That the Dufferin-Peel Catholic District School Board recognize and proclaim August 15, 2024, as Indian Independence Day across the Dufferin-Peel Catholic District School Board.

**Motion 1250 (24-06-18)**

**Moved by** Darryl D'Souza

**Seconded by** Brea Corbet

**THAT THE PROCLAMATION WITH RESPECT TO INDIAN INDEPENDCE, BE RECEIVED.**

**CARRIED**

**D. Delegations**

1. M. Dawid, Secondary School Relocation of the International Languages Program

Questions of Clarification to Staff:

Director Mazzorato: The delegate indicates that the community is willing to work with the board to combine elementary and secondary students together at one school. We can explore how Peel District School Board (PDSB) is able to provide a combined situation. What needs to be understood is that there are additional costs for supervision and furniture. We can assess further. However, it needs to be clear that we do not have additional funding, and this could be a challenge.

1. Trustee Mario Pascucci: Can staff include all associated costs?

Director Mazzorato: We will do a feasibility cost analysis.

2. Trustee Bruno Iannicca: On the listing of programs offered at Peel District School Board (PDSB) many secondary schools are hosting elementary Language Programs. Can staff confirm what size desks they are using?

Director Mazzorato: We will do a full investigation of conducting both panels at the same school.

3. Trustee Stefano Pascucci: Requested that staff consider the public and separate boards working together to offer language programs.
4. Trustee Brea Corbet: Requested a fulsome report of the impact that might occur to the other 20 International Language Programs (ILP), should we do this for the Polish language learners.

2. N. Kusendova-Bashta, MPP Mississauga, Secondary Program Relocation

Questions of Clarification to Staff:

1. Trustee Mario Pascucci: Thank you to the delegate. I did advise the Polish community to reach out to their MPP for support. Can staff advise when the feasibility study will be conducted?

Director Mazzorato: The International Language Program (ILP) does not start until the third week of September. We will have the report done and the decision in place by September.

2. Trustee Bruno Iannicca: Understanding that the program is to be cost recovery, the first delegate indicated that parents/guardians are willing to pay the difference as required.

Director Mazzorato: That is correct.

3. Trustee Darryl D'Souza: The delegate gave figures of \$56 going up to \$62, can staff explain that figure?

Executive Superintendent Cherepacha: The delegate is correct. This refers to the technical papers of the funding for the ILP. The funding is based on a class of 23 and the fee per hour increase is reflective of additional operating costs and salary and benefit expenses. Even though enrolment is in decline, we would see an increase in revenue to cover these increasing costs.

4. Trustee Darryl D'Souza: It would be helpful if staff could provide a five year comparison of the revenue versus enrolment on a quarterly basis. The actual versus budget is not enough information.
5. Trustee Stefano Pascucci: When the funding comes through is it specific to the ILP or is it in the general funding we receive?

Executive Superintendent Cherepacha: The funding is for ILP and is based on enrolment.

6. Trustee Mario Pascucci: It would be helpful to include the MPP in our reporting to ensure we have all the relevant information.

## **E. Reports from Trustees for Receipt**

### **1. Regular Reports**

#### **a. Ontario Catholic School Trustees' Association Report**

Trustee Shawn Xaviour: On June 14, the OCSTA Board of Directors welcomed the Bruce-Grey and Toronto Catholic District School Boards. A report was sent to all trustees to summarize the event. On June 4, the Ontario Legislature recognized Pat Daley, past President of OCSTA, for his 39 years of public service. On May 14, the Catholic Education Lobby day was held at Queen's Park. Chair Luz del Rosario and I attended along with many trustees, our Catholic partners Friends and Advocates of Catholic Education (FACE). The Fall 2024 Central OCSTA meeting will be held September 17, 2024 and is hosted by the Toronto Catholic District School Board at their head office.

Trustee Luz del Rosario: The Director, Trustee Annisha Thomas and I attended the Canadian Catholic School Trustees Association (CCSTA) Conference in Calgary. Hosted by the Calgary Catholic School District, the event spanned three days of discussions, keynote speeches, and fellowship. It began with an inspiring address by Father Cristino Bouvette titled "Reconciliation is Possible: The Contribution of Catholic Education towards Reconciliation with our Indigenous People," highlighting the role of Catholic education in fostering reconciliation. Another speaker, Dr. Murray, addressed the challenges and resilience of Catholic schools amid contemporary political tensions.

Trustee Mario Pascucci: Information will be provided in September from the Large Urban School Boards Committee.

#### **b. Student Voice Report**

Student Voice Report: Indigenous Student Trustee Bailey Clyne and Student Trustees Nathan Nguyen (North) and Christopher Joseph (South) introduced themselves. Indigenous Student Trustee Bailey Clyne spoke in Anishinaabemowin. They were pleased to present their final report for the school year.

Student Trustee Nathan Nguyen: On May 30 we had the opportunity to meet with our Student Senate for a final time at Silver Creek Outdoor Education Centre. We reflected on our year. We discussed some of our successes, some items we wish we had done sooner, and what we are looking forward to next year. Next year's

incoming Student Trustees Jia Sharma and Raheem White joined us. As a group, we also took time to write welcome cards for those incoming Student Senate members from our schools. They will receive these during their first meeting in September. This was a wonderful way to pass down knowledge, tips, and tricks on how to maximize their time during their term. We ended the day with a nature walk. We would like to thank Mr. Resendes for supporting us during our time at Silver Creek. We thank Ms. Rego, Consultant Student Success, for all of her support during our time as student trustees. Having the opportunity to collaborate with her has been such a blessing and we wish her all the best as she moves on to teach at Father Michael Goetz CSS. Her new school community and her students will be lucky to have her.

We would like to provide a brief update of our time at the Ontario Student Trustee Association (OSTA-AECO) AGM. During this weekend, elections were hosted for the OSTA-AECO leadership team where our incoming student trustees, Jia and Raheem, ran for the chair of the Wellness Advocacy Interest Group and chair of the Equity, Diversity, and Inclusion working groups, respectively. Unfortunately, the elections were postponed until a later date. We are extremely proud of both Jia and Raheem for wanting to share their gifts and talents in these roles. Although elections for most roles were postponed, one election took place which was for the Indigenous Student Trustees Council. We would like to congratulate Bailey on being elected as the vice-chair of the Indigenous Student Trustees Council of OSTA-AECO. We are extremely proud of Bailey and look forward to seeing all that she will accomplish next year. We know that her continued advocacy for Indigenous Students will incite change and ensure that there is an Indigenous voice at the table during the OSTA-AECO meetings.

Indigenous Student Trustee Bailey Clyne: On June 5 and 6, I attended the OCSTA Indigenous Leads Seminar in Thunder Bay. On the first day of the conference, I had the opportunity to be on the student panel and share my experiences as an Indigenous student in a Catholic school and provide my advice to educators in helping Indigenous students. We heard from Niigaan Sinclair who is an educator, author and advocate. He talked about the 4 P's of Indigenous education – Presence, Practice, Pedagogy, and Permanence. He talked about the Pope's apology, his visit to Canada and working towards reconciliation. In the evening, everyone had the opportunity to experience teachings about the night sky in a planetarium from Cree Elder Wilfred Buck. The following day, we heard about the learning resource that OCSTA has been working on by Jodie Williams, DPCDSB, Coordinator Indigenous Education and student trustees including myself. The resource is of Indigenous influencers with their awards, achievements, facts, connections to the Catholic graduate expectations, Catholic social teachings and the connections to different subjects and grade levels. I am so grateful to have had the opportunity to attend this event, to hear from some amazing speakers, and to have shared some of my experiences as an Indigenous individual and student.

Student Trustee Christopher Joseph: We would like to share some good news from our high schools:

**Notre Dame CSS** hosted a *Culture Week*. During lunch, students created booths to highlight cultural items. Students performed cultural dances and wore their traditional clothing. Students also played games, promoting fun activities and educational reports. Activities such as culture Kahoot, culture karaoke and pin the map, were some of the activities played throughout the week.

**Philip Pocock CSS** took on many school initiatives, taking part in a culture day, spirit of service and Relay for Life. Philip Pocock CSS raised over \$10,000 during *Relay for Life*. This demonstrates excellent school spirit, unity and collaboration amongst the students.

At **St. Michael CSS** the Grade 12 Writer's Craft class hosted their annual Coffee House, which brought students together to share performances of spoken word, and poetry. Coffee Time in Bolton very generously sponsored the event. They provided sweet treats and refreshments which were sold to raise money for charity.

**Loyola CSS** came together to raise money for *Relay for Life* as well. Loyola doubled their initial goal, raising more than \$24,000 to donate to the Canadian Cancer Society.

1. Trustee Bruno Iannicca: Congratulations to Loyola CSS for raising \$24,000 for Canadian Cancer Society. Can staff advise if there is a way that an individual can use the tax receipt?

Director Mazzorato: Under Canada Revenue Agency (CRA) rules, that is not allowed.

c. Good News Reports

**Trustee Herman Viloria**  
**Mississauga Wards 2 & 8**

**Prime Minister's Awards for Teaching Excellence** - Certificate of Achievement award winner - Lina Riad, teacher at Loyola Catholic Secondary School (CSS). "Lina is driven by a mission to help students find their voices, Lina connects history to social justice issues, finds creative ways to bring the curriculum to life, and empowers students to speak out. In history classes, she goes beyond "What happened?" to "Why should you care?" and shines a spotlight on groups who were marginalized during the eras being studied."

**Loyola CSS**

In addition to the Good News Shared by the student trustees, over the years Loyola CSS has raised over \$150,00 for Canadian Cancer Society.

**Trustee Brea Corbet**  
**Mississauga Wards 9 & 10**

On June 11, St. Marcellinus CSS hosted the Mississauga North (MN) Family of Schools Track and Field event. Approximately 900 students from Grades 6-8 participated in six track and three field events throughout the day. Thank you to the

MN staff and parents/guardians who supported the students. Congratulations to all athletes. We wish the athletes who are moving on to the board finals continued success.

**F. Updates/Information/Reports from Committees for Receipt**

1. Receipt of the Minutes of the Administration and Finance Committee Meeting, April 9, 2024
2. Receipt of the Minutes of the Board By-Law/Policies Review Committee Meeting, April 16, 2024
3. Receipt of the Minutes of the Special Education Advisory Committee Meeting, May 15, 2024

Trustee Bruno Iannicca shared that he attended a prom for children with special needs. It was a wonderful evening with 150 parents and students. At DPCDSB all students are invited and welcome to attend their prom.

**G. Updates/Information/Reports from Administration for Receipt**

1. Retirement - T. Davis, General Manager

Director Mazzorato paid tribute to Theresa Davis, General Manager, Human Resources Services. With over 35 years of leadership in Human Resources (HR) and Catholic school boards. Prior to joining DPCDSB in 2016 Theresa served as the senior administrator in HR for the Halton Catholic District School Board. Along with being a certified Human Resources Professional, she holds her CHRL designation, is a Registered Professional Recruiter and a certified health and safety representative. Within HR, there is not a discipline that Theresa has not worked in, advised on, or managed. She has the honour of being the HR professional that first implemented an automated absence substitution system in an Ontario Catholic school board in 1992. Today, every board in the province utilizes one.

Theresa is more than a subject matter expert; she is highly skilled at developing and maintaining relationships and has mentored dozens of HR professionals throughout her tenure. Her leadership and influence reach far beyond Dufferin Peel. She has served and contributed on numerous provincial committees and was a director with the Ontario Catholic School Business Officer Association.

Today, Theresa manages a diverse portfolio of departments within HR, who have all benefited from her leadership, knowledge, compassion and professionalism. Her impact has been profound and far reaching. Please join me in celebrating Theresa as she begins her next chapter.

*The assembly rose to give Theresa a round of applause.*

1. Trustee Luz del Rosario: I received her retirement letter with regrets. Thank you for all the support you have provided to the trustees. I appreciate how calm and collected you are during interviews that we have done together. God bless you in retirement.
2. Retirement - T.L. Peel, Superintendent

Director Mazzorato paid tribute to Tammy-Lynne Peel, Superintendent of the Brampton West Family of Schools.



Tammy-Lynne started her relationship with DPCDSB in 1974 when she started Junior Kindergarten at St. Raphael CES. As a young girl, Tammy-Lynne always wanted to be a teacher.

Tammy-Lynne started her teaching career with Dufferin-Peel in 1993. She taught at several Catholic elementary schools: All Saints, St. Joseph, St. Mary, St. Anne, and St. Maria Goretti. She responded to the call of vice-principal at Pauline Vanier CES, St. Ursula CES, St. Kevin CES, and St. Rita CES. In 2007, she was appointed principal of a new school, St. Aidan CES.

From 2011 to 2016 Tammy-Lynne was principal of Employee Relations. Then she was promoted to assistant superintendent of the Program and Learning Services Department. Soon after was promoted to superintendent of the Brampton East Caledon Dufferin Malton Family of Schools. In 2020, she moved to the Brampton West Family of Schools.

Throughout her 30-year career with Dufferin Peel, Tammy-Lynne's philosophy of education has been one of service to others, and she has garnered the respect and admiration of the communities with whom she has worked. She has the innate ability to interact with all community members with integrity and grace. Tammy-Lynne has worked tirelessly to improve student learning and engagement.

She has been steadfast in her belief that whatever the role she has been called to in Catholic education, she has always been a teacher first with student success at the heart of all she has done to impact learning in the classroom. Moreover, she has also valued and supported the strong relationship between home, school and parish. Her commitment to Catholic education and a faith-centred approach to teaching and leadership is one that has enriched the lives of the school communities in which she has worked.

We wish her continued good health and abundant joy with her family.

*The assembly rose to give Tammy-Lynne a round of applause.*

1. Trustee Anisha Thomas: I accept her retirement letter with regrets. I would like to extend my heartfelt gratitude as you embark on your new journey. Wishing you all the best of joy, relaxation and adventure. You will be missed.
2. Trustee Herman Vilorio: I have had the pleasure of working with Superintendent Peel. I wish to congratulate her on achieving her childhood ambition of becoming a teacher. I hope you have a long and rewarding retirement.
3. Trustee Darryl D'Souza: You have been incredibly supportive and will be missed. Best wishes in your new endeavor of retirement. God bless.

### 3. Stewardship and Sustainable Practices Update

Superintendent Peel summarized the report.

1. Trustee Stefano Pascucci: Why are not all 152 schools listed as participating in an action i.e., Earth Day lists 131 schools as having participated?  
Superintendent Peel: Schools select which actions are their goals.
2. Trustee Brea Corbet: How can we get those three schools, who are currently in the bronze category to the next level? It is more than an EcoSchools status and recognition,

it is the next level of sustainable stewardship and practices such as intentionally reduce energy, use of disposable water bottles, paper consumption and waste production. It is important to share this is not just about participating in eco events and initiatives, it is about ensuring these efforts align with the curriculum and supports the learning behind why this is important, so we can help foster engaged young people who become responsible citizens that change our world.

Superintendent Peel: To put it in context, schools that are bronze have taken great actions to get to bronze level. There is only a one point difference between silver and bronze. The importance is to have every school engaged and certified.

3. Trustee Darryl D'Souza: Can staff provide for us the names of the schools under the certification categories?

Superintendent Peel: We can do that after September when EcoSchools have completed checks and verify the results. We can provide the information in Issues and Events in September.

4. Math Achievement Action Plan Report Update - Supporting Mathematics Teaching and Learning

Assistant Superintendent Wendling presented the report.

1. Trustee Brea Corbet: I know the Ministry of Education (Ministry) identified 35 priority elementary schools and three priority secondary schools and facilitators have been supporting those priority classes. What support is being provided across the system for all of our other schools? We need to ensure, while there is intentional focus on priority schools, that we also support curriculum fidelity, math content, knowing the student and measurable results as well in all schools.

Assistant Superintendent Wendling: We have a number of core resources in place i.e., KnowledgeHook, Mathology. The consultants will focus on nine priority schools. We have had professional learning groups which allowed principals to be curriculum leaders. We had *Problem of the Week* for primary and junior classes and twice a year we have held *Math Mission Impossible*. We have done job embedded learning and on SharePoint we have a number of support programs in place. We have provided these supports system-wide with special intention given to the priority schools.

2. Trustee Shawn Xaviour: Can we get a list of the priority schools, and will it be the same next year?

Director Mazzorato: We will provide that information in Issues and Events. We can surmise the Ministry will look at EQAO and adjust the list accordingly.

#### **H. Updates/Information/Reports from Administration Requiring Action**

1. Motion Recommended by Administration and Finance Committee, June 11, 2024

**Motion 1251 (24-06-18)**

**Moved by** Mario Pascucci

**Seconded by** Bruno Iannicca

**THAT THE BOARD OF TRUSTEES APPROVE *THE PROPOSED BALANCED 2024-2025 TOTAL CAPITAL BUDGET OF \$76.2 MILLION.***

**CARRIED**

2. Revised Policy 2.00: Advocacy: School Concerns Resolution Policy

Executive Superintendent Vecchiarino summarized the report.

1. Trustee Mario Pascucci: Is there any language provided for student trustees?

Executive Superintendent Vecchiarino: The student trustees do not respond to parent/guardian concerns. We can add "*excludes student trustees.*"

2. Trustee Mario Pascucci: Can staff improve the language regarding superintendent involvement and the language around not tolerating misbehaviour.

Executive Superintendent Vecchiarino: We will improve the language in the chart for both issues.

**Motion 1252 (24-06-18)**

**Moved by** Luz del Rosario

**Seconded by** Anisha Thomas

**THAT THE BOARD OF TRUSTEES APPROVE AND ENACT AS AMENDED REVISED *POLICY 2.00: ADVOCACY: SCHOOL CONCERNS RESOLUTION POLICY.***

**CARRIED**

3. Revised Policy 5.11: Public Relations

Executive Superintendent Vecchiarino summarized the report.

1. Trustee Mario Pascucci: In Item 7 of the policy, should we have a hierarchy of who will manage media inquiries?

Director Mazzorato: We can include Director or Designate to Item 7 of the policy.

**Motion 1253 (24-06-18)**

**Moved by** Bruno Iannicca

**Seconded by** Mario Pascucci

**THAT THE BOARD OF TRUSTEES APPROVE AND ENACT AS AMENDED REVISED *POLICY 5.11: PUBLIC RELATIONS.***

**CARRIED**

4. Proposed 2024-2025 Operating Budget - Moved to K.

**I. Additional Business - Nil**

1. Notices of Motion

**J. Questions Asked by Trustees**

1. Trustee Stefano Pascucci: I have been to several graduations this year and some of the introductions to the trustee have been long, can introductions be shorter and consistent at all schools?

Director Mazzorato: We will work on a brief introduction of the importance of the trustees.

2. Trustee Shawn Xaviour: Regarding the Swim to Survive program offered through the City of Mississauga and Brampton. The change rooms that students use are shared with the public. Can staff send a letter to see if change rooms can be closed off to the public when schools use the facilities?

Director Mazzorato: Trustees may pass a motion to authorize the Chair of the Board to put together a letter and send it on behalf of the Board of Trustees.

**Motion 1254 (24-06-18)**

**Moved by** Shawn Xaviour

**Seconded by** Darryl D'Souza

**THAT THE BOARD OF TRUSTEES PROVIDE APPROVAL FOR THE CHAIR OF THE BOARD, AS THE OFFICIAL SPOKESPERSON OF THE BOARD, TO WRITE A LETTER TO THE CITIES OF MISSISSAUGA, BRAMPTON AND CALEDON REGARDING THE CONCERN OF WASHROOMS, CHANGE ROOMS AND PUBLIC SPACES THAT ARE BEING USED BY OUR STUDENTS DURING PROGRAMS.**

**CARRIED**

3. Trustee Mario Pascucci: Can staff provide an update on the status of Silvercreek Outdoor Education Centre?

Associate Director Del Bianco: All approvals and permits are in place.

4. Trustee Mario Pascucci: With the warm weather and the heat in schools, is it appropriate to take temperatures and provide this information to the Ministry? We cannot expect students to work in hot temperatures.

Director Mazzorato: We can do that.

5. Trustee Mario Pascucci: How can we avoid denying flex boundary requests?

Director Mazzorato: It is a rare occurrence to deny flex boundary. For Kindergarten families they should be directed to speak to the principal first, and then if needed, the administrator may have a discussion with the Family of Schools superintendent.

6. Trustee Brea Corbet: Can staff provide the status on the boulevard sign at St. Marcellinus CSS? It was supposed to be on the facility project list for 2024 and expected to be operational by September 2024.

Acting Superintendent Moriah: We would like to have the project done by September. The architect is working with the City of Mississauga on the permits.

7. Trustee Brea Corbet: I raised the concern regarding the field at St. Aloysius Gonzaga CSS last year. At that time, it was not in good condition with concerns for safe play. Is there an update that can be provided?

Acting Superintendent Moriah: At the end of May the City of Mississauga met with DPCDSB staff to address ongoing concerns. There were four options discussed. We met again on June 3 and are now evaluating plans. We need to determine the cost sharing. The field is not in use presently.

8. Trustee Brea Corbet: Our Lady of Mount Carmel CSS is the only secondary school in the board without air conditioning in the gym. What is the status of this request?

Acting Superintendent Moriah: The rooftop air conditioner will arrive the first week of July, then it will be installed, commissioned and then ready for use before September 2024.

9. Trustee Shawn Xaviour: Cardinal Ambrozic CSS does not have a boulevard sign. Do we have any other schools without boulevard signs?

Acting Superintendent Moriah: We will review Cardinal Ambrozic CSS and provide details in Issues and Events. We have been replacing 15 to 20 elementary signs per year.

10. Trustee Darryl D'Souza: Can we standardize the title and write up for the graduation award from the Board of Trustees? Some schools have called it the Catholic Leadership Award while other schools have used a different name.

Director Mazzorato: We will try to get a standardized message to administrators right away. Programs and award plaques have already been set for this year; however, we will work toward standardizing.

11. Trustee Bruno Iannicca: At the May Board Meeting, I raised concern about student respect for one-another, and parent/guardian lack of respect for administrators. Staff advised that a survey to administrators will be conducted, can staff provide an update?

Executive Superintendent Vecchiarino: On June 21 we will work with a group of administrators to create the survey. The committee consists of the director, administrators from elementary and secondary, principals, vice-principals, female, male and diverse backgrounds and experiences as well as from different Family of Schools. The survey should be ready for September.

12. Trustee Bruno Iannicca: Is there an update on the ability of several schools to use one license to conduct a raffle for school fundraising?

Counsel Beck: In speaking with the City of Mississauga and a senior officer at the Alcohol and Gaming Commission of Ontario, the suggestion is that the process is not as difficult as perceived. It takes two weeks to get approval. Our next step is to have one school run a trial to determine if it is as easy as they claim.

13. Trustee Bruno Iannicca: We have been eliminating vice-principal positions. It is a good training ground for administrators.

Director Mazzorato: Agreed, unfortunately in the Core Education funds there is a reduction in the amount in the envelope and it required us to review the ratio of when vice-principals are assigned to a school.

14. Trustee Brea Corbet: At St. Edith Stein CES residents have reported that kids are getting up on the roof after hours and that security has been deployed. This is an ongoing concern, is there further follow-up that can be done, and can there be preventative measures taken, such as removing anything that assists climbing onto the building?

Associate Director Del Bianco: We will follow up.

15. Trustee Brea Corbet: Has the survey of cafeteria service been conducted?

Executive Superintendent Cherepacha: The survey closed on Friday. Our research team will put the data together and we hope to have a brief summary before the end of June, with a fulsome report to be shared in September.

16. Trustee Stefano Pascucci: Who created the survey?

Executive Superintendent Cherepacha: The survey was created internally, and the three cafeteria providers reviewed the survey before it was shared, there were no requested additions or edits. Our providers are very receptive. We believe that they will collaborate with our Supply Chain Management staff to review the results and take direction as needed.

17. Trustee Brea Corbet: Our annual *Get Ready Program* is offered in August for students entering Grade 9 in September 2024. The program aims to offer equitable, differentiated, and hands-on activities based on the Grade 9 curriculum to support the transition of our students from Grade 8 to 9. I recall last year our parents/guardians and students would have an opportunity to provide feedback about their experience via exit surveys. Did this happen? And have there been any changes made in light of feedback? Do we have data on how many students attend on days 1, 2 versus day 3 of the program?

Superintendent Murphy: We did survey Grade 9 students and over 2,300 students responded. Seventy percent (70%) enjoyed the program. When we broke that down, 78% responded that it helped them get comfortable for the coming year. A third said the program was “awesome,” a third said the program was “just okay” and a third said they were not pleased. We rewrote the program last year. The focus from the Ministry on literacy was extended into the program such that learning games and activities were engaging and fun. Principals were encouraged to consider this when hiring staff and building capacity. I do not have information on attendance drops, we take into consideration things that are happening in the community, end of summer, and students getting used to secondary life. This year we will watch for attendance drops and try to understand if, and why, there are these drops in attendance.

*Trustee Thomas Thomas passed the chair to Trustee Mario Pascucci to briefly leave the meeting.*

18. Trustee Bruno Iannicca: My understanding is that the Multi-Year Strategic Plan (MYSP) survey was sent out on a Monday and due back on a Friday, can staff comment?

Executive Superintendent Vecchiarino: The survey was conducted from May 14 to June 14, four weeks as per the request made by the Board of Trustees. Each week of the survey we sent out a reminder.

19. Trustee Bruno Iannicca: If a principal feels that they need to provide a warning letter to a parent/guardian do they need authorization to do so? How are principals able to identify the misappropriate behaviour?

Counsel Beck: Principals are able to issue a warning letter as required. They would inform the Family of Schools superintendent and the trustees. There is a section on the letter that the administrator fills out to identify the reason for the letter.

Trustee Bruno Iannicca: I would appreciate it if staff could advise and/or remind principals that they can issue a warning letter.

20. Trustee Bruno Iannicca: At a Catholic School Council meeting the members were asked to fill out a survey with their principal present. This created an uncomfortable situation and lacked confidentiality. Can staff investigate?

Director Mazzorato: We will take that back for review.

21. Trustee Bruno Iannicca: Trustee Herman Vioria indicated that he felt he was bullied into flying the Pride Flag when he was an administrator in Brampton. I have an issue that any staff may feel this way. Can staff investigate and see if this is occurring?

Director Mazzorato: I will look into this concern.

*Trustee Thomas Thomas resumed the chair.*

#### **K. Declared Interest Items**

*The three trustees with a declared interest left the meeting.*

Executive Superintendent Cherepacha summarized the report and thanked the Finance Department for preparing and working diligently on the budget.

##### **1. Proposed 2024-2025 Operating Budget**

1. Trustee Darryl D'Souza: The enrolment numbers for 2023-2024 are they projected or actual?

Executive Superintendent Cherepacha: The 2023-2024 are projected, they were done with revised estimates to include actual September and October numbers with projected enrolment in March. Until the end of the year, they are projected.

2. Trustee Darryl D'Souza: Can staff comment on the reported secondary teachers that were not required?

Executive Superintendent Cherepacha: Three years ago, we did an in-depth review of secondary positions and realized that we were carrying student support teachers that we were not being funded for, we phased out staff over three years.

3. Trustee Shawn Xaviour: What are the next steps as LTD is still a financial stress and is leaving us in a deficit position, which affects our students?

Executive Superintendent Cherepacha: We have been working through the findings of the financial investigation, directives from the Ministry and the Multi-Year Financial Recovery Plan (MYFRP). We are in the process of selling two properties, and we have changed to a new LTD provider. It is time to meet with the Minister of Education to demonstrate that some of their recommendations are not possible, and we remain in a significant deficit position.

4. Trustee Shawn Xaviour: In reference to the transportation impact of \$5.6M, is that in relation to the new grant model?

Executive Superintendent Cherepacha: It is based on the new distance parameters. This is impacting all boards across the province. The grant model is not sufficient to cover the costs proposed.

5. Trustee Luz del Rosario: Can staff confirm if the proposed deficit of \$39.8M is only for 2023-2024?

Executive Superintendent Cherepacha: That is the proposed deficit for 2024-2025. The accumulated deficit will grow from \$76M by \$39.8M at the end of 2024-2025 to a substantial number.

6. Trustee Luz del Rosario: You have indicated it is time to go back to the Minister of Education, when do you expect this to occur?

Executive Superintendent Cherepacha: The new Minister of Education is being briefed which will take time, and the collective agreement with OECTA has not been finalized, there is a portion that needs to go to arbitration. We are hoping to meet in the fall.

7. Trustee Shawn Xaviour: Other than the Minister's office, do the local MPPs know about our deficit?

Trustee Luz del Rosario: We have been meeting with some MPPs to share our concerns.

8. Trustee Darryl D'Souza: I would motion to be reconsidered.

**Motion 1255 (24-06-18)**

**Moved by** Luz del Rosario

**Seconded by** Shawn Xaviour

**THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2024-2025 TOTAL OPERATING BUDGET OF \$1.042 BILLION WHICH RESULTS IN A DEFICIT POSITION OF \$39.8 MILLION, ON THE CONDITION THAT THE MINISTER OF EDUCATION HAS APPROVED THE MULTI YEAR FINANCIAL RECOVERY PLAN.**

**CARRIED**

**Motion 1256 (24-06-18)**

**Moved by** Darryl D'Souza

**Seconded by** Luz del Rosario

**THAT THE BOARD OF TRUSTEES APPROVE THE PROPOSED 2024-2025 TOTAL OPERATING BUDGET OF \$1.042 BILLION WHICH RESULTS IN A DEFICIT POSITION OF \$39.8 MILLION AND THE ESTIMATED ACCUMULATED DEFICIT POSITION OF \$116.8 MILLION, ON THE CONDITION THAT THE MINISTER OF EDUCATION HAS APPROVED THE MULTI YEAR FINANCIAL RECOVERY PLAN.**

**CARRIED**

*The trustees with declared interest returned to the meeting.*

**L. In Camera Meeting of the Committee of the Whole**

**Motion 1257 (24-06-18)**

**Moved by** Stefano Pascucci

**Seconded by** Shawn Xaviour

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

**CARRIED**



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

Report: Received a delegation, Approval of In Camera Board Minutes, Questions Asked of an In Camera Nature by Trustees,

**N. Future Meetings**

**O. Adjournment**

**Motion 1258 (24-06-18)**

**Moved by** Bruno Iannicca

**Seconded by** Darryl D'Souza

**THAT THE MEETING BE ADJOURNED AT 10:49 P.M.**

**CARRIED**



	Delegation # 1 Questions of Clarification to Staff:	
	Director Mazzorato: The delegate indicates that the community is willing to work with the board to combine elementary and secondary students together at one school. We can explore how Peel District School Board (PDSB) is able to provide a combined situation. What needs to be understood is that there are additional costs for supervision and furniture. We can assess further. However, it needs to be clear that we do not have additional funding, and this could be a challenge.  Trustee Mario Pascucci: Can staff include all associated costs?	Director Mazzorato has committed to a feasibility study to review.
Q 3	Trustee Bruno Iannicca: On the listing of programs offered at PDSB it appears many secondary schools are hosting elementary Language Programs. Can staff confirm what size desks they are using?	
Q 4	Trustee Stefano Pascucci: Requested that staff consider the public and separate boards working together to offer language programs?	
Q 5	Trustee Brea Corbet: Requested a fulsome report of the impact that might occur to the other 20 International Language Programs (ILP), should we do this for the Polish language learners.	
	Delegation # 2 Questions of Clarification to Staff:	
Q 1	Trustee Mario Pascucci: Can staff advise when the feasibility study will be conducted?	The program does not start until the third week of September. We will have the report done and the decision in place by September.
G 3	Stewardship and Sustainable Practices Update	
Q 3	Trustee Darryl D'Souza: Can staff provide for us the names of the schools under the Certification categories?	We can do that after September when EcoSchools have completed their checks and verify the results. We can provide the information in Issues and Events in September.
G 4	Math Achievement Action Plan Report Update – Supporting Mathematics Teaching and Learning	
Q 2	Trustee Shawn Xaviour: Can we get a list of the priority schools? and will it be the same next year.	This information was provided in the June 21 Issue and Events.
H 2	Revised Policy 2.00: Advocacy: School Concerns Resolution Policy	
Q 1	Trustee Mario Pascucci: Is there any language provided for student trustees?	This has been completed.

<b>Q 2</b>	Trustee Mario Pascucci: Can staff improve the language regarding superintendent involvement and the language around not tolerating misbehaviour.	This has been completed.
<b>H 3</b>	<b>Revised Policy 5.11: Public Relations</b>	
<b>Q 1</b>	Trustee Mario Pascucci: In Item 7 of the policy, should we have a hierarchy of who will handle media inquiries?	This has been completed.
<b>J</b>	<b>Questions Asked by Trustees</b>	
<b>Q 1</b>	Trustee Stefano Pascucci: I have been to several graduations this year and some of the introductions to the trustee have been long, can introduction be shorter and consistent at all schools?	Revised script sent to all Administrators on June 19, 2024
<b>Q 2</b>	Trustee Shawn Xaviour: Regarding the Swim to Survive program offered through the City of Mississauga and Brampton. The change rooms that students use are shared with the public. Can staff send a letter to see if change rooms can be closed off to the public when schools use the facilities?	In Progress
<b>Q 4</b>	Trustee Mario Pascucci: With the warm weather and the heat in schools, is it appropriate to take temperatures and provide this information to the Ministry? We can't expect students to work in high temperatures.	In Progress.
<b>Q 9</b>	Trustee Shawn Xaviour: Cardinal Ambrozic CSS does not have a boulevard sign. Do we have any other schools without boulevard signs?	Appendix 1. This information will be provided in the Issues and Events on August 30, 2024
<b>Q 10</b>	Trustee Darryl D'Souza: Can we standardize the title and write up for the graduation award from the Board of Trustees? Some schools have called it the Catholic Leadership Award while other schools have used a different name.	In progress.
<b>Q 14</b>	Trustee Brea Corbet: At St. Edith Stein CES residents have reported that kids are getting up on the roof after hours and that security has been deployed. This is an ongoing concern, is there further follow up that can be done and preventative measures such as removing anything that assists climbing onto the building?	The Chief Security Officer made arrangements.
	Trustee Brea Corbet: Has the survey of cafeteria service been conducted?	In the June 28 Issue and Events, a brief CONFIDENTIAL summary was provided.
<b>Q 17</b>	Trustee Brea Corbet:	Ongoing

	Regarding the <i>Get Ready Program</i> ..... Do we have data on how many students attend on days 1, 2 versus day 3 of the program?	
<b>Q 19</b>	Trustee Bruno Iannicca: If a principal feels that they need to provide a warning letter to a parent/guardian, do they need authorization to do so? How are principals able to identify the inappropriate behaviour?	Communicated to all administrators.
<b>Q 20</b>	Trustee Bruno Iannicca: At a Catholic School Council meeting the members were asked to fill out a survey with their principal present. This created an uncomfortable situation and lacked confidentiality. Can staff investigate?	<p>The email that was sent to Principals on April 22 does ask that Councils consult voting members and complete the survey. It does not necessarily say they have to do this work with the principal present. The relevant information from the email is included below.</p> <p><i>"Please ensure your Catholic School Council Chair works in collaboration with your Catholic School Council Members (voting members) to complete this report."</i></p> <p>The last question of the survey asks about the skill set of a principal for their community and is very general in nature.</p>
<b>Q 21</b>	Trustee Bruno Iannicca: Trustee Herman Vilorio indicated that he felt he was bullied into flying the Pride Flag when he was an administrator in Brampton. I have an issue that any staff may feel this way. Can staff investigate and see if this is occurring?	Ongoing

School Name	City	Address	Sign
All Saints	Mississauga	4105 Colonial Dr.	No sign
Ascension of Our Lord SS	Mississauga	7640 Anaka Dr.	Digital sign
Bishop Francis Allen	Brampton	325 McMurchy Ave. S.	No sign
Bishop Scalabrini	Mississauga	225 Central Parkway W.	Digital sign
Blessed Trinity	Mississauga	2495 Credit Valley Rd.	No sign
Brampton Campus (County Ct)	Brampton	2 County Court Blvd.	No sign
BRIAN J. Fleming Centre ALC	Mississauga	870 Queen St. W.	N/A
Canadian Martyrs	Mississauga	1185 Mississauga Valley Blvd.	No sign
Cardinal Ambrozic SS	Brampton	10 Castle Oaks Crossing	Digital sign
Cardinal Leger SS	Brampton	75 Mary St.	No sign
Catholic Education Centre	Mississauga	40 Matheson Blvd. W.	Digital sign
Central Parkway English Learning Ctr	Mississauga	377 Burnhamthorpe Rd. E. #128	N/A
Christ the King	Mississauga	3240 Garthwood Rd.	Non-digital sign
Corpus Christi	Mississauga	4155 Elora Dr.	Digital sign
Divine Mercy	Mississauga	2840 Duncairn Dr.	Non-digital sign
Father C.W. Sullivan	Brampton	62 Seaborn Rd.	No sign
Father Clair Tipping	Brampton	25 Mountainberry Rd.	Digital sign
Father Daniel Zanon	Mississauga	450 Hillcrest Ave.	Digital sign
Father Francis McSpiritt	Brampton	55 Lexington Road	No sign
Father Michael Goetz SS	Mississauga	330 Central Parkway W.	Digital sign
Georges Vanier	Brampton	28 Finchgate Blvd.	No sign
Good Shepherd	Brampton	28 Red River Dr.	Non-digital sign
Guardian Angels	Brampton	62 Heatherdale Dr.	Non-digital sign
Holy Cross	Mississauga	3615 Morning Star Dr.	No sign
Holy Family	Bolton	61 Allan Dr.	Non-digital sign
Holy Name of Mary SS	Brampton	115 Glenvale Blvd.	Digital sign
Holy Spirit	Brampton	25 Bloomsbury Ave.	Non-digital sign
Iona SS	Mississauga	2170 South Sheridan Way	Digital sign
John Cabot SS	Mississauga	635 Willowbank Trail	Digital sign
Keaton Centre	Mississauga	5685 Keaton Cres.	Digital sign
Lester B. Pearson	Brampton	140 Howden Blvd.	No sign
Loyola SS	Mississauga	4010 Sladeview Crescent	Digital sign
Mary Fix	Mississauga	486 Paisley Blvd. W.	Non-digital sign
Metropolitan Andrei	Mississauga	515 Mississauga Valley Blvd.	Non-digital sign
Notre Dame SS	Brampton	2 Notre Dame Ave.	Digital sign
Our Lady of Fatima	Brampton	39 Sunset Blvd.	No sign
Our Lady of Good Voyage	Mississauga	5850 River Grove Ave.	No sign
Our Lady of Lourdes	Brampton	25 Mount Royal Circle	No sign
Our Lady of Mercy	Mississauga	5820 Glen Erin Dr.	Digital sign
Our Lady of Mount Carmel SS	Mississauga	3700 Trelawny Circle	Digital sign
Our Lady of Peace	Brampton	15 Fincham Ave.	No sign
Our Lady of Providence	Brampton	35 Black Oak Dr.	No sign

School Name	City	Address	Sign
Pauline Vanier	Brampton	56 Oaklea Blvd.	No sign
Philip Pocock SS	Mississauga	4555 Tomken Rd.	Digital sign
Queen of Heaven	Mississauga	1198 Alexandra Ave.	Digital sign
Robert F. Hall SS	Caledon	6500 Old Church Rd.	Digital sign
Sacred Heart	Brampton	24 Kerwood Place	No sign
San Lorenzo Ruiz	Mississauga	100 Barondale Dr.	No sign
Silvercreek Outdoor Centre	Georgetown	13500 fallbrook trail (9th line)	No sign
St. Agnes	Brampton	103 Richvale Dr. S.	No sign
St. Aidan	Brampton	34 Buick Boulevard	Digital sign
St. Albert of Jerusalem	Mississauga	7185 Rosehurst Dr.	Non-digital sign
St. Alfred	Mississauga	3341 Havenwood Dr.	No sign
St. Aloysius Gonzaga SS	Mississauga	2800 Erin Centre Blvd.	Digital sign - NW
St. Alphonsa	Brampton	60 Olivia Marie Road	Digital sign
St. André Bessette	Brampton	25 Riverstone Dr.	No sign
St. Andrew	Orangeville	50 Meadow Dr.	No sign
St. Angela Merici	Brampton	83 Edenbrook Hill Dr.	Digital sign
St. Anne	Brampton	124 Vodden St.	N/A
St. Anthony	Brampton	950 North Park Dr.	Digital sign
St. Augustine SS	Brampton	27 Drinkwater Rd.	Digital sign
St. Barbara	Mississauga	1455 Samuelson Circle	Non-digital sign
St. Basil	Mississauga	4235 Golden Orchard Dr.	No sign
St. Benedict	Orangeville	345 Blind line, R.R. #4	No sign
St. Bernadette	Mississauga	1060 White Clover Way	Digital sign
St. Bernard of Clairvaux	Mississauga	3345 Escada Dr.	Digital sign
St. Bonaventure	Brampton	35 McCrimmon Drive	No sign
St. Brigid	Brampton	81 Torrance Woods	No sign
St. Catherine of Siena	Mississauga	2350 Hurontario St. S.	No sign
St. Cecilia	Brampton	10 Brickyard Way	No sign
St. Charles Garnier	Mississauga	4233 Central Pkwy. E.	No sign
St. Christopher	Mississauga	1195 Clarkson Rd. N.	Digital sign
St. Clare	Mississauga	4140 Glen Erin Dr.	Digital sign
St. Cornelius	Caledon	16066 Innis Lake Rd.	Digital sign
St. Daniel Comboni	Brampton	120 Veterans Dr.	Digital sign
St. David of Wales	Mississauga	4200 Beacon Lane	No sign
St. Dominic	Mississauga	515 Hartsd2-24-2015ale Ave.	Digital sign
St. Dunstan	Mississauga	1525 Cuthbert Ave.	No sign
St. Edith Stein	Mississauga	6234 Osprey Blvd.	Digital sign
St. Edmund Campion SS	Brampton	275 Brisdale Drive	Digital sign
St. Edmund ES	Mississauga	1250 Melton Dr.	No sign
St. Elizabeth Seton	Mississauga	6133 Glen Erin Dr.	Digital sign
St. Evan	Caledon	500 Dougall Ave	Digital sign
St. Faustina	Mississauga	3420 McDowell Dr.	Digital sign

School Name	City	Address	Sign
St. Francis of Assisi	Mississauga	2480 Thorn Lodge Dr.	Digital sign
St. Francis Xavier ES	Brampton	111 Bartley Bull Pkwy.	No sign
St. Francis Xavier SS	Mississauga	50 Bristol Rd. W.	Digital sign
St. Gabriel ALC	Mississauga	3750 Brandon Gate Dr.	No sign
St. Gerard	Mississauga	1300 McBride Ave.	Digital sign
St. Gertrude	Mississauga	815 Ceremonial Dr.	No sign
St. Gregory	Mississauga	1075 Swinbourne Dr.	Digital sign
St. Helen	Mississauga	1325 Bodley Rd.	No sign
St. Herbert	Mississauga	5180 Fallingbrook Dr.	No sign
St. Hilary	Mississauga	5070 Fairwind Dr.	No sign
St. Isaac Jogues	Brampton	300 Great Lakes Dr.	Digital sign
St. Jacinta Marto	Brampton	40 Fallowfield Road	Digital sign
St. James CATHOLIC GLC	Mississauga	98 Wanita Rd.	No sign
St. Jean Brebeuf	Brampton	63 Glenforest Rd.	No sign
St. Jean-Marie Vianney	Brampton	75 Jordensen Dr.	Digital sign
St. Jerome	Mississauga	790 Paisley Blvd. W.	No sign
St. Joachim	Brampton	435 Rutherford Rd. N.	No sign
St. Joan of Arc SS	Mississauga	3801 Thomas St.	Digital sign
St. John Bosco	Brampton	1025 North Park Dr.	No sign
St. John Fisher	Brampton	330 Balmoral Dr.	No sign
St. John Henry Newman	Brampton	698 Balmoral Dr.	Digital sign
St. John of the Cross	Mississauga	3180 Aquitaine Ave.	No sign
St. John Paul II	Bolton	9094 Bolton Heights Rd.	Digital sign
St. John the Baptist	Bolton	299 Landsbridge St.	Non-digital sign
St. John XXIII	Mississauga	915 McBride Ave.	No sign
St. Joseph Bram ES	Brampton	8 Parkway Ave.	No sign
St. Joseph MISS ES	Mississauga	249 Church St.	No sign
St. Joseph SS	Mississauga	5555 Creditview Rd.	Digital sign
St. Josephine Bakhita	Brampton	430 Van Kirk Drive	Digital sign
St. Jude	Mississauga	175 Nahani Way	No sign
St. Julia	Mississauga	6770 Historic Trail	Digital sign
St. Kateri Tekakwitha CLC	Mississauga	3566 South Common Court	Digital sign
St. Kevin	Brampton	103 Malta Ave.	Digital sign
St. Leonard	Brampton	185 Conestoga Dr.	No sign
St. Louis	Mississauga	1450 Lewisham Dr.	No sign
St. Lucy	Brampton	25 Kanata Rd.	No sign
St. Luke	Mississauga	1280 Cobalt Street	Non-digital sign
St. Marcellinus SS	Mississauga	730 Courtney Park Dr. W.	Digital sign
St. Margaret of Scotland	Mississauga	2266 Council Ring Rd.	No sign
St. Marguerite Bourgeoys	Brampton	550 North Park Dr.	Non-digital sign
St. Marguerite D'Youville SS	Brampton	10815 Dixie rd.	Digital sign
St. Maria Goretti	Brampton	121 Royal Orchard Dr.	Digital sign
St. Mark	Mississauga	3675 Sawmill Valley Dr.	No sign

School Name	City	Address	Sign
St. Martin SS	Mississauga	2470 Rosemary Dr.	Digital sign
St. Mary Bram	Brampton	66 Main St. S.	No sign
St. Mary PC	Mississauga	44 Port St. W.	No sign
St. Matthew	Mississauga	280 Kingsbridge Garden Circle	No sign
St. Michael SS	Bolton	9130 Columbia way	Digital sign
St. Monica	Brampton	60 Sterritt Dr.	Non-digital sign
St. Nicholas	Bolton	120 Harvest Moon Dr.	Digital sign
St. Oscar Romero	Brampton	71 West Drive	No sign
St. Patrick	Brampton	11948 The Gore Rd	No sign
St. Paul SS	Mississauga	815 Atwater Ave.	Digital sign
St. Peter	Orangeville	46 Dawson Rd.	No sign
St. Philip	Mississauga	345 Fairview Road W.	Digital sign
St. Pio of Pietrelcina	Mississauga	4765 Huron Heights drive	No sign
St. Raphael	Mississauga	3470 Clara Dr.	No sign
St. Raymond	Mississauga	5735 Whitehorn Ave.	No sign
St. Richard	Mississauga	7270 Copenhagen Rd.	No sign
St. Rita	Brampton	30 Summer Valley Dr.	Digital sign
St. Roch SS	Brampton	200 Valleyway Dr.	Digital sign
St. Rose of Lima	Mississauga	4590 The Gallops	No sign
St. Sebastian	Mississauga	3460 Aquinas Ave.	Digital sign
St. Simon Stock	Mississauga	6440 Lisgar Dr.	Non-digital sign
St. Sofia	Mississauga	3540 Havenwood Dr.	No sign
St. Stephen	Brampton	17 Colonel Bertram Rd.	No sign
St. Teresa of Avila	Mississauga	6675 Montevideo Rd.	No sign
St. Teresa of Calcutta	Mississauga	1120 Runningbrook Dr.	Digital sign
St. Therese of the Child Jesus	Mississauga	6930 Forest Park Dr.	No sign
St. Thomas Aquinas SS	Brampton	25 Corporation Dr.	Digital sign
St. Thomas More	Mississauga	3270 Tomken Rd.	Digital sign
St. Timothy	Mississauga	2214 Cliff Rd.	Non-digital sign
St. Ursula	Brampton	11 Dwellers Rd.	Non-digital sign
St. Valentine	Mississauga	5610 Heatherleigh Blvd.	Digital sign
St. Veronica	Mississauga	680 Novo Star Dr.	No sign
St. Vincent De Paul	Mississauga	665 Willowbank Trail	Non-digital sign
Sts. Martha & Mary	Mississauga	1760 Bough Beeches Blvd.	No sign
Sts. Peter & Paul	Mississauga	4205 Woodington Dr.	Digital sign
Venerable Michael J. McGivney	Brampton	450 Fernforest Dr.	No sign





**RECOMMENDATION TO THE BOARD**

**PRESENTATION C 1**

**PROCLAMATION  
NATIONAL DAY FOR TRUTH AND RECONCILIATION AND  
TRUTH AND RECONCILIATION WEEK**

## **PROCLAMATION C 1**

### **NATIONAL DAY FOR TRUTH AND RECONCILIATION AND TRUTH AND RECONCILIATION WEEK**

- WHEREAS:** The Government of Canada implemented for over 100 years residential schools designed to separate Indigenous children from their families and communities to indoctrinate them into predominantly Euro-Christian settler culture; and
- WHEREAS:** The Roman Catholic Church and other Christian denominations were placed in charge of the residential schools that perpetrated harm to students, contributed to a legacy of intergenerational trauma, and failed to uphold each student's dignity of the human person; and
- WHEREAS:** The Truth and Reconciliation Commission of Canada identified among its 94 Calls to Action number 80, the establishment of the National Day for Truth and Reconciliation as a federal statutory holiday; and
- WHEREAS:** The Government of Canada passed on June 2, 2021, *Bill C-5*, the legislation to amend select acts to add the National Day for Truth and Reconciliation as a new holiday observed annually on September 30; and
- WHEREAS:** School boards are provincial entities and remain open on September 30, where it does not fall on a weekend, and so are in the position to ensure National Day for Truth and Reconciliation is observed.

#### **THEREFORE, BE IT RESOLVED THAT:**

DPCDSB commits to recognize and observe, at all DPCDSB schools and sites, National Day for Truth and Reconciliation each September 30, or on the Friday prior to this date where September 30 falls on a weekend. While DPCDSB schools continue to recognize the contributions of Indigenous peoples year-round, all DPCDSB schools and sites shall ensure that, during the full week preceding and including each September 30 (or the preceding Friday where September 30 falls on a weekend), students and staff will engage in sharing the truth of Canada's residential schools and the actions that need to be taken for reconciliation with First Nations, Inuit, and Métis peoples. This week shall be identified in DPCDSB as Truth and Reconciliation Week. Schools will engage in meaningful activities during Truth and Reconciliation Week.



**RECOMMENDATION TO THE BOARD**

**PRESENTATION C 2**

**PROCLAMATION**

**UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL  
ORGANIZATION (UNESCO) INTERNATIONAL LITERACY DAY  
SEPTEMBER 8**



## **PROCLAMATION C 2**

### **UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO) INTERNATIONAL LITERACY DAY SEPTEMBER 8**

- WHEREAS:** The United Nations Educational, Scientific, and Cultural Organization (UNESCO) International Literacy Day has been celebrated globally on September 8 since 1967, and;
- WHEREAS:** The importance of Literacy as a matter of dignity and human rights is critical in the advancement of a more literate and sustainable society, and;
- WHEREAS:** The Dufferin-Peel Catholic District School Board (DPCDSB) strives to ensure that each learner is provided with opportunities to develop and enhance their literacy skills to the best of their ability.

#### **THEREFORE BE IT RESOLVED THAT;**

UNESCO International Literacy Day be recognized and celebrated on Monday, September 9, 2024 in all DPCDSB schools with events and activities highlighting the importance of literacy.

Extraordinary lives start with a great Catholic education.



## **DELEGATION TO THE BOARD**

**D 1**

**IWONA MALINOSWKI**

**THE POLISH INTERNATIONAL LANGUAGE PROGRAM LOCATION**

**Delegation Form and Speaking notes to be provided prior to the meeting.**



**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER F1**

**RECEIPT OF THE MINUTES OF THE  
CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS MEETING,  
MAY 9, 2024**

## **MINUTES**

### **Central Committee for Catholic School Councils (CCCSC)**

**Thursday, May 9th, 2024, 7:00 p.m. Catholic  
Education Centre, Boardroom**

Members Present:	Dominique Darmanin-Sturgeon	Chair and Brampton West Secondary Representative
	Adrian Scigliano	Superintendent
	Brian Diogo	Superintendent
	Karen Dancy	Vice Chair and Brampton North-East Secondary Mississauga Brampton Central Secondary Alternate, and SEAC Representative
	Laurie-Anne Clark	Trustee
	Herman Vilorio	Mississauga South Elementary and OAPCE Director
	Diana Carlesimo	Principal/Vice-Principal Secondary Association
	Diana Speranza	Mississauga Brampton Central Elementary
	Alexandra Sikorski	Mississauga Brampton Central Secondary
	Jennifer Cazabon	Mississauga East Elementary
	Natasha Kovar	Mississauga East Secondary
	Catherine Rivera	Mississauga North Elementary
	Amanada Le Blanc	Dufferin-Peel Elementary Unit OECTA
	Maria Commisso	Dufferin-Peel Elementary Unit OECTA
	Thomas Murphy	Brampton North East Elementary
	Sheena Tennesse	Brampton West Elementary
	Anthony Marchao	Brampton East Caledon Dufferin Malton Elementary
	Stacey Budd	Brampton East Caledon Dufferin Malton Secondary
	Sunny Kanabe	Parish Representative
	Gabriel Ogundele	Executive Administrative Assistant
Recorder:	Angela Charette	

**A. Routine Matters**

1. Chair Dominique Darmanin-Sturgeon called the meeting to order at 7:10 p.m.
2. Prayer led by Superintendent Scigliano
3. Land Acknowledgement - Superintendent Diogo
4. Welcome and Introduction
  - a. Welcome and Declaration of CCCSC Representatives
    - i. Declaration of Conflict of Interest- Nil
  - b. Declaration of Alternates by Family of Schools  
Mary Boules
  - c. Identification of Observers and Guests- Nil
5. Approval of Minutes, April 11, 2024

**Moved by** Sunny Kanabe  
**Seconded by** Jennifer Cazabon

**THAT THE MINUTES OF THE CENTRAL COMMITTEE OF CATHOLIC SCHOOL COUNCILS  
MEETING, APRIL 11, 2024, BE APPROVED.**

**CARRIED**

6. Approval of Agenda, May 9, 2024

**Moved by** Karen Dancy  
**Seconded by** Laurie Anne Clarke

**THAT THE AGENDA OF THE CENTRAL COMMITTEE OF CATHOLIC SCHOOL COUNCILS  
MEETING, MAY 9, 2024 BE APPROVED.**

**CARRIED**

- a. Business Matters- Nil

**B. Presentation – Nil**



## B. Standing Items

### 1. Trustee Report – Herman Vilorio

1. Virtue of acceptance aligns with Catholic social teachings at the Dufferin-Peel school environments that are safe, caring, healthy and inclusive for our students, families, and staff
2. Catholic Education Week May 5 – 10- *We are Called to Love*- highlight what Catholic Education means, celebrate distinctive identity of Catholic schools- 29 schools in Ontario and locally as 500 publicly funded Catholic schools across the Archdiocese of Toronto. All Catholic Education Week resources available on the [Ontario Catholic School Trustees' Association \(OCSTA\) website](#)
3. May 1 observed as DPCDSB Staff Appreciation Day
4. May 6-10 - Mental Health Week - students participate in a selection of wellness activities and resources provided by the DPCDSB Well-Being Department, which can be embedded in everyday lessons. At the local school level, one day of this week can be designated as a wellness day, the focus of which is "Wellness for Success". It provides an opportunity for students to 'pause' and focus on catching up, reviewing, and resetting goals.
5. STOPR continues to monitor contracted bus operators through monthly reporting, currently enough drivers to service all routes
6. Chipmunk Parent Application- regular meetings between STOPR and vendor through testing, and readiness of system
7. 64 DPCDSB schools received school bus safety training- school bus safety sessions presented to 58 DPCDSB schools- remaining will receive sessions before end of school year- school bus evacuation training can be provided through online link and in person by school bus operators
8. First Time Rider Safety Program held August 24<sup>th</sup>- save the date sent in January
9. DPCDSB operates regular programs at 151 schools- 125 elementary and 26 secondary- schools range in age if four years old to 70 years old- over 70% of current schools constructed since 1980s, largest grouping between 1996 and 2005
10. Enrollment decline from the 2022-2023 to 2023-2024 school year- over 193 students- admission and demission of students year over year, changing demographics of Pell Region and emigrating form jurisdiction of Dufferin Peel- some areas show growth- LTFMP shows changes through such as school additions, business case requests through Minisy of Education and funding, realignment of school boundaries, program changes and pupil accommodation reviews (PAR). More information on Board of Trustees Ministry of Education and Finance Committees April 9<sup>th</sup>, 2024 Meeting agenda
11. Energy management integrated part of Dufferin-Peel's LTMFP to support instructional services and facility operations- energy conservation contributes to long-term sustainability and containing total cost of utilities- performance review revealed significant energy reduction and containment of costs by DPCDSB as a result of a concerted system-wide effort to manage energy demand. Pandemic changed how schools operated and impacted energy- consumption initially fell in 2020 when schools were closed, consumption levels increased once schools re-

opened due to a list of substantial operational changes- increased fresh air ventilation, increased filtration requirements, expanded operating hours of HVAC equipment before and after regular school hours, deployment of 3000 HEPA air scrubbers, additional air conditioning being installed in 15 schools in 2022- Dufferin Peel back on track conserving energy- 6% reduction in 2023

12. 2024 Facilities Renewal Plan finalized- rising labour and material costs, ongoing supply chain sourcing issues, Dufferin Peel taking targeted approach in 2024 to focus on priority renewal. Majority of work is scheduled to take place in summer months, with some work occurring on evenings and weekends in fall- supply chain issues affect construction industry with some projects deferring to 2025 . Smaller projects through operational funding
13. Board facilities use by community groups based on minimum cost recovery- last increase was 2019-2020- Dufferin Peel and Peel working to establish new permit rates effective September 1, 2024- alignment and consistency between two school boards
14. April 16, 2024 Board Bylaw and Policy Review Committee meeting, the Board of Trustees updated Policy 1.05: Accidents and Illness, revised Policy 2.10: Approval and Use of Student Learning Materials, Recission of Policy 4.90: Pregnant Students in Dufferin Peel Schools, Revised Policy 10.00: Homework- Kindergarten to Grade 12, including students with modified curriculum expectations and alternative curriculum expectations, Policy 8.06: Flag Protocol
15. Every effort made to ensure certified teachers in classroom when educators absent- when unable to do so, in accordance with Education Act, board utilizes emergency instructors to ensure student safety
16. Canadian Conference of Catholic Bishops extends invitation to families, parishes, dioceses, and faith communities to celebrate Annual ' National Family and Life Week' May 13-19, 2024. Dufferin Peel invites staff and students to celebrate human life through resources provided by CCCB
17. Dance showcase held April 24, 2024 at Iona Catholic Secondary School- 30 elementary schools participated. Coaches included principals Sandra Donaghue, Tanya Brancalion and Isabel Sauve
18. Wishing all mothers and mother figures a Happy Mother's Day.

## **2. Superintendent Report- Adrian Scigliano**

1. Volunteer of the year- selection committee met- 18 nominees from different schools brought forward, deadline did not require an extension- suggestions brought forward for elementary and secondary category for next year
2. Chair Dominique Darmanin-Sturgeon: Parents in past years advocated that every nominee receives an item to be recognized
3. Superintendent Scigliano, responding to Natasha Kovar clarified that parents do not join secondary student councils at school, as older students take on a vibrant

role at school and initiatives

4. Sunny Kanabe: Secondary students may however attend the parent council meetings
5. Jennifer Cazabon: Student council engage with parent council, if supported by administrators- partnership is there- opportunities to engage in secondary school- leadership roles for post-secondary
6. Guest speakers- CAS presentation in October, and Alexis Locker presentation on vaping that needed to be rescheduled- recommendation to propose Dr. ABC- CCCSC could financially support presentations in both north and central locations- pro grant financial support also available- could reach out to a school in central Mississauga as well as another location- presentations could be open to everyone with a central focus
7. Responding to Karer Myers-Barnett, Superintendent Scigliano confirmed that presenters are vetted- specific concerns regarding a presenter please share with Superintendent Scigliano
8. Parents can add tentative future CCCSC dates to calendars- Chairs event on Thursday, October 17<sup>th</sup>, November 14<sup>th</sup> is election of Executive and new committee, November 28<sup>th</sup> virtual training sessions, December 5<sup>th</sup> Advent celebration, Monday February 3<sup>rd</sup>, March 6<sup>th</sup>, April 10<sup>th</sup>, proposing May meeting be deferred as it is a busy time in schools but perhaps a selection committee still meet for Volunteer of the Year Awards, June 19<sup>th</sup> Volunteer of the year award presentations
9. Diana Carlesimo: Suggestion to hold a tentative date if required
10. Jennifer Cazabon: Request if date is deferred, any pertinent information be sent out to members
11. Superintendent Scigliano: May meeting is tentative to be voted on April 10<sup>th</sup>
12. Jennifer Cazabon: Request for another uniform vendor to be available to parents due to poor quality and high prices
13. Superintendent Scigliano: Can discuss with supply chain, prices reasonable compared to some other vendors
14. Karen Dancy: Suggestion that schools accept used uniforms from graduating students to offer to future student
15. Karen Myers- Barnett: Request to bring suggestion back that uniforms are standard and do not always fit every body type
16. Chair Dominique Darmanin-Sturgeon: Responding to Diana Carlesimo's question regarding the two-year term, child is graduating so new Chair will be elected in the fall
17. Superintendent Scigliano: Responding to Stacey Budd, that there are fundraising

rules in policy, but change in landscape- information could be shared with CSC- they have not been shared in the past with online virtual training, but will look into this

18. Superintendent Diogo: Responding to Stacey Budd, the survey that was sent out to principals called Consultation on Proposed Dress Code, for the survey
19. Jennifer Cazabon: Suggestion that online fundraising online applications be reviewed- long process to use household vendors such as Flip give
20. Diana Carlesimo: Suggestion to reconsider delivery method for survey, and changes to policies and bylaws to make easier for parents to receive information
21. Superintendent Scigliano: Information posted on board websites; communication shared with advisory groups
22. Superintendent Scigliano: Responding to Karent Myers-Barnett's question if board looks through Equity lens, the board does liaison with both BCAC and IEAC that share with parent committee groups.
23. Karen Myers-Barnett: Request to review structure, with subcommittee groups- elected members of other groups not permitted to join BCAC, application process in place difficult
24. Math group in Program has worked to create a commercial that will be promoted
25. Superintendent Diogo: Rollout is being worked on, by May or June- will request an update to share with local CSC – other platforms may be looked at to share the information- will investigate Chair Dominique Darmanin- Sturgeon's request to look into Advisory councils be part of the process- timelines can be reviewed
26. Jennifer Cazabon: Suggestion that CSC survey be sent earlier – secondary councils typically meet February and May- after the deadline- extension beneficial- in consultation with Budget Consultation Meeting timelines

### **3. Ontario Association of Parents In Catholic Education (OAPCE) Report - Diana Carlesimo**

1. Regional conference April 13, 2024- well attended with vendors and speakers- conference highlights available on website-Archbishop Leo spoke of importance ensuring catholic faith
2. Minister Lecce discussion on cell phones and vaping
3. Parents to Parents Press will be forthcoming
4. Diana Carlesimo available to attend CSC meetings at other schools
5. May 29<sup>th</sup> virtual meeting- hybrid option available
6. OAPCE Directors invited to Queens Park to meet with Minister Lecce and Mayor Doug Ford
7. OAPCE AGM held June 10<sup>th</sup>- virtual meeting- information available on website

### **4. Special Education Advisory Council (SEAC) Report- Laurie- Ann Clark**

1. Last month committee viewed Budget Consultation meeting
2. Upcoming meeting being held on May 15<sup>th</sup>
3. Pro Grant evening- May 23<sup>rd</sup> Employment Fair at St. Marcellinus CSS- flyer will be forthcoming

**5. Diocesan/Parish Representative Report - Gabriel Ogundele - Nil**

**C. Information/Committee Updates**

**1. Correspondence - Dominique Darmanin-Sturgeon**

1. Dr. ABC Parent Engagement Presentation attended - encouraged to bring speaker back
2. Next CCCSC meeting- 6:30 p.m. start time with Volunteer of the Year Award recipients - nominees will be recognized
  1. Diana Carlesimo: Clarification requested regarding Family of Schools restructuring- Superintendent Scigliano will investigate when that will be more broadly announced
  2. Sunny Kanabe: Suggestion to host October Chairs meeting at St. Marguerite d'Youville Catholic Secondary School
  3. Karen Myers-Barnett: Mindful of northern schools, and central location

**6. CCCSC In Service Committee Report- Nil**

**D. Adjournment/ Closing Prayer**

The Closing Prayer was led by Chair Dominique Darmanin-Sturgeon.

**E. Future Meetings**

Thursday, June 20, 2024 - Volunteer of the Year Award Presentation & the final meeting of the school year.

**F. Adjournment**

<b>Moved by</b>	Sunny Kanabe
<b>Seconded by</b>	Karen Dancy

**THAT THE MEETING BE ADJOURNED AT 9:10 p.m.**

**CARRIED**



## **RECOMMENDATION TO THE BOARD**

**REPORT NUMBER G 1**

**LETTER OF RETIREMENT  
SILVANA GOS, SUPERINTENDENT**

June 28, 2024

Marianne Mazzorato  
Director of Education  
DPCDSB

Dear Marianne,

After more than 35 years in Dufferin-Peel, please accept this letter as notice of my retirement from the Dufferin-Peel Catholic District School Board effective September 30, 2024.

I submit this letter following a long discernment and with mixed emotions. While I look forward to enjoying retirement, I have truly enjoyed my time at the Dufferin-Peel Catholic District School Board.

I have been blessed with so many wonderful opportunities over the span of my career. I am truly grateful for my experiences as a teacher, vice-principal, principal, and superintendent of both Mississauga North and Mississauga South. Each encounter has been a unique learning experience. From my arrival to Dufferin-Peel at St. Jean Brebeuf teaching Grade 3, to my secondary experiences in seven of our secondary schools, and to my final stretch at the board office.

I want to take this opportunity to express my sincere gratitude to my Director Marianne Mazzorato, to the entire senior leadership team, and to the trustees who placed their trust and confidence in me as a leader in Dufferin-Peel. Thank you for your mentorship, friendship, and support throughout the years. Thank you for the wonderful relationships and unique learning experiences I have had with so many incredible colleagues, teachers, students, parents, secretaries, custodians, and pastors, they will all be cherished.

It has truly been an honour and a privilege to serve this Board and I will carry many fond memories into my retirement. It is with gratitude and hope that I enter the next chapter in my journey.

God Bless,  
Sincerely,

  
Silvana Gos

cc: D. Amaral, Associate Director, Instructional Services  
S. Strong, Superintendent, Human Resources and Employee Relations



## **RECOMMENDATION TO THE BOARD**

### **REPORT NUMBER G 2**

#### **POLISH INTERNATIONAL LANGUAGE PROGRAM: SITE FEASIBILITY STUDY**



<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>POLISH INTERNATIONAL LANGUAGE PROGRAM: SITE FEASIBILITY STUDY</i></b>
<b>Multi-Year Strategic Plan Value: Trust</b>

*"All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability."  
Acts 2:4*

## **BACKGROUND**

The Dufferin-Peel Catholic District School Board (DPCDSB) provides instruction in many international and Indigenous languages at sites across its jurisdiction. Staff recently conducted a feasibility study related to site options for the Polish language program in 2024-2025. This report summarizes the findings of this study for consideration.

## **DISCUSSION**

DPCDSB currently offers Polish language instruction on Saturdays at St. Pio of Pietrelcina Catholic Elementary School (CES) for students in elementary grades and at John Cabot Catholic Secondary School (CSS) for Grades 9 and up. However, the secondary program will be offered further west at St. Joseph Catholic Secondary School (CSS) starting in 2024-2025. Community concerns about the western location of secondary classes resulted in staff exploration of the feasibility of combining all grades of Polish instruction at St. Pio of Pietrelcina CES. During this study, staff noted that 2024-2025 enrollment in the Polish language classes included 99 secondary students at St. Joseph CSS and 313 elementary students at St Pio CES.

### ***Registration Demographics***

The request to consider relocating the secondary Polish language program from St. Joseph CSS to a school in eastern Mississauga came to DPCDSB via two parents and an MPP. It is not clear whether these voices represent the entire community. Staff examined residence information for the 99 students registered for secondary Polish classes at St. Joseph CSS for 2024-2025. A total of 89 of these students live within DPCDSB boundaries, while 10 reside outside of DPCDSB in Toronto, Richmond Hill, Milton, and Burlington. Additionally, 60 students (or 61%) live closer to St. Joseph CSS, while the remainder (39, or 39% of registered secondary students) live closer to the current site, John Cabot CSS in eastern Mississauga. Given that nearly two thirds of students who have already registered for 2024-2025 live closer to St. Joseph CSS, it is unclear how a potential site change to the east would impact these registrants.

### ***Financial Considerations***

An important consideration when altering program sites is that of cost. Given that St. Pio of Pietrelcina CES is an elementary site, an additional secondary site supervisor would be required if secondary Polish classes were added. There is also a cost associated with "unshuttering" four

intermediate classrooms at St. Pio of Pietrelcina CES to accommodate the additional secondary students. Furthermore, installation of additional technological resources such as interactive white boards and computers would also be necessary at additional cost. Finally, additional rooms would mean additional custodial hours. In total, the first-year cost would be just under \$28,000, while subsequent years would be about \$12,000. Table 1 (below) provides detailed cost estimates to consolidate elementary and secondary Polish classes at St. Pio of Pietrelcina CES starting in 2024-2025.

**Table 1: Costs to Consolidate Elementary and Secondary Polish Classes at St. Pio of Pietrelcina CES**

Item	Quantity Notes	Cost
Secondary site supervisor at St. Pio of Pietrelcina CES	1	\$6,013.39
Unshuttering intermediate classrooms <sup>1</sup>	4 rooms x \$600.00	\$2,400.00
Installation of technology (interactive white boards, desktop computers, hardwiring, and software)	4 rooms x \$4,200.00	\$16,800.00
Extended custodial hours	2 hours x \$65.10/hr x 27 Saturdays	\$3,515.40
<b>Total cost for the first year</b>		<b>\$28,728.79</b>
<b>Cost for subsequent years (technology installation costs removed)</b>		<b>\$11,928.79</b>

#### ***Other Considerations***

As noted above, should this community request regarding location be granted, it would represent the only language group able to choose or have a say in the program location. This language group would also be the only one to consolidate both elementary and secondary programs at one site. It may be possible that, in granting this request, DPCDSB would set a precedent that could result in other language groups requesting similar input and/or concessions on site locations.

In addition, this site consolidation would impact site utilization and cause wage disparities. First, consolidation of secondary Polish classes with the elementary program at St. Pio of Pietrelcina CES would mean enrollment in international language classes (for the remaining languages offered) at St. Joseph CSS would become significantly smaller, which may have negative impacts on staffing and related costs to maintain the site. As well, adding the secondary Polish classes to St. Pio of Pietrelcina CES would mean that the site could not accommodate future growth in the Polish program (i.e., St. Pio of Pietrelcina CES would be at capacity based on enrollment). Finally, in terms of wages, elementary compared to secondary supervisors and teachers are paid at different rates. With both elementary and secondary staff at the same site, there would be built-in wage disparities at St. Pio of Pietrelcina CES, with elementary program staff making less than secondary staff.

#### ***Costs to Maintain the Program at John Cabot CSS for an Additional Year***

Given that the 2024-2025 school year is fast approaching, an interim measure could be to maintain the Polish language program for secondary students at John Cabot CSS for another year. However, the cost of maintaining this site for the Polish program would be approximately \$36,000 for 2024-2025. This cost would cover site supervision, building operations, and custodial support. Table 2 (below, following page) provides detailed cost estimates to maintain the Polish language program at John Cabot CSS for an additional year.

<sup>1</sup> In 2018, the annual energy cost savings of shuttering a classroom was approximately \$600 per room. No current figures on these cost savings are available.

**Table 2: Costs to Maintain Secondary Polish Classes at John Cabot CSS in 2024-2025**

Item	Quantity Notes	Cost
Secondary site supervisor at John Cabot CSS	1	\$6,013.39
Itinerant supervisor	\$566.48 per site	\$566.48
Building operations	Gas (heating) \$308.09 x 26 Saturdays	\$8,010.34
	Hydro \$23.04 x 26 Saturdays	\$599.04
	Water \$16.65 x 26 Saturdays	\$432.90
Extended custodial hours	12 hours x \$65.10/hr x 26 Saturdays	\$20,311.20
<b>Total cost for 2024-2025</b>		<b>\$35,933.35</b>

The Ministry of Education (Ministry) does not prevent a school board from entering a partnership with a third-party organization that wants to subsidize a program; however, it is recommended that the partners agree to a Memorandum of Understanding (MOU). In the absence of a third-party organization subsidizing the program, a cost-recovery strategy to offset expenses would be for DPCDSB to charge families a registration fee. Based on a proposed enrollment of 80 students at John Cabot CSS, students would be charged a registration fee of \$449.17.

To maintain the registration fee at this rate, all 80 anticipated students would need to attend John Cabot CSS and pay this additional fee. A decrease in the number of students enrolling at John Cabot CSS will increase the fee, while an increase in enrollment will reduce this fee for each student. It is important to note that the drop date for the course could also impact student costs; however, typically very few Polish language students drop the course. Based on the financial information, maintaining the Polish language program at John Cabot CSS for an additional year in 2024-2025 is more costly than either proceeding with providing the secondary program at St. Joseph CSS or consolidating it with the elementary Polish program at St. Pio of Pietrelcina CES.

## CONCLUSION

The secondary Polish language program will be offered at St. Joseph CSS in 2024-2025. This location represents a change from previous years, in which the program was housed at John Cabot CSS. It has been requested that the program be maintained in an eastern Mississauga location. Staff explored the possibility of proceeding with offering the program at St. Joseph CSS, consolidating the secondary grades with the elementary program at St. Pio of Pietrelcina CES, and maintaining the secondary program at John Cabot CSS for one more year. Costs associated with maintaining the program at John Cabot CSS were significantly higher than consolidation of both panels at St. Pio of Pietrelcina CES (particularly after year one, when technology expenses are not included). In contrast, offering the secondary program at St. Joseph CSS is the less costly option and aligns with how DPCDSB programs for other international languages are offered.

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools  
 Drago Radic, Principal, Adult and Continuing Education  
 Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research, Safe Schools

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



## **RECOMMENDATION TO THE BOARD**

### **REPORT NUMBER G 3**

#### **MINISTRY OF EDUCATION PROGRAM CHANGES AND CURRICULUM UPDATE REPORT**

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b>MINISTRY OF EDUCATION PROGRAM CHANGES AND CURRICULUM UPDATE REPORT</b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust</b>

*“As for the things that you have learned and received and heard and noticed in me, do them,  
and the God of Peace will be with you”  
Philippians 4:9*

## BACKGROUND

The Ontario Ministry of Education (Ministry) continues to work through a renewal of curriculum documents with a focus on overhauling the requirements for completion of the Ontario Secondary School Diploma (OSSD). This is the first overhaul to high school diploma requirements since 1999 and has been designed by the Ministry to ensure students are equipped to handle the demands for jobs needed in a global economy.

A Financial Literacy Graduation Requirement has been added to the graduation requirements of the Ontario Secondary School Diploma (OSSD). Students entering Grade 9 in September 2024 are required to pass a financial literacy test with a score of 70% as part of their graduation requirements. A student's first attempt is taken during the Grade 10 mathematics course. If unsuccessful, then a student will have the opportunity to rewrite the test. If still unsuccessful, credit recovery and other supports will be put into place to obtain completion of this requirement. This test is based on cumulative financial literacy learned from Grade 1 through 9.

An additional change to mathematic course requirements has been put into place for the Grade 9 course. All students entering Grade 9 in September 2024 will now have 10% of their final grade in their course derived from their EQAO assessment.

Changes have been made to the compulsory credit requirements for the OSSD. Students beginning high school in September 2024 must obtain 1 credit in technological education in Grade 9 or 10.

For the required compulsory credits, the three Group 1, 2, and 3 compulsory credits have been replaced with one science, technology, engineering, mathematics (STEM) related course group credit. The STEM related course group includes business studies, computer studies, cooperative education, mathematics (in addition to the three required compulsory credits in this subject), science (in addition to the 2 compulsory credits in this subject) and technological education (in addition to the one compulsory credit in this subject).

The number of required compulsory credits has been reduced to 17 (from the previous total of 18). Students continue to be required to earn 30 credits to graduate. (See Appendix 1).

The Ministry has also announced a new stream to extend Ontario Youth Apprenticeship Program (OYAP, which will allow students in Grade 11 and 12 to participate in more apprenticeship learning through

additional co-operative education credits. This stream will be recognized by a specific seal on student's diploma. More details are to be presented by the Ministry.

Two new learning modules focused on student mental health and well-being have been added to GLC20, the Grade 10 Career Studies course.

## **DISCUSSION**

The Ministry continues its update of curriculum through its focus on these new expectations. The Program and Learning Services Department in collaboration with the Special Education Department and the Equity and Indigenous Education Department will promote curriculum implementation resources and supports available through the Ministry website and their virtual learning environment (VLE), and EQAO. Both print and virtual resources aligned to the curriculum updates are being pursued and reviewed by these three departments to support student learning. Additional professional development opportunities will be provided from the teams in Program to build teacher capacity in supporting student achievement, specifically with guidance teachers to ensure diligence in advising students in their course selections to ensure compliance with the new requirements for their Ontario Secondary School OSSD. The Mathematics Subject Council has been consulted and the ten per cent value of the EQAQ Mathematics Assessment has been added to the final mark in the Grade 9 course as required by the Ministry. Program will ensure that as additional information is released by the Ministry, that supports will be provided in a timely manner to facilitate changes that have been directed.

## **CONCLUSION**

Compliance and implementation of new curriculum expectations, particularly with how they impact the requirements of the OSSD, are being supported by school administration with the work of the Program, Special Education, Equity and Indigenous and Learning Services Departments. Leveraging Ministry resources, providing timely and relevant information and highlights, and developing professional development opportunities through live and/or virtual sessions, will be priority to build the confidence and capacity of our educators as they support student learning and ensure their successful achievement of their high school diploma.

Prepared by: Carmel Murphy, Superintendent of Program and Learning Services  
Lucy Papaloni, Superintendent of Special Education and Learning Services  
Wayne Brunton, Superintendent of Equity and Indigenous Education

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

# OSSD Requirements for Students

## Entering Grade 9 in 2023 or Earlier

### 18 Compulsory Credits

- 4 credits in English (1 credit per grade) \*
- 3 credits in Mathematics (1 in grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (grade 9)
- 1 credit in Canadian History (grade 10)
- 1 credit in the Arts\*\*
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 3 credits from each of Group 1, 2, and 3

### Group 1:

Additional English, French as a Second Language, a Native, Classical, or International Language, Social Science, FNMI Studies, Humanities, Canadian and World Studies, Guidance And Career Education, Cooperative Education\*\*\*

### Group 2:

Health and Physical Education, Art, Business, French as a Second Language, Cooperative Education\*\*\*

### Group 3:

Science, Technological Education, Computer Studies, French as a Second Language, Cooperative Education\*\*\*

### Other Graduation Requirements

- 12 optional credits \*\*\*\*
- OSSLT or OSSLC
- 40 Hours of Community Involvement
- Online Learning Requirement (2 credits)

\* a maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course

\* Grade 11 English: Understanding Contemporary FNMI Voices can meet the grade 11 English requirement.

\*\* Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.

\*\*\*a maximum of 2 coop credits can count towards compulsory credits

\*\*\*\*may include up to 4 Dual Credit Courses

## Entering Grade 9 in 2024 or Later

### 17 Compulsory Credits

- 4 credits in English (1 credit per grade) \*
- 3 credits in Mathematics (grade 9, grade 10, and 1 credit in either grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography (grade 9)
- 1 credit in Canadian History (grade 10)
- 1 credit in the Arts\*\*
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 1 credit in Technological Education (grade 9 or 10)
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from the STEM-related course group

### STEM-related Course Group

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics
- Science
- Technological Education

### Other Graduation Requirements

- 13 optional credits \*\*\*
- OSSLT or OSSLC
- 40 Hours of Community Involvement
- Online Learning Requirement (2 credits)
- Financial Literacy Requirement (2025)

\* a maximum of 3 credits in ESL/ELD can count towards the 4 compulsory English; the fourth must be a grade 12 compulsory English course

\* Grade 11 English: Understanding Contemporary FNMI Voices can meet the grade 11 English requirement.

\*\* Grade 9 Expressions of FNMI Cultures course can meet the credit requirement in the arts.

\*\*\*may include up to 4 Dual Credit Courses



## **RECOMMENDATION TO THE BOARD**

### **REPORT NUMBER G 4**

#### **REVIEW AND RESCISSION OF HUMAN RESOURCES GENERAL ADMINISTRATIVE PROCEDURES (GAP)**



<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>REVIEW AND RESCISSION OF HUMAN RESOURCES GENERAL ADMINISTRATIVE PROCEDURES (GAP)</i></b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

*"I told them that the hand of my God had been gracious upon me, and also the words that the king had spoken to me. Then they said, 'Let us start building!' So they committed themselves to the common good."*  
Nehemiah 2:18

## BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to compliance with all legislation, collective agreement, and working conditions related to human resources. To ensure compliance and to streamline policies and procedures, a review of General Administrative Procedures (GAPs) by staff in the Human Resources Department identified a GAP for rescission.

## DISCUSSION

As part of DPCDSB's regular policy review cycle, staff routinely examine DPCDSB's compliance with existing legislation, collective agreements, working conditions agreements, and Ministry of Education direction. As part of this process, Human Resources staff identified one GAP for rescission, *GAP 210.00 – Academic Consultants*, as its contents are covered by corresponding collective agreements.

## CONCLUSION

*GAP 210.00 – Academic Consultants* is recommended for rescission as its contents are already captured in collective agreements.

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research and Safe Schools  
Theresa Davis, General Manager, Human Resources  
Stephanie Strong, Superintendent, Human Resources and Employee Relations

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

**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 1**

**REVISED POLICY 0: PROCEDURAL BY-LAW AND POLICY 1.06: ELECTRONIC ATTENDANCE AT BOARD OF TRUSTEES' AND COMMITTEE MEETINGS**

1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT, REVISED *POLICY 0: PROCEDURAL BY-LAW* AND *POLICY 1.06: ELECTRONIC ATTENDANCE AT BOARD OF TRUSTEES' AND COMMITTEE MEETING*, AS AMENDED.

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>REVISED POLICY 0: PROCEDURAL BY-LAW AND POLICY 1.06: ELECTRONIC ATTENDANCE AT BOARD OF TRUSTEES' AND COMMITTEE MEETINGS</i></b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

“The earth is the LORD'S, and all it contains, the world, and those who dwell in it.”

Psalms 24:1

## BACKGROUND

Regulatory changes were made to the *Education Act* in July of 2024 pertaining to electronic and physical attendance at Board of Trustees' meetings. The changes to attendance requirements are to be implemented in a two-phase approach. The first phase is to be implemented by September 1, 2024, and the second phase must be implemented by September 1, 2025. To ensure compliance with these changes Dufferin-Peel Catholic District School Board (DPCDSB) staff have updated *Policy 0: Procedural By-Law* and *Policy 1.06: Electronic Attendance at Board of Trustees' and Committee Meetings*. The updates to both policies are detailed in this report.

## DISCUSSION

The *Education Act* was updated to provide additional regulations for Trustee attendance at Board meetings. These regulations are to be incorporated in policy by September 1, 2024, as part of the first phase of changes relating to trustee attendance. More specifically, a trustee may only attend electronically if they have the permission of the Chair. Additionally, the Board may refuse to admit a trustee attempting to attend virtually, if one of the criteria below is not met and the Chair has not given consent. A failed attempt to attend virtually could count as one of three consecutive absences; a trustee vacates their seat if they miss three regular board meetings in a row. *Section 5.9: Electronic and Physical Attendance at Meetings* found in *Policy 0: Procedural By-Law* was updated to include the following criteria for electronic attendance:

- a) The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.
- b) Weather conditions do not allow the member to travel to the meeting location safely.
- c) The member cannot be physically present at a meeting due to health-related issues.
- d) The member has a disability that makes it challenging to be physically present at a meeting.
- e) The member cannot be physically present due to family responsibilities in respect of the member's spouse,
  - i. a parent, stepparent or foster parent of the member or the member's spouse,
  - ii. a child, stepchild, foster child or a child who is under legal guardianship of the member or the member's spouse,
  - iii. a relative of the member who is dependent on the member for care or assistance, or
  - iv. a person who is dependent on the member for care or assistance and who considers the member to be like a family member.

Furthermore, an addition was made to include that trustees must be physically present for at least three (3) regular meetings of the Board of Trustees during a twelve-month period. Changes were also made in regard to types of motions, specifically with respect to motions to reconsider and amend. Finally, details were added to the Director of Education's performance appraisal committee and process.

To ensure consistency, *Policy 1.06: Electronic Attendance at Board of Trustees' and Committee Meeting* was updated to reflect the corresponding *Policy 0: Procedural By-Law Section 5.9* for electronic and physical attendance at meetings by Trustees.

## CONCLUSION

It is recommended that the first phase of recent regulatory changes by the Ministry of Education, *Policy 0: Procedural By-Law* and *Policy 1.06: Electronic Attendance at Board of Trustees' and Committee Meetings* be amended. Additional requirements are to be incorporated to both policies on September 1, 2025 as part of the second phase.

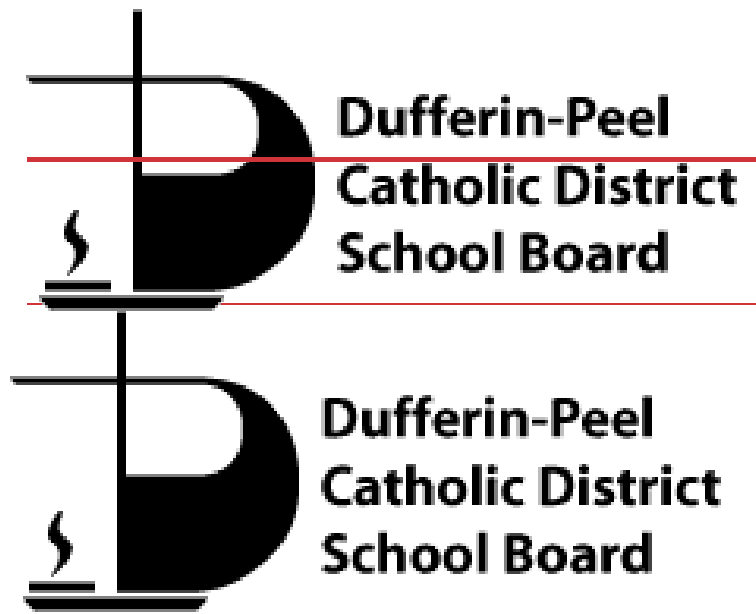
## RECOMMENDATIONS

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

**1) THAT THE BOARD OF TRUSTEES APPROVE AND ENACT, REVISED *POLICY 0: PROCEDURAL BY-LAW* AND *POLICY 1.06: ELECTRONIC ATTENDANCE AT BOARD OF TRUSTEES' AND COMMITTEE MEETING*, AS AMENDED.**

Prepared by: Mehek Arif, Researcher, Policy, Strategy, Research and Safe Schools  
Margaret Beck, Legal Counsel

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



#### PROCEDURAL BY-LAW

*Give me now wisdom and knowledge to go out and come in before this  
people, for who can rule this great people of yours?  
2 Chronicles 1:10*

Revised: August 2024\_  
Next Review Date: August 2025

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## PROCEDURAL BY-LAW

A by-law relating generally to the procedures to be used by the Board of Trustees and its Committees at their meetings, made pursuant to Section 170.(1)4 of the *Education Act* which provides that the Dufferin-Peel Catholic District School Board (DPCDSB) must fix the times and places for meetings of the Board of Trustees and the mode of calling and conducting them.

Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications.

Capitalized terms in this By-law are defined in Article 9: Index.

### ARTICLE 1 RULES OF ORDER

1.1 **Rules of Order:** The procedural rules governing meetings of the Board of Trustees shall be those set out in this By-law, any policies and resolutions of the Board of Trustees and the current edition of *Robert's Rules of Order*. Where this By-law is silent on a matter pertaining to the governance of a meeting, the current edition of *Robert's Rules of Order* applies to that matter.

~~1.1.2~~ **DPCDSB Local School Board Governance Manual:** This By-law governs meeting procedures. The primary elements of the roles and responsibilities of the Board of Trustees, individual Trustees, the Director/Secretary and senior staff with respect to local school board governance/day-to-day management, on the other hand, are set out in the *DPCDSB Local School Board Governance Manual*, as the Board of Trustees may amend or replace, located in the ~~DPCDSB Governance Guideline~~DPCDSB Governance Guideline.

~~1.21.3~~ **Order of Precedence:** To the extent of a conflict, the superior instrument shall take precedence over the inferior instrument as set out below:

- a) *Education Act* and other applicable legislation, including any order of the Government of Ontario and/or Federal Government of Canada, including an emergency order
- b) By-law
- c) Code of Conduct
- d) Board of Trustees' Resolutions and Policies, other than the Code of Conduct
- e) The current edition of *Robert's Rules of Order*



**ARTICLE 2**  
**DUTIES**  
**ARTICLE 2**  
**DUTIES**

2.1 **Board of Trustees:** In addition to any other duties under Applicable Laws, the Board of Trustees shall:

- a) promote student achievement and well-being; (s.169.1(a))<sup>1</sup>
- b) carry out its role in accordance with the teachings of the Catholic faith;
- c) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability and any other areas identified by the Ontario Human Rights Commission as a protected ground; (s.169.1(a.1))
- d) promote the prevention of bullying; (s.169.1(a.2))
- e) ensure effective stewardship of the DPCDSB's resources; (s.169.1(b))
- f) deliver effective and appropriate education programs to its pupils, through the approval of policy; (s.169.1(c))
- g) develop and maintain policies and organizational structures that:
  - 1. promote the goals referred to in clauses (a) to (f);
  - 2. encourage pupils to pursue their educational goals; (s.169.1(d)) and
  - 3. promote the DPCDSB's vision and mission;
- h) monitor and evaluate the effectiveness of policies under clauses (f) and (g) in achieving the goals and the efficiency of the implementation of those policies; (s.169.1(e))
- i) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (f) (the "**Multi-Year Strategic Plan**"); (s.169.1(f))
- j) annually review the Multi-Year Strategic Plan with the Director/Secretary; (s.169.1(g)) and

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<sup>1</sup> Unless otherwise specified herein, all section references in brackets throughout this By-law are to the *Education Act*.

~~a)k)~~ monitor and evaluate the performance of the Director/Secretary, in meeting the following:

1. their duties under Applicable Laws and the Multi-Year Strategic Plan; and
2. any other duties assigned by the Board of Trustees. (s.169.1(h))

2.2 **Trustees:** In addition to complying with Applicable Laws and all resolutions of the Board of Trustees, each Trustee shall:

~~k)a)~~ carry out their responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under Applicable Laws; (s.218.1(a))

~~h)b)~~ attend and participate in meetings of the Board of Trustees, including meetings of Committees of which they are a member; (s.218.1(b))

~~m)c)~~ consult with parents, students and supporters of the DPCDSB on the Multi-Year Strategic Plan; (s.218.1(c))

~~n)d)~~ bring concerns of parents, students and supporters of the DPCDSB to the attention of the Board of Trustees; (s.218.1(d))

~~o)e)~~ uphold the implementation of any resolution after it is passed by the Board of Trustees; (s.218.1(e))

~~p)f)~~ entrust the day-to-day management of the DPCDSB to its staff through the Director/Secretary; (s.218.1(f))

~~q)g)~~ maintain focus on student achievement and well-being; (s.218.1(g))

~~r)h)~~ comply with the Trustee Code of Conduct; (s.218.1(h)) and

~~s)i)~~ communicate with Church, local governmental and/or community partner officials (“Officials”) as necessary on matters that have implications or impact on the Trustee’s ward(s).

Notwithstanding the foregoing, any matter that has or may have implications or impact on any other Trustee’s ward, the Board of Trustees and/or the DPCDSB shall be referred by a Trustee to the Board of Trustees for action. Action may, for example, consist of the Chair acting in their role as spokesperson of the Board of Trustees pursuant to Section 2.4 (f). For matters referred to the Board of Trustees in connection with this Section 2.2 (i), no Trustee shall communicate with Officials without prior approval by the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

2.3 **Director/Secretary:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Director/Secretary shall:

- a) annually review with and deliver a report to the Board of Trustees regarding the Multi-Year Strategic Plan; (s.283.1(1)(a) and (d))
- b) ensure that the Multi-Year Strategic Plan establishes the DPCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular, its responsibility for student achievement set out in section 169.1(1)(f) of the *Education Act*; (s.283.1(1)(b))
- c) implement and monitor the implementation of the Multi-Year Strategic Plan and report periodically to the Board of Trustees on the status of its implementation; (s.283.1(1)(c))
- d) act as secretary to the Board of Trustees; (s.283.1(1)(e))
- e) immediately upon discovery, bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director/Secretary may result in, or has resulted in, a contravention of the *Education Act*; (s.283.1(f))
- f) if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Section 2.3(e), advise the Minister or a Deputy Minister of the Minister of the act or omission; (s.283.1(1)(g))
- g) keep a full and correct record of the proceedings of every meeting of the Board of Trustees in the minute book provided for that purpose by the Board of Trustees and ensure that the minutes when confirmed are signed by the Chair or presiding member; (s.198(1)(a))
- h) transmit to the Ministry of Education copies of reports requested by it; (s.198(1)(b))
- i) give notice of all meetings of the Board of Trustees to each Trustee by notifying the Trustee personally or in writing (including by electronic means); (s.198(1)(c))
- j) call a special meeting of the Board of Trustees at the written request of the majority of the Trustees; (s.198(1)(d))
- k) attend all meetings of the Board of Trustees and Committees in person or by designate; (O.Reg 463/97, s.5.(1)(3); s. 283.1(1)(e) and s.198.(1)(e))
- l) prepare or arrange to have prepared by a delegated representative, minutes of all meetings of the Board of Trustees and of Committees; (s.170.(1)(4); s.198(1)(a))

- m) keep records or arrange to have records kept as required under Applicable Laws and subject to the directions of the Board of Trustees; (s.170.(1)(4) and (18); s. 171(1)(38); s.198.(1)(e))
- n) conduct the official correspondence on behalf of the Board of Trustees;
- o) receive and pass on to the Board of Trustees or the relevant Committee all correspondence, petitions and reports of other officials;(s.198(1)(e))
- p) prepare, in consultation with the appropriate chair, the draft agenda of all meetings including special meetings of the Board of Trustees and of all Committees or delegate the responsibility; (s.218(4))
- q) maintain an up-to-date policy database and make such database accessible to the public via the DPCDSB's website; (s.198(1)(e))
- r) have charge of all correspondence, reports and other documents; (s.198(1)(e))
- s) promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of Applicable Laws and ~~subject to~~subject to the directions of the Board of Trustees; (s.198(1)(e))
- t) bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Director/Secretary, may be necessary or useful for the Board of Trustees to be aware; (s.198(1)(e)) and
- u) manage the day-to-day operations of the DPCDSB, including executing the implementation of DPCDSB policies and decisions of the Board of Trustees. (s.218.1(f)). For certainty, requests by Trustee(s) for staff to provide information or to perform an action on any matter that will require significant resources to fulfill, at the request of the Director/Secretary, the Board of Trustees shall pass a motion to request staff, through the Director/Secretary, to fulfill such request. A resource is considered "significant" if it requires any of the following as determined by the Director/Secretary:
  - 1. expenditure of funds not previously allocated to fulfill the specific request;
  - 2. engagement of external human resources, including, but not limited to additional staff, consultants and/or external legal counsel;
  - 3. the assignment of one or more existing staff to fulfill the ~~request causing~~request causing them to vacate any portion of their regular day-to-day assigned duties that cannot be postponed;

2.4 **Chair:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Chair shall:

- a) preside over meetings of the Board of Trustees; (s.218.4(a))
- b) conduct the meetings in accordance with this By-law; (s.218.4(b))
- c) enforce the *Trustee Code of Conduct*; (s.218.3(1) and s.218.4(a))
- d) establish the Agenda for meetings of the Board of Trustees, including special meetings, in consultation with the Director/Secretary; (s.218.4(c))
- e) ensure that Trustees have the information needed for informed discussion of the Agenda items; (s.218.4(d))
- f) act as spokesperson to the public on behalf of the Board of Trustees, unless otherwise determined by the Board of Trustees (s.218.4(e)). In carrying out the role as spokesperson, the Chair shall ensure the following:
  - 1. invitations the Chair receives to attend events as spokesperson ~~of the~~of the Board of Trustees are also extended to the Vice-Chair.
  - 2. except for offering messages such as congratulations and/or condolences to the DPCDSB's partners in education ("Messages") (for example, Church officials, governmental officials, DPCDSB families, and/or community partner officials), matters for which it is proposed the Chair carry out their role as spokesperson of the Board of Trustees, receives prior approval through the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.
  - 3. in circumstances where the Chair carries out this role through the offering of Messages, they shall notify the other Trustees as soon as reasonably possible following the delivery of the Messages.
- g) convey the decisions of the Board of Trustees to the Director/Secretary; (s.218.4(f))
- h) provide leadership to the Board of Trustees in maintaining its focus on its responsibilities set out in Section 2.1.; (s.218.4(g)) and
- i) provide leadership to the Board of Trustees in maintaining a focus on the DPCDSB's mission and vision. (s.218.4(h))

2.5 **Vice Chair:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Vice Chair shall carry out all duties required of the Chair in the event the Chair is absent or otherwise unable or unwilling to act in that capacity. (s.208(7))

### ARTICLE 3 COMMITTEES OF THE BOARD AND EXTERNAL ASSEMBLIES

3.1 **Committees:** The Board of Trustees will establish Committees and determine the duties of such Committees. (s.171(11)) The Committees shall be categorized as follows:

- a) Committees, the mandates and terms of reference of which are established by the *Education Act* ("**Statutory Committees**");
- b) Committees whose duties are normally continuous, whether required by statute or otherwise ("**Standing Committees**"); and
- c) Committees appointed for specific duties whose mandate shall expire with the completion of the tasks assigned ("**Ad Hoc Committees**").

**Statutory Committees:** The following Committees are confirmed as the Statutory Committees of the Board of Trustees as at the date this By-law is enacted:

- a) Audit (s.253.1) (three Trustees) (O.Reg 361/10)
- b) Special Education Advisory (s.57.1) (two Trustees and two alternates) (O.Reg 464/97)
- c) Supervised Alternative Learning (one Trustee and one alternate) (O.Reg 374/10)
- d) Discipline (at least three Trustees as available (S. 309(12) and S. 311.3(9))
- e) Central Committee for Catholic School Advisory Councils (one Trustee and one alternate) (O.Reg 612/00)
- f) Director of Education Performance Appraisal Committee (~~Chair, Vice-Chair and at least three other~~but no more than 7 Trustees) (O. Reg 83/24)

**Standing Committees:** The following Committees are confirmed as Standing Committees of the Board of Trustees as at the date this By-law is enacted:

- a) Administration and Finance (also a Committee of the Whole)
- b) Faith and Program (also a Committee of the Whole)
- c) Contract and Negotiations (all Trustees without a declared interest)
- d) By-law/Policies Review (also a Committee of the Whole)
- e) Multi-Year Strategic Planning Committee (also a Committee of the Whole)

3.2 **External Assemblies Membership:** The Board of Trustees may appoint Trustees to assemblies established by external agencies ("**External Assemblies**"), including the following. For certainty, External Assemblies are not Committees:

- a) Brampton Board of Trade (three Trustees)
- b) Mississauga Board of Trade (seven Trustees)
- c) Peel Safe and Active Routes to School (two Trustees)
- d) Brampton School Traffic Safety Council (one Trustee and one alternate)
- e) Mississauga Traffic Safety Council (one Trustee and one alternate)
- f) Ontario Catholic School Trustees Association (two Trustees)

3.3 **Functions, Duties, Responsibilities and Powers of Committees:** The functions, duties, responsibilities and powers of all Committees shall be set out in the resolution of the Board of Trustees by which such Committee is established, or in terms of reference adopted by the Board of Trustees in respect of such Committee. At each of its inaugural meetings, each Committee will determine its terms of reference to be recommended to the Board of Trustees for approval. No Committee is authorized to exercise any delegated Board of Trustees authority unless expressly so authorized in the terms of reference or resolution adopted by the Board of Trustees in respect of the Committee.

3.4 **Committee Membership:**

- a) Individuals appointed to Committees serve at the pleasure of the Board of Trustees. Committee terms of reference shall set out the composition of the Committee and indicate what Board of Trustees and DP CDSB resources are dedicated to support its work.

- **Statutory Committee Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Statutory Committees in accordance with the *Education Act*. Notwithstanding anything to the contrary, the term of Trustees appointed to the Audit Committee is two (2) years; and the term of Trustees appointed to the Director of Education Performance Appraisal Committee is from July 1 of one year to June 30 of the following year.

- **Standing Committee Membership:** At its Inaugural or Organizational meeting, as the case may be, the Board of Trustees shall appoint the chair, vice-chair and other members of each Standing Committee.

- b) **Ad Hoc Committee and External Assembly Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Ad Hoc Committees and External Assemblies.
- c) **Notwithstanding** anything to the contrary, Committee and External Assembly Membership is subject to the following:

~~Membership is subject to the following:~~

- the Chair and Vice-Chair must be members of the ~~Performance Planning and Review Committee for the~~ Director of Education ~~as required by DPCDSB Policy No. 30, as maybe amended or replaced;~~Performance Appraisal Committee;
- only Trustees without a declared interest may be members of the Contract and Negotiations Committee;
- a Trustee's membership on a Committee or External Assembly is subject to any sanctions imposed on the Trustee pursuant to section 218.3 of the *Education Act* arising out of a finding of a breach of the Code of Conduct or otherwise required by law.

d) **Committee Procedures:** Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committee's, with necessary modifications, subject to the following:

- All Committees, except the Audit Committee and the Director of Education Performance Appraisal Committee, shall be first convened as soon as reasonably possible following the date of the Board of Trustees' resolution appointing the members to the applicable Committee.
- The first meeting of the Audit Committee shall take place no later than September 30 in each fiscal year. (O.Reg 361/10)
- Election of the chair and vice-chair of the Audit Committee shall occur at the Audit Committee's first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.
- ~~External members~~The first meeting of the ~~Audit~~Director of Education Performance Appraisal Committee ~~may be appointed for a maximum of two (2) terms, with~~shall take place no later than July 30 in each fiscal year.
- Election of the first term being a maximum of three (3) years~~chair and vice-chair of the second term, if applicable, being a maximum of two (2) years~~Director of Education Performance Appraisal Committee shall occur at its first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.
- The process to meet In-Camera set forth in Article 6 applies to Committee meetings with necessary modifications.



**ARTICLE 4**  
**THE INAUGURAL/ANNUAL ORGANIZATIONAL MEETING,**  
**ELECTION OF OFFICERS AND APPOINTMENTS**

- 4.1 **Date and Time:** Subject to any statutory requirements, the Inaugural Meeting shall be held not later than seven (7) days after the day on which the term of office of the Board of Trustees commences, at the Catholic Education Centre at 7:00 p.m., (s.208(2)) following a 6:00 p.m. mass, or at such other time and location determined by the Chair. Each subsequent Annual Organizational Meeting of the Board of Trustees shall be held at such time and place as the Board of Trustees considers expedient. (s.208(6))
- 4.2 **Meeting Procedure:** The procedure at the Inaugural Meeting and each subsequent Annual Organizational Meeting shall be as follows:
- a) At the Inaugural Meeting (but not subsequent Annual Organizational Meetings), the Director/Secretary shall:
    - 1. read the returns of the election to the Board of Trustees as certified by the municipal clerks;
    - 2. ascertain that the Trustees have met all procedural requirements and are eligible to take office;
    - 3. administer to each Trustee a declaration of office and oath of allegiance; and
    - 4. declare the Board of Trustees to be legally constituted.
  - b) At the Inaugural Meeting and each Annual Organizational Meeting, the Director/Secretary shall serve as chair of the meeting until the Chair is elected, but the only business to be conducted while the Director/Secretary is so serving is the election of the Chair, which shall be conducted as follows:
    - 1. The Director/Secretary shall appoint three (3) scrutineers, whose names shall be recorded in the minutes;
    - 2. The Director/Secretary shall then call for nominations, which will not require a seconder (and a Trustee may self-nominate);

3. The Director/Secretary shall ask all nominees to confirm whether they wish to allow their name to stand in nomination;
4. - Confirmed nominees will be invited, in the order they were nominated, to address the Board of Trustees;
-

5. Trustees may ask questions of each candidate;
  6. The election shall then proceed by secret ballot;
  7. The Trustee who receives the most votes shall be declared elected, but only if the number of votes received by such Trustee is equal to the majority of the number of the Trustees present at the meeting and entitled to vote;
  8. If the condition in Section 4.2(b)(7) is not satisfied, the scrutineers shall announce the result and the name of the Trustee receiving the smallest number of votes shall be dropped. The Board of Trustees shall then proceed to vote anew, to a maximum of three (3) rounds of votes, until the condition in Section 4.2(b)(7) is satisfied. The successful Trustee shall serve as the Chair until the next Inaugural/Annual Organizational Meeting;
  9. In the case of an equality of votes, the candidates shall draw lots to fill the position pursuant to subsection 208(8) of the *Education Act*;
  10. A majority of the Board of Trustees present and entitled to vote at the meeting will bring a motion to destroy the ballots or file the ballots with the Director/Secretary and then destroyed at a date defined in the motion.
- c) The elected Chair shall succeed the Director/Secretary as chair of the meeting.
  - d) The Chair shall conduct an election for the office of Vice-Chair, chairs and vice-chairs of the following Standing Committees using the process set out above, with necessary alterations, and deliver their inaugural address to the Board of Trustees: Faith and Program; By-law/Policies Review; Administration and Finance; Multi-Year Strategic Plan and Contract and Negotiations.
  - e) At least every five years, once the Audit Committee has recommended the appointment of an auditor to the Board of Trustees, the Board of Trustees shall appoint its auditors for the ensuing one to five years.
- 4.3 **Term of Office:** The term of office for all positions and appointments of Trustees described in ~~this Article~~ Articles 3 and 4 shall be for a period of one year, except for the Audit Committee where the term of office shall be two years.

## ARTICLE 5

### PROCEDURES AT MEETINGS OF THE BOARD OF TRUSTEES

- 5.1 **Quorum:** A majority of Trustees constitutes a quorum. (s.208(11))
- a) If a quorum is not present within 15 minutes after the time appointed for the meeting or it is lost, the Board of Trustees shall not convene, and the Director/Secretary shall record the names of the members present.
  - b) Where the Chair has knowledge that a Trustee will arrive within the half hour of the posted commencement time of a meeting, the Chair may unilaterally extend the start time for the meeting beyond the stated 15 minutes to an additional 15 minutes, totaling no more than 30 minutes from the posted commencement time of the meeting. If a quorum is still not present after the additional 15 minutes, the Board of Trustees meeting shall not convene, and the Director/Secretary shall record the names of the members present. The Chair may call a recess of up to 15 minutes should quorum be lost or for any other reason as they so determine. In order for the Board of Trustees meeting to be re-called, a quorum must be present.
  - c) Subject to 5.1(a) and (b), the Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present, and the Director/Secretary shall then record the time of adjournment and the names of the members present.
  - d) The foregoing is subject to Section 7(1) of the *Municipal Conflict of Interest Act*.
- 5.2 **Regular Meetings:** The Board of Trustees may establish dates for its regular meetings, at a place and time determined by the Board of Trustees. Ordinarily, regular meetings shall commence at 7:00 p.m. on the fourth Tuesday of every month, other than June, July and December, and adjourn at 11:00 p.m. or upon completion of the item being discussed at 11:00 pm, unless otherwise determined by the Board of Trustees. (s.170(14)) The Board of Trustees may pass a motion by simple majority to extend a meeting past 11:00 pm. The Chair may cancel or reschedule a regular meeting by giving notice to all persons entitled to receive notice of the meetings of the Board of Trustees, provided that the Chair may only cancel a regular meeting in extraordinary circumstances, such as when there is a strong indication that quorum would not be present at such meeting.
- 5.3 **Meeting Materials:** To the extent practicable, on the Friday prior to any meeting of the Board of Trustees, the Chair shall cause the meeting Agenda and all necessary or desirable meeting materials to be delivered by or on behalf of the Director/Secretary to the Trustees and the meeting Agenda to be posted on the DPCDSB's website for public access.

- 5.4 **Agendas for Meeting:** The Agenda and order of business for meetings of the Board of Trustees and its Committees will normally be as set out in Appendix D. (s.218(4))
- 5.5 **Adding to Agenda**
- a) **Prior to the Meeting:** At the discretion of the Chair in consultation with the Vice- Chair and the Director/Secretary, the Chair shall consider a request from a Trustee to add an item to the Agenda for a meeting if a written request for this purpose has been submitted to the Chair at least ten (10) Business Days in advance of the meeting. If requested, the Chair shall permit the Trustee to make an oral representation to the Chair as to why an item should be added. If the Chair denies the addition, they shall provide reasons for such denial to all Trustees. The Chair’s decision will be based on administrative considerations, such as whether the subject matter would be more appropriately addressed at another meeting or forum.
  - b) **At the Meeting:** A Trustee or the Director/Secretary may include additional items on the Agenda for a meeting if approved by a majority vote of the Trustees present at such meeting. Other than in urgent circumstances, items dealing with substantive issues should not be added to the agenda at the meeting to ensure fairness to Trustees who are absent.
  - c) The order of business at any meeting shall be in the same order as on the Agenda for such meeting but may be changed by a majority vote of the Trustees present at such meeting.
  - d) Amendments to the Agenda during the meeting shall be permitted if all Trustees are present and unanimously agree to such variation.
- 5.6 **Special Meetings:** In addition to the Director/Secretary’s duty to call a special meeting pursuant to Section 2.3(k), special meetings of the Board of Trustees may be called at the discretion of the Chair or at the request of at least two (2) Trustees, provided that in all circumstances special meetings may only be held to address matters of a time- sensitive nature which may result in financial loss or other harm to the DPCDSB and to the Board of Trustees or an employee or student of the DPCDSB if the matters are not dealt with before the next scheduled meeting of the Board of Trustees or a Committee. Special meetings require no less than two (2) business days’ notice, unless such minimum notice requirement is waived in writing by the Chair. The notice calling a special meeting shall state the business to be considered thereat, and no other business may be considered at a special meeting, unless all Trustees are present and unanimously agree to consider such business. The Chair may cancel a special meeting by giving notice of cancellation if the Chair deems that the need for the special meeting no longer exists. (s.208(13))

- 5.7 **Consequence of Repeated Absence from Meetings:** In accordance with the *Education Act*, (s.228(1)(b)) a Trustee is deemed to vacate their seat if they absent themselves from three (3) consecutive full regular meetings of the Board of Trustees, unless authorized by a resolution of the Board of Trustees.
- 5.8 **Record of Attendance:** A register of Trustee attendance at Board of Trustee and Committee meetings will be established and maintained by or on behalf of the Chair. The register will be available to the public upon written request. Attendance records for all meetings shall record instances where Trustees are required to arrive late or leave prior to adjournment. A Trustee absent from a meeting(s) while acting on approved Board of Trustee or DPCDSB business, or while serving as an officer of a Trustee association, or for other reasons approved by the Board of Trustees, will be recorded as such, and such reason will be taken into consideration by the Board of Trustees when determining if a motion will be passed pursuant to Section 228 of the *Education Act* if the subject absence forms part of three (3) consecutive absences. For the purpose of this Section, Board of Trustee or DPCDSB business may include, but is not limited to, attending school council meetings, meetings with government representatives and Board of Trustees-approved conferences.
- 5.9 **Electronic and Physical Attendance at Meetings:** The Board of Trustees shall allow attendance at meetings by electronic means in accordance with the *Education Act* and DPCDSB Policy No. 1.06, as amended or replaced as follows: (O. Reg. 463/97 s. 5)

Type of Meeting	Physical Attendance Requirement
Board of Trustees and Committees of the Whole	<del>1.</del> The Chair or their designate; <del>2.</del> <del>2.</del> At least one other Trustee; and <del>3.</del> The Director/ Secretary or their designate.
Committees, other than Committees of the Whole	1. The Committee Chair or their designate, however, if the Committee Chair or their designate participates in a meeting by electronic means pursuant to one of the Exceptions set out below, then at least one additional Committee member must be physically present; and <del>2.</del> The Director/Secretary or designate. <del>2.</del>
Exceptions: <del>1.</del> The Chair of the Board of Trustees or a Committee (or their respective designates) may participate in a meeting by electronic means if one of the following apply: <del>1.</del> <u>a) The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.</u> <u>b) Weather conditions do not allow the member to travel to the meeting location safely.</u> <u>c) The member cannot be physically present at a meeting due to health-related issues.</u> <u>d) The member has a disability that makes it challenging to be physically present at a meeting.</u> <u>e) The member cannot be physically present due to family responsibilities in respect of the member's spouse,</u> <u>i. a parent, step-parent or foster parent of the member or the member's spouse,</u>	

- ii. a child, step-child, foster child, or child who is under legal guardianship of the
- iii. member or the member's spouse,
- iv. a relative of the member who is dependent on the member for care or assistance,  
or
- v. a person who is dependent on the member for care or assistance and who  
considers the member to be like a family member.

~~a) — The distance from the Chair's or their designate's current residence to the meeting location is two hundred (200) kilometres or more;~~

~~Weather conditions do not allow the Chair or their designate to travel to the meeting location safely; or~~

~~location safely; or The Chair or their designate cannot be physically present at the meeting due to health-related issues.~~

Notwithstanding the foregoing, for Board of Trustees meetings, the Chair or designate must be physically present in the meeting room for at least half of the Board of Trustees meetings for any twelve (12)-month period beginning November 15 of any year. (O. Reg. 463/97 s. 5.1(2))

Furthermore, every Trustee, other than the Chair, must be physically present in the meeting room for at least three (3) regular meetings of the Board of Trustees during each twelve (12) month period beginning November 15 of each year. (O. Reg. 463/97, S. 6.1).

The foregoing physical attendance requirements apply except in rare circumstances where all schools are closed pursuant to an order as described by O. Reg. 463/97 s. 6.1(2), (3) or (4).

~~e) The Chair or their designate cannot be physically present at the meeting due to health-related issues.~~

~~Notwithstanding the foregoing, for Board of Trustees meetings, the Chair or designate must be physically present in the meeting room for at least half of the Board of Trustees meetings for any twelve (12) month period beginning November 15 of any year. (O. Reg. 463/97 s. 5.1(2))~~

~~Furthermore, every Trustee, other than the Chair, must be physically present in the meeting room for at least three (3) regular meetings of the Board of Trustees during each twelve (12) month period beginning November 15 of each year. (O. Reg. 463/97, S. 6.1).~~

~~The foregoing physical attendance requirements apply except in rare circumstances where all schools are closed pursuant to an order as described by O. Reg. 463/97 s. 6.1(2), (3) or (4).~~

The Board of Trustees may deny one or more Trustees access to electronic attendance and require them to be physically present at the meeting for the Board of Trustees or a Committee to comply with legislative requirements. (O. Reg. 4693/97 s. 5) A Trustee attending a meeting electronically must fulfill the following obligations:

- (a) The mute function is used when the Trustee is not speaking;
- (b) Participate in a quiet room with a closed door to prevent unnecessary distractions;
- (c) Ensure their camera is on when voting. During the rest of the meeting, if a Trustee needs to turn their camera off, they will advise the recording secretary if they have left the meeting for any length of time;
- (d) For In-Camera meetings, comply with the requirements of Section 6.7 in addition to the foregoing.

5.10 **Selection of Chair of Meeting:** If the Chair and the Vice-Chair are both absent from a meeting, or unable or unwilling to act in that capacity, and if quorum is present, the Director/Secretary shall call the meeting to order and the members present shall select a chair of the meeting, who shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity. (s.208(9)) Notwithstanding the foregoing, in circumstances where there is a past Chair, they shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity.

5.11 **Director/Secretary Responsible for Meeting Minutes:** The Director/Secretary shall cause the minutes of Board of Trustees and Committee meetings to be recorded and maintained. (s.198(1)(a))



**5.12 Content of Minutes:** Each set of meeting minutes shall contain the following:

1. the type of meeting (“regular”, “special”, etc.);
2. the date and place of the meeting;
3. the names of Trustees, Staff, and guests present, the names of Trustees absent, and the time of arrival, departure and/or re-entry of Trustees absent for the entire meeting;
4. the minutes of the previous meeting(s) and, where approved, an indication of any changes therein;
- ~~5.~~ ~~good news items, if any~~
- ~~6.~~ 5. disclosure of declared interests;
- ~~7.~~ 6. all motions and points of order and appeals, and the disposition thereof;
- ~~8.~~ 7. the time of adjournment; and
- ~~9.~~ 8. the time, date, and place of the next meeting.

## ARTICLE 6

### IN-CAMERA MEETINGS – BOARD OF TRUSTEES AND COMMITTEES

- 6.1 **Principle of Open Meetings:** All meetings, including electronic meetings, of the Board of Trustees and, subject to Section 6.2 below, all Committee meetings, shall be open to the public. A person shall only be excluded from a meeting that is open to the public, for improper conduct (s.207(1)) as determined by the chair of the meeting in their absolute discretion.
- 6.2 **In-Camera Meetings - Committees:** A meeting of a Committee, including Committee of the Whole, may be closed to the public, but only to the extent the subject-matter under consideration involves one or more of the following:
- a) the security of the property of the DPCDSB;
  - b) the disclosure of intimate, personal or financial information in respect of a Trustee, member of a Committee, an employee or prospective employee of the DPCDSB, or a student or their parent or guardian;
  - c) the acquisition or disposal of a school site;
  - d) decisions in respect of negotiation with employees of the DPCDSB; and
  - e) litigation affecting the DPCDSB. (s.207(2))
- 6.3 **In-Camera Meetings – Board of Trustees and Committees:** A meeting of the Board of Trustees or of a Committee shall be closed to the public when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the DPCDSB. (s.207(2.1))
- 6.4 **Persons Entitled to Attend In-Camera Meetings of the Committee of the Whole:** The only persons entitled to attend In-Camera Meetings of the Committee of the Whole are Trustees and the Director/Secretary (except if the subject matter of the In-Camera Meeting of the Committee of the Whole is directly related to the performance of the Director/Secretary, in which case the Director/Secretary is not entitled to attend that portion of the meeting), but the Board of Trustees may invite any person (including appropriate Staff) to participate as guests in In-Camera Meetings of the Committee of the Whole.
- 6.5 **In-Camera Meetings - Private Sessions:** If the In-Camera Meeting of a Committee includes only Trustees and the Director/Secretary, then such meeting shall be referred to as an “In-Camera Meeting - Private Session-Trustees and Director Only”. If the In-Camera Meeting of the Committee of the Whole includes only the Trustees, then such meeting shall be referred to as an “In-Camera Meeting - Private Session-Trustees Only”. For certainty, an In-Camera Meeting - Private Session-Trustees Only may only occur when the subject matter of the meeting is the contract or performance of the Director/Secretary. The Committee of the Whole may, in its discretion, invite such.

advisors as it deems necessary to such In-Camera Meeting -Private Session-Trustees Only. Immediately following the portion of the Private Meeting during which the contract or performance of the Director/Secretary is discussed, the Chair shall invite the Director/Secretary to return to the meeting.

**6.6 Process to Meet In-Camera as Committee of the Whole:** When the Board of Trustees determines it is necessary to meet in-camera:

a) The motion shall be:

“THAT the Board of Trustees meeting be adjourned, and the Trustees immediately convene an In-Camera Meeting (or In-Camera Meeting – Private Session) of the Committee of the Whole in respect of [*describe reason for matter to be discussed in-camera, with reference to the criteria set out in Section 6.2 and/or 6.3*]”.

b) Unless otherwise provided herein with respect to a Committee (for example, Section 3.4(d)), the Chair shall relinquish their role as presiding officer of the meeting and shall call the Vice-Chair or another Trustee to act as chair.

c) As soon as the In-Camera Meeting of the Committee of the Whole is concluded, the Board of Trustees shall reconvene in public, with the Chair acting again as chair of the meeting of the Board of Trustees.

d) The chair of the In-Camera Meeting of the Committee of the Whole shall present the report of the meeting of the Committee of the Whole and move its adoption. The motion shall be:

“THAT the Board of Trustees receive the confidential report of the Committee of the Whole In-Camera / Private Meeting [*describe reason for matter to be discussed in-camera with reference to criteria set out above*] and recommend adoption of the recommendations set out therein”.

**6.7 Confidential Nature of In-Camera Meetings:**

a) **Materials and Other Information:** All materials disclosed to Trustees in connection with In-Camera Meetings, all deliberations at, all minutes of, and all reports in respect of In-Camera Meetings are strictly confidential and shall not be disclosed to any person unless required by Applicable Laws or otherwise authorized by the Board of Trustees. (s.207.(2))

b) **Security:** A Trustee attending electronically in an In-Camera meeting must fulfill the following obligations in addition to those set out in Section 5.10:

- That they access the meeting using headphones;
- That they access the meeting alone in a private and quiet room with a closed door through which the meeting deliberations cannot be heard by anyone else;
- That they provide the location from where they are physically to the recording secretary and the Chair of the Board of Trustees or the Committee, as the case may be. This location shall not be disclosed publicly; however, the Trustee will be noted in the minutes to have participated in the meeting electronically;
- That, when possible, their camera stays on.

6.8 **Minutes of In-Camera Meetings:** Minutes of In-Camera Meetings shall be maintained in the same format as other Board of Trustees meeting minutes, provided that they shall be maintained in a segregated manner that protects their confidential nature to ensure they are only properly disclosed to authorized persons in accordance with Applicable Laws.

6.9 **Student Trustees:** Student Trustees may attend In-Camera Meetings of the Committee of the Whole and any Committee on which a Student Trustee is appointed, except they are not entitled to attend In-Camera Meetings convened in respect of matters involving the disclosure of intimate, personal, or financial information in respect of a Trustee or member of a Committee, an employee or prospective employee, or a student or their parent or guardian, or other matters expressly prohibited by the *Education Act*. (s.55(5)).

## **ARTICLE 7 DELEGATIONS AND SUBMISSIONS**

**7.1 Delegations and Submissions:** The DPCDSB encourages the public to provide advice and information to the Board of Trustees to assist Trustees in making informed decisions. Written and in person delegations to the Board of Trustees may be made in accordance with the following:

- a) Subject to Section 7.1(e), delegates are required to register using the prescribed form no later than 1:00 p.m. five (5) business days before the date of the applicable meeting. A failure to complete the registration requirement, including failure to provide their speech, will result in the delegation request being declined unless otherwise permitted in this Article 7. All other written (including electronic) materials/presentations of delegates, including revisions to those previously submitted, must be submitted in their final form by 1:00 p.m. on the Monday immediately prior to the meeting. Notwithstanding the foregoing, if a person wishes to delegate regarding an item that appears on the agenda of a specific meeting, such person shall be permitted to delegate at that specific meeting regarding that item only provided that the request is made and all written (including electronic) materials/presentations and verbatim speech of the delegate are submitted in their final form by 1:00 p.m. on the Monday immediately prior to the specific meeting. As at all meetings, delegates will be advised that the Board of Trustees may not take action on the subject of the delegation at the meeting.
- b) The Director/Secretary and/or the Chair, in consultation with the Vice-Chair, reserve the following rights:
  - to accept or reject such materials, with notice of same provided to the delegate as soon as reasonably possible in the circumstances before the meeting. Personal or private information included in the delegate's materials will be redacted.
  - to decline any delegation to ensure compliance with DPCDSB policies and general administrative procedures and Applicable Laws, *including* those pertaining to privacy and human rights.
- c) If the delegate intends to use, or begins to use, the name/title/position of Staff members, or discloses any personal or other confidential information with respect to the Board of Trustees, a Committee or a student or their parent or guardian, the Chair may rule that the delegation is out of order or may require that the delegation be reconvened in-camera.
- d) The Chair may rule that the delegation is out of order and end the delegation, if, in the Chair's opinion, either of the following occurs:

- The information in the delegate's oral speech is significantly different than the written speech provided;
  - The delegate's speech, notes, and/or other materials contain, or if the Delegate begins to use language that, in the opinion of the Chair, constitutes either of the following:
    - A. an invasion of privacy, breach of confidentiality, defamation of character or is obscene; or;
    - B. discrimination against an individual or group of individuals based on a protected ground under the Ontario *Human Rights Code*, R.S.O. 1990, c. H. 19 , the Chair may rule the delegation out of order and end the delegation. The following are current the protected grounds:
      - age
      - Ancestry, colour, race
      - Citizenship
      - Ethnic origin
      - Place of origin
      - Creed
      - Disability
      - Family status
      - Marital status (including single status)
      - Gender identity, gender expression
      - Receipt of public assistance (in housing only)
      - Record of offences (in employment only)
      - Sex (including pregnancy and breastfeeding)
      - Sexual orientation.
- e) The public is strongly encouraged to make delegations to the appropriate Committee addressing the matter of concern prior to the matter coming before the Board of Trustees for consideration to allow Staff to consider and make recommendations to the Board of Trustees in connection with any matter raised in a delegation. For certainty, an individual or group making a delegation to a Committee may register to make the same or substantially similar submission or delegation to the Board of Trustees.
- ~~f) A delegation may be made on a topic only once to the Board of Trustees or any Committee within a twelve (12) month period, unless the subject matter of the delegation has changed substantially since the prior delegation was made.~~
- ~~g)~~ Up to five (5) delegations in total may be received by the Board of Trustees or a Committee at any meeting. Notwithstanding the foregoing, the Chair, in consultation with the Vice-Chair and Director/Secretary, may approve delegations in excess of five (5) if such delegations comply with Section 7.1(a). In

- f) circumstances where there are more than five (5) delegations proposed and such additional delegations are not in compliance with Section 7.1(a), a majority of the Board of Trustees present and entitled to vote at a meeting may pass a motion to allow one or more additional delegations or may call an additional meeting. Each delegation will be limited to five (5) minutes unless otherwise determined by the Board of Trustees.
- g) Once the delegate has completed their presentation, Trustees shall have an opportunity to ask questions of the delegate. Once Trustee questions to the delegate are completed, the delegate will leave the podium and be seated or, if the delegation occurs in an In-Camera meeting, the delegate will leave the room. Trustees may ask questions of Staff at an open meeting, but not while the delegate is at the podium. Trustees may ask questions of Staff at an In-Camera meeting, but not while the delegation is present in the room.
- h) Delegations deviating from the subject matter set out in the applicable registration form will be ruled out of order, however an individual making a delegation may answer questions asked by Trustees on any topic.
- i) During both public and In-Camera Meetings, it is the responsibility of the Chair to stop or caution the delegate if they begin to make specific derogatory comments about any person. The Chair will remind the delegate of the requirement to avoid negative, critical, or derogatory words and to focus on their concerns with respect to an issue or decision. If the delegate will not comply, the Chair may rule the delegation out of order. If the delegate becomes unruly, the Chair may, in their absolute discretion, remove the delegate(s) from the meeting for improper conduct in accordance with the *Education Act*.
- j) If the Board of Trustees refers a matter to Staff, through the Director/Secretary, in respect of which a submission or delegation is made, the Director/Secretary shall ensure the persons involved in the delegation are informed of the time and date at which the Staff report on the matter is to be reviewed by the Board of Trustees or Committee and information may be shared with the persons involved in the delegation in the discretion of the Director/Secretary.

7.2 **Persons Ineligible to Make Delegations:** Generally, all persons may make a delegation in respect of any Board of Trustees-related matter. However, Staff may not make submissions or delegations to the Board of Trustees or a Committee in respect of the following matters:

- a) collective agreements to which the DPCDSB is a party; or
- b) employee organizations (of which the speaker is, or is eligible to be, a member).

## **ARTICLE 8**

### **BY-LAW AMENDMENTS**

- 8.1 **By-law Amendments:** Except when coming to the Board of Trustees as a recommendation from a Committee, no amendment, alteration, or addition to this By-law or the Board of Trustees' policies may be made unless due notice thereof in writing, setting forth the proposed amendment, alteration, or addition has been given at a Board of Trustees meeting previous to that at which the same comes up for consideration, unless supported by majority of the Trustees as appropriate.
- 8.2 **Annual Review of By-law:** The By-law/Policies Review Committee shall annually review this By-law.
- 8.3 **Repeal of Prior By-laws:** All previous by-laws of the DPCDSB related to the subject matter hereof are repealed on the enactment of this By-law. Such repeal shall not affect the validity of any act done or right or privilege acquired, or obligation or liability incurred under such by-law prior to its repeal. All officers and persons acting under any by-law so repealed shall continue to act as if appointed under this By-law and all resolutions of the Board of Trustees with continuing effect passed under any repealed by-law shall continue to be good and valid except to the extent inconsistent with this By-law, but only until amended or replaced by the Board of Trustees.
- 8.4 **Suspension of Application of this By-law:** The provisions of this By-law may not be suspended, except for debate on an emergency issue, subject to Applicable Laws. The provision to suspend the rules for an emergency debate requires two-thirds (2/3) of those Trustees present at a duly called and regularly constituted meeting.



## ARTICLE 9 INDEX

### 9.1 In this By-law, unless the context otherwise requires, the following definitions apply:

- a) **“Agenda”** means a list of items that are to be discussed at a meeting of the Board of Trustees.
- b) **“Annual Organizational Meeting”** means the meeting at which the Chair and the Vice-Chair of the Board of Trustees are elected, and members of each of the Faith and Program, Board By-law/Policies Review, Administration and Finance and Contract and Negotiations Committees are appointed, in each year other than a year in which an Inaugural Meeting is held.
- c) **“Applicable Laws”** means the *Education Act*, this By-law, the *Municipal Conflict of Interest Act* and any act, regulation, principle of common law or equity, municipal by-law, or other written requirement of a governmental authority having the force of law applicable to the DPCDSB or the Board of Trustees.
- d) **“Board and Committee Information Officer”** means the recording secretary of the Board of Trustees and custodian of its records (except those records specifically assigned to others such as the treasurer’s books).
- e) **“Board of Trustees”** means the Board of Trustees of the DPCDSB.
- f) **“Business Day”** means Monday to Friday from 8:00 a.m. to 5:00 p.m. EST, excluding statutory holidays.
- g) **“By-law”** means this procedural by-law of the DPCDSB.
- h) **“Chair”** means the Trustee elected to the position of chairperson of the Board of Trustees, having the duties set forth in Section 2.4.
- i) **“Trustee Code of Conduct”** means DPCDSB Policy No. 1.02 entitled *“Code of Conduct – Trustees”* (as may be amended or replaced) adopted by the Board of Trustees in accordance with Section 218.2(1) of the *Education Act*.
- j) **“Committee”** means any committee of the Board of Trustees established in accordance with this By-law.
- k) **“Committee of the Whole”** means a meeting of the Trustees that is not a meeting of the Board of Trustees.
- l) **“Director/Secretary”** means, the Director of Education of the DPCDSB and Secretary to the Board of Trustees, or the Director/Secretary’s designate where the context requires or allows.

- m) **“DPCDSB”** means the Dufferin-Peel Catholic District School Board.
- n) **“Education Act”** means the *Education Act*, R.S.O. 1990, c.E.2, as amended, and includes the regulations enacted thereunder.
- o) **“In-Camera Meeting”** means a portion of a meeting of the Board of Trustees or of a Committee that is closed to the public in accordance with the *Education Act*.
- p) **“Inaugural Meeting”** means the meeting following a municipal election at which the Chair and the Vice-Chair of the Board of Trustees are elected.
- q) **“Minister”** means the Minister of Education and Minister Responsible for Early Years and Child Care.
- r) **“Municipal Conflict of Interest Act”** means the *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M.50, as amended, and includes the regulations enacted thereunder.
- s) **“Municipal Elections Act”** means the *Municipal Elections Act, 1996*, S.O. 1996, c.32, as amended, and includes the regulations enacted thereunder.
- t) **“Staff”** means the staff of the DPCDSB.
- u) **“Student Trustee”** means a senior secondary student elected pursuant to the *Education Act* to represent all students of the DPCDSB. A Student Trustees is not a member of the Board of Trustees and is not entitled to exercise a binding vote.
- v) **“Trustee”** means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*.
- w) **“Vice Chair”** means the Trustee elected to the position of vice chairperson of the Board of Trustees, having the duties set forth in Section 2.5.

## APPENDIX A – THE CHAIR’S ROLE

- 1.1 **Rules of Order.** The Chair or, in their absence, the Vice-Chair shall preside over all meetings.
- 1.2 **Attendance.** The Chair shall cause the Board and Committee Information Officer to do the following:
- a) record the names of the Trustees present and absent at the beginning of the meeting as well as when a Trustee leaves or arrives; and
  - b) maintain the record of attendance referenced in Section 5.8 of this By-law.
- 1.3 **Chair Participation.** Should the Chair elect to take part in any debate or discussion or for any other reason, they shall vacate the position of chair and call upon the Vice-Chair or, if the Vice-Chair is absent, one of the other Trustees to fill their place in the following order until the matter under discussion is decided: Past Chair, chair of Contract and Negotiations Committee, chair of any other Committee. The Vice-Chair or any other Trustee temporarily acting as chair, shall discharge all the duties and enjoy all the rights of the Chair, but not participate in the discussion. Following such discussion, the Chair shall revert to their role.
- 1.4 **Appeal of Chair’s Ruling.** A Trustee may appeal the Chair’s ruling. The Trustee may indicate the reason for challenging the Chair, to a maximum time of one (1) minute. No other debate can take place on this item. The Board of Trustees will then vote to sustain or overturn the Chair’s ruling by a simple majority and the Director/Secretary shall conduct the vote and assume the Chair until the vote is taken.

## APPENDIX B – OBTAINING THE FLOOR

- 1.1 **Obtaining the Floor.** Any Trustee desiring to speak shall indicate by an up-raised hand or the words, "Mr. or Madam Chair", and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak. Trustees proceeding to speak before the Chair has recognized them shall be considered out-of-order.
- a) **Multiple Speakers.** When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who may speak.
  - b) **Scope of Debate.** Every Trustee shall confine themselves to the question in debate and shall avoid all discourteous language and personal references to staff and to other Trustees.
  - c) **Guideline for Limitation on and use of Floor Time.** Upon obtaining the floor, a Trustee shall make every effort to speak succinctly on the relevant issue and use only a reasonable amount of time to do so. As a Guideline, it is recommended that a Trustee have the floor for no more than five (5) consecutive minutes for the same issue. If the Chair determines that time in excess of five (5) consecutive minutes is unreasonable in the circumstances, the Chair may limit the amount of additional time that a Trustee may continue to have the floor. Notwithstanding the foregoing, such limitations enforced by the Chair must be fair and justifiable and the time ~~limit must~~ allow for at least another five (5) consecutive minutes by the subject Trustee on the issue. The foregoing does not apply in circumstances falling under Section 1.1 (h) of this Schedule B, in which case, the Chair has the discretion to limit or end the Trustee's floor time at any time.
  - d) **No Interruptions.** A Trustee, who has the floor, shall not be interrupted, except for questions of privilege or procedural rules of order as set out in Appendix "C". The Chair will deal with the question of privilege and procedural rules of order before the Trustee, who has the floor, resumes speaking.
  - ~~e)~~ **Guideline for Time Limit on Debate.** Each matter should be debated within thirty (30) minutes of it being stated by the Chair. At or after the expiration of the thirty
  - ~~e)~~ (30) minutes, the Chair shall put the question, "Is it the will of the Board of Trustees/Committee to extend the debate for fifteen (15) minutes?". The vote shall be taken immediately without debate. Up to two extensions of debate may be permitted.
  - f) **Procedure when Time Limit Expires.** If a matter has not been disposed of at a meeting within the time limits set out above, then, notwithstanding anything to the contrary, the Chair shall call for a motion to call the question. If such motion is not passed, the matter shall be referred to the appropriate Board of Trustees or Committee meeting.

- g) **Questions asked by.** To maximize efficiencies at each Board of Trustees and Committee meeting, Trustees should, to the extent practicable, only raise matters at a particular meeting that are relevant to the subject matter under the purview of that assembly unless the matter must be dealt with urgently. Each Trustee may ask up to five (5) questions per matter at a Meeting. A Trustee may ask an additional five (5) questions on the same matter at the discretion of the Chair.
- h) **Discipline.** Trustees who resist the rules of the Board of Trustees, disobey the decision of the Chair or of the Board of Trustees on points of order or make any disorderly noise or disturbance, may, unless they make an apology that is accepted by the Chair, be ordered by the Chair to leave their seats for the remainder of the meeting. In case of a refusal to do so, on the order of the Chair, such persons may be removed from the meeting room and Board of Trustees' office by any police officer or security personnel. The Meeting Rules shall govern all Trustee actions.

## APPENDIX C – MOTIONS AND VOTING

### A. GENERAL PROCEDURES FOR MOTIONS

1.1 **Notices of Motions.** The Notice of Motion has the effect of giving notice to the other Trustees, staff and the public of the matter to be considered at the next meeting. Trustees who wish to introduce new business, not on the agenda, shall give notice at one meeting of intention to move a specific motion at the next meeting of the Board of Trustees. A Notice of Motion:

- (a) must be in writing and delivered to the Director/Secretary within three (3) days before the meeting at which it is going to be brought.
- (b) requires no seconder and is not debatable at the time it is introduced.
- (c) shall not be the subject of any debate or comment at the meeting at which it is introduced. ~~Notwithstanding anything to the contrary, in~~ In the case of urgent and pressing matters, with two-thirds' consent of Trustees present and eligible to vote, the motion may be dealt with immediately. A matter is considered urgent and/or pressing if it must be dealt with before the next scheduled meeting to avoid any of the following:
  - ~~(i) — harm to any individual or group of individuals;~~
  - ~~(ii)(i) irreparable~~ harm to any individual or Board property;
  - ~~(ii) immediate danger or harm to any individual;~~
  - (iii) the security of DPCDSB property;
  - (iv) ~~potential/~~anticipated or actual legal ~~matter~~proceeding that requires the motion to be dealt with immediately ~~;~~ to comply with legislated timelines;

~~1.2~~ **Motions in Writing.** In order to be debated and put to a vote, motions must be in writing,

1.2 **except** the following motions:

- (a) to receive reports;
- (b) to refer;
- (c) to postpone;
- (d) to lay on the table;
- (e) to put the question to a vote;
- (f) to file;
- (g) to go into Committee of the Whole;
- (h) to rise and report;
- (i) to adjourn; and
- (j) such short oral motions as the Chair may accept.

1.3 **Speaking on Proposed Motion.** A Trustee may propose a motion and speak to it before

it is seconded.

- 1.4 **Motions to be Seconded.** Every motion, at a Board of Trustees meeting, shall be seconded and disposed of only by a vote of the Board of Trustees, unless the mover and seconder, by permission of the Board of Trustees, withdraw the motion. No seconder shall be required for motions brought at Committee meetings.
- 1.5 **Request to Read Motion.** Any Trustee may request the Board and Committee Information Officer to read the motion under discussion, for information, at any time during the debate, provided that no such request shall be made so as to interrupt another Trustee.
- 1.6 **Motions on the Agenda.** Notwithstanding a motion to defer consideration of a matter coming before the Board of Trustees (which is not debatable), a Trustee who submits a notice of motion, which appears on the agenda, shall be given an opportunity to address the Board of Trustees for a period not exceeding three (3) minutes on such notice of motion and, similarly, the Director/Secretary (or their delegate) shall be given an opportunity to address the Board of Trustees on a report at the time the notice of motion shall be discussed.
- 1.7 **Division of Motions.** When the motion under consideration contains two or more distinct propositions, any proposition, upon the request of any Trustee, may be considered and voted upon separately. A motion cannot be divided unless each part presents a proper question that can be acted upon if none of the other parts are adopted, and unless the effect of adopting all of the parts will be exactly the same as adopting the original motion. A motion cannot be divided if the division violates the exact logical equivalence of the motion. A motion must be divided at the request of a single Trustee where a series of independent resolutions or main motions is offered in one motion.
- 1.8 **Motions Interrupting Debate.** When a motion is under debate, the only motion in order shall be:
  - (a) to adjourn;
  - (b) to lay on the table;
  - (c) to put the question to a vote;
  - (d) to postpone;
  - (e) to refer; and
  - (f) to amend;

which shall have precedence as listed above. Motions to adjourn, to lay on the table or to put the previous question shall be decided without debate.



- 1.9 **Point of Order:** A Trustee may advise the Chair and the Board of Trustees that a rule is being deviated from or being used incorrectly. It is a demand that the Chair rule on the point of order and to correct the deviation. Any Trustee who believes that the Chair has ruled incorrectly on the point of order may appeal the decision of the Chair using the process set out in Appendix A Section 1.4.
- 1.10 **Motions at Committee Meetings:**
- (a) For certainty, motions passed at Committee meetings, including meetings of the Committee of the Whole, become recommendations to the Board of Trustees for determination.
  - (b) Notwithstanding anything to the contrary, the following rules apply to Committee meetings:
    - (i) Motions to close or limit debate are not permitted;
    - (ii) There is no limit to the number of times a Trustee may speak on a matter;
    - (iii) It is not necessary to address the Chair before speaking;
    - (iv) A roll-call vote or vote by ballot cannot be ordered in a meeting of the Committee of the Whole, nor can a counted rising vote be ordered except by the Chair.
- 1.11 **Motions Restricted in In-Camera Meetings.** In-Camera Meetings cannot entertain a motion to refer, to postpone or to table a subject referred to it.

## B. SPECIFIC MOTIONS

Type of Motion	Specifics
To amend	<p>A motion to amend is a motion to change a resolution or a motion by adding, striking out or substituting a word or phrase. After a motion is made and seconded, where required, a motion to amend may be made, as well as, a motion to amend the amendment; however, no further motion to amend shall be made until those have been decided.</p> <p>Only one amendment to the motion shall be on the floor at any one time.</p> <p>An amendment modifying the subject of the motion shall be in order, but an amendment in conflict with or relating to a different subject shall not be in order and should be ruled out of order.</p> <p>Every amendment submitted shall be decided upon or withdrawn before the main question shall be put to a vote, and if the vote on the amendment(s) is decided in the affirmative, the main question as amended shall be put to a vote.</p>
To reconsider	<p>A motion to reconsider is a motion to review a previous decision and vote on it again, <u>at the same meeting at which the motion was first considered</u>. It must be made by a person who voted on the prevailing (winning) side of the motion it seeks to reconsider. A motion to reconsider cannot be moved more than once to reconsider the same motion.</p> <p>After a vote has been taken on any question (except one of indefinite postponement), such vote may, with the consent of two-thirds (2/3) of all Trustees present, be reconsidered, <del>at any meeting held thereafter, provided that the notice of motion procedure has been followed.</del></p> <p><del>A motion to reconsider made at a previous meeting and decided in the negative, shall not again be entertained for a period of six (6) months, unless approved by two-thirds (2/3) of all Trustees present.</del></p>
To adjourn	<p>A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to only adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. No second motion to adjourn shall be made until some business has been transacted after the first motion has failed.</p>

Type of Motion	Specifics
To lay on the table	A motion to lay on the table places a main motion and all pending amendments aside temporarily with the intent of bringing them back for action later in the same meeting. A motion to lay on the table requires a seconder, is not debatable, cannot be amended, and requires a majority vote.
To put the question to a vote	The motion to put the question to a vote shall preclude all further amendment or debate, and shall be submitted by the Chair in this form: "Shall the main question in debate be now put?" or "Call the vote?" If adopted, the Chair shall at once proceed to put the main question, first putting amendments pending, to the vote of the Board of Trustees.
To postpone indefinitely	A motion to postpone indefinitely is a motion to reject the main motion. The adoption of this motion defeats the main motion for the duration of the session.
To postpone to definite time	A motion to postpone to a definite time, if passed, would defer consideration of a main motion and all attached motions until a future date. This motion requires two thirds (2/3) vote. At the time to which it is postponed, the matter will be brought up again under unfinished business. This motion will have priority on the next agenda.
To rescind	A motion to rescind is a motion to nullify a vote taken at a previous meeting. A motion to rescind can be made by anyone, but only if no action has been taken on the vote it seeks to nullify. It requires two-thirds (2/3) vote for adoption.
<u>To amend something previously adopted</u>	<u>A motion may amend something previously adopted, provided that the original motion has not been implemented. The motion is debatable, requires proper notice, a seconder, and the approval of at least two-thirds (2/3) of members present.</u>

## C. VOTING

- 1.1 **Trustee Participation:** Each Trustee present at the meeting, either in person or through electronic means in accordance with Section 5, who has not declared an interest under the *Municipal Conflict of Interest Act* and/or the *Trustee Code of Conduct*, shall vote on all questions on which the Trustee is entitled to vote. Trustees who have declared a conflict of interest shall remove themselves from the meeting room prior to discussion ensuing and shall fulfill any additional requirements of the *Municipal Conflict of Interest Act*. For clarity, Student Trustees must also declare conflicts of interest as set out herein.
- 1.2 **Majority Vote:** Except as otherwise provided in Applicable Laws, an affirmative vote shall require a majority of the votes of the Trustees present either in person or electronically and entitled to vote.
- 1.3 **Method:** Every matter considered by the Board of Trustees shall be disposed of by a counted vote of all Trustees entitled to vote in one of the following ways (preference being given in the following sequence):
  - (a) by general (or unanimous) consent, in which case the Chair, ~~exercising discretion~~exercising discretion, states that the motion will be adopted in the absence of objection;
  - (b) by show of hands, in which case each Trustee entitled to vote raises the Trustee's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
  - (c) by rising, in which case each Trustee, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
  - (d) by ballot, in which case each Trustee entitled to vote shall mark on a paper provided by the Director/Secretary, the Trustee's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and
  - (e) by an electronic voting method, in which each Trustee shall indicate the Trustee's choice from among the available alternatives.
- 1.4 **Recorded Votes:** Votes in favour and against shall not be recorded upon any question unless requested by at least one Trustee or a Student Trustee, and such request shall be made before the Chair calls upon the Trustees to vote upon same.
- 1.5 **Request for Division:** A Trustee that doubts the accuracy of the vote may for a call for a division and the Chair shall conduct either a voice or rising vote. Either the Chair on their own initiative, or a majority of Trustees may order the vote to be counted.

- 1.6 **Student Trustees:** While a Student Trustee is not a member of the Board of ~~Trustees~~Trustees and is not entitled to exercise a binding vote on any matter before the Board of Trustees or its Committees, (s.55(2)-(6)) a Student Trustee, is entitled to:
- (a) submit a report for receipt by the Board of Trustees;
  - (b) request that a voting member of the Board of Trustees bring a specific motion;
  - (c) require that a matter before the Board of Trustees or a Committee on which the Student Trustee sits be put to a recorded vote. In such circumstances, the following shall occur:
    - (i) A recorded non-binding vote that includes the Student Trustee's vote; and
    - (ii) A recorded binding vote that does not include the Student Trustee's vote.
- 1.7 **No Further Debate.** After the Chair has put a question to a vote, there shall be no further debate on the issue. The decision of the Chair as to whether the question has been finally put to a vote is final.



**APPENDIX D – AGENDAS FOR MEETINGS**

**APPENDIX D-1 – AGENDAS FOR MEETINGS**

**REGULAR MEETINGS OF THE BOARD OF TRUSTEES**

The Agenda and order of business for regular meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. National Anthem
3. Opening Prayer
4. Acknowledgement of First Nations' Sacred Territory
5. Approval of Agenda
6. Declaration of Interest
7. Approval of Board of Trustee Minutes
  - i) Business Arising from the Minutes

b) PASTOR'S REMARKS

c) AWARDS AND PRESENTATIONS

d) DELEGATIONS

e) REPORTS FROM TRUSTEES FOR RECEIPT

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Student Voice Report

iii) Good News Reports

f) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT

g) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT

h) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION

i) ADDITIONAL BUSINESS

1. Notices of Motion

j) QUESTIONS ASKED BY TRUSTEES

k) DECLARED INTEREST ITEMS

l) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

m) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

n) FUTURE MEETINGS

o) ADJOURNMENT

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**APPENDIX D-2 – AGENDAS FOR MEETINGS**  
**SPECIAL MEETINGS OF THE BOARD OF TRUSTEES**

The Agenda and order of business for special meetings of the Board of Trustees will normally be as follows:

a) **ROUTINE MATTERS**

1. Call to Order and Attendance
2. Opening Prayer
3. Acknowledgement of First Nations' Sacred Territory
4. Approval of Agenda
5. Declaration of Interest

b) **AWARDS AND PRESENTATIONS**

c) **DELEGATIONS**

d) **REPORTS FROM TRUSTEES FOR RECEIPT**

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Good News Reports

e) **UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT**

f) **UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT**

g) **TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION**

h) **ADDITIONAL BUSINESS**

1. Notices of Motion

i) **QUESTIONS ASKED BY TRUSTEES**

j) **DECLARED INTEREST ITEMS**

k) **IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE**

l) **REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE**

m) **FUTURE MEETINGS**

n) **ADJOURNMENT**



**APPENDIX D-3 – AGENDAS FOR MEETINGS**  
**REGULAR MEETINGS OF COMMITTEES**

The Agenda and order of business for regular meetings of Committees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Acknowledgement of First Nations' Sacred Territory
4. Approval of Agenda
5. Declaration of Interest
6. Approval of Committee Minutes
  - i) Business Arising from the Minutes

b) AWARDS AND PRESENTATIONS

c) DELEGATIONS

d) UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT

f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT

g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION

h) ADDITIONAL BUSINESS

1. Notices of Motion

i) QUESTIONS ASKED BY TRUSTEES

j) DECLARED INTEREST ITEMS

k) IN-CAMERA MEETING

l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

m) FUTURE MEETINGS

n) ADJOURNMENT

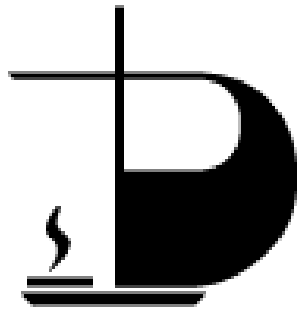


**APPENDIX D-4 – AGENDAS FOR MEETINGS**  
**IN-CAMERA MEETINGS**

The Agenda and order of business for In-camera meetings will normally be as follows:

- a) ROUTINE MATTERS
  - 1. Approval In-Camera Minutes
  - 2. Business Arising from the In-Camera Minutes
- b) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
- c) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM COMMITTEE FOR RECEIPT
- d) IN-CAMERA TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
- e) IN-CAMERA ADDITIONAL BUSINESS
  - 1. Notices of Motion
- f) QUESTIONS OF AN IN-CAMERA NATURE ASKED BY TRUSTEES
- g) DECLARED INTEREST ITEMS
- h) RISE FROM IN-CAMERA

h)



## **Dufferin-Peel Catholic District School Board**

### **PROCEDURAL BY-LAW**

*Give me now wisdom and knowledge to go out and come in before this  
people, for who can rule this great people of yours?  
2 Chronicles 1:10*

Revised: August 2024

Next Review Date: August 2025

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## PROCEDURAL BY-LAW

A by-law relating generally to the procedures to be used by the Board of Trustees and its Committees at their meetings, made pursuant to Section 170.(1)4 of the *Education Act* which provides that the Dufferin-Peel Catholic District School Board (DPCDSB) must fix the times and places for meetings of the Board of Trustees and the mode of calling and conducting them.

Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committees, with necessary modifications.

Capitalized terms in this By-law are defined in Article 9: Index.

### ARTICLE 1 RULES OF ORDER

- 1.1 **Rules of Order:** The procedural rules governing meetings of the Board of Trustees shall be those set out in this By-law, any policies and resolutions of the Board of Trustees and the current edition of *Robert's Rules of Order*. Where this By-law is silent on a matter pertaining to the governance of a meeting, the current edition of *Robert's Rules of Order* applies to that matter.
- 1.2 **DPCDSB Local School Board Governance Manual:** This By-law governs meeting procedures. The primary elements of the roles and responsibilities of the Board of Trustees, individual Trustees, the Director/Secretary and senior staff with respect to local school board governance/day-to-day management, on the other hand, are set out in the *DPCDSB Local School Board Governance Manual*, as the Board of Trustees may amend or replace, located in the [DPCDSB Governance Guideline](#).
- 1.3 **Order of Precedence:** To the extent of a conflict, the superior instrument shall take precedence over the inferior instrument as set out below:
  - a) *Education Act* and other applicable legislation, including any order of the Government of Ontario and/or Federal Government of Canada, including an emergency order
  - b) By-law
  - c) Code of Conduct
  - d) Board of Trustees' Resolutions and Policies, other than the Code of Conduct
  - e) The current edition of *Robert's Rules of Order*

## ARTICLE 2 DUTIES

2.1 **Board of Trustees:** In addition to any other duties under Applicable Laws, the Board of Trustees shall:

- a) promote student achievement and well-being; (s.169.1(a))<sup>1</sup>
- b) carry out its role in accordance with the teachings of the Catholic faith;
- c) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability and any other areas identified by the Ontario Human Rights Commission as a protected ground; (s.169.1(a.1))
- d) promote the prevention of bullying; (s.169.1(a.2))
- e) ensure effective stewardship of the DPCDSB's resources; (s.169.1(b))
- f) deliver effective and appropriate education programs to its pupils, through the approval of policy; (s.169.1(c))
- g) develop and maintain policies and organizational structures that:
  - 1. promote the goals referred to in clauses (a) to (f);
  - 2. encourage pupils to pursue their educational goals; (s.169.1(d)) and
  - 3. promote the DPCDSB's vision and mission;
- h) monitor and evaluate the effectiveness of policies under clauses (f) and (g) in achieving the goals and the efficiency of the implementation of those policies; (s.169.1(e))
- i) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (f) (the "**Multi-Year Strategic Plan**"); (s.169.1(f))
- j) annually review the Multi-Year Strategic Plan with the Director/Secretary; (s.169.1(g)) and

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<sup>1</sup> Unless otherwise specified herein, all section references in brackets throughout this By-law are to the *Education Act*.

k) monitor and evaluate the performance of the Director/Secretary, in meeting the following:

1. their duties under Applicable Laws and the Multi-Year Strategic Plan; and
2. any other duties assigned by the Board of Trustees. (s.169.1(h))

2.2 **Trustees:** In addition to complying with Applicable Laws and all resolutions of the Board of Trustees, each Trustee shall:

- a) carry out their responsibilities in a manner that assists the Board of Trustees in fulfilling its duties under Applicable Laws; (s.218.1(a))
- b) attend and participate in meetings of the Board of Trustees, including meetings of Committees of which they are a member; (s.218.1(b))
- c) consult with parents, students and supporters of the DPCDSB on the Multi-Year Strategic Plan; (s.218.1(c))
- d) bring concerns of parents, students and supporters of the DPCDSB to the attention of the Board of Trustees; (s.218.1(d))
- e) uphold the implementation of any resolution after it is passed by the Board of Trustees; (s.218.1(e))
- f) entrust the day-to-day management of the DPCDSB to its staff through the Director/Secretary; (s.218.1(f))
- g) maintain focus on student achievement and well-being; (s.218.1(g))
- h) comply with the Trustee Code of Conduct; (s.218.1(h)) and
- i) communicate with Church, local governmental and/or community partner officials (“Officials”) as necessary on matters that have implications or impact on the Trustee’s ward(s).

Notwithstanding the foregoing, any matter that has or may have implications or impact on any other Trustee’s ward, the Board of Trustees and/or the DPCDSB shall be referred by a Trustee to the Board of Trustees for action. Action may, for example, consist of the Chair acting in their role as spokesperson of the Board of Trustees pursuant to Section 2.4 (f). For matters referred to the Board of Trustees in connection with this Section 2.2 (i), no Trustee shall communicate with Officials without prior approval by the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.

**2.3 Director/Secretary:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Director/Secretary shall:

- a) annually review with and deliver a report to the Board of Trustees regarding the Multi-Year Strategic Plan; (s.283.1(1)(a) and (d))
- b) ensure that the Multi-Year Strategic Plan establishes the DPCDSB's priorities and identifies specific measures and resources that will be applied in achieving those priorities and in carrying out its duties under the *Education Act*, in particular, its responsibility for student achievement set out in section 169.1(1)(f) of the *Education Act*; (s.283.1(1)(b))
- c) implement and monitor the implementation of the Multi-Year Strategic Plan and report periodically to the Board of Trustees on the status of its implementation; (s.283.1(1)(c))
- d) act as secretary to the Board of Trustees; (s.283.1(1)(e))
- e) immediately upon discovery, bring to the attention of the Board of Trustees any act or omission by the Board of Trustees that in the opinion of the Director/Secretary may result in, or has resulted in, a contravention of the *Education Act*; (s.283.1(f))
- f) if the Board of Trustees does not respond in a timely and satisfactory manner to an act or omission brought to its attention under Section 2.3(e), advise the Minister or a Deputy Minister of the Minister of the act or omission; (s.283.1(1)(g))
- g) keep a full and correct record of the proceedings of every meeting of the Board of Trustees in the minute book provided for that purpose by the Board of Trustees and ensure that the minutes when confirmed are signed by the Chair or presiding member; (s.198(1)(a))
- h) transmit to the Ministry of Education copies of reports requested by it; (s.198(1)(b))
- i) give notice of all meetings of the Board of Trustees to each Trustee by notifying the Trustee personally or in writing (including by electronic means); (s.198(1)(c))
- j) call a special meeting of the Board of Trustees at the written request of the majority of the Trustees; (s.198(1)(d))
- k) attend all meetings of the Board of Trustees and Committees in person or by designate; (O.Reg 463/97, s.5.(1)(3); s. 283.1(1)(e) and s.198.(1)(e))
- l) prepare or arrange to have prepared by a delegated representative, minutes of all meetings of the Board of Trustees and of Committees; (s.170.(1)(4); s.198(1)(a))

- m) keep records or arrange to have records kept as required under Applicable Laws and subject to the directions of the Board of Trustees; (s.170.(1)(4) and (18); s. 171(1)(38); s.198.(1)(e))
- n) conduct the official correspondence on behalf of the Board of Trustees;
- o) receive and pass on to the Board of Trustees or the relevant Committee all correspondence, petitions and reports of other officials;(s.198(1)(e))
- p) prepare, in consultation with the appropriate chair, the draft agenda of all meetings including special meetings of the Board of Trustees and of all Committees or delegate the responsibility; (s.218(4))
- q) maintain an up-to-date policy database and make such database accessible to the public via the DPCDSB’s website; (s.198(1)(e))
- r) have charge of all correspondence, reports and other documents; (s.198(1)(e))
- s) promulgate all orders, policies and other directions of the Board of Trustees and other matters in accordance with requirements of Applicable Laws and subject to the directions of the Board of Trustees; (s.198(1)(e))
- t) bring to the attention of the Board of Trustees any matter in respect of which, in the opinion of the Director/Secretary, may be necessary or useful for the Board of Trustees to be aware; (s.198(1)(e)) and
- u) manage the day-to-day operations of the DPCDSB, including executing the implementation of DPCDSB policies and decisions of the Board of Trustees. (s.218.1(f)). For certainty, requests by Trustee(s) for staff to provide information or to perform an action on any matter that will require significant resources to fulfill, at the request of the Director/Secretary, the Board of Trustees shall pass a motion to request staff, through the Director/Secretary, to fulfill such request. A resource is considered “significant” if it requires any of the following as determined by the Director/Secretary:
  - 1. expenditure of funds not previously allocated to fulfill the specific request;
  - 2. engagement of external human resources, including, but not limited to additional staff, consultants and/or external legal counsel;
  - 3. the assignment of one or more existing staff to fulfill the request causing them to vacate any portion of their regular day-to-day assigned duties that cannot be postponed;

2.4 **Chair:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Chair shall:

- a) preside over meetings of the Board of Trustees; (s.218.4(a))
  - b) conduct the meetings in accordance with this By-law; (s.218.4(b))
  - c) enforce the *Trustee Code of Conduct*; (s.218.3(1) and s.218.4(a))
  - d) establish the Agenda for meetings of the Board of Trustees, including special meetings, in consultation with the Director/Secretary; (s.218.4(c))
  - e) ensure that Trustees have the information needed for informed discussion of the Agenda items; (s.218.4(d))
  - f) act as spokesperson to the public on behalf of the Board of Trustees, unless otherwise determined by the Board of Trustees (s.218.4(e)). In carrying out the role as spokesperson, the Chair shall ensure the following:
    - 1. invitations the Chair receives to attend events as spokesperson of the Board of Trustees are also extended to the Vice-Chair.
    - 2. except for offering messages such as congratulations and/or condolences to the DPCDSB's partners in education ("Messages") (for example, Church officials, governmental officials, DPCDSB families, and/or community partner officials), matters for which it is proposed the Chair carry out their role as spokesperson of the Board of Trustees, receives prior approval through the passing of a motion by a majority of Trustees present and entitled to vote at the meeting at which the motion is brought.
    - 3. in circumstances where the Chair carries out this role through the offering of Messages, they shall notify the other Trustees as soon as reasonably possible following the delivery of the Messages.
  - g) convey the decisions of the Board of Trustees to the Director/Secretary; (s.218.4(f))
  - h) provide leadership to the Board of Trustees in maintaining its focus on its responsibilities set out in Section 2.1.; (s.218.4(g)) and
  - i) provide leadership to the Board of Trustees in maintaining a focus on the DPCDSB's mission and vision. (s.218.4(h))
- 2.5 **Vice Chair:** In addition to any duties assigned by the Board of Trustees and any other duties under Applicable Laws, the Vice Chair shall carry out all duties required of the Chair in the event the Chair is absent or otherwise unable or unwilling to act in that capacity. (s.208(7))

### ARTICLE 3 COMMITTEES OF THE BOARD AND EXTERNAL ASSEMBLIES

3.1 **Committees:** The Board of Trustees will establish Committees and determine the duties of such Committees. (s.171(1)1)) The Committees shall be categorized as follows:

- a) Committees, the mandates and terms of reference of which are established by the *Education Act* ("**Statutory Committees**");
- b) Committees whose duties are normally continuous, whether required by statute or otherwise ("**Standing Committees**"); and
- c) Committees appointed for specific duties whose mandate shall expire with the completion of the tasks assigned ("**Ad Hoc Committees**").

**Statutory Committees:** The following Committees are confirmed as the Statutory Committees of the Board of Trustees as at the date this By-law is enacted:

- a) Audit (s.253.1) (three Trustees) (O.Reg 361/10)
- b) Special Education Advisory (s.57.1) (two Trustees and two alternates) (O.Reg 464/97)
- c) Supervised Alternative Learning (one Trustee and one alternate) (O.Reg 374/10)
- d) Discipline (at least three Trustees as available (S. 309(12) and S. 311.3(9))
- e) Central Committee for Catholic School Advisory Councils (one Trustee and one alternate) (O.Reg 612/00)
- f) Director of Education Performance Appraisal Committee (at least three but no more than 7 Trustees) (O. Reg 83/24)

**Standing Committees:** The following Committees are confirmed as Standing Committees of the Board of Trustees as at the date this By-law is enacted:

- a) Administration and Finance (also a Committee of the Whole)
- b) Faith and Program (also a Committee of the Whole)
- c) Contract and Negotiations (all Trustees without a declared interest)
- d) By-law/Policies Review (also a Committee of the Whole)
- e) Multi-Year Strategic Planning Committee (also a Committee of the Whole)

3.2 **External Assemblies Membership:** The Board of Trustees may appoint Trustees to assemblies established by external agencies ("**External Assemblies**"), including the following. For certainty, External Assemblies are not Committees:

- a) Brampton Board of Trade (three Trustees)
- b) Mississauga Board of Trade (seven Trustees)
- c) Peel Safe and Active Routes to School (two Trustees)
- d) Brampton School Traffic Safety Council (one Trustee and one alternate)
- e) Mississauga Traffic Safety Council (one Trustee and one alternate)
- f) Ontario Catholic School Trustees Association (two Trustees)

3.3 **Functions, Duties, Responsibilities and Powers of Committees:** The functions, duties, responsibilities and powers of all Committees shall be set out in the resolution of the Board of Trustees by which such Committee is established, or in terms of reference adopted by the Board of Trustees in respect of such Committee. At each of its inaugural meetings, each Committee will determine its terms of reference to be recommended to the Board of Trustees for approval. No Committee is authorized to exercise any delegated Board of Trustees authority unless expressly so authorized in the terms of reference or resolution adopted by the Board of Trustees in respect of the Committee.

3.4 **Committee Membership:**

- a) Individuals appointed to Committees serve at the pleasure of the Board of Trustees. Committee terms of reference shall set out the composition of the Committee and indicate what Board of Trustees and DPCDSB resources are dedicated to support its work.
  - **Statutory Committee Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Statutory Committees in accordance with the *Education Act*. Notwithstanding anything to the contrary, the term of Trustees appointed to the Audit Committee is two (2) years; and the term of Trustees appointed to the Director of Education Performance Appraisal Committee is from July 1 of one year to June 30 of the following year.
  - **Standing Committee Membership:** At its Inaugural or Organizational meeting, as the case may be, the Board of Trustees shall appoint the chair, vice-chair and other members of each Standing Committee.
- b) **Ad Hoc Committee and External Assembly Membership:** At its first meeting *following* the Inaugural or Annual Organizational Meeting, as the case may be, the Board of Trustees shall appoint Trustees to its Ad Hoc Committees and External Assemblies.
- c) **Notwithstanding** anything to the contrary, Committee and External Assembly



Membership is subject to the following:

- the Chair and Vice-Chair must be members of the Director of Education Performance Appraisal Committee;
- only Trustees without a declared interest may be members of the Contract and Negotiations Committee;
- a Trustee's membership on a Committee or External Assembly is subject to any sanctions imposed on the Trustee pursuant to section 218.3 of the *Education Act* arising out of a finding of a breach of the Code of Conduct or otherwise required by law.

d) **Committee Procedures:** Unless provided otherwise herein, and/or unless the Board of Trustees passes a resolution to the contrary with respect to Committees generally or any particular Committee, the procedures set out in this By-law shall apply to all Committee's, with necessary modifications, subject to the following:

- All Committees, except the Audit Committee and the Director of Education Performance Appraisal Committee, shall be first convened as soon as reasonably possible following the date of the Board of Trustees' resolution appointing the members to the applicable Committee.
- The first meeting of the Audit Committee shall take place no later than September 30 in each fiscal year. (O.Reg 361/10)
- Election of the chair and vice-chair of the Audit Committee shall occur at the Audit Committee's first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.
- The first meeting of the Director of Education Performance Appraisal Committee shall take place no later than July 30 in each fiscal year.
- Election of the chair and vice-chair of the Director of Education Performance Appraisal Committee shall occur at its first meeting following the Board of Trustees' Inaugural or Organizational meeting, as the case may be.
- The process to meet In-Camera set forth in Article 6 applies to Committee meetings with necessary modifications.

**ARTICLE 4**  
**THE INAUGURAL/ANNUAL ORGANIZATIONAL MEETING,**  
**ELECTION OF OFFICERS AND APPOINTMENTS**

- 4.1 **Date and Time:** Subject to any statutory requirements, the Inaugural Meeting shall be held not later than seven (7) days after the day on which the term of office of the Board of Trustees commences, at the Catholic Education Centre at 7:00 p.m., (s.208(2)) following a 6:00 p.m. mass, or at such other time and location determined by the Chair. Each subsequent Annual Organizational Meeting of the Board of Trustees shall be held at such time and place as the Board of Trustees considers expedient. (s.208(6))
- 4.2 **Meeting Procedure:** The procedure at the Inaugural Meeting and each subsequent Annual Organizational Meeting shall be as follows:
- a) At the Inaugural Meeting (but not subsequent Annual Organizational Meetings), the Director/Secretary shall:
    - 1. read the returns of the election to the Board of Trustees as certified by the municipal clerks;
    - 2. ascertain that the Trustees have met all procedural requirements and are eligible to take office;
    - 3. administer to each Trustee a declaration of office and oath of allegiance; and
    - 4. declare the Board of Trustees to be legally constituted.
  - b) At the Inaugural Meeting and each Annual Organizational Meeting, the Director/Secretary shall serve as chair of the meeting until the Chair is elected, but the only business to be conducted while the Director/Secretary is so serving is the election of the Chair, which shall be conducted as follows:
    - 1. The Director/Secretary shall appoint three (3) scrutineers, whose names shall be recorded in the minutes;
    - 2. The Director/Secretary shall then call for nominations, which will not require a seconder (and a Trustee may self-nominate);
    - 3. The Director/Secretary shall ask all nominees to confirm whether they wish to allow their name to stand in nomination;
    - 4. Confirmed nominees will be invited, in the order they were nominated, to address the Board of Trustees;

5. Trustees may ask questions of each candidate;
  6. The election shall then proceed by secret ballot;
  7. The Trustee who receives the most votes shall be declared elected, but only if the number of votes received by such Trustee is equal to the majority of the number of the Trustees present at the meeting and entitled to vote;
  8. If the condition in Section 4.2(b)(7) is not satisfied, the scrutineers shall announce the result and the name of the Trustee receiving the smallest number of votes shall be dropped. The Board of Trustees shall then proceed to vote anew, to a maximum of three (3) rounds of votes, until the condition in Section 4.2(b)(7) is satisfied. The successful Trustee shall serve as the Chair until the next Inaugural/Annual Organizational Meeting;
  9. In the case of an equality of votes, the candidates shall draw lots to fill the position pursuant to subsection 208(8) of the *Education Act*;
  10. A majority of the Board of Trustees present and entitled to vote at the meeting will bring a motion to destroy the ballots or file the ballots with the Director/Secretary and then destroyed at a date defined in the motion.
- c) The elected Chair shall succeed the Director/Secretary as chair of the meeting.
  - d) The Chair shall conduct an election for the office of Vice-Chair, chairs and vice-chairs of the following Standing Committees using the process set out above, with necessary alterations, and deliver their inaugural address to the Board of Trustees: Faith and Program; By-law/Policies Review; Administration and Finance; Multi-Year Strategic Plan and Contract and Negotiations.
  - e) At least every five years, once the Audit Committee has recommended the appointment of an auditor to the Board of Trustees, the Board of Trustees shall appoint its auditors for the ensuing one to five years.
- 4.3 **Term of Office:** The term of office for all positions and appointments of Trustees described in Articles 3 and 4 shall be for a period of one year, except for the Audit Committee where the term of office shall be two years.

## ARTICLE 5

### PROCEDURES AT MEETINGS OF THE BOARD OF TRUSTEES

- 5.1 **Quorum:** A majority of Trustees constitutes a quorum. (s.208(11))
- a) If a quorum is not present within 15 minutes after the time appointed for the meeting or it is lost, the Board of Trustees shall not convene, and the Director/Secretary shall record the names of the members present.
  - b) Where the Chair has knowledge that a Trustee will arrive within the half hour of the posted commencement time of a meeting, the Chair may unilaterally extend the start time for the meeting beyond the stated 15 minutes to an additional 15 minutes, totaling no more than 30 minutes from the posted commencement time of the meeting. If a quorum is still not present after the additional 15 minutes, the Board of Trustees meeting shall not convene, and the Director/Secretary shall record the names of the members present. The Chair may call a recess of up to 15 minutes should quorum be lost or for any other reason as they so determine. In order for the Board of Trustees meeting to be re-called, a quorum must be present.
  - c) Subject to 5.1(a) and (b), the Board of Trustees shall adjourn a convened meeting whenever a quorum is no longer present, and the Director/Secretary shall then record the time of adjournment and the names of the members present.
  - d) The foregoing is subject to Section 7(1) of the *Municipal Conflict of Interest Act*.
- 5.2 **Regular Meetings:** The Board of Trustees may establish dates for its regular meetings, at a place and time determined by the Board of Trustees. Ordinarily, regular meetings shall commence at 7:00 p.m. on the fourth Tuesday of every month, other than June, July and December, and adjourn at 11:00 p.m. or upon completion of the item being discussed at 11:00 pm, unless otherwise determined by the Board of Trustees. (s.170(1)4)) The Board of Trustees may pass a motion by simple majority to extend a meeting past 11:00 pm. The Chair may cancel or reschedule a regular meeting by giving notice to all persons entitled to receive notice of the meetings of the Board of Trustees, provided that the Chair may only cancel a regular meeting in extraordinary circumstances, such as when there is a strong indication that quorum would not be present at such meeting.
- 5.3 **Meeting Materials:** To the extent practicable, on the Friday prior to any meeting of the Board of Trustees, the Chair shall cause the meeting Agenda and all necessary or desirable meeting materials to be delivered by or on behalf of the Director/Secretary to the Trustees and the meeting Agenda to be posted on the DPCDSB's website for public access.

5.4 **Agendas for Meeting:** The Agenda and order of business for meetings of the Board of Trustees and its Committees will normally be as set out in Appendix D. (s.218(4))

5.5 **Adding to Agenda**

- a) **Prior to the Meeting:** At the discretion of the Chair in consultation with the Vice-Chair and the Director/Secretary, the Chair shall consider a request from a Trustee to add an item to the Agenda for a meeting if a written request for this purpose has been submitted to the Chair at least ten (10) Business Days in advance of the meeting. If requested, the Chair shall permit the Trustee to make an oral representation to the Chair as to why an item should be added. If the Chair denies the addition, they shall provide reasons for such denial to all Trustees. The Chair's decision will be based on administrative considerations, such as whether the subject matter would be more appropriately addressed at another meeting or forum.
- b) **At the Meeting:** A Trustee or the Director/Secretary may include additional items on the Agenda for a meeting if approved by a majority vote of the Trustees present at such meeting. Other than in urgent circumstances, items dealing with substantive issues should not be added to the agenda at the meeting to ensure fairness to Trustees who are absent.
- c) The order of business at any meeting shall be in the same order as on the Agenda for such meeting but may be changed by a majority vote of the Trustees present at such meeting.
- d) Amendments to the Agenda during the meeting shall be permitted if all Trustees are present and unanimously agree to such variation.

5.6 **Special Meetings:** In addition to the Director/Secretary's duty to call a special meeting pursuant to Section 2.3(k), special meetings of the Board of Trustees may be called at the discretion of the Chair or at the request of at least two (2) Trustees, provided that in all circumstances special meetings may only be held to address matters of a time-sensitive nature which may result in financial loss or other harm to the DPCDSB and to the Board of Trustees or an employee or student of the DPCDSB if the matters are not dealt with before the next scheduled meeting of the Board of Trustees or a Committee. Special meetings require no less than two (2) business days' notice, unless such minimum notice requirement is waived in writing by the Chair. The notice calling a special meeting shall state the business to be considered thereat, and no other business may be considered at a special meeting, unless all Trustees are present and unanimously agree to consider such business. The Chair may cancel a special meeting by giving notice of cancellation if the Chair deems that the need for the special meeting no longer exists. (s.208(13))

- 5.7 **Consequence of Repeated Absence from Meetings:** In accordance with the *Education Act*, (s.228(1)(b)) a Trustee is deemed to vacate their seat if they absent themselves from three (3) consecutive full regular meetings of the Board of Trustees, unless authorized by a resolution of the Board of Trustees.
- 5.8 **Record of Attendance:** A register of Trustee attendance at Board of Trustee and Committee meetings will be established and maintained by or on behalf of the Chair. The register will be available to the public upon written request. Attendance records for all meetings shall record instances where Trustees are required to arrive late or leave prior to adjournment. A Trustee absent from a meeting(s) while acting on approved Board of Trustee or DPCDSB business, or while serving as an officer of a Trustee association, or for other reasons approved by the Board of Trustees, will be recorded as such, and such reason will be taken into consideration by the Board of Trustees when determining if a motion will be passed pursuant to Section 228 of the *Education Act* if the subject absence forms part of three (3) consecutive absences. For the purpose of this Section, Board of Trustee or DPCDSB business may include, but is not limited to, attending school council meetings, meetings with government representatives and Board of Trustees-approved conferences.
- 5.9 **Electronic and Physical Attendance at Meetings:** The Board of Trustees shall allow attendance at meetings by electronic means in accordance with the *Education Act* and DPCDSB Policy No. 1.06, as amended or replaced as follows: (O. Reg. 463/97 s. 5)

Type of Meeting	Physical Attendance Requirement
Board of Trustees and Committees of the Whole	1.The Chair or their designate; 2.At least one other Trustee; and 3.The Director/ Secretary or their designate.
Committees, other than Committees of the Whole	1.The Committee Chair or their designate, however, if the Committee Chair or their designate participates in a meeting by electronic means pursuant to one of the Exceptions set out below, then at least one additional Committee member must be physically present; and 2.The Director/Secretary or designate.
Exceptions: 1. The Chair of the Board of Trustees or a Committee (or their respective designates) may participate in a meeting by electronic means if one of the following apply:  a) <i>The member's primary place of residence within the area of jurisdiction of the board is located 125 kilometres or more from the meeting location.</i> b) <i>Weather conditions do not allow the member to travel to the meeting location safely.</i> c) <i>The member cannot be physically present at a meeting due to health-related issues.</i>	

- d) *The member has a disability that makes it challenging to be physically present at a meeting.*
- e) *The member cannot be physically present due to family responsibilities in respect of the member's spouse,*
  - i. *a parent, step-parent or foster parent of the member or the member's spouse,*
  - ii. *a child, step-child, foster child, or child who is under legal guardianship of the member or the member's spouse,*
  - iii. *a relative of the member who is dependent on the member for care or assistance, or*
  - iv. *a person who is dependent on the member for care or assistance and who considers the member to be like a family member.*

Notwithstanding the foregoing, for Board of Trustees meetings, the Chair or designate must be physically present in the meeting room for at least half of the Board of Trustees meetings for any twelve (12)-month period beginning November 15 of any year. (O. Reg. 463/97 s. 5.1(2))

Furthermore, every Trustee, other than the Chair, must be physically present in the meeting room for at least three (3) regular meetings of the Board of Trustees during each twelve (12) month period beginning November 15 of each year. (O. Reg. 463/97, S. 6.1).

The foregoing physical attendance requirements apply except in rare circumstances where all schools are closed pursuant to an order as described by O. Reg. 463/97 s. 6.1(2), (3) or (4).

The Board of Trustees may deny one or more Trustees access to electronic attendance and require them to be physically present at the meeting for the Board of Trustees or a Committee to comply with legislative requirements. (O. Reg. 4693/97 s. 5) A Trustee attending a meeting electronically must fulfill the following obligations:

- (a) The mute function is used when the Trustee is not speaking;
- (b) Participate in a quiet room with a closed door to prevent unnecessary distractions;
- (c) Ensure their camera is on when voting. During the rest of the meeting, if a Trustee needs to turn their camera off, they will advise the recording secretary if they have left the meeting for any length of time;
- (d) For In-Camera meetings, comply with the requirements of Section 6.7 in addition to the foregoing.

- 5.10 **Selection of Chair of Meeting:** If the Chair and the Vice-Chair are both absent from a meeting, or unable or unwilling to act in that capacity, and if quorum is present, the Director/Secretary shall call the meeting to order and the members present shall select a chair of the meeting, who shall preside and act as chair of the meeting, but only until such time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity. (s.208(9)) Notwithstanding the foregoing, in circumstances where there is a past Chair, they shall preside and act as chair of the meeting, but only until such

time as the Chair or Vice-Chair arrives at the meeting or is willing or able to act in that capacity.

5.11 **Director/Secretary Responsible for Meeting Minutes:** The Director/Secretary shall cause the minutes of Board of Trustees and Committee meetings to be recorded and maintained. (s.198(1)(a))

5.12 **Content of Minutes:** Each set of meeting minutes shall contain the following:

1. the type of meeting (“regular”, “special”, etc.);
2. the date and place of the meeting;
3. the names of Trustees, Staff, and guests present, the names of Trustees absent, and the time of arrival, departure and/or re-entry of Trustees absent for the entire meeting;
4. the minutes of the previous meeting(s) and, where approved, an indication of any changes therein;
5. disclosure of declared interests;
6. all motions and points of order and appeals, and the disposition thereof;
7. the time of adjournment; and
8. the time, date, and place of the next meeting.



## ARTICLE 6 IN-CAMERA MEETINGS – BOARD OF TRUSTEES AND COMMITTEES

- 6.1 **Principle of Open Meetings:** All meetings, including electronic meetings, of the Board of Trustees and, subject to Section 6.2 below, all Committee meetings, shall be open to the public. A person shall only be excluded from a meeting that is open to the public, for improper conduct (s.207(1)) as determined by the chair of the meeting in their absolute discretion.
- 6.2 **In-Camera Meetings - Committees:** A meeting of a Committee, including Committee of the Whole, may be closed to the public, but only to the extent the subject-matter under consideration involves one or more of the following:
- a) the security of the property of the DPCDSB;
  - b) the disclosure of intimate, personal or financial information in respect of a Trustee, member of a Committee, an employee or prospective employee of the DPCDSB, or a student or their parent or guardian;
  - c) the acquisition or disposal of a school site;
  - d) decisions in respect of negotiation with employees of the DPCDSB; and
  - e) litigation affecting the DPCDSB. (s.207(2))
- 6.3 **In-Camera Meetings – Board of Trustees and Committees:** A meeting of the Board of Trustees or of a Committee shall be closed to the public when the subject matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the DPCDSB. (s.207(2.1))
- 6.4 **Persons Entitled to Attend In-Camera Meetings of the Committee of the Whole:** The only persons entitled to attend In-Camera Meetings of the Committee of the Whole are Trustees and the Director/Secretary (except if the subject matter of the In-Camera Meeting of the Committee of the Whole is directly related to the performance of the Director/Secretary, in which case the Director/Secretary is not entitled to attend that portion of the meeting), but the Board of Trustees may invite any person (including appropriate Staff) to participate as guests in In-Camera Meetings of the Committee of the Whole.
- 6.5 **In-Camera Meetings - Private Sessions:** If the In-Camera Meeting of a Committee includes only Trustees and the Director/Secretary, then such meeting shall be referred to as an “In-Camera Meeting - Private Session-Trustees and Director Only”. If the In-Camera Meeting of the Committee of the Whole includes only the Trustees, then such meeting shall be referred to as an “In-Camera Meeting - Private Session-Trustees Only”. For certainty, an In-Camera Meeting - Private Session-Trustees Only may only occur when the subject matter of the meeting is the contract or performance of the Director/Secretary. The Committee of the Whole may, in its discretion, invite such.

advisors as it deems necessary to such In-Camera Meeting -Private Session-Trustees Only. Immediately following the portion of the Private Meeting during which the contract or performance of the Director/Secretary is discussed, the Chair shall invite the Director/Secretary to return to the meeting.

**6.6 Process to Meet In-Camera as Committee of the Whole:** When the Board of Trustees determines it is necessary to meet in-camera:

a) The motion shall be:

*“THAT the Board of Trustees meeting be adjourned, and the Trustees immediately convene an In-Camera Meeting (or In-Camera Meeting – Private Session) of the Committee of the Whole in respect of [describe reason for matter to be discussed in-camera, with reference to the criteria set out in Section 6.2 and/or 6.3]”.*

b) Unless otherwise provided herein with respect to a Committee (for example, Section 3.4(d)), the Chair shall relinquish their role as presiding officer of the meeting and shall call the Vice-Chair or another Trustee to act as chair.

c) As soon as the In-Camera Meeting of the Committee of the Whole is concluded, the Board of Trustees shall reconvene in public, with the Chair acting again as chair of the meeting of the Board of Trustees.

d) The chair of the In-Camera Meeting of the Committee of the Whole shall present the report of the meeting of the Committee of the Whole and move its adoption. The motion shall be:

*“THAT the Board of Trustees receive the confidential report of the Committee of the Whole In-Camera / Private Meeting [describe reason for matter to be discussed in-camera with reference to criteria set out above] and recommend adoption of the recommendations set out therein”.*

**6.7 Confidential Nature of In-Camera Meetings:**

a) **Materials and Other Information:** All materials disclosed to Trustees in connection with In-Camera Meetings, all deliberations at, all minutes of, and all reports in respect of In-Camera Meetings are strictly confidential and shall not be disclosed to any person unless required by Applicable Laws or otherwise authorized by the Board of Trustees. (s.207.(2))

b) **Security:** A Trustee attending electronically in an In-Camera meeting must fulfill the following obligations in addition to those set out in Section 5.10:

- That they access the meeting using headphones;
- That they access the meeting alone in a private and quiet room with a closed door through which the meeting deliberations cannot be heard by anyone else;
- That they provide the location from where they are physically to the recording secretary and the Chair of the Board of Trustees or the Committee, as the case may be. This location shall not be disclosed publicly; however, the Trustee will be noted in the minutes to have participated in the meeting electronically;
- That, when possible, their camera stays on.

6.8 **Minutes of In-Camera Meetings:** Minutes of In-Camera Meetings shall be maintained in the same format as other Board of Trustees meeting minutes, provided that they shall be maintained in a segregated manner that protects their confidential nature to ensure they are only properly disclosed to authorized persons in accordance with Applicable Laws.

6.9 **Student Trustees:** Student Trustees may attend In-Camera Meetings of the Committee of the Whole and any Committee on which a Student Trustee is appointed, except they are not entitled to attend In-Camera Meetings convened in respect of matters involving the disclosure of intimate, personal, or financial information in respect of a Trustee or member of a Committee, an employee or prospective employee, or a student or their parent or guardian, or other matters expressly prohibited by the *Education Act*. (s.55(5)).

## ARTICLE 7 DELEGATIONS AND SUBMISSIONS

7.1 **Delegations and Submissions:** The DPCDSB encourages the public to provide advice and information to the Board of Trustees to assist Trustees in making informed decisions. Written and in person delegations to the Board of Trustees may be made in accordance with the following:

- a) Subject to Section 7.1(e), delegates are required to register using the prescribed form no later than 1:00 p.m. five (5) business days before the date of the applicable meeting. A failure to complete the registration requirement, including failure to provide their speech, will result in the delegation request being declined unless otherwise permitted in this Article 7. All other written (including electronic) materials/presentations of delegates, including revisions to those previously submitted, must be submitted in their final form by 1:00 p.m. on the Monday immediately prior to the meeting. Notwithstanding the foregoing, if a person wishes to delegate regarding an item that appears on the agenda of a specific meeting, such person shall be permitted to delegate at that specific meeting regarding that item only provided that the request is made and all written (including electronic) materials/presentations and verbatim speech of the delegate are submitted in their final form by 1:00 p.m. on the Monday immediately prior to the specific meeting. As at all meetings, delegates will be advised that the Board of Trustees may not take action on the subject of the delegation at the meeting.
- b) The Director/Secretary and/or the Chair, in consultation with the Vice-Chair, reserve the following rights:
  - to accept or reject such materials, with notice of same provided to the delegate as soon as reasonably possible in the circumstances before the meeting. Personal or private information included in the delegate's materials will be redacted.
  - to decline any delegation to ensure compliance with DPCDSB policies and general administrative procedures and Applicable Laws, *including* those pertaining to privacy and human rights.
- c) If the delegate intends to use, or begins to use, the name/title/position of Staff members, or discloses any personal or other confidential information with respect to the Board of Trustees, a Committee or a student or their parent or guardian, the Chair may rule that the delegation is out of order or may require that the delegation be reconvened in-camera.
- d) The Chair may rule that the delegation is out of order and end the delegation, if, in the Chair's opinion, either of the following occurs:

- The information in the delegate's oral speech is significantly different than the written speech provided;
  - The delegate's speech, notes, and/or other materials contain, or if the Delegate begins to use language that, in the opinion of the Chair, constitutes either of the following:
    - A. an invasion of privacy, breach of confidentiality, defamation of character or is obscene; or;
    - B. discrimination against an individual or group of individuals based on a protected ground under the Ontario *Human Rights Code*, R.S.O. 1990, c. H. 19, the Chair may rule the delegation out of order and end the delegation. The following are current the protected grounds:
      - age
      - Ancestry, colour, race
      - Citizenship
      - Ethnic origin
      - Place of origin
      - Creed
      - Disability
      - Family status
      - Marital status (including single status)
      - Gender identity, gender expression
      - Receipt of public assistance (in housing only)
      - Record of offences (in employment only)
      - Sex (including pregnancy and breastfeeding)
      - Sexual orientation.
- e) The public is strongly encouraged to make delegations to the appropriate Committee addressing the matter of concern prior to the matter coming before the Board of Trustees for consideration to allow Staff to consider and make recommendations to the Board of Trustees in connection with any matter raised in a delegation. For certainty, an individual or group making a delegation to a Committee may register to make the same or substantially similar submission or delegation to the Board of Trustees.
- f) Up to five (5) delegations in total may be received by the Board of Trustees or a Committee at any meeting. Notwithstanding the foregoing, the Chair, in consultation with the Vice-Chair and Director/Secretary, may approve delegations in excess of five (5) if such delegations comply with Section 7.1(a). In circumstances where there are more than five (5) delegations proposed and such additional delegations are not in compliance with Section 7.1(a), a majority of the Board of Trustees present and entitled to vote at a meeting may pass a motion to allow one or more additional delegations or may call an additional meeting. Each

delegation will be limited to five (5) minutes unless otherwise determined by the Board of Trustees.

- g) Once the delegate has completed their presentation, Trustees shall have an opportunity to ask questions of the delegate. Once Trustee questions to the delegate are completed, the delegate will leave the podium and be seated or, if the delegation occurs in an In-Camera meeting, the delegate will leave the room. Trustees may ask questions of Staff at an open meeting, but not while the delegate is at the podium. Trustees may ask questions of Staff at an In-Camera meeting, but not while the delegation is present in the room.
- h) Delegations deviating from the subject matter set out in the applicable registration form will be ruled out of order, however an individual making a delegation may answer questions asked by Trustees on any topic.
- i) During both public and In-Camera Meetings, it is the responsibility of the Chair to stop or caution the delegate if they begin to make specific derogatory comments about any person. The Chair will remind the delegate of the requirement to avoid negative, critical, or derogatory words and to focus on their concerns with respect to an issue or decision. If the delegate will not comply, the Chair may rule the delegation out of order. If the delegate becomes unruly, the Chair may, in their absolute discretion, remove the delegate(s) from the meeting for improper conduct in accordance with the *Education Act*.
- j) If the Board of Trustees refers a matter to Staff, through the Director/Secretary, in respect of which a submission or delegation is made, the Director/Secretary shall ensure the persons involved in the delegation are informed of the time and date at which the Staff report on the matter is to be reviewed by the Board of Trustees or Committee and information may be shared with the persons involved in the delegation in the discretion of the Director/Secretary.

7.2 **Persons Ineligible to Make Delegations:** Generally, all persons may make a delegation in respect of any Board of Trustees-related matter. However, Staff may not make submissions or delegations to the Board of Trustees or a Committee in respect of the following matters:

- a) collective agreements to which the DPCDSB is a party; or
- b) employee organizations (of which the speaker is, or is eligible to be, a member).

## ARTICLE 8 BY-LAW AMENDMENTS

- 8.1 **By-law Amendments:** Except when coming to the Board of Trustees as a recommendation from a Committee, no amendment, alteration, or addition to this By-law or the Board of Trustees' policies may be made unless due notice thereof in writing, setting forth the proposed amendment, alteration, or addition has been given at a Board of Trustees meeting previous to that at which the same comes up for consideration, unless supported by majority of the Trustees as appropriate.
- 8.2 **Annual Review of By-law:** The By-law/Policies Review Committee shall annually review this By-law.
- 8.3 **Repeal of Prior By-laws:** All previous by-laws of the DPCDSB related to the subject matter hereof are repealed on the enactment of this By-law. Such repeal shall not affect the validity of any act done or right or privilege acquired, or obligation or liability incurred under such by-law prior to its repeal. All officers and persons acting under any by-law so repealed shall continue to act as if appointed under this By-law and all resolutions of the Board of Trustees with continuing effect passed under any repealed by-law shall continue to be good and valid except to the extent inconsistent with this By-law, but only until amended or replaced by the Board of Trustees.
- 8.4 **Suspension of Application of this By-law:** The provisions of this By-law may not be suspended, except for debate on an emergency issue, subject to Applicable Laws. The provision to suspend the rules for an emergency debate requires two-thirds (2/3) of those Trustees present at a duly called and regularly constituted meeting.

## ARTICLE 9 INDEX

### 9.1 In this By-law, unless the context otherwise requires, the following definitions apply:

- a) **“Agenda”** means a list of items that are to be discussed at a meeting of the Board of Trustees.
- b) **“Annual Organizational Meeting”** means the meeting at which the Chair and the Vice-Chair of the Board of Trustees are elected, and members of each of the Faith and Program, Board By-law/Policies Review, Administration and Finance and Contract and Negotiations Committees are appointed, in each year other than a year in which an Inaugural Meeting is held.
- c) **“Applicable Laws”** means the *Education Act*, this By-law, the *Municipal Conflict of Interest Act* and any act, regulation, principle of common law or equity, municipal by-law, or other written requirement of a governmental authority having the force of law applicable to the DPCDSB or the Board of Trustees.
- d) **“Board and Committee Information Officer”** means the recording secretary of the Board of Trustees and custodian of its records (except those records specifically assigned to others such as the treasurer’s books).
- e) **“Board of Trustees”** means the Board of Trustees of the DPCDSB.
- f) **“Business Day”** means Monday to Friday from 8:00 a.m. to 5:00 p.m. EST, excluding statutory holidays.
- g) **“By-law”** means this procedural by-law of the DPCDSB.
- h) **“Chair”** means the Trustee elected to the position of chairperson of the Board of Trustees, having the duties set forth in Section 2.4.
- i) **“Trustee Code of Conduct”** means DPCDSB Policy No. 1.02 entitled *“Code of Conduct – Trustees”* (as may be amended or replaced) adopted by the Board of Trustees in accordance with Section 218.2(1) of the *Education Act*.
- j) **“Committee”** means any committee of the Board of Trustees established in accordance with this By-law.
- k) **“Committee of the Whole”** means a meeting of the Trustees that is not a meeting of the Board of Trustees.
- l) **“Director/Secretary”** means, the Director of Education of the DPCDSB and Secretary to the Board of Trustees, or the Director/Secretary’s designate where the context requires or allows.



- m) **“DPCDSB”** means the Dufferin-Peel Catholic District School Board.
- n) **“Education Act”** means the *Education Act*, R.S.O. 1990, c.E.2, as amended, and includes the regulations enacted thereunder.
- o) **“In-Camera Meeting”** means a portion of a meeting of the Board of Trustees or of a Committee that is closed to the public in accordance with the *Education Act*.
- p) **“Inaugural Meeting”** means the meeting following a municipal election at which the Chair and the Vice-Chair of the Board of Trustees are elected.
- q) **“Minister”** means the Minister of Education and Minister Responsible for Early Years and Child Care.
- r) **“Municipal Conflict of Interest Act”** means the *Municipal Conflict of Interest Act*, R.S.O. 1990, c. M.50, as amended, and includes the regulations enacted thereunder.
- s) **“Municipal Elections Act”** means the *Municipal Elections Act, 1996*, S.O. 1996, c.32, as amended, and includes the regulations enacted thereunder.
- t) **“Staff”** means the staff of the DPCDSB.
- u) **“Student Trustee”** means a senior secondary student elected pursuant to the *Education Act* to represent all students of the DPCDSB. A Student Trustees is not a member of the Board of Trustees and is not entitled to exercise a binding vote.
- v) **“Trustee”** means a person elected, acclaimed, or appointed to the office of trustee of the Board of Trustees according to the provisions of the *Education Act* or the *Municipal Elections Act*.
- w) **“Vice Chair”** means the Trustee elected to the position of vice chairperson of the Board of Trustees, having the duties set forth in Section 2.5.

## APPENDIX A – THE CHAIR’S ROLE

- 1.1 **Rules of Order.** The Chair or, in their absence, the Vice-Chair shall preside over all meetings.
- 1.2 **Attendance.** The Chair shall cause the Board and Committee Information Officer to do the following:
- a) record the names of the Trustees present and absent at the beginning of the meeting as well as when a Trustee leaves or arrives; and
  - b) maintain the record of attendance referenced in Section 5.8 of this By-law.
- 1.3 **Chair Participation.** Should the Chair elect to take part in any debate or discussion or for any other reason, they shall vacate the position of chair and call upon the Vice-Chair or, if the Vice-Chair is absent, one of the other Trustees to fill their place in the following order until the matter under discussion is decided: Past Chair, chair of Contract and Negotiations Committee, chair of any other Committee. The Vice-Chair or any other Trustee temporarily acting as chair, shall discharge all the duties and enjoy all the rights of the Chair, but not participate in the discussion. Following such discussion, the Chair shall revert to their role.
- 1.4 **Appeal of Chair’s Ruling.** A Trustee may appeal the Chair’s ruling. The Trustee may indicate the reason for challenging the Chair, to a maximum time of one (1) minute. No other debate can take place on this item. The Board of Trustees will then vote to sustain or overturn the Chair’s ruling by a simple majority and the Director/Secretary shall conduct the vote and assume the Chair until the vote is taken.

## APPENDIX B – OBTAINING THE FLOOR

- 1.1 **Obtaining the Floor.** Any Trustee desiring to speak shall indicate by an up-raised hand or the words, "Mr. or Madam Chair", and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak. Trustees proceeding to speak before the Chair has recognized them shall be considered out-of-order.
- a) **Multiple Speakers.** When two or more Trustees attempt to speak at the same time, the Chair shall name the Trustee who may speak.
  - b) **Scope of Debate.** Every Trustee shall confine themselves to the question in debate and shall avoid all discourteous language and personal references to staff and to other Trustees.
  - c) **Guideline for Limitation on and use of Floor Time.** Upon obtaining the floor, a Trustee shall make every effort to speak succinctly on the relevant issue and use only a reasonable amount of time to do so. As a Guideline, it is recommended that a Trustee have the floor for no more than five (5) consecutive minutes for the same issue. If the Chair determines that time in excess of five (5) consecutive minutes is unreasonable in the circumstances, the Chair may limit the amount of additional time that a Trustee may continue to have the floor. Notwithstanding the foregoing, such limitations enforced by the Chair must be fair and justifiable and the time limit must allow for at least another five (5) consecutive minutes by the subject Trustee on the issue. The foregoing does not apply in circumstances falling under Section 1.1 (h) of this Schedule B, in which case, the Chair has the discretion to limit or end the Trustee's floor time at any time.
  - d) **No Interruptions.** A Trustee, who has the floor, shall not be interrupted, except for questions of privilege or procedural rules of order as set out in Appendix "C". The Chair will deal with the question of privilege and procedural rules of order before the Trustee, who has the floor, resumes speaking.
  - e) **Guideline for Time Limit on Debate.** Each matter should be debated within thirty (30) minutes of it being stated by the Chair. At or after the expiration of the thirty (30) minutes, the Chair shall put the question, "Is it the will of the Board of Trustees/Committee to extend the debate for fifteen (15) minutes?". The vote shall be taken immediately without debate. Up to two extensions of debate may be permitted.
  - f) **Procedure when Time Limit Expires.** If a matter has not been disposed of at a meeting within the time limits set out above, then, notwithstanding anything to the contrary, the Chair shall call for a motion to call the question. If such motion is not passed, the matter shall be referred to the appropriate Board of Trustees or Committee meeting.

- g) **Questions asked by.** To maximize efficiencies at each Board of Trustees and Committee meeting, Trustees should, to the extent practicable, only raise matters at a particular meeting that are relevant to the subject matter under the purview of that assembly unless the matter must be dealt with urgently. Each Trustee may ask up to five (5) questions per matter at a Meeting. A Trustee may ask an additional five (5) questions on the same matter at the discretion of the Chair.
- h) **Discipline.** Trustees who resist the rules of the Board of Trustees, disobey the decision of the Chair or of the Board of Trustees on points of order or make any disorderly noise or disturbance, may, unless they make an apology that is accepted by the Chair, be ordered by the Chair to leave their seats for the remainder of the meeting. In case of a refusal to do so, on the order of the Chair, such persons may be removed from the meeting room and Board of Trustees' office by any police officer or security personnel. The Meeting Rules shall govern all Trustee actions.

## APPENDIX C – MOTIONS AND VOTING

### A. GENERAL PROCEDURES FOR MOTIONS

- 1.1 **Notices of Motions.** The Notice of Motion has the effect of giving notice to the other Trustees, staff and the public of the matter to be considered at the next meeting. Trustees who wish to introduce new business, not on the agenda, shall give notice at one meeting of intention to move a specific motion at the next meeting of the Board of Trustees. A Notice of Motion:
- (a) must be in writing and delivered to the Director/Secretary within three (3) days before the meeting at which it is going to be brought.
  - (b) requires no seconder and is not debatable at the time it is introduced.
  - (c) shall not be the subject of any debate or comment at the meeting at which it is introduced. In the case of urgent and pressing matters, with two-thirds' consent of Trustees present and eligible to vote, the motion may be dealt with immediately. A matter is considered urgent and/or pressing if it must be dealt with before the next scheduled meeting to avoid any of the following:
    - (i) irreparable harm to any individual or Board property;
    - (ii) immediate danger or harm to any individual;
    - (iii) the security of DPCDSB property;
    - (iv) anticipated or actual legal proceeding that requires the motion to be dealt with immediately to comply with legislated timelines;
- 1.2 **Motions in Writing.** In order to be debated and put to a vote, motions must be in writing, **except** the following motions:
- (a) to receive reports;
  - (b) to refer;
  - (c) to postpone;
  - (d) to lay on the table;
  - (e) to put the question to a vote;
  - (f) to file;
  - (g) to go into Committee of the Whole;
  - (h) to rise and report;
  - (i) to adjourn; and
  - (j) such short oral motions as the Chair may accept.
- 1.3 **Speaking on Proposed Motion.** A Trustee may propose a motion and speak to it before it is seconded.

- 1.4 **Motions to be Seconded.** Every motion, at a Board of Trustees meeting, shall be seconded and disposed of only by a vote of the Board of Trustees, unless the mover and seconder, by permission of the Board of Trustees, withdraw the motion. No seconder shall be required for motions brought at Committee meetings.
- 1.5 **Request to Read Motion.** Any Trustee may request the Board and Committee Information Officer to read the motion under discussion, for information, at any time during the debate, provided that no such request shall be made so as to interrupt another Trustee.
- 1.6 **Motions on the Agenda.** Notwithstanding a motion to defer consideration of a matter coming before the Board of Trustees (which is not debatable), a Trustee who submits a notice of motion, which appears on the agenda, shall be given an opportunity to address the Board of Trustees for a period not exceeding three (3) minutes on such notice of motion and, similarly, the Director/Secretary (or their delegate) shall be given an opportunity to address the Board of Trustees on a report at the time the notice of motion shall be discussed.
- 1.7 **Division of Motions.** When the motion under consideration contains two or more distinct propositions, any proposition, upon the request of any Trustee, may be considered and voted upon separately. A motion cannot be divided unless each part presents a proper question that can be acted upon if none of the other parts are adopted, and unless the effect of adopting all of the parts will be exactly the same as adopting the original motion. A motion cannot be divided if the division violates the exact logical equivalence of the motion. A motion must be divided at the request of a single Trustee where a series of independent resolutions or main motions is offered in one motion.
- 1.8 **Motions Interrupting Debate.** When a motion is under debate, the only motion in order shall be:
  - (a) to adjourn;
  - (b) to lay on the table;
  - (c) to put the question to a vote;
  - (d) to postpone;
  - (e) to refer; and
  - (f) to amend;

which shall have precedence as listed above. Motions to adjourn, to lay on the table or to put the previous question shall be decided without debate.

1.9 **Point of Order:** A Trustee may advise the Chair and the Board of Trustees that a rule is being deviated from or being used incorrectly. It is a demand that the Chair rule on the point of order and to correct the deviation. Any Trustee who believes that the Chair has ruled incorrectly on the point of order may appeal the decision of the Chair using the process set out in Appendix A Section 1.4.

1.10 **Motions at Committee Meetings:**

- (a) For certainty, motions passed at Committee meetings, including meetings of the Committee of the Whole, become recommendations to the Board of Trustees for determination.
- (b) Notwithstanding anything to the contrary, the following rules apply to Committee meetings:
  - (i) Motions to close or limit debate are not permitted;
  - (ii) There is no limit to the number of times a Trustee may speak on a matter;
  - (iii) It is not necessary to address the Chair before speaking;
  - (iv) A roll-call vote or vote by ballot cannot be ordered in a meeting of the Committee of the Whole, nor can a counted rising vote be ordered except by the Chair.

1.11 **Motions Restricted in In-Camera Meetings.** In-Camera Meetings cannot entertain a motion to refer, to postpone or to table a subject referred to it.

## B. SPECIFIC MOTIONS

Type of Motion	Specifics
To amend	<p>A motion to amend is a motion to change a resolution or a motion by adding, striking out or substituting a word or phrase. After a motion is made and seconded, where required, a motion to amend may be made, as well as, a motion to amend the amendment; however, no further motion to amend shall be made until those have been decided.</p> <p>Only one amendment to the motion shall be on the floor at any one time.</p> <p>An amendment modifying the subject of the motion shall be in order, but an amendment in conflict with or relating to a different subject shall not be in order and should be ruled out of order.</p> <p>Every amendment submitted shall be decided upon or withdrawn before the main question shall be put to a vote, and if the vote on the amendment(s) is decided in the affirmative, the main question as amended shall be put to a vote.</p>
To reconsider	<p>A motion to reconsider is a motion to review a previous decision and vote on it again, at the same meeting at which the motion was first considered. It must be made by a person who voted on the prevailing (winning) side of the motion it seeks to reconsider. A motion to reconsider cannot be moved more than once to reconsider the same motion.</p> <p>After a vote has been taken on any question (except one of indefinite postponement), such vote may, with the consent of two-thirds (2/3) of all Trustees present, be reconsidered.</p>
To adjourn	<p>A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question has been called. A motion to only adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated. No second motion to adjourn shall be made until some business has been transacted after the first motion has failed.</p>



Type of Motion	Specifics
To lay on the table	A motion to lay on the table places a main motion and all pending amendments aside temporarily with the intent of bringing them back for action later in the same meeting. A motion to lay on the table requires a seconder, is not debatable, cannot be amended, and requires a majority vote.
To put the question to a vote	The motion to put the question to a vote shall preclude all further amendment or debate, and shall be submitted by the Chair in this form: "Shall the main question in debate be now put?" or "Call the vote?" If adopted, the Chair shall at once proceed to put the main question, first putting amendments pending, to the vote of the Board of Trustees.
To postpone indefinitely	A motion to postpone indefinitely is a motion to reject the main motion. The adoption of this motion defeats the main motion for the duration of the session.
To postpone to definite time	A motion to postpone to a definite time, if passed, would defer consideration of a main motion and all attached motions until a future date. This motion requires two thirds (2/3) vote. At the time to which it is postponed, the matter will be brought up again under unfinished business. This motion will have priority on the next agenda.
To rescind	A motion to rescind is a motion to nullify a vote taken at a previous meeting. A motion to rescind can be made by anyone, but only if no action has been taken on the vote it seeks to nullify. It requires two-thirds (2/3) vote for adoption.
To amend something previously adopted	A motion may amend something previously adopted, provided that the original motion has not been implemented. The motion is debatable, requires proper notice, a seconder, and the approval of at least two-thirds (2/3) of members present.

## C. VOTING

- 1.1 **Trustee Participation:** Each Trustee present at the meeting, either in person or through electronic means in accordance with Section 5, who has not declared an interest under the *Municipal Conflict of Interest Act* and/or the *Trustee Code of Conduct*, shall vote on all questions on which the Trustee is entitled to vote. Trustees who have declared a conflict of interest shall remove themselves from the meeting room prior to discussion ensuing and shall fulfill any additional requirements of the *Municipal Conflict of Interest Act*. For clarity, Student Trustees must also declare conflicts of interest as set out herein.
- 1.2 **Majority Vote:** Except as otherwise provided in Applicable Laws, an affirmative vote shall require a majority of the votes of the Trustees present either in person or electronically and entitled to vote.
- 1.3 **Method:** Every matter considered by the Board of Trustees shall be disposed of by a counted vote of all Trustees entitled to vote in one of the following ways (preference being given in the following sequence):
- (a) by general (or unanimous) consent, in which case the Chair, exercising discretion, states that the motion will be adopted in the absence of objection;
  - (b) by show of hands, in which case each Trustee entitled to vote raises the Trustee's own hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
  - (c) by rising, in which case each Trustee, as able, stands in response to the requests of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;
  - (d) by ballot, in which case each Trustee entitled to vote shall mark on a paper provided by the Director/Secretary, the Trustee's choice from among the available alternatives, the papers being collected and counted immediately thereafter; and
  - (e) by an electronic voting method, in which each Trustee shall indicate the Trustee's choice from among the available alternatives.
- 1.4 **Recorded Votes:** Votes in favour and against shall not be recorded upon any question unless requested by at least one Trustee or a Student Trustee, and such request shall be made before the Chair calls upon the Trustees to vote upon same.
- 1.5 **Request for Division:** A Trustee that doubts the accuracy of the vote may for a call for a division and the Chair shall conduct either a voice or rising vote. Either the Chair on their own initiative, or a majority of Trustees may order the vote to be counted.

- 1.6 **Student Trustees:** While a Student Trustee is not a member of the Board of Trustees and is not entitled to exercise a binding vote on any matter before the Board of Trustees or its Committees, (s.55(2)-(6)) a Student Trustee, is entitled to:
- (a) submit a report for receipt by the Board of Trustees;
  - (b) request that a voting member of the Board of Trustees bring a specific motion;
  - (c) require that a matter before the Board of Trustees or a Committee on which the Student Trustee sits be put to a recorded vote. In such circumstances, the following shall occur:
    - (i) A recorded non-binding vote that includes the Student Trustee's vote; and
    - (ii) A recorded binding vote that does not include the Student Trustee's vote.
- 1.7 **No Further Debate.** After the Chair has put a question to a vote, there shall be no further debate on the issue. The decision of the Chair as to whether the question has been finally put to a vote is final.

**APPENDIX D – AGENDAS FOR MEETINGS**  
**APPENDIX D-1 – AGENDAS FOR MEETINGS**  
**REGULAR MEETINGS OF THE BOARD OF TRUSTEES**

The Agenda and order of business for regular meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. National Anthem
3. Opening Prayer
4. Acknowledgement of First Nations' Sacred Territory
5. Approval of Agenda
6. Declaration of Interest
7. Approval of Board of Trustee Minutes
  - i) Business Arising from the Minutes

b) PASTOR'S REMARKS

c) AWARDS AND PRESENTATIONS

d) DELEGATIONS

e) REPORTS FROM TRUSTEES FOR RECEIPT

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Student Voice Report
  - iii) Good News Reports

f) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT

g) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT

h) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION

i) ADDITIONAL BUSINESS

1. Notices of Motion

j) QUESTIONS ASKED BY TRUSTEES

k) DECLARED INTEREST ITEMS

l) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

m) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

n) FUTURE MEETINGS

o) ADJOURNMENT

**APPENDIX D-2 – AGENDAS FOR MEETINGS**  
**SPECIAL MEETINGS OF THE BOARD OF TRUSTEES**

The Agenda and order of business for special meetings of the Board of Trustees will normally be as follows:

a) ROUTINE MATTERS

1. Call to Order and Attendance
2. Opening Prayer
3. Acknowledgement of First Nations' Sacred Territory
4. Approval of Agenda
5. Declaration of Interest

b) AWARDS AND PRESENTATIONS

c) DELEGATIONS

d) REPORTS FROM TRUSTEES FOR RECEIPT

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Good News Reports

e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT

f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT

g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION

h) ADDITIONAL BUSINESS

1. Notices of Motion

i) QUESTIONS ASKED BY TRUSTEES

j) DECLARED INTEREST ITEMS

k) IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE

m) FUTURE MEETINGS

n) ADJOURNMENT

### **APPENDIX D-3 – AGENDAS FOR MEETINGS REGULAR MEETINGS OF COMMITTEES**

The Agenda and order of business for regular meetings of Committees will normally be as follows:

**a) ROUTINE MATTERS**

1. Call to Order and Attendance
2. Opening Prayer
3. Acknowledgement of First Nations' Sacred Territory
4. Approval of Agenda
5. Declaration of Interest
6. Approval of Committee Minutes
  - i) Business Arising from the Minutes

**b) AWARDS AND PRESENTATIONS**

**c) DELEGATIONS**

**d) UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT**

1. Regular Reports
  - i) Ontario Catholic School Trustees' Association Report
  - ii) Good News Reports

**e) UPDATES/INFORMATION/REPORTS FROM COMMITTEES FOR RECEIPT**

**f) UPDATES/INFORMATION/REPORTS FROM ADMINISTRATION FOR RECEIPT**

**g) TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION**

**h) ADDITIONAL BUSINESS**

1. Notices of Motion

**i) QUESTIONS ASKED BY TRUSTEES**

**j) DECLARED INTEREST ITEMS**

**k) IN-CAMERA MEETING**

**l) REPORT FROM IN-CAMERA MEETING OF THE COMMITTEE OF THE WHOLE**

**m) FUTURE MEETINGS**

**n) ADJOURNMENT**

**APPENDIX D-4 – AGENDAS FOR MEETINGS**  
**IN-CAMERA MEETINGS**

The Agenda and order of business for In-camera meetings will normally be as follows:

- a) ROUTINE MATTERS
  - 1. Approval In-Camera Minutes
  - 2. Business Arising from the In-Camera Minutes
- b) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM TRUSTEES FOR RECEIPT
- c) IN-CAMERA UPDATES/INFORMATION/REPORTS FROM COMMITTEE FOR RECEIPT
- d) IN-CAMERA TRUSTEE/COMMITTEE/ADMINISTRATION REPORTS REQUIRING ACTION
- e) IN-CAMERA ADDITIONAL BUSINESS
  - 1. Notices of Motion
- f) QUESTIONS OF AN IN-CAMERA NATURE ASKED BY TRUSTEES
- g) DECLARED INTEREST ITEMS
- h) RISE FROM IN-CAMERA

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>BOARD POLICY</u></b>	
<b>Board Policy Number:</b>	<b>1.06</b>
<b>Subject:</b>	<b>Electronic Attendance at Board of Trustees' and Committee Meetings</b>
<b>Reference:</b>	<i>Education Act</i> , R.S.O. 1990, c. E.2., s. 231, O.Reg. 463/97, Electronic Meetings
<b>Effective Date:</b>	(309) October 28, 2008
<b>Revised Date:</b>	(212) June 20, 2017, May 23, 2023

*"For where two or three are gathered in my name, I am there among them."*

Matthew 18:20

**DEFINITIONS:** For this Policy, the following words have their corresponding meaning:

- a) **"Chair"** refers to the Chair of the Board of Trustees when addressing Trustee and Student Trustee attendance at a meeting of the Board of Trustees, and to the Chair of the relevant Committee when addressing Member or Student Trustee attendance at a Committee Meeting.
- b) **"Committee"** means a committee of the Board of Trustees.
- c) **"Meeting"** refers to a regular of the Board of Trustees or a Committee, as the case may be.
- d) **"Member"** refers to a Trustee or a member of the public who is a member of a Committee.
- e) **"Vice-Chair"** refers to the Vice-Chair of the Board of Trustees when addressing Trustee and Student Trustee attendance at a regular meeting of the Board of Trustees, and to the Vice-Chair of the relevant Committee when addressing Member and Student Trustee attendance at a Committee Meeting.

## **1. ELECTRONIC MEETINGS – MEMBER AND STUDENT TRUSTEE ATTENDANCE**

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the importance of providing Members and Student Trustees with electronic alternatives for attending Meetings.
- 1.2 The DPCDSB shall provide Members and Student Trustees with electronic means for participating in Meetings. The electronic means shall permit the Member/Student Trustee to hear and to be heard by all Meeting participants.
- 1.3 Meetings are conducted in accordance with the *Procedural By-law* (Procedural By-law), including the technical and physical requirements of attending a Meeting electronically as it relates to, among other things, the confidentiality of in-camera Meetings, deliberations, and materials. For clarity, Sections ~~5.910~~ *5.910: Electronic and Physical Attendance at Meetings* and *6.7: Confidential Nature of In-Camera Meetings* strictly apply in all circumstances where an individual attends a Meeting electronically.



- 1.4 An individual Member/Student Trustee who attends a Meeting by electronic means will be considered present.

## **2. ELECTONIC MEETINGS – PUBLIC ATTENDANCE**

- 2.1 The DPCDSB shall provide members of the public with electronic means for participating in open Meetings. Such electronic means shall permit delegates to hear and be heard when they are delegating.
- 2.2 The Meeting room shall be open to permit physical attendance by members of the public at every open Meeting.
- 2.3 For clarity, in accordance with the Procedural By-law and the *Education Act*, members of the public are not permitted to attend any Meeting that is closed to the public, either electronically or in person.

## **3. EDUCATION ACT AND PROCEDURAL BYLAW**

- 3.1 Nothing herein is intended to replace or amend the legal obligations regarding physical and electronic attendance at Meetings by Members and, where permissible, their delegates, Student Trustees and the Director of Education, and, where permissible their delegate, pursuant to *O. Reg. 463/97, Electronic Meetings* as may be amended or replaced ([O Reg 463/97 | Electronic Meetings | CanLII](#)).
- 3.2 Where there is a conflict between this Policy and the Procedural By-law, the Procedural By-law shall govern.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>BOARD POLICY</u></b>	
<b>Board Policy Number:</b>	<b>1.06</b>
<b>Subject:</b>	<b>Electronic Attendance at Board of Trustees' and Committee Meetings</b>
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- b) **"Committee"** means a committee of the Board of Trustees.
- c) **"Meeting"** refers to a regular of the Board of Trustees or a Committee, as the case may be.
- d) **"Member"** refers to a Trustee or a member of the public who is a member of a Committee.
- e) **"Vice-Chair"** refers to the Vice-Chair of the Board of Trustees when addressing Trustee and Student Trustee attendance at a regular meeting of the Board of Trustees, and to the Vice-Chair of the relevant Committee when addressing Member and Student Trustee attendance at a Committee Meeting.

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- 1.4 An individual Member/Student Trustee who attends a Meeting by electronic means will be considered present.

## **2. ELECTONIC MEETINGS – PUBLIC ATTENDANCE**

- 2.1 The DPCDSB shall provide members of the public with electronic means for participating in open Meetings. Such electronic means shall permit delegates to hear and be heard when they are delegating.
- 2.2 The Meeting room shall be open to permit physical attendance by members of the public at every open Meeting.
- 2.3 For clarity, in accordance with the Procedural By-law and the *Education Act*, members of the public are not permitted to attend any Meeting that is closed to the public, either electronically or in person.

## **3. EDUCATION ACT AND PROCEDURAL BYLAW**

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- 3.2 Where there is a conflict between this Policy and the Procedural By-law, the Procedural By-law shall govern.

**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 2**

**CAPITAL PRIORITIES PROGRAM 2024-2025**

- 1. THAT THE BOARD OF TRUSTEES APPROVE THE CAPITAL PRIORITIES PROGRAM SUBMISSION TO THE MINISTRY OF EDUCATION FOR 2024-2025**

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>CAPITAL PRIORITIES PROGRAM 2024-2025</i></b>
<b>Multi-Year Strategic Plan Values: Trust, Excel</b>

*“Nathan said to the king, ‘Go, do all that you have in mind; for the Lord is with you.’”*  
2 Samuel 7:3

## BACKGROUND

The Ministry of Education (Ministry) issued *Memorandum 2024:B11* on July 8, 2024, announcing the launch of the 2024-25 Capital Priorities Program, including requests for child care capital. The submission deadline for all capital funding requests is September 16, 2024.

Dufferin-Peel Catholic District School Board (DPCDSB) was successful in obtaining approval for the construction of a new Mount Pleasant #2 Catholic Elementary School and childcare centre as a result of the 2021-22 Capital Priorities Program and a rebuild of St. Anne Catholic Elementary School (CES) in 2022-23.

## DISCUSSION

For the 2024-25 Capital Priorities program, DPCDSB has an opportunity to submit detailed project proposals to address current accommodation needs related to the following criteria:

- Accommodation Pressures
- School Consolidation
- Facility Condition

Submissions must demonstrate a critical and urgent pupil accommodation need to be considered for funding approval.

In keeping with the 2023-2024 request for Capital Priorities, school boards are required to provide high level summary information of future long-term growth needs related to the *Housing Supply Action Plan* and in relation to municipal growth plans.

Each business case must satisfy the following criteria:

- Utilization equal to or greater than 100% of the proposed project in the fifth year after the proposed school opening date.
- Utilization equal to or greater than 100% in the fifth year for all area schools surrounding the proposed project.
- Provide a positive investment return (Net Present Value greater than \$0) as calculated in Ministry forms.
- Project completion date with a clear and detailed schedule for milestones and deliverables.

School boards are encouraged to identify opportunities to work together on joint-use project submissions. There is also an opportunity to request child care capital funding for child care projects only if associated with a larger Capital Priorities project.

In keeping with requirements from the 2023-2024 submission, school boards are to complete a project readiness assessment and provide a summary of key project milestones.

### Design Standardization

With respect to design plans, the Ministry requires school boards to utilize repeat designs which are aligned within the current Ministry space benchmark requirement and where project costs are aligned and consistent with current market conditions, and designs that have been approved/tendered since 2021 to reflect current costs.

### Board Performance Assessment

The Ministry has advised that as part of the evaluation process, school boards will be assessed on performance history delivering capital projects including adherence to project timelines, time to completion, cost overages, existing inventory of active projects, adherence to space benchmarks, and Capital Accountability Framework compliance.

### Project Submissions

A completed Capital Priorities Submission will include:

1. Business Case – Part A (Excel Template)
  - a. Project Information
  - b. Closest Facilities
  - c. Space Template
  - d. Enrolment Projections
  - e. Child Care Joint Submission (if applicable)
  - f. Child Care Space Template (if applicable)
  - g. Cost Estimates
  - h. Submission Checklist
2. Business Case – Part B (Written Report)
  - a. Written description of project with detailed information on the rationale, proposed scope of work and demonstration of why alternative options are not feasible.
  - b. Evidence and details on school site, design plans and cost estimates.
  - c. Detailed information on costing estimates and assumptions made.
  - d. Detailed project plan with timelines for key project milestones.
3. Design
  - a. A repeat design of a school building tendered since 2021.
  - b. Exemptions from a repeat design include the following:
    - i. Additions/renovations,
    - ii. Projects with unique site constraints,
    - iii. Podium or vertical schools,
    - iv. Secondary schools, and
    - v. Schools in joint-use facilities

***\*Projects submitted without a design may be ineligible for funding***

4. Long-Term Growth Needs
  - a. Details of longer term growth needs for addressing current and projected pupil accommodation needs linked to the Ontario Action Plan and related to municipal growth plans.

In light of the Ministry requirements outlined above, DPCDSB is constrained in submitting viable projects for funding consideration at this time. It is important to note that the continued inability for DPCDSB to engage in the Pupil Accommodation Review (PAR) process and close schools, limits the strength and number of Capital Priorities project submissions. Currently, capacity exceeds enrolment in many areas of the board and the capacity of surrounding schools is a large factor in determining the feasibility of proposed projects.

**DPCDSB Proposed Capital Priorities 2024-2025**

In view of the preceding information, the sole project that is recommended for submission through Capital Priorities for 2024-2025 is a three (3) classroom addition within the existing, internal space at Robert F. Hall Catholic Secondary School (CSS). In 2023, the Town of Caledon vacated the space that was at one time a joint-use library. School enrolment continues to increase, and projections indicate continued growth over the next 10 years. In lieu of adding portables to the site, a case can be made for the economic viability of constructing classrooms within the existing vacant bricks-and-mortar space at Robert F. Hall CSS.

The number of projects is limited which is a direct result of the excess capacity at a number of DPCDSB schools throughout the jurisdiction. As previously noted, the current provincial moratorium on PAR has severely limited the ability of DPCDSB to address surplus space and has impacted the total number and strength of the business cases submitted for Capital Priorities funding.

- **Mount Pleasant Catholic Secondary School – Deferral**

With respect to the Mount Pleasant CSS project, which was submitted previously through 2023 Capital Priorities, Planning staff recently undertook an enrolment analysis. As noted earlier, the *2024:B11* memorandum specifically states that the accommodation needs must identify utilization equal to or greater than 100% (including area schools) in the fifth year after the proposed school opening. That is not the case for Mount Pleasant CSS or surrounding DPCDSB schools. The analysis illustrates that opening the Mount Pleasant CSS will alleviate pressure at Campion but also deplete enrolment at some of the surrounding schools. The overall utilization five (5) years from the Mount Pleasant CSS proposed opening date is projected to be 84%.

One of the main factors in the change from last year to this year is that new residential development has not materialized as expected. Furthermore, elementary enrolments continue to decline. With continued declining enrolment, and without the ability to close schools, we have an excess in capacity which is a significant factor when preparing Capital Priority business cases.

The Region of Peel has recently expressed a need for a child care centre at the proposed Mount Pleasant CSS site, which was not part of the original capital priority proposal last year. Given that the Ministry expectation is to utilize previous designs wherever possible, and the new requirements provided limited time for a fulsome design, the previous submission was based on the Loyola CSS design plan. To add the proposed child care centre would require further adjustments to the building and the site as well as a new D1 cost estimate. Deferring this project until there is an increase in enrolment growth will provide an opportunity to redesign the building with the addition of the child care centre.

The City of Brampton has also expressed interest in a potential partnership. Deferring the project will allow for further discussions and design opportunities with willing partners.

## **CONCLUSION**

On July 8, 2024, the Ministry of Education released memorandum *2024:B11* announcing the launch of the 2024-2025 Capital Priorities Program. School boards must adhere to the business case submission requirements outlined by the Ministry to ensure a complete submission for consideration. The submission deadline is September 16, 2024. The proposed DPCDSB 2024-2025 Capital Priority is a three (3) classroom addition within the existing, vacant public library space at Robert F. Hall CSS. As this proposed project is an internal addition and does not entail the construction of new gross floor area of the building, there is no opportunity to add child care spaces or to solicit interest in a partnership at this site.

## **THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:**

<b>1. THAT THE BOARD OF TRUSTEES APPROVE THE CAPITAL PRIORITIES PROGRAM SUBMISSION TO THE MINISTRY OF EDUCATION FOR 2024-2025</b>
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Prepared by: Krystina Koops, Planner  
Joanne Rogers, Senior Planner  
Stephanie Cox, Manager, Planning  
Richard Moriah, Acting Superintendent, Planning and Operations  
Daniel Del Bianco, Associate Director, Corporate Services

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



**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 3**

**POLICY AMENDMENTS FOR COMPLIANCE WITH  
POLICY/PROGRAM MEMORANDA (PPM) 128 AND PPM 170**

1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 9.01: CATHOLIC CODE OF CONDUCT* AS AMENDED.
2. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 8.12: PERSONAL ELECTRONIC DEVICES (PEDs)* AS AMENDED.
3. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 35.00: THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS* AS AMENDED.

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>POLICY AMENDMENTS FOR COMPLIANCE WITH POLICY/PROGRAM MEMORANDA (PPM) 128 AND PPM 170</i></b>
<b>Multi-Year Strategic Plan Value: Trust</b>

*“ ‘But it is easier for heaven and earth to pass away, than for one stroke of a letter in the law to be dropped.’ ”*  
*Luke 16:17*

## BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to full compliance with legislation and Ministry of Education (Ministry) directives. Recent updates to Policy/Program Memorandum (PPM) 128 and PPM 170 required DPCDSB staff to review and amend policies, procedures, and availability of information. While initial revisions were completed and approved by the Board of Trustees in June 2024, additional revisions continued over the summer to ensure full compliance. This report summarizes proposed changes to existing documentation.

## DISCUSSION

### ***PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct***

Staff have reviewed recent changes to PPM 128 to ensure DPCDSB compliance with the newest content. Impacts to DPCDSB policies and procedures include revisions to three policies and their associated General Administrative Procedures (GAP), as well as to a General Form (GF). Below are points summarizing the proposed changes resulting from the updates to PPM 128:

- **Policy 9.01: Catholic Code of Conduct and GAP 530.00 – Catholic Code of Conduct:** Staff reviewed Policy 9.01, but additional revisions were not necessary for compliance with PPM 128. However, staff made detailed revisions related to the Catholic Code of Conduct in Policy 9.01 in associated GAP 530.00 (below).
- **GAP 530.00 – Catholic Code of Conduct:** Staff made several revisions to GAP 530.00:
  - As per PPM 128 requirements, staff expanded the Catholic Code of Conduct to include students, staff, volunteers, parents and guardians, visitors, and other members of the school community. GAP 530.00 outlines student consequences for violating the Catholic Code of Conduct, while staff incidents are addressed by other DPCDSB policies and procedures. Other GAPs address conduct expectations of visitors and other community members.
  - To meet PPM changes regarding vaping, staff inserted the relevant language from Policy 26.00 (see below) regarding prohibitions on possession, use, and supply of tobacco, cannabis, and vaping at or near schools. Additionally, staff added explicit consequences for student contravention of the *Smoke-Free Ontario Act*.

- Staff added a list of prohibited behaviours, reflecting PPM 128 requirements, which contravene the Catholic Code of Conduct (i.e., hate propaganda; actions motivated by hate or bias; threatening or intimidating behaviours; bullying and cyberbullying; inflicting or encouraging others to inflict harm; committing sexual assault and harassment; using abusive language; taking or sharing photos or recordings of others without their consent; using or supplying others with tobacco, cannabis, vapes, alcohol, illegal or restricted drugs, or cannabis products other than those used for medical reasons; engaging in trafficking of illegal or restricted drugs, weapons, or people; committing robbery or theft; possessing weapons, including firearms).
  - Recognizing that personal electronic devices (PED), or personal mobile devices, as referred to in PPM 128, are addressed in Policy 8.12 and GAP 541.00 (see below), staff included only an expectation for regulation and supervision and the consequences for unsanctioned PED use.
  - Staff compared the roles and responsibilities of school community members in GAP 530.00 with the requirements of PPM 128 and amended them for compliance with the PPM.
  - To meet the PPM requirement to inform parents and guardians about the Catholic Code of Conduct annually, the Catholic Code of Conduct has been added, with hyperlinks to the actual documentation, DPCDSB's *Annual Consent and Notification Forms*.
- **Policy 8.12: Personal Electronic Devices (PEDs) and GAP 541.00 – Personal Electronic Devices (PEDs) on School and DPCDSB Premises:** The June 2024 updates to Policy 8.12 ensured compliance with PPM 128. However, external legal consultation advised staff to make small language revisions to Policy 8.12 to ensure full compliance in terms of scope. Similarly, only small, additional refinements were made to GAP 541.00, including the inclusion of detailed examples of medical and special education circumstances in which students may require access to and use of their PEDs, and storage of PEDs in the classroom when not in use for educational, health or medical, or special education purposes.
  - **Policy 26.00: Smoke, Tobacco-Free and Cannabis-Free Environment:** Staff reviewed this policy and noted that June 2024 updates to Policy 26.00 were sufficient for compliance with PPM 128. No changes were made.

#### ***PPM 170: School Board Communication with Parents***

Staff have reviewed policies and procedures impacted by PPM 170 regarding communication to parents and guardians to support greater transparency and accountability. PPM identifies a wide range of information that school boards must communicate to parents and guardians on an annual basis. Essentially, parents and guardians must receive information from a variety of DPCDSB policies, procedures, and documents or other resources on an annual basis. Staff have ensured that communication of required information reaches parents and guardians via several platforms, including community bulletins and DPCDSB's *Annual Consent and Notification Forms*. In addition, staff made minor updates to *Policy 35.00: Third Party In-School Learning Opportunities for Students* and its *GAP 525.00 – External Presenters in Dufferin-Peel Catholic District School Board* for clarification and compliance with PPM 170.

## CONCLUSION

Ministry of Education revisions to PPM 128 and the recently established PPM 170 have far-reaching impacts on DPCDSB policies and procedures. To ensure compliance with PPM 128, staff have reviewed policies and GAPs regarding the Catholic Code of Conduct, use of PEDs, and maintenance of a tobacco, cannabis, and vape-free school environment. Compliance with PPM 170 required small refinements to DPCDSB's policy and GAP on external presenters for clarity and compliance.

## RECOMMENDATIONS

The following recommendations are provided for consideration.

1. **THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 9.01: CATHOLIC CODE OF CONDUCT* AS AMENDED.**
2. **THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 8.12: PERSONAL ELECTRONIC DEVICES (PEDS)* AS AMENDED.**
3. **THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 35.00: THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS* AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research and Safe Schools  
Jason Boily, Principal, Human Resources  
Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research and Safe Schools

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

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>26.00</b>
<b>SUBJECT:</b>	<b>Smoke, Tobacco-Free and Cannabis-Free Environment</b>
<b>REFERENCE:</b>	<p><i>Smoke-Free Ontario Act, 2017</i> Ontario Regulation 269/18</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p> <p>Policy 9.01: Catholic Code of Conduct Policy 9.03: Progressive Discipline</p> <p>General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct GAP 552.00 – Progressive Discipline</p>
<b>EFFECTIVE DATE:</b>	February 24, 2015
<b>AMENDED DATE:</b>	February 2019; June 18, 2024

*“Do you not know that your body is a temple of the Holy Spirit within you, which you have from God?”  
1 Corinthians 6:19*

1. The [\*Smoke-Free Ontario Act, 2017\*](#) S.O. 2017, c. 26, Sched. 3 (the “Smoke-Free Ontario Act”) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 meters of these grounds. Pursuant to the *Smoke-Free Ontario Act*, anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine.
2. The *Smoke-Free Ontario Act* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under nineteen (19) years of age. Pursuant to the *Smoke-Free Ontario Act*, anyone who sells or supplies tobacco or an e-cigarette to a student under nineteen (19) years of age is guilty of an offence and if convicted may result in a fine.
3. In accordance with the *Smoke-Free Ontario Act*, the Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the benefits of declaring, establishing, and maintaining a smoke-free, tobacco-free and cannabis-free learning, playing, and working environment for students, employees, visitors and those who use DPCDSB facilities. Therefore, smoking and/or holding lit tobacco, cannabis, tobacco-like, cannabis-like (alternative) products, consuming or using any other tobacco, cannabis, tobacco-like, cannabis-like (alternative) product or e-cigarette or vaping product. is prohibited on all DPCDSB properties, during educational excursions regardless of location, in DPCDSB vehicles or in personal vehicles used for DPCDSB excursions or events, and all public areas within twenty (20) metres of school grounds.
4. Exposure of students to media that depicts smoking or the use of tobacco, cannabis, tobacco-like or cannabis-like (alternative) products is also prohibited with the exception of media that includes smoking, tobacco or cannabis imagery as a necessary component of historical depictions and/or media that depicts the dangers of smoking and/or exposure to secondhand smoke or cannabis.

5. Where the prohibited items referenced above are found in the possession of a DPCDSB student in contravention of this Policy, the Principal or designate will exercise progressive discipline strategies and the student must surrender the item(s) to the school Principal or designate. The Principal will exercise their professional judgement when determining whether to return the item(s) to a parent/guardian, providing them to police and/or disposing of them, each in accordance with applicable laws as appropriate depending on the item so confiscated.
6. Nothing in this Policy is intended to restrict the DPCDSB's right at law or equity to impose consequences for failure to comply with the terms of the *Smoke-Free Ontario Act* and/or the terms of this Policy.
7. In accordance with the *Smoke-Free Ontario Act*, exceptions may be made for the traditional use of tobacco that forms part of Indigenous culture and spirituality.

<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b>	
<b><u>BOARD-POLICY</u></b>	
<b><u>BOARD-POLICY NUMBER:</u></b>	9.01
<b><u>SUBJECT:</u></b>	Catholic Code of Conduct
<b><u>EFFECTIVE/REVISED DATE:</u></b>	February 1, 2002; <del>Revised (075 – January 22, 2013) – Effective February 1, 2013; February 23, 2022</del>
<b><u>AMENDED DATE:</u></b>	<u>January 22, 2013; February 1, 2013; February 23, 2022; August TBD, 2024</u>

*“As the Father has loved me, so I have loved you; abide in my love. If you keep my commandments, you will abide in my love, just as I have kept my Father’s commandments and abide in his love.”*

*John 15:9-10*

1. The Dufferin-Peel Catholic District School Board’s (DPCDSB) *Catholic Code of Conduct* supports the provision and sustainability of a safe, caring, inclusive, accessible, and healthy Catholic school community, in which every student can succeed. The *Catholic Code of Conduct* is expressed in General Administrative Procedure 530.00, which is incorporated into this *Policy 9.01: Catholic Code of Conduct* by reference and forms an integral part thereof.
2. DPCDSB is committed to the implementation of the *Catholic Code of Conduct* in every aspect of its operations, including in every school.
3. The *Catholic Code of Conduct* is responsive to equitable and inclusive education; is reflective of Ministry of Education policy; and ensures a whole-school approach in the development and maintenance of a positive Catholic school learning environment for students and working environment for staff.
4. All DPCDSB community members will work together to develop themselves spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviours. Central to these behaviours are living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.
5. The *Catholic Code of Conduct* sets clear standards of behaviour which apply to students regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, ~~and~~ members of various community groups, third-party vendors and presenters, and members of the public accessing DPCDSB schools, facilities, or events.

6. The *Catholic Code of Conduct* also includes a range of interventions, supports, and consequences that are cognitively, developmentally, and socio-emotionally appropriate. These interventions, supports, and consequences include learning opportunities for reinforcing positive behaviour while helping students make better choices.
7. Provided there is no immediate risk of physical harm to any individual, staff members shall respond to any inappropriate behaviour and/or behaviour that impacts negatively on school climate or for which a suspension and/or referral for expulsion may be warranted. Any incidents that could warrant suspension or referral to expulsion must be reported to the principal or designate.
8. DPCDSB recognizes that the Ontario *Human Rights Code* has primacy over provincial legislation, DPCDSB policies, and other administrative documents.
9. Ministry of Education Policy/Program Memorandum 128 (PPM 128) requires school boards to "develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct" This policy includes requirements described in the *Education Act*, *Ministry of Education Policy/Program Memoranda*), and Ministry of Education documents, each as amended, including, but not limited to:
  - a. *The Education Act, Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils*;
  - b. Policies outlined in PPM 128;
  - c. *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010*;
  - d. *Ontario's Equity and Inclusive Education Strategy, 2009*;
  - e. *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*;
  - f. *English Language Learners: ESL and ELD Programs and Services, 2007*.
10. The *Catholic Code of Conduct* addresses the following:
  - a. Purpose
  - b. Administration of the *Catholic Code of Conduct*
  - c. Establishing Standards of Behaviour for All
  - d. Upholding the *Catholic Code of Conduct*, Progressive Discipline
  - e. Enforcing the *Catholic Code of Conduct*
  - f. Roles and Responsibilities: DPCDSB, Trustees, Principals and Vice Principals, Teachers and Support Staff, Students, Parents and Guardians, TEAM, Parish, Community, Police



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	9.01
<b>SUBJECT:</b>	Catholic Code of Conduct
<b>EFFECTIVE DATE:</b>	February 1, 2002;
<b>AMENDED DATE:</b>	January 22, 2013; February 1, 2013; February 23, 2022; August TBD, 2024

*“As the Father has loved me, so I have loved you; abide in my love. If you keep my commandments, you will abide in my love, just as I have kept my Father’s commandments and abide in his love.”*  
John 15:9-10

1. The Dufferin-Peel Catholic District School Board’s (DPCDSB) *Catholic Code of Conduct* supports the provision and sustainability of a safe, caring, inclusive, accessible, and healthy Catholic school community, in which every student can succeed. The *Catholic Code of Conduct* is expressed in General Administrative Procedure 530.00, which is incorporated into this *Policy 9.01: Catholic Code of Conduct* by reference and forms an integral part thereof.
2. DPCDSB is committed to the implementation of the *Catholic Code of Conduct* in every aspect of its operations, including in every school.
3. The *Catholic Code of Conduct* is responsive to equitable and inclusive education; is reflective of Ministry of Education policy; and ensures a whole-school approach in the development and maintenance of a positive Catholic school learning environment for students and working environment for staff.
4. All DPCDSB community members will work together to develop themselves spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviours. Central to these behaviours are living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.
5. The *Catholic Code of Conduct* sets clear standards of behaviour which apply to students regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, members of various community groups, third-party vendors and presenters, and members of the public accessing DPCDSB schools, facilities, or events.

6. The *Catholic Code of Conduct* also includes a range of interventions, supports, and consequences that are cognitively, developmentally, and socio-emotionally appropriate. These interventions, supports, and consequences include learning opportunities for reinforcing positive behaviour while helping students make better choices.
7. Provided there is no immediate risk of physical harm to any individual, staff members shall respond to any inappropriate behaviour and/or behaviour that impacts negatively on school climate or for which a suspension and/or referral for expulsion may be warranted. Any incidents that could warrant suspension or referral to expulsion must be reported to the principal or designate.
8. DPCDSB recognizes that the Ontario *Human Rights Code* has primacy over provincial legislation, DPCDSB policies, and other administrative documents.
9. Ministry of Education Policy/Program Memorandum 128 (PPM 128) requires school boards to "develop policies that set out how their schools will implement and enforce the Provincial Code of Conduct" This policy includes requirements described in the *Education Act*, *Ministry of Education Policy/Program Memoranda*), and Ministry of Education documents, each as amended, including, but not limited to:
  - a. *The Education Act, Ontario Regulation 181/98, Identification and Placement of Exceptional Pupils*;
  - b. Policies outlined in PPM 128;
  - c. *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010*;
  - d. *Ontario's Equity and Inclusive Education Strategy, 2009*;
  - e. *Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*;
  - f. *English Language Learners: ESL and ELD Programs and Services, 2007*.
10. The *Catholic Code of Conduct* addresses the following:
  - a. Purpose
  - b. Administration of the *Catholic Code of Conduct*
  - c. Establishing Standards of Behaviour for All
  - d. Upholding the *Catholic Code of Conduct*, Progressive Discipline
  - e. Enforcing the *Catholic Code of Conduct*
  - f. Roles and Responsibilities: DPCDSB, Trustees, Principals and Vice Principals, Teachers and Support Staff, Students, Parents and Guardians, TEAM, Parish, Community, Police

## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>530.00</b>
<b>SUBJECT:</b>	<b>Catholic Code of Conduct</b>
<b>REFERENCE:</b>	<b>Policies:</b> 9.01 Catholic Code of Conduct; 9.02 Bullying Awareness, Prevention and Intervention; 9.03 Progressive Discipline; 9.04 Delegation of Authority 12.00 Equity and Inclusive Education; 26.00 Smoke, Tobacco-Free and Cannabis-Free Environment <b>General Forms:</b> GF 025 Safe Schools Incident Reporting Form
<b>EFFECTIVE DATE:</b>	July 24, 2001
<b><del>REVISED/AMENDED</del> DATE:</b>	February 1, 2013; December, 2015; August, 2019; October, 2019; February 23, 2022; May 24, 2022; <u>August TBD, 2024</u>

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

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## 1. INTRODUCTION

### 1.1 Preamble

- a) In compliance with its mission, vision, and values, the Dufferin-Peel Catholic District School DPCDSB (DPCDSB) is committed to the implementation of *Policy 9.01: Catholic Code of Conduct (Catholic Code of Conduct)* to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.
- b) The *Catholic Code of Conduct* supports virtue formation and healthy relationships in the context of a vibrant Catholic community. It is responsive to equitable and inclusive education and ensures a whole school approach to developing a positive Catholic school learning environment for all.
- c) Recognizing the complexity of building and sustaining a whole school approach, the *Catholic Code of Conduct* is committed to progressive and restorative approaches to conflict resolution, based on evidence-informed solutions. All school community members are expected to work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.
- d) This General Administrative Procedure (GAP) details the *Catholic Code of Conduct* and is grounded in the transformative potential of individuals. It sets out DPCDSB-wide expectations of all members of each school community.

e) The Catholic Code of Conduct sets clear standards of behaviour which apply to all members of the school community regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, and members of various community groups.

d) —

- e)f) In the case of more serious breaches of DPCDSB-wide expectations, this GAP identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the DPCDSB and, in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators: to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.
- f)g) The oversight of the enforcement of this GAP on all DPCDSB property is the responsibility of the designated Supervisory Officer.
- g)h) In addition to this GAP, DPCDSB has policies and GAPs applicable to staff, volunteers, contractors, and vendors. For specific details, refer to DPCDSB policies and general administrative procedures applicable to Employee Relations and Human Resources and Supply Chain Management, respectively. If there is a conflict between the terms of this GAP and any policy or other general administrative procedure, the other policy or general administrative procedure shall govern.
- i) The DPCDSB interprets and applies the provisions of the *Education Act*, including its Regulations, in a broad and liberal manner consistent with the Ontario *Human Rights Code*, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and DPCDSB policies and procedures, and the Ontario Human Rights Code, the Ontario *Human Rights Code* is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires DPCDSB policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.
- j) DPCDSB complies with the *Smoke Free Ontario Act, 2017*. The *Smoke-Free Ontario Act, 2017* (<https://www.ontario.ca/laws/statute/17s26>) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*. The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

## **1.2 Catholic Code of Conduct**

- a) In order to provide a positive, safe, caring, inclusive, and healthy Catholic school environment that enables student engagement and student voice, all members of the school or DPCDSB facility community shall:
- respect and comply with all applicable federal, provincial, and municipal laws;
  - respect and comply with all applicable Ministry of Education, DPCDSB and school policies, procedures and practices;
  - respect Catholic Church teachings and traditions;
  - support and/or participate in the liturgical life of the school;
  - strive to live a virtuous life in accordance with Gospel values;
  - respect the dignity and rights of others;
  - treat one another with dignity and respect at all times, and especially when there is disagreement;
  - respect differences in people, their ideas, and their opinions;
  - respect and celebrate diversity;



- respect and treat others fairly, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment);
  - use verbal and non-verbal communication appropriate to a Catholic environment;
  - demonstrate respect for persons in positions of authority;
  - respect the need for others to work in an environment that is conducive to learning;
  - reconcile differences and work toward restorative amends;
  - resolve conflicts peacefully, seeking assistance from staff, if necessary;
  - take appropriate measures to help those in need, especially the most vulnerable;
  - acknowledge and support those who are marginalized;
  - be punctual, prepared, properly attired, and attentive to the learning/work process;
  - strive to do one's personal best and actively cultivate talents for the service of others;
  - demonstrate honesty and integrity;
  - show proper care and regard for school and DPCDSB property, and for the property of others;
  - exercise wise stewardship and conservation of resources within the community;
  - use computers, social networking, technological aides and other specialized equipment for sanctioned activities only;
  - use personal electronic devices (PEDs) in a responsible and respectful manner, ensuring that these devices are only used during instructional time under the following circumstances:
    - for educational purposes, as directed by an educator;
    - for health and medical purposes;
    - to support special education needs;
    - to provide an accommodation under the Ontario Human Rights Code.
-

b) Additionally, to ensure that DPCDSB schools and facilities and events are safe places to learn and work, all members of the DPCDSB school or facility community must **not**:

- Engage in hate propaganda and other behaviours motivated by hate or bias;
- engage in threatening, intimidating, and/or bullying behaviours, including cyberbullying;
- inflict or encouraging others to inflict bodily harm on another person(s);
- commit sexual assault or sexual harassment;
- ~~be punctual, prepared, properly attired, and attentive to the learning/work process;~~
- refrain from use abusive language and/or swearing at others, including a teacher or at another person in a position of authority;
- ~~strive to do one's personal best and actively cultivate talents for the service of others;~~
- ~~demonstrate honesty and integrity;~~
- ~~show proper care and regard for school and DPCDSB property, and for the property of others;~~
- ~~exercise wise stewardship and conservation of resources within the community;~~
- ~~use computers, social networking, technological aides and other specialized equipment for sanctioned activities only;~~
- ~~use personal electronic devices (PEDs) in a responsible and respectful manner, ensuring that these devices are only used during instructional time under the following circumstances:~~
- ~~for educational purposes, as directed by an educator;~~
- ~~for health and medical purposes;~~
- ~~to support special education needs;~~
- ~~to provide an accommodation under the Ontario Human Rights Code.~~
- take and/or share photos or recordings of other members of the school community without consent;
- be intoxicated;
- use or supply others with tobacco, vapes, alcohol, illegal drugs, ~~restricted drugs~~drugs, and cannabis products (exemptions are limited to medicinal cannabis products prescribed by a health care professional).
- engage in trafficking (of illegal drugs, ~~restricted drugs~~, weapons, people), commit robbery or theft, and possess weapons, including firearms.

## 2 ADMINISTRATION OF THE CATHOLIC CODE OF CONDUCT

- a) ~~a)~~ All DPCDSB schools are responsible for the consistent and conscientious administration of the *Catholic Code of Conduct* by establishing, upholding, and enforcing the standards of behaviour at the local school level, according to the procedures stated herein.

### 2.1 Establishing and Communicating Standards of Behaviour for All

- a) All persons within the DPCDSB community have a right to be safe and to feel safe on DPCDSB property and at DPCDSB-related events. All members share responsibility to adhere to the standards of behaviour in the *Catholic Code of Conduct*, and to contribute to the creation of a positive Catholic climate.
- b) A comprehensive plan to disseminate the *Catholic Code of Conduct* will ensure that all DPCDSB community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in DPCDSB operations, including trustees, parents/guardians, volunteers, teachers, vendors, visitors, and staff, whether they are on school property, on school buses, at school-related events, or participating in parish activities, or involved in other circumstances that could have an impact on the school climate.

~~b)~~ —

- c) All schools and DPCDSB locations shall post DPCDSB approved signage, messaging on automated telephone systems, and, where appropriate to site context, content for school newsletters and/or websites to remind all community members accessing DPCDSB schools or other premises (e.g., kiss and ride lanes, driveways and parking areas, athletic/play fields, offices) to engage in respectful, constructive interactions or risk being asked to leave the school or DPCDSB premises.
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## 2.2 Upholding the Catholic Code of Conduct

- a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the *Catholic Code of Conduct*, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:
  - live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community; and
  - avoid actions that may contravene the *Catholic Code of Conduct* and thereby negatively impact the community.
- b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate, ~~which they believe to have occurred during the course of their duties or otherwise while on school property or during a school related event may cause a negative school climate~~ or for which a suspension or expulsion may be imposed, which they believed to have occurred during the course of their duties or otherwise while on school property or during a school related event.
- c) Consistent application of the *Catholic Code of Conduct* is guided by the philosophy of progressive discipline, which offers a philosophical construct and guiding principles from which prevention, intervention, and response protocols naturally emerge.

## 2.3 The Philosophy of Progressive Discipline

- ~~a) —~~ Central to the practice of progressive discipline is a safe, caring, and inclusive community. Members of this community collaborate, communicate, and consult in the development of a comprehensive system of supports that strengthens the school's collective commitment to uphold the standards of the *Catholic Code of Conduct* and to support learning for all students.

~~a) —~~

- b) — Progressive discipline exists at all times to support the growth of all students. This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur.

~~b) —~~

- ~~c) — Progressive discipline exists at all times to support the growth of all students. This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur.~~

~~d) —~~

At the school level, progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro- social skills, provide support for all students, promote virtue formation, and foster Catholic values.

~~c) —~~

e)d) The Catholic school approach to progressive discipline combines prevention and intervention strategies and discipline with opportunities for students to continue their education. Focusing on prevention and early intervention strategies helps prevent unsafe or inappropriate behaviours from occurring in or affecting school.

***~~Progressive Discipline exists at all times for all students~~***

f)e) Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in DPCDSB school communities.

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Progressive Discipline Approach in DPCDSB



*Progressive Discipline exists at all times for all students.*

g)f) Progressive discipline shifts the focus from one that is solely punitive to one that is corrective, supportive, and transformative. Progressive discipline acknowledges the value of a staged approach to discipline that is tailored to meet the unique needs of the student, taking the mitigating and other factors into account at all stages along the continuum of progressive discipline. Each student can access multiple layers of support, comprised of all the people who interact with the student, and all those who could be called upon to provide additional support (e.g. support services: social worker, child and youth worker, psychologist, speech and language pathologist).

g) Progressive discipline invites schools to use “a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for **reinforcing positive behavior while helping students make better choices.**” (Ministry of Education Policy/Program Memorandum [PPM] 145: Progressive Discipline and promoting positive student behaviour PPM No. 145).

### **3 ENFORCING THE CATHOLIC CODE OF CONDUCT**

- ~~a)~~ — When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider the Mitigating and Other Factors outlined in section 3.5 (b) of this GAP. The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, and/or a consequence.

~~b)~~ —  
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- €b) When enforcing the *Catholic Code of Conduct* at the classroom, school, and DPCDSB level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians; however, the final decision rests with the principal and/or designate.

### 3.1 Reflective Practice

- a) When enforcing the *Catholic Code of Conduct*, staff must promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.
- b) In the case of minor or moderate incidents, the classroom teacher or other staff may be responsible for addressing student behavior through progressive discipline (See GAP 552 – *Progressive Discipline*).
- c) In serious or severe circumstances, the principal will lead the decision-making process through to an appropriate conclusion.
- d) Section 306 of the *Education Act* mandates when the principal **SHALL CONSIDER** suspension.
- e) Section 310 of the *Education Act* mandates when the principal **SHALL ISSUE** a ~~20-day~~ suspension pending expulsion. **All final decisions shall be made in consultation with the Superintendent (or designate).**

### 3.2 Define the Incident Under the *Education Act*

- a) a) —The first step in progressive discipline is the identification of the infraction. The table below (and following page) lists infractions according to whether they fall under Section 306 or 310 of the *Education Act*.

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-1	<u>Uttering a threat to inflict serious bodily harm on another person</u>	310-1	<u>Possessing a weapon, including possessing a firearm</u>
306-2	<u>Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis</u>	310-2	<u>Using a weapon to cause or to threaten bodily harm to another person</u>
306-3	<u>Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis</u>	310-3	<u>Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</u>
306-4	<u>Swearing at a teacher or at another person in a position of authority</u>	310-4	<u>Committing sexual assault</u>
306-5	<u>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</u>	310-5	<u>Trafficking in weapons or in illegal drugs</u>
306-1	<u>Uttering a threat to inflict serious bodily</u>	310-1	<u>Possessing a weapon, including</u>

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
	<u>harm on another person</u>		<u>possessing a firearm</u>
306-6	<u>Bullying</u>	310-6	<u>Committing robbery</u>
306-7	<u>Breach of Code of conduct, DPCDSB &amp; school policy</u>	310-7	<u>Giving alcohol or cannabis to a minor</u>
306-7	<u>Being under the influence of alcohol or illegal or restricted drugs</u>	310-7.1	<u>Bullying, if (i) the pupil has previously been suspended for engaging in bullying<sup>1</sup>, and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person</u>
306-7	<u>Habitual neglect of duty, DPCDSB and school policy</u>	310-7.2	<u>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</u>
306-7	<u>Opposition to authority, DPCDSB and school policy</u>	310-8	<u>Any act considered by the principal to be a serious violation of the DPCDSB or school Code of Conduct</u>
306-7	<u>Profanity/swearing, DPCDSB and school policy</u>	310-8	<u>Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are/were on DPCDSB property</u>
306-7	<u>Possessing restricted drugs</u>	310-8	<u>Trafficking in restricted drugs</u>
306-7	<u>Fighting/violence, DPCDSB and school policy</u>		

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-1	<u>Uttering a threat to inflict serious bodily harm on another person</u>	310-1	<u>Possessing a weapon, including possessing a firearm</u>
306-2	<u>Possessing alcohol, illegal drugs or, unless the pupil is a medical-cannabis user, cannabis</u>	310-2	<u>Using a weapon to cause or to threaten bodily harm to another person</u>
306-3	<u>Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis</u>	310-3	<u>Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</u>
306-4	<u>Swearing at a teacher or at another person in a position of authority</u>	310-4	<u>Committing sexual assault</u>

<sup>1</sup> As per Ontario Regulation 440/20, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.

Section 306—Shall Consider Suspension		Section 310—Shall Suspend	
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-6	Bullying	310-6	Committing robbery
306-7	Breach of Code of conduct, DPCDSB & school policy	310-7	Giving alcohol or cannabis to a minor
306-7	Being under the influence of alcohol or illegal or restricted drugs	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying <sup>3</sup> , and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7	Habitual neglect of duty, DPCDSB and school policy	310-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
306-7	Opposition to authority, DPCDSB and school policy	310-8	Any act considered by the principal to be a serious violation of the DPCDSB or school Code of Conduct
306-7	Profanity/swearing, DPCDSB and school policy	310-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are/were on DPCDSB property
306-7	Possessing restricted drugs	310-8	Trafficking in restricted drugs
306-7	Fighting/violence, DPCDSB and school policy		

~~3.2.1~~

~~3.2.2~~ 1 As per Ontario Regulation 440/20, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.

### 3.2.33.2.1 Education Act, Section 306: Suspensions

- a) A principal *shall consider* whether to suspend a pupil if they believe that the pupil has engaged in any of the activities listed in section 306 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.
  - b) As per *Ontario Regulation 440/20*, a “...pupil in **junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be** suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.”
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- c) However, for students in these grades:
- the offence must still be reported to the principal; and
  - the principal must determine and put in place appropriate alternatives to discipline. These alternatives shall be tracked and documented as per normal protocols.
- d) A pupil in **Grade 4 or older** may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- e) When determining whether to issue a suspension to a student in **Grade 4 or older**, and its length, **a principal must consider Mitigating and Other Factors** (see GAP Section 3.4 below).

### **3.2.43.2.2 Education Act, Section 310: Suspension, Investigation, and Possible Expulsion: JK-3**

- a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend* and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- b) As per *Ontario Regulation 440/20*, a pupil in **junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be** suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act **unless the principal has conducted an investigation** respecting the allegations. This regulation means that prior to issuing a suspension pending possible expulsion under Section 310 for this age group, the principal must first conduct an **initial investigation** to determine if a Section 310 suspension is warranted.
- c) If the principal determines a Section 310 offence has been committed, the student is **then** suspended pending possible expulsion. In such cases, the principal shall continue with the steps as noted below (i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the *Education Act*; principal chooses 1 of 5 possible discipline outcomes).

- d) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to discipline, if appropriate.
- e) As per *Ontario Regulation 440/20*, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act [see table in 3.2a) above] does **not** apply in respect of a suspension under section 310 of the Act of a pupil in **junior kindergarten, kindergarten, or grade 1, 2 or 3**.
- f) Students in **Junior Kindergarten through Grade 3** (JK-3) can no longer be “previously” suspended under Section 306 for bullying. As such, only s.310(1)7.1(ii) now applies for JK-3 students regarding a Section 310 bullying offence.

### **3.2.53.2.3 Education Act, Section 310: Suspension, Investigation, Possible Expulsion: Grades 4-12**

- a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend* and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- b) For infractions listed in Section 310 of the *Education Act*, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending expulsion.
- c) The school investigation commences. In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.
- d) There are five possible outcomes following the school investigation. All final decisions shall be made in consultation with the applicable family of schools superintendent (or designate).
- e) **Outcome 1: The principal determines that the student is NOT responsible for the infraction.** The student would return to school and the principal would withdraw the Suspension Pending Expulsion and expunge the student record of Suspension Pending Expulsion for the student, even if the suspension has been served. A determination letter reflecting this outcome would be issued.
- f) **Outcome 2: The principal determines that the infraction did occur, but there are mitigating factors\* relevant to the circumstances** which lead to the principal’s decision to shorten the suspension to between 1 and 19 days, even if it has already been served. A determination letter reflecting this outcome would be issued.
- g) **Outcome 3: The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days, however, there are mitigating factors relevant to the circumstances** which lead to the principal’s decision **not to recommend the student for expulsion**. A determination letter reflecting this outcome would be issued.

- h) **Outcome 4: The principal determines that the infraction did occur, and the principal is recommending expulsion from the student's current school only.** A determination letter reflecting this outcome would be issued.
  - i) **Outcome 5: The principal determines that the infraction did occur, and the principal is recommending expulsion from all DPCDSB schools.** A determination letter reflecting this outcome would be issued.
  - j) \*When determining which of the five outcomes to select (see Outcomes 1-5 above), the principal must consider Mitigating and Other Factors (see GAP Section 3.4-6 below).
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### **3.3 Smoke-Free Ontario Act**

- a) If a student contravenes the *Smoke-Free Ontario Act*:
- principals must notify parents/guardians;
  - students are required to surrender the item(s) to principal or educator;
  - students will receive support to learn from the experience and make better choices.

### **3.4 Personal Electronic Devices (PEDs)**

- a) In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices (PEDs) during instructional time except under the following circumstances:
- (i) for educational purposes, as directed by an educator;
  - (ii) for health and medical purposes;
  - (iii) to support special education needs.
- b) Examples of PEDs use by students with *health and medical purposes* include *glucose monitoring, drug administration reminders*; examples of *special education and/or English language learner* needs include but are not limited to applications supporting: *accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation*. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.
- c) If an educator sees a PED that is not stored out of view and off or on silent when PED use does not comply with the circumstances in 3.4 a) above, the educator must require that the PED be handed in for the instructional period. The PED must be placed, by the student, in a storage area in the classroom (e.g., student backpack, pocket).
- d) If the student does not comply with 3.4 a) and 3.4 c), they shall be sent to the principal's office. Principals have discretion under PPM 145 and DPCDSB *Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.
- e) Principals shall refer to information related to PEDs as articulated in *GAP 541.00 – Personal Electronic Devices (PEDs)*.

### **3.33.5 Progressive Discipline Strategies**

- a) Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences as strategies to promote positive behaviours.
- ~~b)~~ The range of interventions, supports, and consequences used by schools must be clear and developmentally appropriate, and must include learning opportunities for pupils that reinforce positive behaviours and help pupils make good choices.
- ~~c)~~
- b)

- d)c) When inappropriate behaviour occurs, effective disciplinary measures will place the focus on positive restorative responses. For pupils with special needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or their demonstrated abilities.
- e)d) When reviewing progressive discipline strategies, consideration will be given to the usefulness of any interventions undertaken "to date" such as contact with parents/guardians, study hall, verbal reminders, review of expectations, a written work assignment with a reflective component, community service to improve attitude/conduct, and/or referral to Support Services staff or outside agencies. All progressive discipline strategies undertaken shall be documented by the school.
- f)e) If the inappropriate behaviour has become an on-going problem, it is important to consider the appropriateness of additional supports and/or interventions.
- g)f) The Ministry of Education and DPCDSB afford flexibility in response to inappropriate behaviours through a variety of policies, procedures, and protocols: PPM 144, Bill 13, Bill 157, PPM 120, and DPCDSB Policies 9.01, 9.02, 9.03, and 9.04. In addition, detailed progressive discipline strategies are outlined in DPCDSB GAP 552.00, and in the Ministry of Education PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*.
- h)g) Progressive discipline strategies may include a variety of early and/or ongoing intervention strategies, provided the appropriate consent(s) are in place where required. Examples of these strategies include:
- review of expectations as outlined in the *Catholic Code of Conduct*;
  - classroom management strategies;
  - communication and consultation with parents/guardians;
  - student conference;
  - student contracts: i.e., attendance, performance, and/or behavioral;

- discipline-related learning reflection assignments;
- referral to school administrator;
- student and parent/guardian conference;
- consultation with school support staff;
- involvement of chaplaincy team leader and/or parish resources;
- involvement of school support and Support Services;
- school team conference/progressive discipline conference;
- attendance counselling;
- behaviour modification program;
- Crisis Prevention and Intervention (CPI);
- individual, peer, group, and/or family counselling;
- referral to community agency (e.g., Children's Aid, police, treatment, or medical agencies);
- volunteer service to the school community;
- withdrawal of privileges;
- restitution for damages;
- mentor and/or peer mediation;
- conflict resolution;
- restorative practice;
- assignment to an alternative learning environment;
- suspension;
- expulsion.

### **3-43.6 Mitigating and Other Factors the Principal Must Consider**

- a) Before determining the discipline, if any, to follow the issuing of a suspension, as required by the *Education Act and Ontario Regulation 472/07*, the principal must consider any mitigating and other factors as set out in the DPCDSB's *Suspension and Expulsion Guidelines*. For the *Suspension and Expulsion Guidelines*, the DPCDSB interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Ontario Human Rights Code*. The principal shall consider whether the discipline will have a disproportionate impact on a pupil's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the pupil may experience in society.
- b) If a pupil does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, the principal will not suspend the pupil. Alternative discipline and/or other interventions may be considered by the principal in such circumstances. For clarity, even if the principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained as per this GAP and any applicable guidelines.
- c) If the pupil poses an unacceptable risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety and well-being of pupils, staff, and others in the school.

### 3.53.7 Three Factor Analysis

- a) In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the *Education Act* and the reporting of the offence, the following items *shall* be taken into consideration when determining the appropriate consequences:
- b) **Factor 1: the individual student and circumstances** (e.g., mitigating or other factors). The following “mitigating” and “other” factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions, and consequences as they relate to student conduct.
  - **Mitigating Factors:** The following mitigating factors shall be considered:
    - the pupil does not have the ability to control their behaviour;
    - the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
    - the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

- **Other Factors:** The following additional factors shall be considered:
  - the pupil's history;
  - whether a progressive discipline approach has been used with the pupil;
  - whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
  - how the suspension or expulsion would affect the pupil's ongoing education;
  - the age of the pupil;
  - in the case of a pupil with a disability and/or for whom an IEP has been developed:
    - whether the behaviour was a manifestation of a disability which may or may not be identified in the pupil's IEP;
    - whether appropriate individualized accommodation has been provided;
    - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

c) **Factor 2: the nature and severity** of the behaviour.

d) **Factor 3: the impact of the behaviour on the school climate** (i.e., the relationships within the school community).

### 3.63.8 Bullying

- a) In the case of **bullying**, principals *must* suspend a student for bullying and consider referring that student for expulsion if:
  - the student has previously been suspended for bullying, and;
  - the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.
- b) According to the Ministry of Education definition<sup>22</sup>, "bullying" means aggressive and typically repeated behaviour by a pupil where:
  - (i) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
    - causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
    - creating a negative environment at a school for another individual, and
    - the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.
- c) For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
- d) For the purposes of the definition of "bullying" above, **cyber-bullying** includes bullying by electronic means (commonly known as cyber-bullying), including:
  - (i) creating a web page or a blog in which the creator assumes the identity of another person;
  - (ii) impersonating another person as the author of content or messages posted on the internet; and
  - (iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

<sup>22</sup> Policy/Program Memorandum No. 144, Ministry of Education, Government of Ontario, subsection 1(1), Education Act

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~~3.18~~ <sup>2</sup> *Policy/Program Memorandum No. 144, Ministry of Education, Government of Ontario, subsection 1(1), Education Act*

### **3.193.9 Reporting Incidents and Violent Incidents**

- a) All incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:
  - (i) Staff shall complete a **GF 025 - Safe Schools Incident Reporting Form – Part I**.
  - (ii) Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or designate must issue the **GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt Report**.
  - (iii) The principal and/or designate must investigate.
  - (iv) The principal and/or designate will communicate results to the teacher and/or DPCDSB staff as appropriate.
  - (v) If the incident is violent according to PPM 120, the appropriate box will be checked accordingly by the principal or designate, and the GF 025 will be placed in the safe schools folder of the Ontario Student Record (OSR).
  - (vi) If a teacher has not submitted a GF 025, one must be completed by the administrator, including section 6 at the bottom portion of the form.
  - (i) The GF 025 will be retained in the OSR as per PPM 145 as described below:
    - Minimum 1 Year – Expunged Incidents
    - Minimum 3 Years – Suspensions
    - Minimum 5 Years – Expulsions
- b) The principal will consider whether a Violence Threat Risk Assessment (VTRA) will be conducted (see GAP Section 3.8 below).

### **3.203.10 Violence Threat Risk Assessment Protocol**

- a) Under certain conditions, students may need to undergo a “Violence Threat Risk Assessment” (VTRA) when their behaviours confidently suggest they may be at risk of harming themselves or others.



- b) Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.
- c) All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.
- d) During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce risk of violence.
- e) DPCDSB's Catholic communities allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports. The protocol is accessible in VTRA Guidelines (G005).

### **3.243.11 The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings**

- a) The DPCDSB authorizes the creation of a Discipline Committee of no fewer than three (3) trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the *Suspension Appeal Guidelines* and the *Expulsion Hearing Guidelines*. The discipline committee shall have the powers as set out in the *Education Act*.
- b) **Suspension Appeals:** Where a pupil's parent/guardian or the pupil (if they are aged 18 or older, or 16 or 17 and has withdrawn themselves from parental/guardian control) disagrees with the decision of a principal to suspend the pupil, that individual may appeal the principal's decision to suspend the pupil, in accordance with the DPCDSB's *Suspension Guidelines and Suspension Appeal Guidelines*.
- c) **Expulsion Hearings:** If the principal recommends expulsion, the Discipline Committee shall hold a hearing to determine whether a pupil will be expelled from one school or from all schools in DPCDSB. The two possible outcomes of this hearing, and subsequent action are listed below:
  - If the Discipline Committee expels a pupil from all schools, they will refer the pupil to DPCDSB's Expulsion Program.
  - If the Discipline Committee decides not to expel, it will determine whether to confirm, shorten, or expunge the suspension. These hearings will be conducted in accordance with the DPCDSB's *Expulsion Hearing Guidelines*.
- d) **Superintendents Responsible for Suspensions and Expulsions:** The superintendents delegated to be responsible for suspensions and expulsions shall have the powers and duties outlined in the *Suspension Guidelines for Administrators* and *Expulsion Guidelines for Administrators*.

## **4 ROLES AND RESPONSIBILITIES**

- a) All members of the DPCDSB School Community must:
  - adhere to the standards of behaviour in the *Catholic Code of Conduct*;
  - acknowledge and defend the rights of others;
  - take personal responsibility for their actions;
  - fulfill the duties of their respective roles in service to others;
  - contribute positively to the creation of a safe, caring, inclusive, and healthy Catholic learning community.

### **4.1 DPCDSB**

- a) The DPCDSB provides leadership to all members of the school community to ensure equitable opportunity for all to a safe, caring, inclusive, and healthy learning and work environment.

- b) The DPCDSB will develop and review policies and procedures that establish standards of behaviour, prevention, and intervention programs; progressive discipline response protocols; education and training programs for school community members; and partnerships with parish and community agencies.
- c) The DPCDSB will promote academic excellence, exemplary professional practice, accountability, and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The DPCDSB fulfills these responsibilities by doing the following:
- developing policies that set out how DPCDSB facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
  - reviewing these policies regularly with staff and consulting with students, parents/ guardians, volunteers, and the community;
  - seeking input from Central Committee for Catholic School Councils (CCCSC), Catholic School Councils, the DPCDSB's Parent Involvement Committee, the Special Education Advisory Committee (SEAC), the Indigenous Education Advisory Council, the Black Community Advisory Council (BCAC), parents/guardians, students, staff members, and the school community;
  - establishing a process that clearly communicates the *Catholic Code of Conduct* to all staff, students, parents/guardians, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
  - ensuring a clear process for the reporting and monitoring of violent incidents;
  - providing system-wide direction to embed the Catholic imperatives implicit in the *Catholic Code of Conduct* by vigorous promotion of virtue formation and dedication to the Gospel messages of compassion, love, forgiveness, and service;
  - developing effective intervention strategies and responding to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
  - developing, disseminating, and monitoring progressive discipline protocols that guide enforcement of the *Catholic Code of Conduct* and all policies and procedures related to securing a safe, caring, inclusive and healthy school climate;
  - cultivating strong partnerships with parish and community partners;
  - providing professional development for system leaders to assist them in ensuring compliance with and enforcement of the *Catholic Code of Conduct* at the local school level.

## **4.2 Trustees**

- a) The Board of Trustees plays a significant role in providing leadership regarding the *Catholic Code of Conduct* and DPCDSB policies and procedures related to progressive discipline and school safety.

- b) Trustees oversee the development and consistent implementation of DPCDSB policies by:
- studying, reviewing, and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline, and school safety;
  - ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the *Ontario Catholic School Graduate Expectations* (OCSGE);
  - hearing all suspension appeals and deciding on recommendations for expulsions;
  - ensuring that, when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a pupil under any of the grounds protected by the *Ontario Human Rights Code* and/or exacerbate any disadvantage the pupil may experience in society;
  - hearing delegations from concerned community members.

#### 4.3 Principals

- a) The principal will provide leadership at the local school level in the administration of the *Catholic Code of Conduct* by: modeling servant leadership; cultivating an authentic safe, caring, and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the DPCDSB-approved progressive discipline protocol and other DPCDSB policies and procedures; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies.
- b) The principal will fulfill these responsibilities by:
- demonstrating care and commitment to academic excellence within a safe, caring, and inclusive teaching/learning environment;
  - educating the school community with respect to the *Catholic Code of Conduct* and the Gospel imperatives implicit in it;
  - holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness, and courtesy;
  - modeling Gospel values in all areas of leadership, including matters of conduct and safety;
  - creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive, and healthy Catholic community;
  - empowering students to be positive leaders in their school and community by enabling opportunities for student engagement and student voice;
  - enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
  - facilitating school-wide participation in the virtues program and other pro-social training programs;
  - facilitating a school-wide approach to the development of a positive school climate;
  - communicating regularly and meaningfully with all members of their school community;

- training school staff and monitoring the implementation of DPCDSB-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the DPCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;

- cultivating and maintaining strong partnerships with parents/guardians, the local parish, and community partners.

#### 4.4 Teachers and Support Staff

- Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students.
- Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained.
- Teachers and support staff will uphold standards of excellence for students by:
  - demonstrating and modelling respect, civility, and responsible citizenship for all students, staff, parents/guardians, volunteers, and members of the school community;
  - nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
  - striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
  - helping students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
  - providing students with opportunities to exercise Catholic service and wise stewardship;
  - empowering students to be positive classroom, school, and community leaders;
  - assisting students in the exercise of personal conscience in discerning right choices;
  - helping students work to their full potential and in developing self-worth;
  - maintaining fair and consistent standards for all students;
  - reporting any incidents that may lead to suspension and/or expulsion utilizing *Safe Schools Incident Reporting Form- Part I* (GF 025);
  - communicating regularly and meaningfully with parents/guardians;
  - collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing DPCDSB-approved progressive discipline protocols.

#### 4.5 Students

- Students of the DPCDSB represent the cherished hope for the future and the sacred trust of Catholic education.
- Students shall always be treated with respect and dignity.

- c) Staff, parents/guardians, and parish shall prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern meaningful vocations and develop a zealous commitment of service to God, family, and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is rooted in Gospel values, while effectively implementing Ministry of Education course/program expectations.



- d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school, and to embrace the Gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic School Graduate Expectations (OCSGE) (see GAP Section 5 for information about the OCSGE).
- e) Students will exercise self-discipline in their respect for self, staff, fellow students, school property, and the property of others.
- f) Students will take full responsibility for their own actions and strive to live up to the expectations of the *Catholic Code of Conduct* and all other DPCDSB/school/class expectations, policies, and procedures.
- g) Students will strive to achieve a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.
- h) Students shall fulfill these responsibilities by:
- coming to school prepared, on time, and ready to learn, ~~and properly attired~~;
  - striving for excellence in personal conduct and academic performance;
  - cultivating opportunities to develop talents and strengthen personal leadership skills;
  - demonstrating courteous behaviour to fellow students and staff;
  - demonstrating respect for self;
  - contributing to an inclusive school culture by advocating that no student be excluded;
  - defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
  - cultivating a virtuous life through a commitment to Gospel values and service to others;
  - participating respectfully in the faith life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
  - participating in school programs related to wise stewardship of resources, be they human or other;
  - following all school and DPCDSB policies and taking responsibility for their own actions;
  - accepting school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
  - refraining from bringing anything to school that may compromise the safety of others;
  - acknowledging that school safety is a shared responsibility that depends on student commitment and involvement;
  - using PEDs, computers, social networking, technological aides; and other specialized equipment for sanctioned activities only;

- respecting DPCDSB policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and/or medical purposes;
  - to support special education needs;
  - to provide an accommodation under the *Ontario Human Rights Code*.

#### 4.6 Parents/Guardians

- a) Parents and guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students.
- b) Parents/guardians fulfill their responsibilities when they:
  - affirm the distinctive Catholic culture of the school;
  - ensure that their child regularly attends school on time;
  - help their child be appropriately dressed and prepared for school;
  - encourage and assist their child in following the rules of behaviour;
  - become familiar with the Provincial Code of Conduct and help their child to adhere to the Catholic Code of Conduct and other expectations ;
  - communicate regularly with the school regarding their child's progress;
  - are engaged in their child's schoolwork and progress;
  - promptly report to the school their child's absence or late arrival;
  - encourage their child to cultivate leadership skills and demonstrate Gospel values;
  - assist school staff in dealing with disciplinary concerns involving their child.

#### 4.7 In-School Support Teams

- a) In-school support teams meet regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student.
- b) The consultation process may address one or more areas of the student's life, including academic, well-being, and/or behavioural issues.
- c) At meetings of the in-school support team, several of the following team members may be present: administrator, guidance counsellor, classroom teacher, chaplaincy team leader, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/DPCDSB-wide resource staff, and parents/guardians.

#### 4.8 Parish

- a) The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church.

- b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*); the regular celebration of Eucharist and other prayer services with the school community; by offering advice to staff regarding Church teachings in the faith formation of students; and by being a visible presence in the school, as time permits.

#### 4.9 Community Connections

- a) Community supports assist the school in reinforcing consistent messaging regarding expected standards of behaviour and in providing services that enhance the school's ability to ensure a safe and caring school community.
- b) Community agencies and/or other community cooperatives and/or liaisons have an expanded influence in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.
- c) School principals are encouraged to consider the valuable resources in the community and are expected to nurture on-going relationships with community connections in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration between home, school, parish, and community members. The DPCDSB and local schools will collaborate in developing consistent processes for the engagement of meaningful connections with the communities.

#### 4.10 Police

- a) Police are essential partners in making DPCDSB schools and communities safe. Police offer ongoing education programs and provide tactical response in the event of emergencies. Police investigate incidents in accordance with the DPCDSB *Police - School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

### 5 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS<sup>33</sup>

- a) The *Ontario Catholic School Graduation Expectations* provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the *Catholic Code of Conduct* is situated.

<sup>3</sup> Institute for Catholic Education (2011)

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<sup>2</sup>Institute for Catholic Education (2011)

b) The Ontario Catholic School Graduate is expected to be:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
- **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

## 6 GLOSSARY OF TERMS

- a) All DPCDSB schools will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the *Catholic Code of Conduct*. The following definitions apply for the purposes of implementation of the *Catholic Code of Conduct* and progressive discipline.
- b) **Adult Pupil**: a pupil who is 18 years or older, or 16 or 17 and has withdrawn themselves from parental control.
- c) **DPCDSB Expulsion**: an expulsion from all schools of the DPCDSB.
- d) **Bullying**: aggressive and typically repeated behaviour by a pupil where,
- (i) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
    - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
    - creating a negative environment at a school for another individual; or
    - the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.
  - (ii) for the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
  - (iii) for the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

- e) **Consequence:** an educative outcome resulting from a particular student behaviour that may occur “as a matter of course,” or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.
- f) **Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.
- g) **Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019)*, teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- h) **Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.
- i) **IEP:** Individual Education Plan
- j) **Impact on School Climate:** an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.
- k) **Intervention:** a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student’s behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student’s ability to adhere more consistently to the *Catholic Code of Conduct*, and to enhance the student’s performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.
- l) **Parent/Guardian:** where there is a reference to involving or informing a parent/guardian, it means the custodial parent or legal guardian of a minor child who is not an adult pupil.
- m) **Personal Electronic Device:** any personal electronic device (PED) that can be used for electronic communication or to access the Internet, such as a cellphone or tablet.
- n) **Principal or Designate:** in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal or by the DPCDSB to fulfill that role.
- o) **Purview:** the scope, intention, and range of activities, roles, and locations understood to be under the authority of this GAP.
- p) **SAP:** Student Action Plan
- q) **Safe School Action Team:** a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community’s compliance with the *Catholic Code of Conduct*. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the *Catholic Code of Conduct*, assessment of school climate survey data, and various whole school program initiatives related to safe schools. (e.g., Catholic Community Culture and Caring Action Team).

- r) **Safe Schools Incident Reporting Form:** Identified as GF 025, documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.
  - s) **School Climate:** the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.
  - t) **School Community:** the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not DPCDSB staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).
  - u) **School Day:** the instructional day, excluding professional development days.
  - v) **School Expulsion:** an expulsion from the DPCDSB school that the pupil was attending at the time of the incident.
  - w) **Staff:** refers to all persons who are paid employees of the DPCDSB. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance, student monitors, and any other support staff affiliated with the school.
  - x) **Staff Who Work Directly with Pupils:** staff including administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the DPCDSB's pupils.
  - y) **Support:** a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.
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- z) **Team:** a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. "Team" is pivotal in addressing the individual needs of the student in a strength-based model. The support services team aims at positive personal change and may also assist in the diagnostic phase of referral for formal professional assessment. In practical terms, "team" can be described as a model for student support that is rooted in relationship, collaboration, and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute "team". When informal communication occurs, team members operate in the realm of hypothetical where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated support services staff are convened to allow for sanctioned (i.e., with parent/guardian permission) sharing of information between team members.
- aa) **Violent Incident:** (as per PPM 120) the occurrence of any one of the following or occurrence of a combination of any of the following:
- possessing a weapon, including possessing a firearm
  - physical assault causing bodily harm requiring medical attention
  - sexual assault
  - robbery
  - using a weapon to cause or to threaten bodily harm to another person
  - extortion
  - hate and/or bias-motivated occurrences
- bb) **Violent Threat Risk Assessment (VTRA):** assessment that guides the DPCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.  
~~Violent Threat Risk Assessment (VTRA): assessment that guides the DPCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.~~
- cc) **Weapon:** any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.



## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>530.00</b>
<b>SUBJECT:</b>	<b>Catholic Code of Conduct</b>
<b>REFERENCE:</b>	<b>Policies:</b> 9.01 Catholic Code of Conduct; 9.02 Bullying Awareness, Prevention and Intervention; 9.03 Progressive Discipline; 9.04 Delegation of Authority 12.00 Equity and Inclusive Education; 26.00 Smoke, Tobacco-Free and Cannabis-Free Environment <b>General Forms:</b> GF 025 Safe Schools Incident Reporting Form
<b>EFFECTIVE DATE:</b>	July 24, 2001
<b>AMENDED DATE:</b>	February 1, 2013; December, 2015; August, 2019; October, 2019; February 23, 2022; May 24, 2022; August TBD, 2024

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

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## 1. INTRODUCTION

### 1.1 Preamble

- a) In compliance with its mission, vision, and values, the Dufferin-Peel Catholic District School DPCDSB (DPCDSB) is committed to the implementation of *Policy 9.01: Catholic Code of Conduct (Catholic Code of Conduct)* to provide and sustain a safe, caring, inclusive, and healthy Catholic school community in which every student can succeed.
- b) The *Catholic Code of Conduct* supports virtue formation and healthy relationships in the context of a vibrant Catholic community. It is responsive to equitable and inclusive education and ensures a whole school approach to developing a positive Catholic school learning environment for all.
- c) Recognizing the complexity of building and sustaining a whole school approach, the *Catholic Code of Conduct* is committed to progressive and restorative approaches to conflict resolution, based on evidence-informed solutions. All school community members are expected to work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behaviour. Such behaviour includes living according to Gospel values, and fostering a Catholic culture of respect, inclusion, equity, responsibility, and concern for the well-being of all.
- d) This General Administrative Procedure (GAP) details the *Catholic Code of Conduct* and is grounded in the transformative potential of individuals. It sets out DPCDSB-wide expectations of all members of each school community.

- e) The Catholic Code of Conduct sets clear standards of behaviour which apply to all members of the school community regardless of whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before- and after-school programs, or in other circumstances that could have an impact on the school climate. These standards also apply to all individuals involved in the school system, including principals, teachers, early childhood educators, other school staff, parents, guardians, school bus drivers, volunteers, and members of various community groups.
- f) In the case of more serious breaches of DPCDSB-wide expectations, this GAP identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies, and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the DPCDSB and, in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators: to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.
- g) The oversight of the enforcement of this GAP on all DPCDSB property is the responsibility of the designated Supervisory Officer.
- h) In addition to this GAP, DPCDSB has policies and GAPs applicable to staff, volunteers, contractors, and vendors. For specific details, refer to DPCDSB policies and general administrative procedures applicable to Employee Relations and Human Resources and Supply Chain Management, respectively. If there is a conflict between the terms of this GAP and any policy or other general administrative procedure, the other policy or general administrative procedure shall govern.
- i) The DPCDSB interprets and applies the provisions of the *Education Act*, including its Regulations, in a broad and liberal manner consistent with the Ontario *Human Rights Code*, as well as other applicable laws and aligned practices. In a circumstance in which there is a conflict between provincial law (such as the Education Act), regulations, Policy Program Memoranda, school and DPCDSB policies and procedures, and the Ontario Human Rights Code, the Ontario *Human Rights Code* is deemed to be more important, and the inferior law, regulation, policy, or procedure must be applied in a manner consistent with the Ontario Human Rights Code (unless there is an explicit exception contained for such a circumstance). The principle of primacy of the Ontario Human Rights Code also requires DPCDSB policies and procedures to be interpreted and applied in a manner consistent with the Ontario Human Rights Code.
- j) DPCDSB complies with the *Smoke Free Ontario Act, 2017*. The *Smoke-Free Ontario Act, 2017* (<https://www.ontario.ca/laws/statute/17s26>) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*. The *Smoke-Free Ontario Act, 2017* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act, 2017*.

## 1.2 Catholic Code of Conduct

- a) In order to provide a positive, safe, caring, inclusive, and healthy Catholic school environment that enables student engagement and student voice, all members of the school or DPCDSB facility community shall:
- respect and comply with all applicable federal, provincial, and municipal laws;
  - respect and comply with all applicable Ministry of Education, DPCDSB and school policies, procedures and practices;
  - respect Catholic Church teachings and traditions;
  - support and/or participate in the liturgical life of the school;
  - strive to live a virtuous life in accordance with Gospel values;
  - respect the dignity and rights of others;
  - treat one another with dignity and respect at all times, and especially when there is disagreement;
  - respect differences in people, their ideas, and their opinions;
  - respect and celebrate diversity;
  - respect and treat others fairly, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment);
  - use verbal and non-verbal communication appropriate to a Catholic environment;
  - demonstrate respect for persons in positions of authority;
  - respect the need for others to work in an environment that is conducive to learning;
  - reconcile differences and work toward restorative amends;
  - resolve conflicts peacefully, seeking assistance from staff, if necessary;
  - take appropriate measures to help those in need, especially the most vulnerable;
  - acknowledge and support those who are marginalized;
  - be punctual, prepared, properly attired, and attentive to the learning/work process;
  - strive to do one's personal best and actively cultivate talents for the service of others;
  - demonstrate honesty and integrity;
  - show proper care and regard for school and DPCDSB property, and for the property of others;
  - exercise wise stewardship and conservation of resources within the community;
  - use computers, social networking, technological aides and other specialized equipment for sanctioned activities only;
  - use personal electronic devices (PEDs) in a responsible and respectful manner, ensuring that these devices are only used during instructional time under the following circumstances:
    - for educational purposes, as directed by an educator;
    - for health and medical purposes;
    - to support special education needs;
    - to provide an accommodation under the *Ontario Human Rights Code*.

- b) Additionally, to ensure that DPCDSB schools and facilities and events are safe places to learn and work, all members of the DPCDSB school or facility community must **not**:
- Engage in hate propaganda and other behaviours motivated by hate or bias;
  - engage in threatening, intimidating, and/or bullying behaviours, including cyberbullying;
  - inflict or encouraging others to inflict bodily harm on another person(s);
  - commit sexual assault or sexual harassment;
  - use abusive language and/or swearing at others, including a teacher or at another person in a position of authority;
  - take and/or share photos or recordings of other members of the school community without consent;
  - be intoxicated;
  - use or supply others with tobacco, vapes, alcohol, illegal drugs, restricted drugs, and cannabis products (exemptions are limited to medicinal cannabis products prescribed by a health care professional).
  - engage in trafficking (of illegal drugs, restricted drugs, weapons, people), commit robbery or theft, and possess weapons, including firearms.

## 2 ADMINISTRATION OF THE CATHOLIC CODE OF CONDUCT

- a) All DPCDSB schools are responsible for the consistent and conscientious administration of the *Catholic Code of Conduct* by establishing, upholding, and enforcing the standards of behaviour at the local school level, according to the procedures stated herein.

### 2.1 Establishing and Communicating Standards of Behaviour for All

- a) All persons within the DPCDSB community have a right to be safe and to feel safe on DPCDSB property and at DPCDSB-related events. All members share responsibility to adhere to the standards of behaviour in the *Catholic Code of Conduct*, and to contribute to the creation of a positive Catholic climate.
- b) A comprehensive plan to disseminate the *Catholic Code of Conduct* will ensure that all DPCDSB community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in DPCDSB operations, including trustees, parents/guardians, volunteers, teachers, vendors, visitors, and staff, whether they are on school property, on school buses, at school-related events, or participating in parish activities, or involved in other circumstances that could have an impact on the school climate.
- c) All schools and DPCDSB locations shall post DPCDSB approved signage, messaging on automated telephone systems, and, where appropriate to site context, content for school newsletters and/or websites to remind all community members accessing DPCDSB schools or other premises (e.g., kiss and ride lanes, driveways and parking areas, athletic/play fields, offices) to engage in respectful, constructive interactions or risk being asked to leave the school or DPCDSB premises.

## 2.2 Upholding the Catholic Code of Conduct

- a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the *Catholic Code of Conduct*, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:
  - live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community; and
  - avoid actions that may contravene the *Catholic Code of Conduct* and thereby negatively impact the community.
- b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate or for which a suspension or expulsion may be imposed, which they believed to have occurred during the course of their duties or otherwise while on school property or during a school related event.
- c) Consistent application of the *Catholic Code of Conduct* is guided by the philosophy of progressive discipline, which offers a philosophical construct and guiding principles from which prevention, intervention, and response protocols naturally emerge.

## 2.3 The Philosophy of Progressive Discipline

- a) Central to the practice of progressive discipline is a safe, caring, and inclusive community. Members of this community collaborate, communicate, and consult in the development of a comprehensive system of supports that strengthens the school's collective commitment to uphold the standards of the *Catholic Code of Conduct* and to support learning for all students.
- b) Progressive discipline exists at all times to support the growth of all students. This approach includes a range of proactive strategies that foster Catholic community and aim to prevent problems before they occur.
- c) At the school level, progressive discipline includes positive classroom management strategies, bullying prevention and intervention supports, and school-wide programs that teach pro- social skills, provide support for all students, promote virtue formation, and foster Catholic values.
- d) The Catholic school approach to progressive discipline combines prevention and intervention strategies and discipline with opportunities for students to continue their education. Focusing on prevention and early intervention strategies helps prevent unsafe or inappropriate behaviours from occurring in or affecting school.
- e) Progressive discipline is based on a belief that there are numerous strategies for learning. This belief is rooted in Jesus' model of discipleship and His code of "beatitude living" that guides the practice of progressive discipline in DPCDSB school communities.

### Progressive Discipline Approach in DPCDSB



***Progressive Discipline exists at all times for all students.***

- f) Progressive discipline shifts the focus from one that is solely punitive to one that is corrective, supportive, and transformative. Progressive discipline acknowledges the value of a staged approach to discipline that is tailored to meet the unique needs of the student, taking the mitigating and other factors into account at all stages along the continuum of progressive discipline. Each student can access multiple layers of support, comprised of all the people who interact with the student, and all those who could be called upon to provide additional support (e.g. support services: social worker, child and youth worker, psychologist, speech and language pathologist).
- g) Progressive discipline invites schools to use *“a range of interventions, supports and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behavior while helping students make better choices.”* (Ministry of Education Policy/Program Memorandum [PPM] 145: Progressive Discipline and promoting positive student behaviour ).

### 3 ENFORCING THE CATHOLIC CODE OF CONDUCT

- a) When a challenging behaviour occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider the Mitigating and Other Factors outlined in section 3.5 (b) of this GAP. The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, and/or a consequence.



- b) When enforcing the *Catholic Code of Conduct* at the classroom, school, and DPCDSB level, staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behaviour. This process involves consultation with parents/guardians; however, the final decision rests with the principal and/or designate.

### 3.1 Reflective Practice

- a) When enforcing the *Catholic Code of Conduct*, staff must promote the safety of all and emphasize the importance of promoting positive change for students who struggle with challenging behaviours.
- b) In the case of minor or moderate incidents, the classroom teacher or other staff may be responsible for addressing student behavior through progressive discipline (See GAP 552 – *Progressive Discipline*).
- c) In serious or severe circumstances, the principal will lead the decision-making process through to an appropriate conclusion.
- d) Section 306 of the *Education Act* mandates when the principal **SHALL CONSIDER** suspension.
- e) Section 310 of the *Education Act* mandates when the principal **SHALL ISSUE** a suspension pending expulsion. **All final decisions shall be made in consultation with the Superintendent (or designate).**

### 3.2 Define the Incident Under the *Education Act*

- a) The first step in progressive discipline is the identification of the infraction. The table below (and following page) lists infractions according to whether they fall under Section 306 or 310 of the *Education Act*.

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-1	Uttering a threat to inflict serious bodily harm on another person	310-1	Possessing a weapon, including possessing a firearm
306-2	Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	310-2	Using a weapon to cause or to threaten bodily harm to another person
306-3	Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	310-3	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
306-4	Swearing at a teacher or at another person in a position of authority	310-4	Committing sexual assault
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-1	Uttering a threat to inflict serious bodily harm on another person	310-1	Possessing a weapon, including possessing a firearm

Section 306 – Shall Consider Suspension		Section 310 – Shall Suspend	
306-6	Bullying	310-6	Committing robbery
306-7	Breach of Code of conduct, DPCDSB & school policy	310-7	Giving alcohol or cannabis to a minor
306-7	Being under the influence of alcohol or illegal or restricted drugs	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying <sup>1</sup> , and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7	Habitual neglect of duty, DPCDSB and school policy	310-7.2	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
306-7	Opposition to authority, DPCDSB and school policy	310-8	Any act considered by the principal to be a serious violation of the DPCDSB or school Code of Conduct
306-7	Profanity/swearing, DPCDSB and school policy	310-8	Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the DPCDSB or to goods that are/were on DPCDSB property
306-7	Possessing restricted drugs	310-8	Trafficking in restricted drugs
306-7	Fighting/violence, DPCDSB and school policy		

### 3.2.1 Education Act, Section 306: Suspensions

- a) A principal *shall consider* whether to suspend a pupil if they believe that the pupil has engaged in any of the activities listed in section 306 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity may have a negative impact on the school climate.
- b) As per *Ontario Regulation 440/20*, a “...pupil in **junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be** suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.”

<sup>1</sup> As per *Ontario Regulation 440/20*, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.

- c) However, for students in these grades:
- the offence must still be reported to the principal; and
  - the principal must determine and put in place appropriate alternatives to discipline. These alternatives shall be tracked and documented as per normal protocols.
- d) A pupil in **Grade 4 or older** may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.
- e) When determining whether to issue a suspension to a student in **Grade 4 or older**, and its length, **a principal must consider Mitigating and Other Factors** (see GAP Section 3.4 below).

### 3.2.2 Education Act, Section 310: Suspension, Investigation, and Possible Expulsion: JK-3

- a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend* and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- b) As per *Ontario Regulation 440/20*, a pupil in **junior kindergarten, kindergarten, or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations.** This regulation means that prior to issuing a suspension pending possible expulsion under Section 310 for this age group, the principal must first conduct an **initial investigation** to determine if a Section 310 suspension is warranted.
- c) If the principal determines a Section 310 offence has been committed, the student is **then** suspended pending possible expulsion. In such cases, the principal shall continue with the steps as noted below (i.e., further investigation to determine if there are mitigating or other factors to be considered in determining the length and type of discipline as required by the *Education Act*; principal chooses 1 of 5 possible discipline outcomes).
- d) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to discipline, if appropriate.
- e) As per *Ontario Regulation 440/20*, the condition set out in subparagraph 7.1 (i) of subsection 310 (1) of the Act [see table in 3.2a) above] **does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten, or grade 1, 2 or 3.**
- f) Students in **Junior Kindergarten through Grade 3 (JK-3)** can no longer be “previously” suspended under Section 306 for bullying. As such, only s.310(1)7.1(ii) now applies for JK-3 students regarding a Section 310 bullying offence.

### 3.2.3 Education Act, Section 310: Suspension, Investigation, Possible Expulsion: Grades 4-12

- a) Subject to *Ontario Regulation 440/20*, and as detailed below, a principal *shall suspend* and may consider recommending an expulsion of a pupil if they believe that the pupil has engaged in any of the activities listed in Section 310 while at school, at a school- related activity, or in other circumstances (including off school property) where engaging in the activity will have a negative impact on the school climate.
- b) For infractions listed in Section 310 of the *Education Act*, if the principal believes that the student committed one of the infractions, the student shall be automatically suspended for 20 days pending expulsion.
- c) The school investigation commences. In circumstances involving police, the principal may be required to halt their investigation pending approval by the police to resume.
- d) There are five possible outcomes following the school investigation. All final decisions shall be made in consultation with the applicable family of schools superintendent (or designate).
- e) **Outcome 1: The principal determines that the student is NOT responsible for the infraction.** The student would return to school and the principal would withdraw the Suspension Pending Expulsion and expunge the student record of Suspension Pending Expulsion for the student, even if the suspension has been served. A determination letter reflecting this outcome would be issued.
- f) **Outcome 2: The principal determines that the infraction did occur, but there are mitigating factors\* relevant to the circumstances** which lead to the principal's decision to shorten the suspension to between 1 and 19 days, even if it has already been served. A determination letter reflecting this outcome would be issued.
- g) **Outcome 3: The principal determines that the infraction did occur, and the student receives a confirmed suspension of 20 days, however, there are mitigating factors relevant to the circumstances** which lead to the principal's decision **not to recommend the student for expulsion**. A determination letter reflecting this outcome would be issued.
- h) **Outcome 4: The principal determines that the infraction did occur, and the principal is recommending expulsion from the student's current school only.** A determination letter reflecting this outcome would be issued.
- i) **Outcome 5: The principal determines that the infraction did occur, and the principal is recommending expulsion from all DPCDSB schools.** A determination letter reflecting this outcome would be issued.
- j) \*When determining which of the five outcomes to select (see Outcomes 1-5 above), the principal must consider Mitigating and Other Factors (see GAP Section 3.6 below).

### 3.3 *Smoke-Free Ontario Act*

- a) If a student contravenes the *Smoke-Free Ontario Act*:
- principals must notify parents/guardians;
  - students are required to surrender the item(s) to principal or educator;
  - students will receive support to learn from the experience and make better choices.

### 3.4 **Personal Electronic Devices (PEDs)**

- a) In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices (PEDs) during instructional time except under the following circumstances:
- (i) for educational purposes, as directed by an educator;
  - (ii) for health and medical purposes;
  - (iii) to support special education needs.
- b) Examples of PEDs use by students with health and medical purposes include glucose monitoring, drug administration reminders; examples of special education and/or English language learner needs include but are not limited to applications supporting: accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.
- c) If an educator sees a PED that is not stored out of view and off or on silent when PED use does not comply with the circumstances in 3.4 a) above, the educator must require that the PED be handed in for the instructional period. The PED must be placed, by the student, in a storage area in the classroom (e.g., student backpack, pocket).
- d) If the student does not comply with 3.4 a) and 3.4 c), they shall be sent to the principal's office. Principals have discretion under PPM 145 and DPCDSB *Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.
- e) Principals shall refer to information related to PEDs as articulated in *GAP 541.00 – Personal Electronic Devices (PEDs)*.

### 3.5 **Progressive Discipline Strategies**

- a) Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences as strategies to promote positive behaviours.
- b) The range of interventions, supports, and consequences used by schools must be clear and developmentally appropriate, and must include learning opportunities for pupils that reinforce positive behaviours and help pupils make good choices.

- c) When inappropriate behaviour occurs, effective disciplinary measures will place the focus on positive restorative responses. For pupils with special needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or their demonstrated abilities.
- d) When reviewing progressive discipline strategies, consideration will be given to the usefulness of any interventions undertaken "to date" such as contact with parents/guardians, study hall, verbal reminders, review of expectations, a written work assignment with a reflective component, community service to improve attitude/conduct, and/or referral to Support Services staff or outside agencies. All progressive discipline strategies undertaken shall be documented by the school.
- e) If the inappropriate behaviour has become an on-going problem, it is important to consider the appropriateness of additional supports and/or interventions.
- f) The Ministry of Education and DPCDSB afford flexibility in response to inappropriate behaviours through a variety of policies, procedures, and protocols: PPM 144, Bill 13, Bill 157, PPM 120, and DPCDSB Policies 9.01, 9.02, 9.03, and 9.04. In addition, detailed progressive discipline strategies are outlined in DPCDSB GAP 552.00, and in the Ministry of Education PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*.
- g) Progressive discipline strategies may include a variety of early and/or ongoing intervention strategies, provided the appropriate consent(s) are in place where required. Examples of these strategies include:
- review of expectations as outlined in the *Catholic Code of Conduct*;
  - classroom management strategies;
  - communication and consultation with parents/guardians;
  - student conference;
  - student contracts: i.e., attendance, performance, and/or behavioral;
  - discipline-related learning reflection assignments;
  - referral to school administrator;
  - student and parent/guardian conference;
  - consultation with school support staff;
  - involvement of chaplaincy team leader and/or parish resources;
  - involvement of school support and Support Services;
  - school team conference/progressive discipline conference;
  - attendance counselling;
  - behaviour modification program;
  - Crisis Prevention and Intervention (CPI);
  - individual, peer, group, and/or family counselling;
  - referral to community agency (e.g., Children's Aid, police, treatment, or medical agencies);
  - volunteer service to the school community;
  - withdrawal of privileges;
  - restitution for damages;
  - mentor and/or peer mediation;
  - conflict resolution;
  - restorative practice;

- assignment to an alternative learning environment;
- suspension;
- expulsion.

### 3.6 Mitigating and Other Factors the Principal Must Consider

- Before determining the discipline, if any, to follow the issuing of a suspension, as required by the *Education Act and Ontario Regulation 472/07*, the principal must consider any mitigating and other factors as set out in the DPCDSB's *Suspension and Expulsion Guidelines*. For the *Suspension and Expulsion Guidelines*, the DPCDSB interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Ontario Human Rights Code*. The principal shall consider whether the discipline will have a disproportionate impact on a pupil's rights under the protected grounds of the *Ontario Human Rights Code* and/or exacerbate any disadvantage the pupil may experience in society.
- If a pupil does not have the ability to control their behaviour or does not understand the foreseeable consequences of their behaviour, the principal will not suspend the pupil. Alternative discipline and/or other interventions may be considered by the principal in such circumstances. For clarity, even if the principal does not suspend a student, a record of the incident believed to have occurred shall be properly documented and retained as per this GAP and any applicable guidelines.
- If the pupil poses an unacceptable risk to the safety of themselves and/or to others in the school, the principal shall consult with their superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety and well-being of pupils, staff, and others in the school.

### 3.7 Three Factor Analysis

- In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the *Education Act* and the reporting of the offence, the following items *shall* be taken into consideration when determining the appropriate consequences:
- Factor 1: the individual student and circumstances** (e.g., mitigating or other factors). The following "mitigating" and "other" factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions, and consequences as they relate to student conduct.
  - **Mitigating Factors:** The following mitigating factors shall be considered:
    - the pupil does not have the ability to control their behaviour;
    - the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
    - the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

- **Other Factors:** The following additional factors shall be considered:
  - the pupil's history;
  - whether a progressive discipline approach has been used with the pupil;
  - whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of their race, ethnic origin, religion, disability, gender identity, gender expression, or sexual orientation, or to any other harassment;
  - how the suspension or expulsion would affect the pupil's ongoing education;
  - the age of the pupil;
  - in the case of a pupil with a disability and/or for whom an IEP has been developed:
    - whether the behaviour was a manifestation of a disability which may or may not be identified in the pupil's IEP;
    - whether appropriate individualized accommodation has been provided;
    - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.
- c) **Factor 2: the nature and severity** of the behaviour.
- d) **Factor 3: the impact of the behaviour on the school climate** (i.e., the relationships within the school community).

### 3.8 Bullying

- a) In the case of **bullying**, principals *must* suspend a student for bullying and consider referring that student for expulsion if:
  - the student has previously been suspended for bullying, and;
  - the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.
- b) According to the Ministry of Education definition<sup>2</sup>, "bullying" means aggressive and typically repeated behaviour by a pupil where:
  - (i) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
    - causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
    - creating a negative environment at a school for another individual, and
    - the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.

<sup>2</sup> Policy/Program Memorandum No. 144, Ministry of Education, Government of Ontario, subsection 1(1), Education Act



- c) For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
- d) For the purposes of the definition of “bullying” above, **cyber-bullying** includes bullying by electronic means (commonly known as cyber-bullying), including:
  - (i) creating a web page or a blog in which the creator assumes the identity of another person;
  - (ii) impersonating another person as the author of content or messages posted on the internet; and
  - (iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### 3.9 Reporting Incidents and Violent Incidents

- a) All incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:
  - (i) Staff shall complete a **GF 025 - Safe Schools Incident Reporting Form – Part I**.
  - (ii) Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or designate must issue the **GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt Report**.
  - (iii) The principal and/or designate must investigate.
  - (iv) The principal and/or designate will communicate results to the teacher and/or DPCDSB staff as appropriate.
  - (v) If the incident is violent according to PPM 120, the appropriate box will be checked accordingly by the principal or designate, and the GF 025 will be placed in the safe schools folder of the Ontario Student Record (OSR).
  - (vi) If a teacher has not submitted a GF 025, one must be completed by the administrator, including section 6 at the bottom portion of the form.
  - (i) The GF 025 will be retained in the OSR as per PPM 145 as described below:
    - Minimum 1 Year – Expunged Incidents
    - Minimum 3 Years – Suspensions
    - Minimum 5 Years – Expulsions
- b) The principal will consider whether a Violence Threat Risk Assessment (VTRA) will be conducted (see GAP Section 3.8 below).

### 3.10 Violence Threat Risk Assessment Protocol

- a) Under certain conditions, students may need to undergo a “Violence Threat Risk Assessment” (VTRA) when their behaviours confidently suggest they may be at risk of harming themselves or others.

- b) Threat assessment is the process of determining if a threat-maker (someone who utters, writes, emails, and/or gestures a threat to harm a target or targets) does indeed pose a risk to the target or targets they have threatened.
- c) All threat-making behaviours must be reported to administration. Administration, in consultation with the school team, will discern whether to activate the VTRA protocol.
- d) During the VTRA process, information is obtained from multiple sources to develop an intervention plan to reduce risk of violence.
- e) DPCDSB's Catholic communities allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports. The protocol is accessible in VTRA Guidelines (G005).

### 3.11 The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings

- a) The DPCDSB authorizes the creation of a Discipline Committee of no fewer than three (3) trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the *Suspension Appeal Guidelines* and the *Expulsion Hearing Guidelines*. The discipline committee shall have the powers as set out in the *Education Act*.
- b) **Suspension Appeals:** Where a pupil's parent/guardian or the pupil (if they are aged 18 or older, or 16 or 17 and has withdrawn themselves from parental/guardian control) disagrees with the decision of a principal to suspend the pupil, that individual may appeal the principal's decision to suspend the pupil, in accordance with the DPCDSB's *Suspension Guidelines and Suspension Appeal Guidelines*.
- c) **Expulsion Hearings:** If the principal recommends expulsion, the Discipline Committee shall hold a hearing to determine whether a pupil will be expelled from one school or from all schools in DPCDSB. The two possible outcomes of this hearing, and subsequent action are listed below:
  - If the Discipline Committee expels a pupil from all schools, they will refer the pupil to DPCDSB's Expulsion Program.
  - If the Discipline Committee decides not to expel, it will determine whether to confirm, shorten, or expunge the suspension. These hearings will be conducted in accordance with the DPCDSB's *Expulsion Hearing Guidelines*.
- d) **Superintendents Responsible for Suspensions and Expulsions:** The superintendents delegated to be responsible for suspensions and expulsions shall have the powers and duties outlined in the *Suspension Guidelines for Administrators* and *Expulsion Guidelines for Administrators*.

## 4 ROLES AND RESPONSIBILITIES

- a) All members of the DPCDSB School Community must:
  - adhere to the standards of behaviour in the *Catholic Code of Conduct*;
  - acknowledge and defend the rights of others;
  - take personal responsibility for their actions;

- fulfill the duties of their respective roles in service to others;
- contribute positively to the creation of a safe, caring, inclusive, and healthy Catholic learning community.

#### 4.1 DPCDSB

- a) The DPCDSB provides leadership to all members of the school community to ensure equitable opportunity for all to a safe, caring, inclusive, and healthy learning and work environment.
- b) The DPCDSB will develop and review policies and procedures that establish standards of behaviour, prevention, and intervention programs; progressive discipline response protocols; education and training programs for school community members; and partnerships with parish and community agencies.
- c) The DPCDSB will promote academic excellence, exemplary professional practice, accountability, and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The DPCDSB fulfills these responsibilities by doing the following:
  - developing policies that set out how DPCDSB facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
  - reviewing these policies regularly with staff and consulting with students, parents/ guardians, volunteers, and the community;
  - seeking input from Central Committee for Catholic School Councils (CCCSC), Catholic School Councils, the DPCDSB's Parent Involvement Committee, the Special Education Advisory Committee (SEAC), the Indigenous Education Advisory Council, the Black Community Advisory Council (BCAC), parents/guardians, students, staff members, and the school community;
  - establishing a process that clearly communicates the *Catholic Code of Conduct* to all staff, students, parents/guardians, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
  - ensuring a clear process for the reporting and monitoring of violent incidents;
  - providing system-wide direction to embed the Catholic imperatives implicit in the *Catholic Code of Conduct* by vigorous promotion of virtue formation and dedication to the Gospel messages of compassion, love, forgiveness, and service;
  - developing effective intervention strategies and responding to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
  - developing, disseminating, and monitoring progressive discipline protocols that guide enforcement of the *Catholic Code of Conduct* and all policies and procedures related to securing a safe, caring, inclusive and healthy school climate;
  - cultivating strong partnerships with parish and community partners;
  - providing professional development for system leaders to assist them in ensuring compliance with and enforcement of the *Catholic Code of Conduct* at the local school level.

## 4.2 Trustees

- a) The Board of Trustees plays a significant role in providing leadership regarding the *Catholic Code of Conduct* and DPCDSB policies and procedures related to progressive discipline and school safety.
- b) Trustees oversee the development and consistent implementation of DPCDSB policies by:
  - studying, reviewing, and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline, and school safety;
  - ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the *Ontario Catholic School Graduate Expectations* (OCSGE);
  - hearing all suspension appeals and deciding on recommendations for expulsions;
  - ensuring that, when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a pupil under any of the grounds protected by the *Ontario Human Rights Code* and/or exacerbate any disadvantage the pupil may experience in society;
  - hearing delegations from concerned community members.

## 4.3 Principals

- a) The principal will provide leadership at the local school level in the administration of the *Catholic Code of Conduct* by: modeling servant leadership; cultivating an authentic safe, caring, and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the DPCDSB-approved progressive discipline protocol and other DPCDSB policies and procedures; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies.
- b) The principal will fulfill these responsibilities by:
  - demonstrating care and commitment to academic excellence within a safe, caring, and inclusive teaching/learning environment;
  - educating the school community with respect to the *Catholic Code of Conduct* and the Gospel imperatives implicit in it;
  - holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness, and courtesy;
  - modeling Gospel values in all areas of leadership, including matters of conduct and safety;
  - creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive, and healthy Catholic community;
  - empowering students to be positive leaders in their school and community by enabling opportunities for student engagement and student voice;
  - enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
  - facilitating school-wide participation in the virtues program and other pro-social training programs;
  - facilitating a school-wide approach to the development of a positive school climate;
  - communicating regularly and meaningfully with all members of their school community;

- training school staff and monitoring the implementation of DPCDSB-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the DPCDSB process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivating and maintaining strong partnerships with parents/guardians, the local parish, and community partners.

#### 4.4 Teachers and Support Staff

- Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students.
- Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained.
- Teachers and support staff will uphold standards of excellence for students by:
  - demonstrating and modelling respect, civility, and responsible citizenship for all students, staff, parents/guardians, volunteers, and members of the school community;
  - nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
  - striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
  - helping students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish, and community;
  - providing students with opportunities to exercise Catholic service and wise stewardship;
  - empowering students to be positive classroom, school, and community leaders;
  - assisting students in the exercise of personal conscience in discerning right choices;
  - helping students work to their full potential and in developing self-worth;
  - maintaining fair and consistent standards for all students;
  - reporting any incidents that may lead to suspension and/or expulsion utilizing *Safe Schools Incident Reporting Form- Part I* (GF 025);
  - communicating regularly and meaningfully with parents/guardians;
  - collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, and consistently utilizing DPCDSB-approved progressive discipline protocols.

#### 4.5 Students

- Students of the DPCDSB represent the cherished hope for the future and the sacred trust of Catholic education.
- Students shall always be treated with respect and dignity.

- c) Staff, parents/guardians, and parish shall prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern meaningful vocations and develop a zealous commitment of service to God, family, and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is rooted in Gospel values, while effectively implementing Ministry of Education course/program expectations.
- d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school, and to embrace the Gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic School Graduate Expectations (OCSGE) (see GAP Section 5 for information about the OCSGE).
- e) Students will exercise self-discipline in their respect for self, staff, fellow students, school property, and the property of others.
- f) Students will take full responsibility for their own actions and strive to live up to the expectations of the *Catholic Code of Conduct* and all other DPCDSB/school/class expectations, policies, and procedures.
- g) Students will strive to achieve a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.
- h) Students shall fulfill these responsibilities by:
- coming to school prepared, on time, and ready to learn;
  - striving for excellence in personal conduct and academic performance;
  - cultivating opportunities to develop talents and strengthen personal leadership skills;
  - demonstrating courteous behaviour to fellow students and staff;
  - demonstrating respect for self;
  - contributing to an inclusive school culture by advocating that no student be excluded;
  - defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
  - cultivating a virtuous life through a commitment to Gospel values and service to others;
  - participating respectfully in the faith life and liturgical practices of the school community (e.g., sacraments, retreats, religion courses);
  - participating in school programs related to wise stewardship of resources, be they human or other;
  - following all school and DPCDSB policies and taking responsibility for their own actions;
  - accepting school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent/guardian;
  - refraining from bringing anything to school that may compromise the safety of others;
  - acknowledging that school safety is a shared responsibility that depends on student commitment and involvement;
  - using PEDs, computers, social networking, technological aides; and other specialized equipment for sanctioned activities only;

- respecting DPCDSB policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and/or medical purposes;
  - to support special education needs;
  - to provide an accommodation under the *Ontario Human Rights Code*.

#### **4.6 Parents/Guardians**

- a) Parents and guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students.
- b) Parents/guardians fulfill their responsibilities when they:
  - affirm the distinctive Catholic culture of the school;
  - ensure that their child regularly attends school on time;
  - help their child be appropriately dressed and prepared for school;
  - encourage and assist their child in following the rules of behaviour;
  - become familiar with the Provincial Code of Conduct and help their child to adhere to the Catholic Code of Conduct and other expectations ;
  - communicate regularly with the school regarding their child's progress;
  - are engaged in their child's schoolwork and progress;
  - promptly report to the school their child's absence or late arrival;
  - encourage their child to cultivate leadership skills and demonstrate Gospel values;
  - assist school staff in dealing with disciplinary concerns involving their child.

#### **4.7 In-School Support Teams**

- a) In-school support teams meet regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student.
- b) The consultation process may address one or more areas of the student's life, including academic, well-being, and/or behavioural issues.
- c) At meetings of the in-school support team, several of the following team members may be present: administrator, guidance counsellor, classroom teacher, chaplaincy team leader, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/DPCDSB-wide resource staff, and parents/guardians.

#### **4.8 Parish**

- a) The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church.

- b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*); the regular celebration of Eucharist and other prayer services with the school community; by offering advice to staff regarding Church teachings in the faith formation of students; and by being a visible presence in the school, as time permits.

#### 4.9 Community Connections

- a) Community supports assist the school in reinforcing consistent messaging regarding expected standards of behaviour and in providing services that enhance the school's ability to ensure a safe and caring school community.
- b) Community agencies and/or other community cooperatives and/or liaisons have an expanded influence in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.
- c) School principals are encouraged to consider the valuable resources in the community and are expected to nurture on-going relationships with community connections in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration between home, school, parish, and community members. The DPCDSB and local schools will collaborate in developing consistent processes for the engagement of meaningful connections with the communities.

#### 4.10 Police

- a) Police are essential partners in making DPCDSB schools and communities safe. Police offer ongoing education programs and provide tactical response in the event of emergencies. Police investigate incidents in accordance with the *DPCDSB Police - School Board Protocol*, which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

### 5 THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS<sup>3</sup>

- a) The *Ontario Catholic School Graduation Expectations* provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the *Catholic Code of Conduct* is situated.
- b) The Ontario Catholic School Graduate is expected to be:
  - **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
  - **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.

<sup>3</sup> Institute for Catholic Education (2011)



- **A reflective, creative, and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

## 6 GLOSSARY OF TERMS

- a) All DPCDSB schools will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the *Catholic Code of Conduct*. The following definitions apply for the purposes of implementation of the *Catholic Code of Conduct* and progressive discipline.
- b) **Adult Pupil:** a pupil who is 18 years or older, or 16 or 17 and has withdrawn themselves from parental control.
- c) **DPCDSB Expulsion:** an expulsion from all schools of the DPCDSB.
- d) **Bullying:** aggressive and typically repeated behaviour by a pupil where,
  - (i) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:
    - causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property; or
    - creating a negative environment at a school for another individual; or
    - the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender identity, gender expression, race, disability, or the receipt of special education.
  - (ii) for the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
  - (iii) for the purposes of the definition of "bullying" above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
    - creating a web page or a blog in which the creator assumes the identity of another person;
    - impersonating another person as the author of content or messages posted on the internet; and
    - communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

- e) **Consequence:** an educative outcome resulting from a particular student behaviour that may occur “as a matter of course,” or may be purposefully undertaken by staff, to help the student acquire insight into the impact of their behaviour and to develop new skills or ways of thinking/acting that improve future behaviour.
- f) **Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.
- g) **Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019)*, teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.
- h) **Harassment:** words, conduct, or action directed at an individual, which may include: remarks; jokes; threats; name-calling; the display of material(s); touching; or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress, and which may constitute discrimination when related to grounds protected by the *Ontario Human Rights Code*.
- i) **IEP:** Individual Education Plan
- j) **Impact on School Climate:** an incident or activity which has a negative impact on the school community, and which may or may not occur on school property at any time.
- k) **Intervention:** a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in the student’s behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student’s ability to adhere more consistently to the *Catholic Code of Conduct*, and to enhance the student’s performance and sense of well-being and belonging. One example of an intervention is a referral to support services personnel.
- l) **Parent/Guardian:** where there is a reference to involving or informing a parent/guardian, it means the custodial parent or legal guardian of a minor child who is not an adult pupil.
- m) **Personal Electronic Device:** any personal electronic device (PED) that can be used for electronic communication or to access the Internet, such as a cellphone or tablet.
- n) **Principal or Designate:** in this policy, principal refers to the administrator in charge of a local school community. Designate refers to a person designated by the principal or by the DPCDSB to fulfill that role.
- o) **Purview:** the scope, intention, and range of activities, roles, and locations understood to be under the authority of this GAP.
- p) **SAP:** Student Action Plan
- q) **Safe School Action Team:** a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community’s compliance with the *Catholic Code of Conduct*. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive, and healthy learning community for all. This team assists with the development, review, and revision process for the *Catholic Code of Conduct*, assessment of school climate survey data, and various whole school program initiatives related to safe schools. (e.g., Catholic Community Culture and Caring Action Team).

- r) **Safe Schools Incident Reporting Form:** Identified as GF 025, documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.
- s) **School Climate:** the total of all personal relationships within a school. A positive climate exists when all members feel safe, cared for, included, and accepted.
- t) **School Community:** the school community is composed of staff, students, parents/guardians, and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not DPCDSB staff, nevertheless hold positions of authority and responsibility in the life of the school (e.g., coaches, lunchroom supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police, and community agency representatives).
- u) **School Day:** the instructional day, excluding professional development days.
- v) **School Expulsion:** an expulsion from the DPCDSB school that the pupil was attending at the time of the incident.
- w) **Staff:** refers to all persons who are paid employees of the DPCDSB. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance, student monitors, and any other support staff affiliated with the school.
- x) **Staff Who Work Directly with Pupils:** staff including administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists, and other professional and para-professional staff who have regular and direct duties with the DPCDSB's pupils.
- y) **Support:** a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to address a behavioural incident, as a student moves through the renewal and re-entry phases of progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that they continue to move in a positive direction.

- z) **Team:** a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. "Team" is pivotal in addressing the individual needs of the student in a strength-based model. The support services team aims at positive personal change and may also assist in the diagnostic phase of referral for formal professional assessment. In practical terms, "team" can be described as a model for student support that is rooted in relationship, collaboration, and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute "team". When informal communication occurs, team members operate in the realm of hypothetical where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated support services staff are convened to allow for sanctioned (i.e., with parent/guardian permission) sharing of information between team members.
- aa) **Violent Incident:** (as per PPM 120) the occurrence of any one of the following or occurrence of a combination of any of the following:
- possessing a weapon, including possessing a firearm
  - physical assault causing bodily harm requiring medical attention
  - sexual assault
  - robbery
  - using a weapon to cause or to threaten bodily harm to another person
  - extortion
  - hate and/or bias-motivated occurrences
- bb) **Violent Threat Risk Assessment (VTRA):** assessment that guides the DPCDSB's response following a situation/incident that may indicate or confidently suggest there is a continued targeted threat against an individual(s) and/or site(s), or when significant information exists to suggest a student may demonstrate violent behavior toward themselves or others.
- cc) **Weapon:** any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>7.12</b>
<b>SUBJECT:</b>	Access to DPCDSB Properties
<b>REFERENCE:</b>	General Administrative Procedure (GAP) <a href="#">509.02</a> – Access to School Premises GAP <a href="#">711.00</a> – Use of Schools and Other DPCDSB Facilities GAP <a href="#">711.01</a> – Reserved Parking Spaces GAP <a href="#">318.00</a> – Criminal Background Checks, Vulnerable Sector Screening & Offence Declarations
<b>EFFECTIVE DATE:</b>	October 20, 1981
<b>AMENDED DATE:</b>	April 26, 2011; October 24, 2017; June 19, 2018; October 24, 2023; February 2024

*“The earth is the Lord’s, and all it contains, the world, and those who dwell in it.”*

*Psalm 24:1*

1. It is the policy of Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe workplace and learning environment by governing access to DPCDSB owned and/or occupied property, including schools (parking lots and pick-up and drop-off areas) and administrative buildings (collectively, “DPCDSB Property”).
2. All employees of DPCDSB are authorized to exercise the rights of DPCDSB as occupiers of DPCDSB Property pursuant to the *Trespass to Property Act*, R.S.O.1990, c. T.21, as may be amended or replaced.
3. The control of access to school premises under DPCDSB’s jurisdiction shall also be in accordance with the *Education Act*, R.S.O. 1990, c. E.2., including sections 212, 265(1)(m), 305 and Ontario Regulation 474/00 to the *Education Act*, each as may be amended or replaced.
4. Within its control of access to school and DPCDSB properties, is the policy of DPCDSB to make designated buildings, grounds, and facilities available for community use to the fullest extent possible within established DPCDSB procedures and on a minimum of actual cost recovery. Procedures related to community use are articulated in *GAP 711.00 – Use of Schools and Other DPCDSB Facilities*.



## GAP

## GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	525.00
SUBJECT:	External Presenters in Dufferin-Peel Catholic District School Board
REFERENCE:	<a href="#">Policy 7.12</a> – Access to DPCDSB Properties <a href="#">Policy 35.00</a> – External Presenters in Dufferin-Peel Catholic District School Board <a href="#">GAP 118</a> – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support <a href="#">GAP 318</a> – Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
AMENDED DATE:	February 2024; June 18, 2024

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

## 1 INTRODUCTION

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations by an outside organization, group, or individual may enhance the system’s vision, mission, and strategic commitments. Such presentations are subject to prior review and approval by the External Presenters Review Committee, as per Board policies and procedures (see Policy 35.00 – *External Presenters in Dufferin-Peel Catholic District School Board*).

## 2 DEFINITIONS

- 2.1 An **External Presenter** is someone invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students and may also benefit staff, parents, and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.
- 2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities. ***External Program Providers are not reviewed by the External Presenters Review Committee.***

### 3 EXTERNAL PROGRAM PROVIDER PROCESS

- 3.1 If a school Principal is interested in engaging an external program provider, the Principal must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:
- (i) Program Department – consultation on curriculum/training being delivered
  - (ii) Legal Department – contracts/agreements
  - (iii) Health and Safety – risk management, OPHEA
  - (iv) Supply Chain – depending on costs or if there is a tendered provider
  - (v) Clinical Services – collaborative partners as defined in GAP 118
- 3.2 As per GAP 318.00, a Criminal Background Check (CBC) and Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

### 4 EXCEPTIONS TO THE EXTERNAL PRESENTER PROCESS

- 4.1 **Guest Speakers on Indigenous Topics** : Proposals for external presentations related to Indigenous topics follows a separate [process](#) and are reviewed by the Indigenous Education Advisory Council (IEAC), through the Policy, Strategy, and Global Learning Department (require a Criminal Background Check (CBC) with Vulnerable Sector Screening (VSS) on file with the Equity Department).
- 4.2 **Guest Speakers on Faith and Morals**: For guest speakers interested in ministering to DPCDSB students, staff, and/or the school community, regarding faith and morals, they must contact the Program Department and shall require a CBC with VSS on file with the Archdiocese and/or provide one to DPCDSB.
- 4.3 **Community ~~Partnerships~~ Collaborators**: Third party services mandated by applicable laws or governed by inter- ministerial agreements as listed in GAP 118 would not require application through the External Presenter Committee. Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP 118 Section A. All other presenters require a CBC/VSS as per GAP 318. (See Section 5.1 (ii)).

### 5 REQUIREMENTS

- 5.1 Individuals, groups, or organizations wishing to present [in a school](#) to any DPCDSB students, [staff](#), or school community must adhere to the following procedures:
- (i) Subject to Sections 5.1(ii) and 5.1(iii), to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.

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



- (iii) The DPCDSB works cooperatively with organizations and agencies as required by applicable laws or inter-ministerial agreement. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memoranda of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB.
- (iv) At the discretion of the External Presenters Review Committee, an External Presenter may not be required to submit an External Presenter Application or may undergo an expedited review based on their extensive record of delivering presentations to the DPCDSB community. These External Presenters may be included on the Centrally Approved List (see Section 8 of this document.)
- (v) An External Presenter who is exempted pursuant to this Section 5(iv) must still comply with all applicable DPCDSB policies and GAPs, including the requirements of this GAP.
- (vi) The Director of Education or designate(s) may grant an exemption under Section 5(iv) above at their sole discretion. Such an exemption by the Director of Education must be documented.

## 6 EXTERNAL PRESENTERS REVIEW COMMITTEE PROCESS

- 6.1 Members of the External Presenters Review Committee review applications for external presentations when **referred and requested by a Principal** or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the [External Presenters webpage](#) for more information.
- 6.2 The External Presenters Review Committee shall consist of representation from the following departments:
  - (i) Policy, Strategy, Research and Global Learning, Experiential Learning
  - (ii) Well-Being and Mental Health, Program and Learning Services
  - (iii) Communications and Community Relations, Clinical Services and Special Education, Equity and Indigenous Education
  - (iv) Religious Education and Faith Formation, Supply Chain Management
- 6.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.
- 6.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. Proposals will be reviewed based on an assessment checklist (see Appendix 1 - Protocol for External Presenters to the Board). When reviewing proposals, the External Presenters Review Committee will consider system impacts that include the following:

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

- 6.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 7 and is deemed to be an appropriate fit. Compliance with Section 7 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 ([Approved External Presenters list](#)).
- 6.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.
- 6.7 External Presenters must complete and submit a [DPCDSB Speaker Engagement Agreement](#) prior to presenting at a DPCDSB site. As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance, as well as a CBC with VSS. The CBC must be dated within the past 6 months (unless issued through the Ontario Provincial Police) and must be provided to a school Principal prior to a presentation. A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.
-

## 7 COMMUNICATION TO PARENTS AND GUARDIANS

- 7.1 When a school engages external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community ~~partners~~-collaborators they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.
- 7.2 This requirement applies to a school event that takes place during the school day:
- (i) involving a third-party speaker or group
  - (ii) organized by a school, a department, a teacher or other staff member, school council, or a student group;
  - (iii) that involves all students in a school, or students in multiple classes.
- 7.3 Parents and guardians shall be adequately informed of the content of these presentations in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. The message must include:
- (i) Date and time of the activity;
  - (ii) Name(s) of the guest speaker(s) and the organization they represent, if any;
  - (iii) Title and location of the activity, together with the names of the presenters or performers;
  - (iv) Topic or focus of the activity;
  - (v) Connections to the curriculum and/or the purpose of the activity;
  - (vi) Details of any handout materials, or literature that will be provided.
- 7.4 If, at any time, there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.
- 7.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

## 8 SCHOOL CONSIDERATIONS REGARDING EXTERNAL PRESENTATIONS AND EVENTS

- 8.1 When an External Presenter or an External Program Provider, or other approved guest speaker is engaged in a school setting during a school day, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by the External Presenter or External Program Provider or other guest speaker.
- 8.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent has the right to request modification of any presentation and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).

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

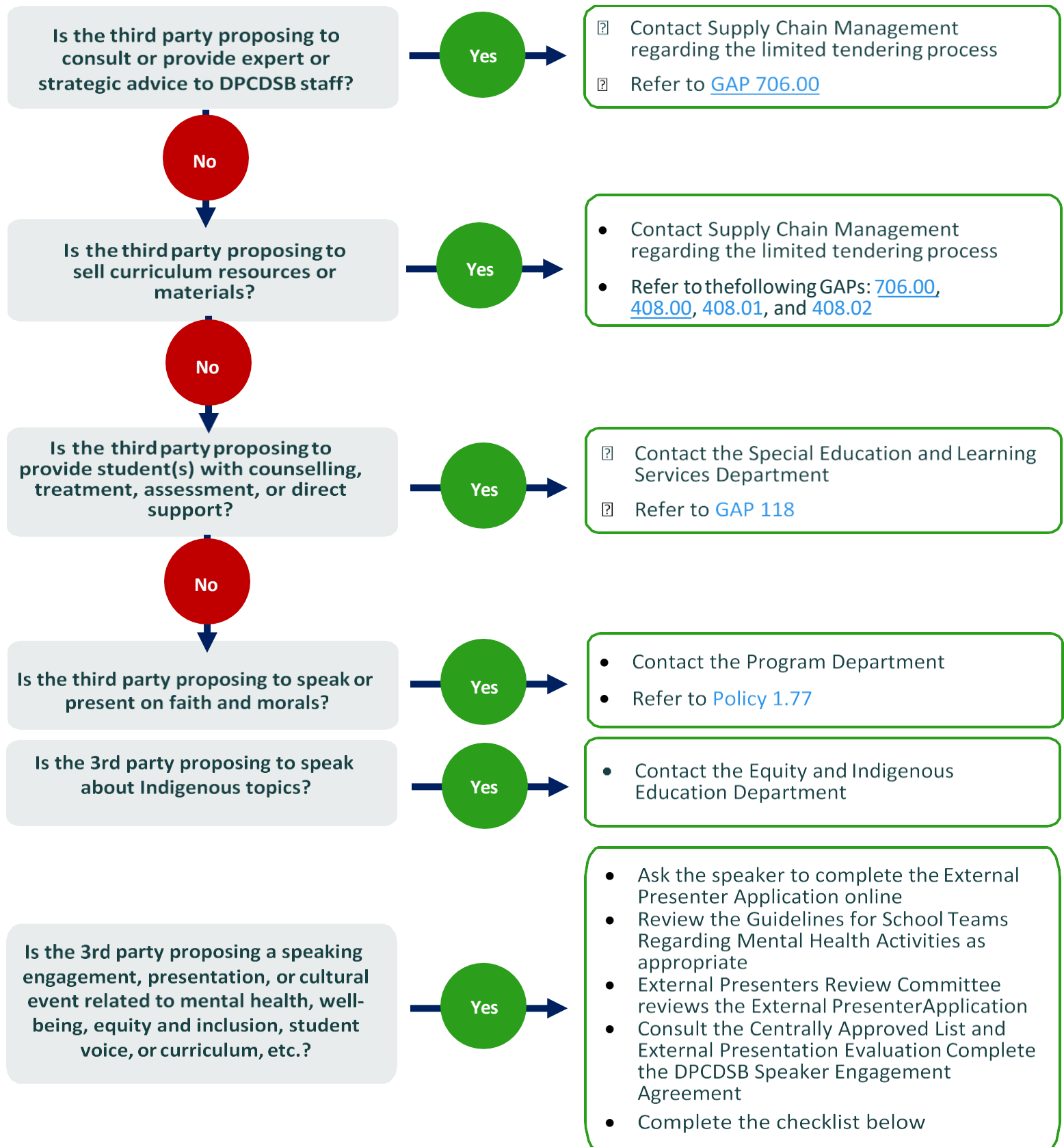
## **9 MONITORING AND REVIEW**

- 9.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).
- 9.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.
-

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

# Appendix 1

## Protocol for External Presenters in DPCDSB



# External Presenters in Dufferin-Peel Catholic District School Board Checklist

Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:

		Yes	No
1.	purposeful within a Catholic context and aligned with the CBILC?	<input type="checkbox"/>	<input type="checkbox"/>
2.	positive and hope-filled?	<input type="checkbox"/>	<input type="checkbox"/>
3.	respectful of student voice and diversity, and inclusive of equity-seeking groups?	<input type="checkbox"/>	<input type="checkbox"/>
4.	evidence-based or evidence-informed?	<input type="checkbox"/>	<input type="checkbox"/>
5.	recommended by DPCDSB staff who have personally seen the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6.	offered by speakers with appropriate credentials and training for the topic?	<input type="checkbox"/>	<input type="checkbox"/>
7.	connected to support by trained school board personnel?	<input type="checkbox"/>	<input type="checkbox"/>
8.	safe for students, parents, and staff who may be triggered by sensitive subjects?	<input type="checkbox"/>	<input type="checkbox"/>
9.	scheduled at a time that minimizes risks for vulnerable students?	<input type="checkbox"/>	<input type="checkbox"/>
10.	an existing signed legal agreement using the <a href="#">DPCDSB template</a> , on file?	<input type="checkbox"/>	<input type="checkbox"/>
11.	free of conflict of interest as defined by <a href="#">Policy 1.01</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12.	complies with the Catholic Code of Conduct?	<input type="checkbox"/>	<input type="checkbox"/>
13.	does the External Presenters Application include all necessary fields, including information about insurance and GST number?	<input type="checkbox"/>	<input type="checkbox"/>

Please include any additional comments below



## GAP

## GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	525.00
SUBJECT:	External Presenters in Dufferin-Peel Catholic District School Board
REFERENCE:	<a href="#">Policy 7.12</a> – Access to DPCDSB Properties <a href="#">Policy 35.00</a> – External Presenters in Dufferin-Peel Catholic District School Board <a href="#">GAP 118</a> – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support <a href="#">GAP 318</a> – Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
AMENDED DATE:	February 2024; June 18, 2024

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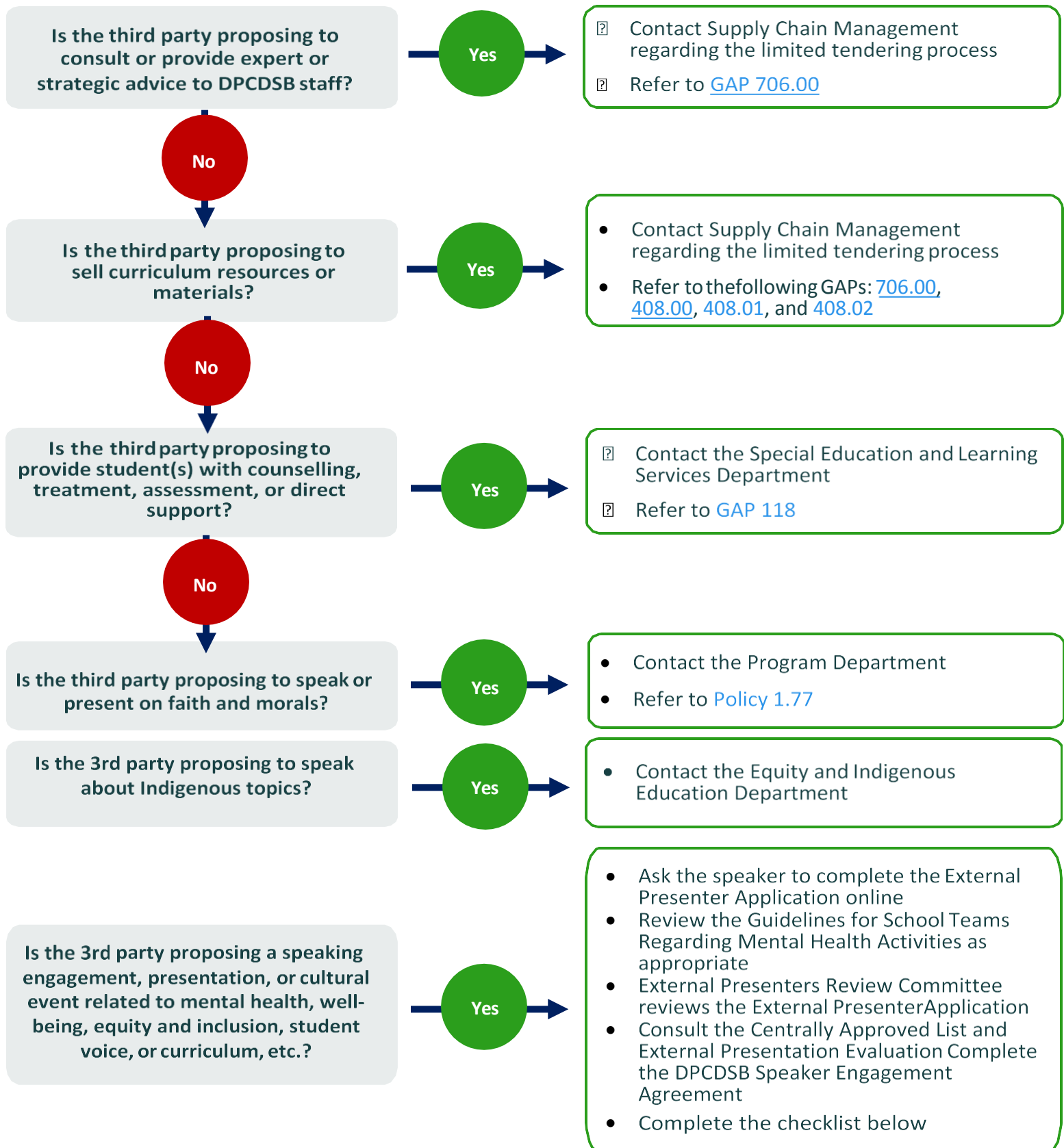
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## **9 MONITORING AND REVIEW**

- 9.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).
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# Appendix 1

## Protocol for External Presenters in DPCDSB



# External Presenters in Dufferin–Peel

## Catholic District School Board Checklist

Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:

		Yes	No
1.	purposeful within a Catholic context and aligned with the CBILC?	<input type="checkbox"/>	<input type="checkbox"/>
2.	positive and hope-filled?	<input type="checkbox"/>	<input type="checkbox"/>
3.	respectful of student voice and diversity, and inclusive of equity-seeking groups?	<input type="checkbox"/>	<input type="checkbox"/>
4.	evidence-based or evidence-informed?	<input type="checkbox"/>	<input type="checkbox"/>
5.	recommended by DPCDSB staff who have personally seen the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6.	offered by speakers with appropriate credentials and training for the topic?	<input type="checkbox"/>	<input type="checkbox"/>
7.	connected to support by trained school board personnel?	<input type="checkbox"/>	<input type="checkbox"/>
8.	safe for students, parents, and staff who may be triggered by sensitive subjects?	<input type="checkbox"/>	<input type="checkbox"/>
9.	scheduled at a time that minimizes risks for vulnerable students?	<input type="checkbox"/>	<input type="checkbox"/>
10.	<a href="#">DPCDSB template</a>	<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>
12.	an existing signed legal agreement using the _____ , on file?	<input type="checkbox"/>	<input type="checkbox"/>
13.	free of conflict of interest as defined by <a href="#">Policy 1.01</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
	complies with the Catholic Code of Conduct?		
	does the External Presenters Application include all necessary fields, including information about insurance and GST number?		

Please include any additional comments below

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	8.12
<b>SUBJECT:</b>	Personal Electronic Devices
<b>REFERENCES:</b>	<p><b>Policies:</b></p> <p>4.14: Freedom of Information and Protection of Privacy  4.75: Acceptable Network Use and Security  6.02: Records and Information Management  9.01: Catholic Code of Conduct  9.02: Bullying Awareness, Prevention, and Intervention  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b></p> <p>312.10 – Privacy Breach and Best Practices for Responding  540.00 – Document Retention Schedule  541.00 – Personal Electronic Devices on School and DPCDSB Premises  530.00 – Catholic Code of Conduct  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	February 23, 2022; June 18, 2024

*“Be hospitable to one another without complaining. Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”*

*1 Peter: 9-10*

1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe and productive workplace and learning environment by regulating the use of Personal Electronic Devices (PEDs) on school and other DPCDSB premises.
2. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones, and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
3. In the spirit of creating a positive Catholic climate for all school communities, with the aim of improving student achievement, increasing school safety, and protecting individual privacy, DPCDSB asserts that school principals, in fulfillment of their legislative responsibilities, will regulate the use of personal electronic devices (PED) on school premises and during school-sanctioned activities.



4. In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
5. The use of PEDs, during school-sanctioned activities for a designated purpose outside of instructional spaces and/or in common areas, may be authorized by the school principal (or designate).
6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction and/or supervision of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as indicated by a signed *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
7. The regulation, supervision, and use of PEDs on school premises shall be in accordance with applicable laws, PPM 128, and DPCDSB's *Catholic Code of Conduct*, as may be amended or replaced.
8. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:
  - The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal deems compromises or interferes with school security, personal safety, individual privacy, or academic integrity.
9. The school principal, in conjunction with the support of their school staff, is responsible for ensuring the implementation and management of this policy at the school level. Principals are further required to communicate annually with parents and guardians the contents of this policy and consequences for non-compliance.
10. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.
11. *General Administrative Procedure (GAP) 541.00 – Personal Electronic Devices (PEDs) on School and DPCDSB Premises* and *GAP 324.00 – Access to the DPCDSB Wireless Network Using Personal Electronic Devices* list additional policy and procedure requirements applicable to PED use in DPCDSB by students and staff, and visitors, respectively.
12. DPCDSB will not be responsible for claims that arise out of a staff member's or student's misuse of a PED and/or misuse of the DPCDSB wireless network.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	8.12
<b>SUBJECT:</b>	Personal Electronic Devices
<b>REFERENCES:</b>	<p><b>Policies:</b></p> <p>4.14: Freedom of Information and Protection of Privacy  4.75: Acceptable Network Use and Security  6.02: Records and Information Management  9.01: Catholic Code of Conduct  9.02: Bullying Awareness, Prevention, and Intervention  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b></p> <p>312.10 – Privacy Breach and Best Practices for Responding  540.00 – Document Retention Schedule  541.00 – Personal Electronic Devices on School and DPCDSB Premises  530.00 – Catholic Code of Conduct  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	February 23, 2022; June 18, 2024

*“Be hospitable to one another without complaining. Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”*

*1 Peter: 9-10*

1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe and productive workplace and learning environment by regulating the use of Personal Electronic Devices (PEDs) on school and other DPCDSB premises.
2. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones, and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
3. In the spirit of creating a positive Catholic climate for all school communities, with the aim of improving student achievement, increasing school safety, and protecting individual privacy, DPCDSB asserts that school principals, in fulfillment of their legislative responsibilities, will regulate the use of personal electronic devices (PED) on school premises and during school-sanctioned activities.

4. In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
5. The use of PEDs, during school-sanctioned activities for a designated purpose outside of instructional spaces and/or in common areas, may be authorized by the school principal (or designate).
6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction and/or supervision of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as indicated by a signed *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
7. The regulation, supervision, and use of PEDs on school premises shall be in accordance with applicable laws, PPM 128, and DPCDSB's *Catholic Code of Conduct*, as may be amended or replaced.
8. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:
  - The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal deems compromises or interferes with school security, personal safety, individual privacy, or academic integrity.
9. The school principal, in conjunction with the support of their school staff, is responsible for ensuring the implementation and management of this policy at the school level. Principals are further required to communicate annually with parents and guardians the contents of this policy and consequences for non-compliance.
10. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.
11. *General Administrative Procedure (GAP) 541.00 – Personal Electronic Devices (PEDs) on School and DPCDSB Premises* and *GAP 324.00 – Access to the DPCDSB Wireless Network Using Personal Electronic Devices* list additional policy and procedure requirements applicable to PED use in DPCDSB by students and staff, and visitors, respectively.
12. DPCDSB will not be responsible for claims that arise out of a staff member's or student's misuse of a PED and/or misuse of the DPCDSB wireless network.

## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	500 – SCHOOL ORGANIZATION AND MANAGEMENT
<b>GAP NUMBER:</b>	541.00
<b>SUBJECT:</b>	<b>Personal Electronic Devices (PEDs) on School and DPCDSB Premises</b>
<b>REFERENCE:</b>	<p><b>Board Policies:</b>  6.02: Records and Information Management  8.12: Personal Electronic Devices  4.14: Freedom of Information and Protection of Privacy;  4.75: Acceptable Network Use and Security;  9.01: Catholic Code of Conduct;  9.02: Bullying Awareness, Prevention, and Intervention;  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b>  312.08 – Municipal Freedom of Information and Protection of Privacy – Student Personal Information  312.10 – Privacy Breach: Best Practices for Responding  530.00 – Catholic Code of Conduct;  540.00 – Document Retention Schedule  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	December 1, 2014; February 23, 2022; June 18, 2024; <u>August TBD, 2024</u>

*“An educated person knows many things.”  
Sirach 34:9*

### 1. INTRODUCTION AND PURPOSE

1.1. This General Administrative Procedure (GAP) applies to electronic devices not owned by the Dufferin-Peel Catholic District School Board (DPCDSB), but which are used on DPCDSB premises and/or at DPCDSB-sanctioned events.

~~1.2.~~ DPCDSB school principals will align the use of personal electronic devices (PEDs) by students to DPCDSB policies and procedures in accordance with *Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct* (PPM 128). In the event of a conflict between or among policies or procedures, the more restrictive use policy/procedure shall govern.

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- 1.3. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
- 1.4. In accordance with DPCDSB’s obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.

1.5. Examples of PEDs use by students with health and medical purposes include glucose monitoring, drug administration reminders; examples of PEDs use by students with special education and/or English language learner needs include but are not limited to applications supporting accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.

1.5.1.6. Principals shall communicate the content of 1.4 and 1.5 (above) and Section 2 (below) to all parents and guardians each September.

1.6.1.7. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as agreed to by signing a *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.

1.7.1.8. Access and use of technology and its aligned infrastructure, including wireless network supports, are intended to support student well-being and achievement, to assist students and staff who support them, and to facilitate the business and daily operations of DPCDSB.

## **2. STUDENT USE OF PEDS**

- 2.1. Students in Grades 7-12 shall keep their PEDs stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
  - 2.2. Students in Grades 6 and younger shall keep their PEDs stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
- ~~3.2.3.~~ If an educator sees a PED that is not stored out of view, they must require that the PED be handed in for the instructional period and the PED must be placed, by the student, in a storage area in a location designated by the principal the classroom (e.g., student backpack, pocket).
- ~~3.1.2.4.~~ The student is responsible for their personal mobile device, how they use it, and the consequences of not following DPCDSB’s policy and procedures regarding PEDs.

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[3-2-2.5.](#) If the student does not hand in their PED when required, they must be sent to the principal's office. Principals have discretion under PPM 145: Progressive Discipline and promoting positive student behaviour and *DPCDSB Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.

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### **4.3. CREATING A POSITIVE CATHOLIC CLIMATE**

**4.1.3.1.** DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:

- The use of a PED that compromises the academic integrity of the school or individuals within the school.
- The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
- The use of a PED that violates a person's reasonable expectation of privacy.
- The use of a PED that compromises personal and/or school/workplace safety.
- The use of a PED that facilitates the commission of a crime.
- Any other use of a PED which the school principal or DPCDSB deems compromises or interferes with school/site security, personal safety, individual privacy, or academic integrity.

### **5.4. REGISTRATION OF PEDS**

**5.1.4.1.** Students and their parent/guardians (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control) must sign and return *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement* before access is granted to DPCDSB wireless network services.

**5.2.4.2.** Students and staff connecting their PEDs to the DPCDSB wireless network must provide their valid DPCDSB student or employee credentials (i.e., student or employee number, as applicable, and password).

**5.3.4.3.** Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.

### **6.5. SCOPE**

**6.1.5.1.** The owner of the PED (e.g., student, adult student, parent and/or guardian, or staff member) is responsible for their own equipment, including the hardware, installation, maintenance, security and configuration of software or settings.

**6.2.5.2.** DPCDSB will not support or maintain PEDs. DPCDSB will not be responsible for any cost incurred by using PEDs.

**6.3.5.3.** PEDs that are lost, stolen, or damaged are not the responsibility of DPCDSB.

**6.4.5.4.** Anyone choosing to use the DPCDSB wireless network is doing so of their own volition and risk.

**6.5.5.5.** Wireless network access is a privilege, not a right.

**6.6.5.6.** There is no reasonable expectation of privacy for any individual using the DPCDSB wireless network.

~~6-7-5.7.~~ PEDs can be connected to the DPCDSB network via wireless technology, but connection via wire is prohibited.

~~6-8-5.8.~~ A record is a document, regardless of physical format or characteristics, that memorializes and provides objective evidence of activities performed, events elapsed, results achieved, or statements made in the course of the organization's daily activities. Downloading of any DPCDSB records, data, or intellectual property to a PED that is connected to the DPCDSB wireless network is prohibited.

~~6-9-5.9.~~ Storage of DPCDSB records, data, or intellectual property on PEDs is prohibited.

~~6-10-5.10.~~ Where reasonable grounds exist, DPCDSB reserves the right to monitor the use of PEDs on school premises and/or during school related activities.

~~6-11-5.11.~~ DPCDSB further reserves the right to terminate or suspend the wireless network access of a particular user and/or device, if deemed that such user or device compromises the integrity of the network or conflicts with the *Catholic Code of Conduct* and other DPCDSB policies and procedures, in addition to other consequences as appropriate.

## **~~7-6.~~ AUTHORIZED SERVICE RESTRICTIONS**

~~7-1-6.1.~~ It is the responsibility of any student (and/or the parent/guardian) or staff member who uses a PED to address normal and reasonable security measures, such as maintaining up-to-date anti-virus protection and security patches for software for their own protection and for those with whom they share the wireless network.

## **~~8-7.~~ ACCESS AND DISCLOSURE**

~~8-1-7.1.~~ DPCDSB will establish audit trails, which may be accessed, reproduced, and used without notice or permission of a PED owner. The student (and/or parent/guardian) or staff member agrees to and accepts that their access and/or network activity may be monitored to record dates, times, duration of access, or other relevant information, in order to identify usage patterns, security issues, and for any other reason deemed necessary by DPCDSB.

~~8-2-7.2.~~ Where reasonable grounds exist, such audit trails will be able to track the attachment of student or employee information and their external device to the wireless network, and the resulting reports may be used for investigation of possible breaches and/or misuse. Such investigation may result in disciplinary action, up to and including expulsion for students and termination of employment with DPCDSB for staff.

~~8-3-7.3.~~ DPCDSB reserves the right to determine what type of equipment can be connected to its wireless network. DPCDSB also reserves the right to refuse the ability to connect PEDs to the DPCDSB wireless network if such equipment puts DPCDSB's systems, data, users, and/or clients at risk, or if behaviour is counter to policy, procedures, codes of conduct, or to the interests of DPCDSB.

8.4.7.4. DPCDSB will manage security policies, wireless network, application, and data access centrally using the technology solutions it deems suitable.

- Students must comply with the terms and conditions of *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*. Any attempt to contravene or bypass this process is in violation of existing DPCDSB policies and may be subject to disciplinary action.
- Staff must comply with the terms and conditions of *Policy 8.12: Personal Electronic Devices*, this GAP, the *Catholic Code of Conduct*, and all DPCDSB policies and procedures, in addition to any agreements and/or notices provided to staff as agreed upon or required as a condition of employment.

## 9.8. GENERAL

9.1.8.1. References to DPCDSB policies, procedures, forms, or other documents and to applicable laws includes as they are amended or replaced.

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## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	500 – SCHOOL ORGANIZATION AND MANAGEMENT
<b>GAP NUMBER:</b>	541.00
<b>SUBJECT:</b>	<b>Personal Electronic Devices (PEDs) on School and DPCDSB Premises</b>
<b>REFERENCE:</b>	<p><b>Board Policies:</b>  6.02: Records and Information Management  8.12: Personal Electronic Devices  4.14: Freedom of Information and Protection of Privacy;  4.75: Acceptable Network Use and Security;  9.01: Catholic Code of Conduct;  9.02: Bullying Awareness, Prevention, and Intervention;  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b>  312.08 – Municipal Freedom of Information and Protection of Privacy – Student Personal Information  312.10 – Privacy Breach: Best Practices for Responding  530.00 – Catholic Code of Conduct;  540.00 – Document Retention Schedule  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	December 1, 2014; February 23, 2022; June 18, 2024; <u>August TBD, 2024</u>

*"An educated person knows many things."  
Sirach 34:9*

### 1. INTRODUCTION AND PURPOSE

1.1. This General Administrative Procedure (GAP) applies to electronic devices not owned by the Dufferin-Peel Catholic District School Board (DPCDSB), but which are used on DPCDSB premises and/or at DPCDSB-sanctioned events.

1.2. DPCDSB school principals will align the use of personal electronic devices (PEDs) by students to DPCDSB policies and procedures in accordance with *Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct* (PPM 128). In the event of a conflict between or among policies or procedures, the more restrictive use policy/procedure shall govern.

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- 1.3. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
- 1.4. In accordance with DPCDSB’s obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.

1.5. Examples of PEDs use by students with health and medical purposes include glucose monitoring, drug administration reminders; examples of PEDs use by students with special education and/or English language learner needs include but are not limited to applications supporting accessibility and navigation or way-finding, voice to text and text to voice communication, screen readers and braille displays, and translation. DPCDSB shall support educators to understand and support effective use of PEDs for special education needs by individual students.

1.5-1.6. Principals shall communicate the content of 1.4 and 1.5 (above) and Section 2 (below) to all parents and guardians each September.

1.6-1.7. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as agreed to by signing a *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.

1.7-1.8. Access and use of technology and its aligned infrastructure, including wireless network supports, are intended to support student well-being and achievement, to assist students and staff who support them, and to facilitate the business and daily operations of DPCDSB.

## 2. STUDENT USE OF PEDS

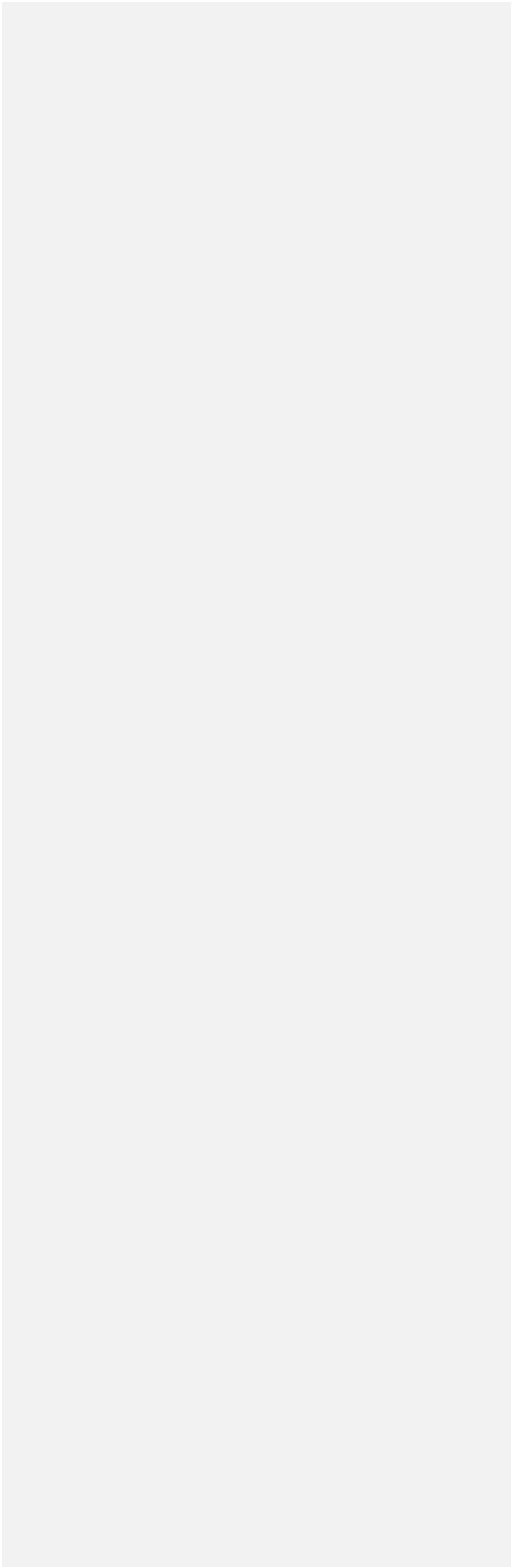
- 2.1. Students in Grades 7-12 shall keep their PEDs stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
- 2.2. Students in Grades 6 and younger shall keep their PEDs stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.

~~3-2.3.~~ If an educator sees a PED that is not stored out of view, they must require that the PED be handed in for the instructional period and the PED must be placed, by the student, in a storage area in a location designated by the principal the classroom (e.g., student backpack, pocket).

~~3-1.2.4.~~ The student is responsible for their personal mobile device, how they use it, and the consequences of not following DPCDSB’s policy and procedures regarding PEDs.

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3-2-2.5. If the student does not hand in their PED when required, they must be sent to the principal's office. Principals have discretion under PPM 145: Progressive Discipline and promoting positive student behaviour and *DPCDSB Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.

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### **4.3. CREATING A POSITIVE CATHOLIC CLIMATE**

4-1-3.1. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:

- The use of a PED that compromises the academic integrity of the school or individuals within the school.
- The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
- The use of a PED that violates a person's reasonable expectation of privacy.
- The use of a PED that compromises personal and/or school/workplace safety.
- The use of a PED that facilitates the commission of a crime.
- Any other use of a PED which the school principal or DPCDSB deems compromises or interferes with school/site security, personal safety, individual privacy, or academic integrity.

### **5.4. REGISTRATION OF PEDS**

5-1-4.1. Students and their parent/guardians (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control) must sign and return *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement* before access is granted to DPCDSB wireless network services.

5-2-4.2. Students and staff connecting their PEDs to the DPCDSB wireless network must provide their valid DPCDSB student or employee credentials (i.e., student or employee number, as applicable, and password).

5-3-4.3. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.

### **6.5. SCOPE**

6-1-5.1. The owner of the PED (e.g., student, adult student, parent and/or guardian, or staff member) is responsible for their own equipment, including the hardware, installation, maintenance, security and configuration of software or settings.

6-2-5.2. DPCDSB will not support or maintain PEDs. DPCDSB will not be responsible for any cost incurred by using PEDs.

6-3-5.3. PEDs that are lost, stolen, or damaged are not the responsibility of DPCDSB.

6-4-5.4. Anyone choosing to use the DPCDSB wireless network is doing so of their own volition and risk.

6-5-5.5. Wireless network access is a privilege, not a right.

6-6-5.6. There is no reasonable expectation of privacy for any individual using the DPCDSB wireless network.

~~6-7-5.7.~~ PEDs can be connected to the DPCDSB network via wireless technology, but connection via wire is prohibited.

~~6-8-5.8.~~ A record is a document, regardless of physical format or characteristics, that memorializes and provides objective evidence of activities performed, events elapsed, results achieved, or statements made in the course of the organization's daily activities. Downloading of any DPCDSB records, data, or intellectual property to a PED that is connected to the DPCDSB wireless network is prohibited.

~~6-9-5.9.~~ Storage of DPCDSB records, data, or intellectual property on PEDs is prohibited.

~~6-10-5.10.~~ Where reasonable grounds exist, DPCDSB reserves the right to monitor the use of PEDs on school premises and/or during school related activities.

~~6-11-5.11.~~ DPCDSB further reserves the right to terminate or suspend the wireless network access of a particular user and/or device, if deemed that such user or device compromises the integrity of the network or conflicts with the *Catholic Code of Conduct* and other DPCDSB policies and procedures, in addition to other consequences as appropriate.

#### **~~7-6.~~ AUTHORIZED SERVICE RESTRICTIONS**

~~7-1-6.1.~~ It is the responsibility of any student (and/or the parent/guardian) or staff member who uses a PED to address normal and reasonable security measures, such as maintaining up-to-date anti-virus protection and security patches for software for their own protection and for those with whom they share the wireless network.

#### **~~8-7.~~ ACCESS AND DISCLOSURE**

~~8-1-7.1.~~ DPCDSB will establish audit trails, which may be accessed, reproduced, and used without notice or permission of a PED owner. The student (and/or parent/guardian) or staff member agrees to and accepts that their access and/or network activity may be monitored to record dates, times, duration of access, or other relevant information, in order to identify usage patterns, security issues, and for any other reason deemed necessary by DPCDSB.

~~8-2-7.2.~~ Where reasonable grounds exist, such audit trails will be able to track the attachment of student or employee information and their external device to the wireless network, and the resulting reports may be used for investigation of possible breaches and/or misuse. Such investigation may result in disciplinary action, up to and including expulsion for students and termination of employment with DPCDSB for staff.

~~8-3-7.3.~~ DPCDSB reserves the right to determine what type of equipment can be connected to its wireless network. DPCDSB also reserves the right to refuse the ability to connect PEDs to the DPCDSB wireless network if such equipment puts DPCDSB's systems, data, users, and/or clients at risk, or if behaviour is counter to policy, procedures, codes of conduct, or to the interests of DPCDSB.

8.4.7.4. DPCDSB will manage security policies, wireless network, application, and data access centrally using the technology solutions it deems suitable.

- Students must comply with the terms and conditions of *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*. Any attempt to contravene or bypass this process is in violation of existing DPCDSB policies and may be subject to disciplinary action.
- Staff must comply with the terms and conditions of *Policy 8.12: Personal Electronic Devices*, this GAP, the *Catholic Code of Conduct*, and all DPCDSB policies and procedures, in addition to any agreements and/or notices provided to staff as agreed upon or required as a condition of employment.

#### 9.8. GENERAL

9.1.8.1. References to DPCDSB policies, procedures, forms, or other documents and to applicable laws includes as they are amended or replaced.



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>35.00</b>
<b>SUBJECT:</b>	Third Party In-School Learning Opportunities for Students
<b>REFERENCE:</b>	<a href="#">GAP 525.00</a> – External Presenters in Dufferin-Peel Catholic District School Board
<b>EFFECTIVE DATE:</b>	December 18, 2019
<b>AMENDED DATE:</b>	February 2024; June 18, 2024; <a href="#">August TBD, 2024</a>

*"If you know what you are talking about, you have something more valuable than gold jewels."*

*Proverbs 21:15*

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities ~~for~~ students, staff, and other members of the school community.
2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.
3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
  - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the [DPCDSB website](#)) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
  - b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:
    - (i) that external presentations adhere to the moral teachings of the Catholic Church;

- (ii) operational implications, if any;
  - (iii) alignment with the Board's mission, vision, and strategic commitments.
4. **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities.
  5. **Guest Speakers on Faith and Morals:** The DPCDSB supports the use of guest speakers to enhance student well-being, and to deepen the understanding of the Catholic faith. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
  6. **Guest Speakers on Indigenous Topics:** The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.
  7. **Community PartnershipsCollaborations:** ~~These Collaborations with community service providerspartners~~ are ~~third party servicesgenerally~~ mandated by applicable laws or governed by inter- ministerial agreements as per *Policy 4.03: Collaborative Partnerships*.
  8. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>35.00</b>
<b>SUBJECT:</b>	Third Party In-School Learning Opportunities for Students
<b>REFERENCE:</b>	<a href="#">GAP 525.00</a> – External Presenters in Dufferin-Peel Catholic District School Board
<b>EFFECTIVE DATE:</b>	December 18, 2019
<b>AMENDED DATE:</b>	February 2024; June 18, 2024; August TBD, 2024

*"If you know what you are talking about, you have something more valuable than gold jewels."*

*Proverbs 21:15*

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities for students, staff, and other members of the school community.
2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.
3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
  - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the [DPCDSB website](#)) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
  - b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:
    - (i) that external presentations adhere to the moral teachings of the Catholic Church;

- (ii) operational implications, if any;
  - (iii) alignment with the Board's mission, vision, and strategic commitments.
4. **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities.
  5. **Guest Speakers on Faith and Morals:** The DPCDSB supports the use of guest speakers to enhance student well-being, and to deepen the understanding of the Catholic faith. When a layperson from outside the Archdiocese of Toronto is invited to minister to our staff, parents, and/or students regarding faith and morals (e.g. speaking/teaching engagements, leading retreats, assisting with sacramental preparation, etc.), approval of the local Ordinary shall be sought, and all protocols of the Archdiocese of Toronto shall be followed.
  6. **Guest Speakers on Indigenous Topics:** The DPCDSB supports the use of guest speakers to enhance student knowledge and appreciation Indigenous topics. These guest speakers shall be reviewed and approved by the Indigenous Education Council (IEC), through the Equity and Indigenous Education Department.
  7. **Community Collaborations:** Collaborations with community service providers are generally mandated by applicable laws or governed by inter- ministerial agreements as per *Policy 4.03: Collaborative Partnerships*.
  8. DPCDSB schools shall provide specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities to take place.

**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 4**

**REVISED POLICY 1.02: CODE OF CONDUCT – TRUSTEES**

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT, *REVISED POLICY 1.02: CODE OF CONDUCT - TRUSTEES*, AS AMENDED.**



<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b>REVISED POLICY 1.02: CODE OF CONDUCT - TRUSTEES</b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

*"...let your light shine before others, so that they may see your good works and give glory to your Father in heaven."*

*Matthew 5:16*

## **BACKGROUND**

As required by the Education Act, the Dufferin-Peel Catholic District School Board (DPCDSB) has undertaken updates to *Policy 1.02 Code of Conduct – Trustees* (the Policy). The purpose of these revisions is to clarify a number of references in regard to Trustees' code of conduct.

## **DISCUSSION**

A number of minor changes in regard to Trustees code of conduct are required to be made immediately; more substantive changes will need to be put in place prior to next year. The immediate changes to the policy include the following:

- Trustees are to comply with all board policies and any applicable board by-law, resolutions and/or procedures.
- Trustees shall not discriminate against any person. Additional grounds to be considered include marital status, family status, and gender expression.
- No Trustee shall act as a spokesperson to the public on behalf of the Board of Trustees unless authorized to do so.
- No trustee shall use or disclose confidential information in a manner that would be detrimental to the interests of the Board.
- No trustee shall accept a gift from any person, group or entity that has or may have dealings with the Board of Trustees if a reasonable person might conclude that the gift could influence the trustee when performing their duties.
- This Trustee Code of Conduct shall be made publicly available on the Board's website along with archived versions of the policy.
- The Board of Trustees shall periodically review this Trustee Code of Conduct among in compliance with applicable laws.

Regulation 312/24 of the Education Act provides Board of Trustees Boards the ability to include additional provisions in their Trustee Code of Conduct if they do not conflict with other required provisions. Staff are proposing to amend the Policy to include opportunities for professional development and training to support Trustees to uphold the code of conduct, as outlined in section D of the Policy.

## CONCLUSION

It is recommended that *Policy 1.02: Code of Conduct – Trustees* be amended in light of the considerations outlined above.

## RECOMMENDATION

THE FOLLOWING RECOMMENDATION PROVIDED FOR CONSIDERATION:

- 1) THAT THE BOARD OF TRUSTEES APPROVE AND ENACT, *REVISED POLICY 1.02: CODE OF CONDUCT -TRUSTEES*, AS AMENDED.**

Prepared by: Frank Koziarz, Researcher – Policy, Strategy, Research and Safe Schools  
Margaret Beck, Legal Counsel  
Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research, Safe Schools

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

<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b>	
<b>BOARD POLICY</b>	
<b>Board Policy Number:</b>	<b>1.02</b>
<b>Subject:</b>	<b>Code of Conduct – Trustees</b>
<b>Effective Date:</b>	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; <a href="#">August 27, 2024</a>

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

#### PREAMBLE

Whereas the aim of Catholic education and the Dufferin-Peel Catholic District School Board (the “**Board**”) is the development of each student toward personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, each member of the board of trustees (“**trustee**”) shall, within the duties prescribed by applicable laws and regulations, and reflecting a ministry within the Catholic Church:

- a) acknowledge that Catholic schools are an expression of the teaching mission of the Catholic Church.
- a) ~~b)~~ provide an example to the Catholic community by active participation in the communal life of a parish, and by a personal lifestyle that reflects the teaching of the Catholic Church.
- b) ~~c)~~ provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education.
- d) recognize and defend the democratic and corporate authority of the Board.
- e) respect the confidentiality of the Board.
- f) strictly ~~comply with support~~ all Board policies, [including this Policy 1.02: Code of Conduct – Trustees \(Trustee Code of Conduct\), and any applicable Board by-law, resolution, and/or procedure.](#)
- g) ensure the affairs of the board are conducted with openness, justice and compassion.
- h) work to improve personal knowledge of current Catholic educational research and practices.
- i) affirm a strong sense of Christian Catholic community. And

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

#### Application

This ~~Trustee Code of Conduct~~ ~~e-Code of Conduct~~ is applicable to all trustees. A trustee's failure to comply with this Trustee Code of Conduct may constitute a breach thereof and attract the consequences set out herein and/or in applicable laws.

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## INTEGRITY AND DIGNITY OF OFFICE

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

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

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

### 1. DECORUM

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

Among other things, trustees must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, equally without discrimination based on a person’s – regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability; and
- respect the rights of others; and
- refrain from engaging in conduct themselves in a manner that – during meetings of the board and at all other times that – would not discredit or compromise the integrity of the board.

Subject to the duty of a trustee under section 218.1(e) of the *Education Act* to uphold the implementation of any board resolution after it is passed by the board of trustees, a trustee may comment on, or disagree with, a decision taken by the board of trustees. A trustee may not make disparaging remarks about a

**Policy 1.02 – Page 2**

trustee or a group of trustees in expressing such comment or disagreement or speculate on the motives of a trustee or a group of trustees.

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

## 2. COMPLYING WITH THE LAW

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

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

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

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

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

#### ~~3.~~

~~All Each trustee must comply~~ ~~trustees are expected to comply~~ with the following duties as set out in section 218.1 of the *Education Act* ~~(as amended effective December 15, 2009, by Bill 177 – An Act to amend the Education Act~~ with respect to student achievement, school board governance and certain other matters).

"A member of a board shall,

- a) ~~carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;~~
- b) ~~attend and participate in meetings of the board, including meetings of board committees of which they he or she is are a member;~~
- c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);
- d) bring concerns of parents, students and supporters of the board to the attention of the board of trustees;
- e) uphold the implementation of any board of trustees' resolution after it is passed by the

**Commented [BM1]:** Ensure all of the current section of the Ed Act is here. This is why I don't like regurgitating legislation in policy - because legislation changes and then we have an outdated policy. I had to change the MCIA below as an example. I suggest we just use a link to the legislation if we have to. Thoughts?

board [of trustees](#);

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- f) entrust the day to day management of the Board to its staff through the Board's director of education;
- g) maintain focus on student achievement and well-being; and
- ~~h)~~ h) comply with the Board's code of conduct."

#### Additional Duties of the Chair

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

"In addition to any other duties under the *Act*, the chair of a board shall,

- a) preside over meetings of the board;  
~~a)~~
- b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;

c) \_\_\_\_\_

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

d) \_\_\_\_\_

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

~~d)~~ \_\_\_\_\_

- e) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- f) provide leadership to the board in maintaining the board's focus on the multi-year plan established under section 169.1;
- g) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- h) assume such other responsibilities as may be specified by the board."

#### Board Responsibility for Student Achievement and Effective Stewardship of Resources

**Commented [BM2]:** Again, do we need to regurgitate legislation?

**Commented [BM3R2]:** Or maybe because these two sections are so important, that is why we need to here? If that is what the group wants, consider putting the legislation in an appendix?

**Commented [BM4R2]:** More changes are coming up ....do we just deal with it then? It will be in the next month or so

**Commented [BM5]:** Added because of new reg

**Commented [CD6]:** Numbering?

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

“Every board shall,

- (a) promote student achievement and well-being;

**Commented [BM7]:** If regurgitating legislation, ensure this is all current or just provide link and don't regurgitate

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- (a.1) promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- (a.2) promote the prevention of bullying;

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

~~(b)~~

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

~~(c)~~

(d) develop and maintain policies and organizational structures that,

(i) promote the goals referred to in clauses (a) to (c), and

(ii) encourage pupils to pursue their educational goals;

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

~~(e)~~

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

~~(f)~~

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

#### 4. UPHOLDING DECISIONS

Trustees shall:

- a) accept that authority rests with the board and that they have no individual authority other than that delegated by the board of trustees;
- b) uphold the implementation of any board resolution after it is passed by the ~~b~~Board of trustees;
- c) comply with ~~B~~board policies and procedures; and
- d) refrain from speaking on behalf of the ~~B~~board or board of trustees unless authorized to do so as stated herein.

#### 5. CONFLICT OF INTEREST

~~All~~ Each trustee ~~must s are expected to~~ comply with MCIA (RSO 1990, c M.50 | Municipal Conflict of Interest Act | CanLII), attached as Appendix A, which requires, among other things, that trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.

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

~~“For the purposes of this Act, the pecuniary interest, direct or indirect, of a parent or the spouse or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member. For the purposes of this Act, the pecuniary interest, direct or indirect, of a parent or the spouse, same-sex partner or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member.”~~

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

Where a trustee, either on ~~that trustee’s his or her~~ own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the board ~~of trustees~~ at which the matter is the subject of consideration, the trustee shall:

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- c) not discuss the issue with any other person;
- d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- e) leave the meeting or the part of the meeting during which the matter is under consideration.

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

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

~~Trustees must not. It is an expectation of the board that trustees will not~~ only comply with the requirements of the MCI, but also avoid conflicts of interest as defined by this [Trustee](#) Code of Conduct.

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

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

- a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and

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outside the Board.

- b) <sup>at</sup> fostering the highest standard of professional competence amongst those for whom they are responsible.

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

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

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

A trustee shall not use ~~their his or her~~ position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the trustee.

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

All trustees shall disclose a conflict of interest and/or the general nature of the interest, to the board of trustees.

## 6. CONFIDENTIALITY

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

The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, all trustees and former trustees shall not disclose Confidential Information obtained or made available to them in their role as a trustee except as required by applicable laws. agree not to use, directly or indirectly, for the trustee's benefit or for the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that trustee, and trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).

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

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

~~The confidentiality of personal/educational student and family information received in the course of duties must be respected, protected and kept confidential. Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.~~

Except as required by law, and in accordance with the *Education Act* and the *MFIPPA*, all trustees agree not to use or disclose the personal and/or educational information of students and their families that may come to the attention of a trustee.

Except as required by law, and in accordance with the *MFIPPA*, all trustees agree not to use or disclose the personal and/or employment information of Board employees and their families that may come to the attention of a trustee.

A trustee's duty ~~of confidentiality~~ with respect to Confidential Information private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives their term as trustee.

## 7. BOARD RESOURCES

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

~~Trustees recognize that such inappropriate use of Board resources directly or indirectly for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).~~

~~All trustees shall comply with Board policies and general administrative procedures regarding the use of Board resources including information technology resources.~~

## 8. ENFORCEMENT ~~OF CODE OF CONDUCT AND THE MCIA~~

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

A trustee who has reasonable grounds to believe that another trustee has breached this Trustee Code of Conduct may bring the alleged breach to the attention of the board of trustees.

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

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

a) Censure of the trustee.

~~a)~~

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

~~b)~~

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

d) Professional development or training, as appropriate.

~~c)~~

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

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

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



**Policy 1.02 – Page 13**

board of trustees.

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

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

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

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

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

~~Despite subsection 207(1) of the Education Act which requires meetings of the board of trustees to be open to the public, but subject to the requirements below for specific resolutions of the board to be made in public, the~~ [The](#) board [of trustees](#) may close to the public the part of the meeting during which a breach or alleged breach of this [Trustee](#) Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- ~~a)~~ the security of the property of the board;  
~~a)~~
- ~~b)~~ the disclosure of intimate, personal or financial information in respect of a trustee or committee, an employee or prospective employee of the board or a student or his or her parent or guardian;
- ~~b)~~
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the Board; or
- e) litigation affecting the board.

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

- ~~a)~~ Make a determination that a trustee has breached this [Trustee](#) Code of Conduct.  
~~a)~~
- b) Impose a sanction on a trustee for a breach of this [Trustee](#) Code of Conduct.
- c) Confirm or revoke a determination regarding a trustee's breach of this [Trustee](#) Code of Conduct.
- d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a trustee's breach of this [Trustee](#) Code of Conduct.

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

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

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

~~Nothing in this Code of Conduct prevents a trustee's breach of the MCIA from being dealt with in accordance with the MCIA.~~

## 9. GUIDELINES FOR GIFTS AND HOSPITALITY

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

### Offering or Accepting Gifts & Hospitality

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

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

### Conditions for Accepting Gifts & Hospitality

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

~~A trustee may accept the hospitality of another person or gift from another person, in the course of the professional relationship, if:~~

- ~~a) the gift is of nominal value;~~
- ~~b) the gift is given an expression of courtesy or hospitality;~~
- ~~c) accepting the gift is reasonable in the circumstances;~~
- ~~d) the trustee believes that the donor is not trying to obligate them, or improperly influence a decision;~~
- ~~a)~~
- ~~e) it is "normal business practice" for the purposes of courtesy and good business relations; and~~
- ~~b)~~
- ~~e)f) acceptance is legal and consistent with generally accepted ethical standards.~~

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

### Examples of Acceptable Gifts

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

- a) Holiday gifts, such as fruit baskets or candy;
- ~~a)~~  
b) Inexpensive advertising and promotional materials (e.g. Give-a-ways, such as pens or key chains);  
or  
~~b)~~
- c) Inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores).

### Gifts of Considerable Value

Where it would be extraordinarily impolite or otherwise inappropriate to refuse a gift of obvious value, the gift may be the subject of a motion brought before the Board of Trustees for the purpose of proposing its acceptance on behalf of the Board and for Board use. ~~accepted on behalf of the Board. Such gifts may not be taken for the trustee's home use~~

~~or enjoyment. Trustees might ask themselves if public knowledge of the gift would cause personal embarrassment or embarrassment to the Board. If there is still uncertainty regarding what is considered an appropriate gift to give or receive, this should be discussed with the chair/vice-Chair, as appropriate.~~

### Reporting Gifts & Hospitality

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

All reporting forms (which are available from the office of the Director of EducaitonEducation director) will be retained in the office of the Director of Education. ~~chief executive officer and secretary to the board.~~

Commented [BM8]: Is this current practice?

### Review

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

The first review was completed on August 27, 2024. The second review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

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

DRAFT

**Publicly Available**

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

- a) This Trustee Code of Conduct shall be made publicly available on the Board's website.
- b) The Board indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.
- c) The Board shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

**General**

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



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>BOARD POLICY</u></b>	
<b>Board Policy Number:</b>	<b>1.02</b>
<b>Subject:</b>	<b>Code of Conduct – Trustees</b>
<b>Effective Date:</b>	(257) April 27, 2004; (154) Revised April 27, 2010; (111) February 28, 2017; August 27, 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)*

## **PREAMBLE**

Whereas the aim of Catholic education and the Dufferin-Peel Catholic District School Board (the “**Board**”) is the development of each student toward personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, each member of the board of trustees (“**trustee**”) shall, within the duties prescribed by applicable laws and regulations, and reflecting a ministry within the Catholic Church:

- a) acknowledge that Catholic schools are an expression of the teaching mission of the Catholic Church.
- b) provide an example to the Catholic community by active participation in the communal life of a parish, and by a personal lifestyle that reflects the teaching of the Catholic Church.
- c) provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education.
- d) recognize and defend the democratic and corporate authority of the Board.
- e) respect the confidentiality of the Board.
- f) strictly comply with all Board policies, including this Policy 1.02: *Code of Conduct – Trustees* (Trustee Code of Conduct), and any applicable Board by-law, resolution, and/or procedure.
- g) ensure the affairs of the board are conducted with openness, justice and compassion.
- h) work to improve personal knowledge of current Catholic educational research and practices.
- i) affirm a strong sense of Christian Catholic community. And
- j) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic education in Canada.

## Application

This Trustee Code of Conduct is applicable to all trustees. A trustee's failure to comply with this Trustee Code of Conduct may constitute a breach thereof and attract the consequences set out herein and/or in applicable laws.

## INTEGRITY AND DIGNITY OF OFFICE

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

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

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

### 1. DECORUM

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

Among other things, trustees must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others equally without discrimination based on a person's , race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability; and
- respect the rights of others; and
- conduct themselves in a manner that would not discredit or compromise the integrity of the board.

Subject to the duty of a trustee under section 218.1(e) of the *Education Act* to uphold the implementation



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

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

## **2. COMPLYING WITH THE LAW**

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

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

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

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

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

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

"A member of a board shall,

- a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;
- b) attend and participate in meetings of the board, including meetings of board committees of which they are a member;
- c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);
- d) bring concerns of parents, students and supporters of the board to the attention of the board of trustees;
- e) uphold the implementation of any board of trustees' resolution after it is passed by the board of trustees;

- f) entrust the day to day management of the Board to its staff through the Board's director of education;
- g) maintain focus on student achievement and well-being; and
- h) comply with the Board's code of conduct."

#### **Additional Duties of the Chair**

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

"In addition to any other duties under the *Act*, the chair of a board shall,

- a) preside over meetings of the board;
- b) conduct the meetings in accordance with the board's procedures and practices for the conduct of board meetings;
- c) establish agendas for board meetings, in consultation with the board's director of education or the supervisory officer acting as the board's director of education;
- d) ensure that members of the board have the information needed for informed discussion of the agenda items;

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

- e) convey the decisions of the board to the board's director of education or the supervisory officer acting as the board's director of education;
- f) provide leadership to the board in maintaining the board's focus on the multi-year plan established under section 169.1;
- g) provide leadership to the board in maintaining the board's focus on the board's mission and vision; and
- h) assume such other responsibilities as may be specified by the board."

#### **Board Responsibility for Student Achievement and Effective Stewardship of Resources**

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

"Every board shall,

- (a) promote student achievement and well-being;

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

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

- (a.2) promote the prevention of bullying;
- (b) ensure effective stewardship of the board's resources;
- (c) deliver effective and appropriate education programs to its pupils;
- (d) develop and maintain policies and organizational structures that,
  - (i) promote the goals referred to in clauses (a) to (c), and
  - (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education..."

#### **4. UPHOLDING DECISIONS**

Trustees shall:

- a) accept that authority rests with the board and that they have no individual authority other than that delegated by the board of trustees;
- b) uphold the implementation of any board resolution after it is passed by the board of trustees;
- c) comply with Board policies and procedures; and
- d) refrain from speaking on behalf of the Board or board of trustees unless authorized to do so as stated herein.

#### **5. CONFLICT OF INTEREST**

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

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

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

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

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

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- c) not discuss the issue with any other person;
- d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- e) leave the meeting or the part of the meeting during which the matter is under consideration.

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

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

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

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

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

- a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board.
- b) fostering the highest standard of professional competence amongst those for whom they are responsible.
- c) complying with and being seen to comply with the letter and spirit of:
  - (i) The laws of Canada and the Province of Ontario,
  - (ii) Contractual obligations applicable to the Board. And

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

A trustee shall not use their position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the trustee.

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

All trustees shall disclose a conflict of interest and/or the general nature of the interest, to the board of trustees.

## **6. CONFIDENTIALITY**

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

Except as required by law, all trustees and former trustees shall not disclose Confidential Information obtained or made available to them in their role as a trustee except as required by applicable laws.

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

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

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

## **7. BOARD RESOURCES**

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

## **8. ENFORCEMENT**

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

A trustee who has reasonable grounds to believe that another trustee has breached this Trustee Code of Conduct may bring the alleged breach to the attention of the board of trustees.

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

been a breach.

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

- a) Censure of the trustee.
- b) Barring the trustee from attending all or part of a meeting of the board or a meeting of a committee of the board of trustees.
- c) Barring the Trustee from sitting on one or more committees of the board of trustees, for the period of time specified by the board of trustees.
- d) Professional development or training, as appropriate.

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

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

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

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

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

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

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

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

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

- a) the security of the property of the board;
- b) the disclosure of intimate, personal or financial information in respect of a trustee or

## Policy 1.02 – Page 9

- committee, an employee or prospective employee of the board or a student or his or her parent or guardian;
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the Board; or
- e) litigation affecting the board.

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

- a) Make a determination that a trustee has breached this Trustee Code of Conduct.
- b) Impose a sanction on a trustee for a breach of this Trustee Code of Conduct.
- c) Confirm or revoke a determination regarding a trustee's breach of this Trustee Code of Conduct.
- d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a trustee's breach of this Trustee Code of Conduct.

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

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

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

## 9. GUIDELINES FOR GIFTS AND HOSPITALITY

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

### Offering or Accepting Gifts & Hospitality

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

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

### Conditions for Accepting Gifts & Hospitality

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

## **Policy 1.02 – Page 10**

- a) the gift is of nominal value;
- b) the gift is given an expression of courtesy or hospitality;
- c) accepting the gift is reasonable in the circumstances;
- d) the trustee believes that the donor is not trying to obligate them, or improperly influence a decision;
- e) it is “normal business practice” for the purposes of courtesy and good business relations; **and**
- f) acceptance is legal and consistent with generally accepted ethical standards.

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

### **Examples of Acceptable Gifts**

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

- a) Holiday gifts, such as fruit baskets or candy;
- b) Inexpensive advertising and promotional materials (e.g. Give-a-ways, such as pens or key chains); or
- c) Inexpensive awards to recognize service and accomplishment in civic, charitable, educational or religious organizations (such as nominal gift certificates to book stores).

### **Gifts of Considerable Value**

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

### **Reporting Gifts & Hospitality**

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

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

### **Review**

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



## **Policy 1.02 – Page 11**

The first review was completed on August 27, 2024. The second review shall be completed no later than May 15, 2027. Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

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

### **Publicly Available**

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

- a) This Trustee Code of Conduct shall be made publicly available on the Board's website.
- b) The Board indicates on its website the effective date of every change it makes to the Trustee Code of Conduct, other than changes of a typographical or similar nature.
- c) The Board shall maintain an archive of all previous versions of this Trustee Code of Conduct, indicating the period during which each version applied, and shall ensure that the versions are publicly accessible.

### **General**

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

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



## **RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 5**

**POLICY 1.10: ADMISSIONS**

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 1.10: ADMISSIONS* AS AMENDED.**

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b>POLICY 1.10: ADMISSIONS</b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

*"...making every effort to maintain the unity of the Spirit in the bond of peace."  
Ephesians 4:3*

## BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to providing access to publicly funded, Catholic education in Peel Region and Dufferin County. *Policy 1.10: Admissions* (Admissions Policy) and its associated General Administrative Procedures (GAP) enumerate policy and procedures related to admitting students to DPCDSB schools.

Generally, for access to DPCDSB schools, students and their parent(s)/guardian(s) must reside in Peel Region or Dufferin County. Furthermore, for access to DPCDSB elementary schools, students and/or their parent(s)/guardian(s) must present their Baptismal Certificate(s) from a Roman Catholic Church or an Eastern Church in full communion with the Holy See of Rome. Recently, a Trustee indicated interest in proposing a change to the Admissions Policy to permit admission of interested Eastern Orthodox Catholic students with a defined process for admission. This report discusses proposed changes to Policy 1.10.

## DISCUSSION

Children who are baptized and/or have a parent or guardian who is baptized in the Roman Catholic Church or in an Eastern Church in full communion with the Holy See of Rome have statutory right to attend publicly funded Catholic schools in Ontario. However, members of Eastern Orthodox Churches not in full communion with the Holy See of Rome do not have this same statutory right of access. The appendix to this report provides historical context and differences between churches in communion with the See of Rome and Eastern Orthodox Catholic churches.

At the request of a Trustee, DPCDSB staff have provided proposed revisions to Policy 1.10 for consideration. These revisions permit the application for consideration of admittance of Eastern Orthodox Catholic students to DPCDSB elementary schools, based on a defined admissions process. The proposed changes to Policy 1.10 are detailed in the draft documents included with this report.

## CONCLUSION

At the request of a Trustee, DPCDSB staff have provided proposed revisions to Policy 1.10 that would permit the application for consideration of admittance of Eastern Orthodox Catholic students to DPCDSB elementary schools, based on a defined admissions process.

## RECOMMENDATION

The following recommendation is provided for consideration.

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ENACT REVISED *POLICY 1.10: ADMISSIONS* AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools  
Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research, Safe Schools

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

## HISTORICAL BACKGROUND, CHURCHES AND COMMUNION WITH ROME, AND OTHER CONSIDERATIONS

### *The Early Church*

Christianity as a distinct faith began after the death of Jesus. By the end of the fourth century, Christianity was dominated by five great centres (Alexandria, Antioch, Constantinople, and Jerusalem in the east, and Rome in the west) and their bishops (called patriarchs). Initially, there was no governance structure; however, it slowly began to evolve, and the church grew. The churches generally shared communion with each other. They met several times in councils and agreed upon matters, like the Nicene Creed.

### *The East-West Schism of 1054*

One of the major disputes that arose as Christianity grew was that of authority – who was in charge? The Eastern Churches did not want the Bishop of Rome to be the supreme leader and instead continued to be decentralized. Other churches had separated earlier, including the Church of the East, and the Oriental Orthodox churches. By 1054, the Roman Catholic Church and the Eastern Orthodox Church separated in the East-West Schism and have been in a state of official schism from one another since 1054. This schism was caused by historical and language differences, and various theological differences between the Western and Eastern churches.

Today, there are 14 major Orthodox churches, each one distinct. Over half of the Orthodox believers belong to the Russian Orthodox church. Most of the Churches are based in a particular country or area (for example, Greece, Syria, Armenia, etc.). Within the eastern centres, the Ecumenical Patriarch of Constantinople is considered as the “first among equals” of the bishops.

### *Eastern Catholic Churches in Communion with Rome*

According to information from the Archdiocese of Toronto, there are 23 Eastern Catholic churches in communion with Rome. The liturgical traditions of these Eastern Catholic Churches include the Alexandrian Rite, the Armenian Rite, the Byzantine Rite, the East Syrian Rite, and the West Syrian Rite. Therefore, the Catholic Church recognizes six liturgical rites: five liturgical traditions of the Eastern Catholic Churches along with the one Latin liturgical rites of the Latin Church.

There are also six Eastern Catholic patriarchates: the Coptic Catholic Church, which is based in Egypt, and is governed by the patriarch of Alexandria; three of Antioch, with one each for the Syrians, Maronites, and Greek Melkites; the Chaldean Catholic Church, which is based in Baghdad and is governed by the patriarch of Babylon of the Chaldeans; and the Armenian Catholic Church, which is based in Lebanon and is governed by the Catholic sister churches based in Turkey.

The following churches account for about 85% of the membership of the Eastern Catholic Churches: the [Ukrainian Greek Catholic Church](#) (Byzantine Rite); the [Syro-Malabar Church](#) (East Syrian Rite), the [Maronite Church](#) (West Syrian Rite), the [Melkite Catholic Church](#) (Byzantine Rite), the [Chaldean Catholic Church](#) (East Syrian Rite) and the [Armenian Catholic Church](#) (Armenian Rite). A number of these churches have notable membership in Mississauga. The Coptic Church has a private school in one of its buildings that they bought from DPCDSB, and they run a school that currently holds 500 students.

Below is a list of the 23 Eastern Churches in Communion with Rome, as listed in the Archdiocese of Toronto Directory:<sup>1</sup>

**Alexandrian Rite**

Coptic Catholic Church  
Ethiopian Catholic Church

**Antiochene Rite (West Syrian)**

Malankara (Malankarese) Catholic Church  
Maronite Catholic Church  
Syrian [Syriac] Catholic Church

**Chaldean Rite (East Syrian)**

Chaldean Catholic Church  
Syro-Malabar Catholic Church

**Armenian Rite**

Armenian Holy Apostolic Church

**Byzantine Rite**

Melkite Catholic Church  
Byzantine Slovak Catholic Church  
Byzantine Ukrainian Catholic Church  
Albanian Catholic Church  
Byelorussian Catholic Church  
Bulgarian Catholic Church  
Greek Catholic Church  
Hungarian Catholic Church  
Italo-Albanian Catholic Church  
Byzantine Yugoslav Catholic Church  
Russian Catholic Church  
Byzantine-Romanian Catholic Church  
Ruthenian Catholic Church

***Eastern Churches Not in Communion with Rome*** except as allowed for by Canon 844 §3:

Catholic clergy may lawfully administer the Sacraments of Penance, Eucharist, and Anointing of the Sick to members of the Eastern Churches not in full communion with the Catholic Church if they spontaneously ask for them and are properly disposed. The same applies to members of other Churches, which the Apostolic See judges to be in the same position as the aforesaid Eastern Churches as far as the sacraments are concerned.

Sacraments: Roman Catholics acknowledge all the sacraments of the Orthodox Catholics

***Orthodox and Catholics***

However, the Orthodox churches are very close to the Roman Catholic faith, as the Catechism of the Catholic Church points out:

838 "The Church knows that she is joined in many ways to the baptized who are honored by the name of Christian, but do not profess the Catholic faith in its entirety or have not preserved unity or communion under the successor of Peter." Those "who believe in Christ and have been properly baptized are put in a certain, although imperfect, communion with the Catholic Church." With the Orthodox Churches, this communion is so profound "that it lacks little to attain the fullness that would permit a common celebration of the Lord's Eucharist."

<sup>1</sup> A Church of Welcome: Implementing the Church's Vision of Christian Initiation. Archdiocese of Toronto © 2009 All Rights Reserved, p. 52.

Ecumenical dialogue between the Orthodox churches and the Roman Catholic Church is ongoing, and there have been several declarations signed by some of the communities and Rome. There is a “Joint Commission for Theological Dialogue between the Orthodox Church and the Catholic Church” that has met many times throughout the past year. While very close to one another, and with a shared apostolic heritage, the two communities remain apart, and not yet in full communion with one another.

### ***Major Differences between the Eastern Orthodox Churches and the Roman Catholic Church***

One of the key differences between these churches and the Roman Catholic Church is that they do not recognize papal primacy, also known as the primacy of the bishop of Rome. Papal primacy is a Christian doctrine concerning the respect and authority that is due to the pope as the successor of St. Peter. The Eastern Orthodox Churches do not recognize Pope Francis as their leader; instead, they have their own Bishops. Both the Orthodox and Roman Catholic Churches have their own Canon Law.

The main theological difference with the Catholic Church is the **filioque** clause. This clause, added to the Nicene Creed by the Latin Church, is not recognized by the Orthodox Churches. Therefore, the Nicene Creed differs in Orthodox Churches in that the Holy Spirit “comes from the father” rather than “proceeds from the father and the son” as in the Latin Rite.

Additional differences include:

- The Eastern Orthodox Church permits divorce and remarriage in the church in certain circumstances without annulment.
- The Orthodox do not believe in Purgatory as, an intermediate state, after physical death for atonement and purification.
- The dogma of the Immaculate Conception and the Feast of the Conception of the Virgin Mary. In the present General Roman Calendar, the feast is called the Solemnity of the Immaculate Conception *of the Blessed Virgin Mary* and is observed on December 8. In the Orthodox Churches, this feast is September 8, and the difference has to do with Mary and the stain of ‘original sin’, which Roman Catholics believe she lacked and which the Orthodox believed Mary also bore.
- The Eastern Churches take a different approach to clerical celibacy than the Latin Church. They allow the ordination of married men into the priesthood.
- Orthodox children are fully included in the church. Roman Catholic children are baptized, often as infants, but they cannot fully participate until they have received their First Communion and Confirmation. In contrast, Orthodox children are fully engaged in the whole life of the congregation sacramentally and children grow up having received communion from their earliest memories.
- Lenten celebrations differ between Orthodox Churches and the Roman Catholic Church. For Orthodox Christians (including Byzantine Catholics), the “Great 40 Days,” and “Great Fast,” comprise the most important fasting season in the church year. Orthodox Lent officially begins on Clean Monday, seven weeks before Easter (Ash Wednesday is not observed in Eastern Christianity) and runs for 40 contiguous days. Fasting continues throughout the following week, known as Holy Week, and does not end until after the Easter Vigil early in the morning of Easter Sunday.

### ***The Attitude of the Roman Church***

The inclusive attitude of the Roman Catholic Bishop was first expressed by Pope John Paul II in the image of the Catholic Church, “breathing with her two lungs”. He meant that there should be a combination of the more rational, permissible, “Latin” temperament with the intuitive, mystical, and contemplative spirit found in the East.

Pope Francis has stated that there is no official Vatican statement on the matter (and the Archdiocese of Toronto is careful to uphold the provincial statutes). However, pastorally it makes sense to welcome those who earnestly desire a Catholic education for their children. Additionally, Pope Francis stated at his installation: “I come to you as the Bishop of Rome”, for he sees himself as a brother to the Orthodox Bishops of the faithful.

### ***Pastoral Considerations***

Many Orthodox families desire a Christian upbringing and education for their children. They do not understand how the minor differences between the Orthodox and Catholic Churches keep them from enrolling in Catholic schools in Dufferin-Peel. They understand that their children would not be able to receive communion at school Masses (based on their religious tradition) but believe it would be no different than unbaptized children of Catholic parents in the schools.

Orthodox parents and guardians agree with the elementary Religious Education (Growing in Faith Growing in Christ) and Family Life (Fully Alive) curricula taught in publicly funded Catholic schools in Ontario. The expectations align with their Orthodox faith. Families want their children to be able to talk about their faith in other curriculum areas as well. Many have expressed that they want their children to mark the liturgical year, to pray, and to celebrate religious holidays. Some Orthodox communities still follow the Julian calendar, while others have adopted the Gregorian one.

### ***Enrollment Considerations***

It is anticipated that admitting Orthodox students to DPCDSB elementary schools would increase elementary enrollment in DPCDSB. Of special consideration is St Sofia, the Byzantine Catholic school that DPCDSB operates. St. Sofia Byzantine Catholic Elementary School (CES) serves the Ukrainian Catholic community and is currently operating at full capacity (due in part to recent immigration from eastern Europe). If DPCDSB were to admit Orthodox pupils, it would likely have a notable impact on that school’s enrolment that DPCDSB would need to address.

### **Concerns if we let all Christians into our Catholic Schools:**

It is important to note that allowing non-Catholic Christian students into our elementary Catholic schools may result in a loss of their Catholic identity. If DPCDSB chooses to admit students from various Christian denominations such as Baptist, Lutheran, Presbyterian, Apostolic, Methodist, and others, it would be difficult for the Catholic community to remain a vibrant, functional, and effective Roman Catholic community of faith supporting its sacramental life. This difficulty is related to the fact that there are many very significant theological differences between a Roman Catholic and these various Christian faiths. Some of these differences include:

- Catholic children are baptized at birth, clearing them of original sin, whereas many other Christians baptize adults
- Many non-Catholic denominations do not have seven sacraments



- These denominations are not under the authority of the See of Rome.
- Many of these Christian communities believe in “Sola Scriptura”, that the Bible is the only authoritative source that matters in their Christian faith and that all stories are taken literally as they are written.

The table below summarizes some of the key differences between Catholics and non-Catholic Christians. These differences are witnessed in various denominations, including but not limited to Baptists, Seventh Day Adventists, members of the Church of Latter-Day Saints, Lutherans, Presbyterians, and members of the Episcopal Church.

<b>Consideration</b>	<b>Catholicism</b>	<b>Christianity</b>
Place of Worship	Church, chapel, cathedral, basilica.	Church, chapel, cathedral, basilica, home bible study, personal dwellings.
Clergy	Hierarchical clergy in Holy Orders: Deacons, Monks, Nuns, Priests, Monsignors, and Bishops, along with Archbishops, Cardinals, and of course the Pope.	Priests, bishops, ministers, or monks
Marriage	Marriage is sacrament between one man and one woman. Divorce does not exist in Catholicism, but there is annulment (that the marriage was invalid to begin with) by competent church official.	A Holy Sacrament. Divorce is accepted.
Belief in God	One God: The Father, the Son, and the Holy Spirit. Apostles and Nicene Creeds state beliefs	One God: Father, Son, and Holy Spirit. The Trinity.
Holy Days	Sundays; Solemnity of Mary, January 1; Ascension of Jesus, May 13 — Celebrated on the sixth Thursday after Easter Sunday; Solemnity of All Saints, November 1; Immaculate Conception of the Blessed Virgin Mary, December 8; Christmas, December 25	Christmas (celebration of the birth of Jesus), Good Friday (death of Jesus), Easter (the resurrection of Jesus), Sunday (the day of rest)
Day of Worship	Worship should be a continual process in the lives of Roman Catholics. Sunday is not the only day Catholics can attend Church for Mass.	Sunday (most denominations), Saturday (Seventh-Day Adventist, Seventh Day Baptist)
Use of statues	Permitted. Statues are not worshipped.	Varies by denomination. Not used in Protestant denominations; icons are used

<b>Consideration</b>	<b>Catholicism</b>	<b>Christianity</b>
		in Catholic & Orthodox denominations.
Position of Mary	The Queen of all Saints. View is like the Orthodox church - the title 'Mother of God' being used more commonly than Theotokos. In addition, it is claimed that at various points in history, Mary has revealed herself to the world in apparitions.	Accepted as Mother of Jesus but she was not without sin. Degree of reverence varies from denomination. She is not a prominent figure in the life of these churches.
Identity of Jesus	God Incarnate. Son of the Father. The Messiah saviour of mankind sole mediator between God and man.	The Son of God.
Authority of Pope	Successor of St. Peter. Leader of the Catholic Church.	His authority is completely rejected by all Christian believers and is viewed by Orthodox as first among equals. Orthodox and Protestants reject Papal infallibility and Papal supremacy.
Life After Death	Eternal Salvation in Heaven; Eternal Damnation in Hell; Temporal third state before Heaven for those who desire purification, known as Purgatory.	Eternity in Heaven or Hell.
Practices	Catholics are expected to participate in the liturgical life, celebrate and revere Jesus' sacrifice on the cross at Mass. The celebration of seven sacraments Baptism, Eucharist, Confirmation, Matrimony, Anointing of Sick, Holy Orders and Reconciliation (Confession).	Prayer, sacrament of baptism as an adult, worship in church, reading of the Bible, acts of charity, communion.
View of God	Trinitarian: God the Father, Son, and Holy Spirit.	One Trinity God, Who Is the Father, the Son, and the Holy Spirit.
Means of Salvation	Received at baptism; may be lost by mortal sin; salvation through faith and penance. Belief in Jesus as the sole savior	Through Christ's Passion, Death, and Resurrection.

<b>Consideration</b>	<b>Catholicism</b>	<b>Christianity</b>
	of humanity. Must have a relationship with Jesus. Good Works. Seven Sacraments.	
Praying to Mary, Saints, and Angels	Encouraged. They can intercede with God on your behalf.	Discouraged. Christians pray directly to God.
Confession of Sins	Confess to priests for absolution from sins in the name of Christ (John 20:22-23). Prayer to the Saints. Catholics confess mortal sins to a Priest, and venial sins straight to God (Orthodox have similar practice).	Christians confess straight to God for God is the one who forgives sins.
Belonging	Belonging to the Church founded by Christ when He chose St. Peter as His Rock (first Pope). Apostles' Creed is a summary of Catholic faith and belief, humans fell, and Christ came to redeem them.	Christianity broadly consists of individuals who believe in the deity Jesus Christ. Its followers, called Christians, often believe Christ is "the Son" of the Holy Trinity and walked the earth as the incarnate form of God ("the Father").
Religious Law	The New Revised Standard Version (NRSV) Bible (Catholic), 10 Commandments, Canon law, Catechism of the Catholic Church (CCC), papal decrees and orders.	Only the Good News Bible with Deuterocanonical Apocrypha.
God's Role in Salvation History	God sent His only Divine Son to save humanity from their sins.	Humans cannot save themselves or ascend on their own to a higher level. Only God is good and therefore only God can save a person.
Concept of Deity	Believe in the Trinity. Three persons in one God: Father, Son, and Holy Spirit.	1 God, in 3 Divine Persons: The Father, the Son, and the Holy Spirit.
The Goal	The Goal of all Catholic is Eternal Salvation.	Objective reality. Worship of God who created life, the universe, and is eternal. Christianity has its own philosophy, found in the Bible. That philosophy is Salvation from sin, through the Passion of Our Lord Jesus Christ

<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b> <b><u>BOARD POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	1.10
<b>SUBJECT:</b>	<b>ADMISSIONS</b>
<b>REFERENCE:</b>	<b>GAPs:</b> <a href="#">105.02</a> : Registration: General Procedures <a href="#">105.06</a> : Admissions: Flexible Boundary, Elementary Schools <a href="#">105.07</a> : Admissions: Flexible Boundary, Secondary Schools <a href="#">105.08</a> : Newcomer Reception and Assessment Centre (NRAC)
<b>EFFECTIVE/<del>AMENDED</del> DATE:</b>	Revised: <del>(399)</del> September 28, 1999; <del>(159)</del> May 26, 2009; <del>(143)</del> April 26, 2011; January 2012; <del>(212)</del> June 20, 2017; March 31, 2020; February 2023
<b><u>AMENDED DATE:</u></b>	<a href="#">May 26, 2009; April 26, 2011; January 2012; June 20, 2017; March 31, 2020; February 2023; August TBD, 2024</a>

*"Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these."*

Mark 10: 12-17

~~The Dufferin-Peel Catholic District School Board (Board) accepts that, under special circumstances, students may attend schools other than their neighbourhood school.~~

## **1 GENERAL ADMISSIONS FOR ALL STUDENTS**

1.1 ~~The Dufferin-Peel Catholic District School Board (DPCDSB) accepts that, under special circumstances, students may attend schools other than their neighbourhood school.~~

1.2 Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted if:

- the pupil and the parent(s)/guardian(s) with [decision-making authority \(formerly custodial rights\)](#) or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of ~~the Board~~ [DPCDSB](#); and
- the pupil and the parent(s)/guardian(s) ~~with custodial rights (Parent(s)/Guardian(s))~~ or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.

1.3 All non-Canadians shall contact the Admissions Department for admission requirements.

## **2 ELEMENTARY SCHOOLS**

~~1.4~~

[1.52.1](#) Students shall be admitted to Kindergarten in September of any school year ~~provided that~~if they reach the age of four or five on, or before, December 31, in that same calendar year.

[1.62.2](#) Students shall be admitted to Grade 1 in September of any school year, ~~provided that~~if they reach the age of six on, or before, December 31, in that same calendar year.

2.3 The DPCDSB will admit a student to an elementary school:

- a) who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the *Education Act*.
- b) who is baptized Roman Catholic or an Eastern Church in full communion with the Holy See of Rome, the student is accepted into the school regardless of the parent(s)/guardian(s)' baptism. The student's original baptismal certificate is required. When a student is not baptized Roman Catholic or an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the student's parents/guardians is required to enroll the student.
- c) whose parent(s)/guardian(s), being a resident in Peel Region or Dufferin County, can direct support to Catholic Schools as per Section 33(3) of the *Education Act*.
- a)d) whose parent(s)/guardian(s) is attending the Rite of Christian Initiation of Adults (RCIA), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (RCIC) Program, in cases in which their baptism(s) has(have) not yet occurred.

1.72.4 Parents and guardians seeking to register their students in a DPCDSB elementary school shall be responsible for:

- a) Providing current and accurate documentation to support the registration application.
- b) Providing proof of Roman Catholic baptism (or baptism from an Eastern Church in full communion with the Holy See of Rome) of either the student and/or one of the parents or guardians.

1.82.5 A parent/guardian of a student may apply to the DPCDSB Admissions' Office for consideration of admittance on a case-by-case basis where the student is not Catholic, but they or their parent(s)/guardian(s) are baptized in a Christian Orthodox Church under the See of Constantinople, Antioch, Jerusalem, Bulgaria, Serbia, or other Eastern Orthodox Church not in full communion with the Holy See of Rome (e.g., autocephalous, Oriental, or Assyrian Orthodox Churches). Parents and guardians of students baptized in Eastern Churches not in full communion with the Holy See of Rome are responsible for:

- a) Providing current and accurate documentation to support the registration application.
- b) Meeting with the principal or vice-principal of the school to discuss their request.
- c) Signing documentation supporting their acknowledgement of, understanding of, and participation in DPCDSB's distinctive Catholic educational environment, as well as their commitment to support its purpose, goals, and expectations.

1.92.6 The principal of an elementary school can admit students of another faith who do not enjoy a statutory right to attend, subject to their assessment of the following:

- a) the reasons given by the parents/guardians for their request to register their child(ren) in a Catholic school.

- b) the level of support which the parents/guardians can provide to the student to foster the practice of their own faith and the support they are willing to provide in relation to the teachings of the Church presented at school.
- c) the age of the child(ren) and particular grade level(s) involved.
- d) the enrolment capacity of the school and, in particular the class(es) to which the child(ren) would be assigned (e.g. primary class size cap)

1.102.7 Where a principal has concerns about an admission request, they shall forward the request to the appropriate supervisory officer.

2.8 The Director of Education, or designate, will provide non-identifying statistics related to admissions of students described in article 2.5 to the Board of Trustees on an annual basis.

## **23 SECONDARY SCHOOLS**

2.13.1 The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

## **34 INTERNATIONAL STUDENTS**

3.14.1 ~~The Board~~ DPCDSB welcomes international students at both the elementary and secondary levels to its schools to help students and educators build the global competencies, knowledge and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.

4.2 Where an elementary student is baptized Roman Catholic or Catholic in communion with the Holy See of Rome, the student may attend a DPCDSB school ~~of the Board~~. Requests for admittance to elementary DPCDSB schools for Orthodox Christians, as described in 2.5, shall be reviewed on a case-by-case basis as per articles 2.5 through 2.7.

3.24.3 At the secondary level, all students may be admitted regardless of baptismal status.

3.34.4 An international student who holds a study permit from Immigration Canada to undertake a particular program within ~~the Board~~ DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.

3.44.5 Continued enrolment in the school will require a valid study permit.

## **45 WORK/STUDY PERMITS**

5.1 ~~The Board~~ DPCDSB welcomes students who have a parent(s)/guardian(s) with a valid work/study permit. Where an elementary student is baptized Roman Catholic or Catholic in communion with the Holy See of Rome, the student may attend a DPCDSB school. Requests for admittance to elementary DPCDSB schools for Orthodox Christians, as described in 2.5, shall be reviewed on a case-by-case basis as per articles 2.5 through 2.7. ~~Where an elementary student or their parent(s) are baptized Roman Catholic or Eastern Catholic in communion with the Holy See of Rome, the student may attend a school of the Board. At the secondary level, all students may be admitted regardless of baptismal status.~~

5.2 At the secondary level, all students may be admitted regardless of baptismal status.

4.1 —

4.25.3 The student's parent(s)/guardian(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the Admissions Department requires both permits.

4.35.4 Continued enrollment in the school will require a valid and current work/study permit.

4.45.5 Parent(s)/guardian(s) on a work/study permit are not required to ~~pay~~ pay fees.



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	1.10
<b>SUBJECT:</b>	<b>ADMISSIONS</b>
<b>REFERENCE:</b>	<b>GAPs:</b> <a href="#">105.02</a> : Registration: General Procedures <a href="#">105.06</a> : Admissions: Flexible Boundary, Elementary Schools <a href="#">105.07</a> : Admissions: Flexible Boundary, Secondary Schools <a href="#">105.08</a> : Newcomer Reception and Assessment Centre (NRAC)
<b>EFFECTIVE DATE:</b>	September 28, 1999
<b>AMENDED DATE:</b>	May 26, 2009; April 26, 2011; January 2012; June 20, 2017; March 31, 2020; February 2023; August TBD, 2024

*“Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.”*

Mark 10: 12-17

## **1 GENERAL ADMISSIONS FOR ALL STUDENTS**

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) accepts that, under special circumstances, students may attend schools other than their neighbourhood school.
- 1.2 Subject to the specific requirements for elementary schools as set out in this Policy, a pupil shall be admitted if:
  - a) the pupil and the parent(s)/guardian(s) with decision-making authority (formerly custodial rights) or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control, reside within the district or zone of DPCDSB; and
  - b) the pupil and the parent(s)/guardian(s) or the adult pupil or pupil who is at least 16 years of age and has withdrawn from parental control is a Canadian citizen or a permanent resident.
- 1.3 All non-Canadians shall contact the Admissions Department for admission requirements.

## **2 ELEMENTARY SCHOOLS**

- 2.1 Students shall be admitted to Kindergarten in September of any school year if they reach the age of four or five on, or before, December 31, in that same calendar year.
- 2.2 Students shall be admitted to Grade 1 in September of any school year, if they reach the age of six on, or before, December 31, in that same calendar year.

2.3 The DPCDSB will admit a student to an elementary school:

- a) who is a Resident Pupil with the right to attend school as per Sections 32 and 33(3) of the *Education Act*.
- b) who is baptized Roman Catholic or an Eastern Church in full communion with the Holy See of Rome, the student is accepted into the school regardless of the parent(s)/guardian(s)' baptism. The student's original baptismal certificate is required. When a student is not baptized Roman Catholic or an Eastern Church in full communion with the Holy See of Rome, an original baptismal certificate from one of the student's parents/guardians is required to enroll the student.
- c) whose parent(s)/guardian(s), being a resident in Peel Region or Dufferin County, can direct support to Catholic Schools as per Section 33(3) of the *Education Act*.
- d) whose parent(s)/guardian(s) is attending the Rite of Christian Initiation of Adults (RCIA), or the student is over the age of 7 and attends the Rite of Christian Initiation of Children (RCIC) Program, in cases in which their baptism(s) has(have) not yet occurred.

2.4 Parents and guardians seeking to register their students in a DPCDSB elementary school shall be responsible for:

- a) Providing current and accurate documentation to support the registration application.
- b) Providing proof of Roman Catholic baptism (or baptism from an Eastern Church in full communion with the Holy See of Rome) of either the student and/or one of the parents or guardians.

2.5 A parent/guardian of a student may apply to the DPCDSB Admissions' Office for consideration of admittance on a case-by-case basis where the student is not Catholic, but they or their parent(s)/guardian(s) are baptized in a Christian Orthodox Church under the See of Constantinople, Antioch, Jerusalem, Bulgaria, Serbia, or other Eastern Orthodox Church not in full communion with the Holy See of Rome (e.g., autocephalous, Oriental, or Assyrian Orthodox Churches). Parents and guardians of students baptized in Eastern Churches not in full communion with the Holy See of Rome are responsible for:

- a) Providing current and accurate documentation to support the registration application.
- b) Meeting with the principal or vice-principal of the school to discuss their request.
- c) Signing documentation supporting their acknowledgement of, understanding of, and participation in DPCDSB's distinctive Catholic educational environment, as well as their commitment to support its purpose, goals, and expectations.

2.6 The principal of an elementary school can admit students of another faith who do not enjoy a statutory right to attend, subject to their assessment of the following:

- a) the reasons given by the parents/guardians for their request to register their child(ren) in a Catholic school.

- b) the level of support which the parents/guardians can provide to the student to foster the practice of their own faith and the support they are willing to provide in relation to the teachings of the Church presented at school.
  - c) the age of the child(ren) and particular grade level(s) involved.
  - d) the enrolment capacity of the school and, in particular the class(es) to which the child(ren) would be assigned (e.g. primary class size cap)
- 2.7 Where a principal has concerns about an admission request, they shall forward the request to the appropriate supervisory officer.
- 2.8 The Director of Education, or designate, will provide non-identifying statistics related to admissions of students described in article 2.5 to the Board of Trustees on an annual basis.

### **3 SECONDARY SCHOOLS**

- 3.1 The policy of "open access" means that pupils do not have to be Catholic to attend Catholic secondary schools.

### **4 INTERNATIONAL STUDENTS**

- 4.1 DPCDSB welcomes international students at both the elementary and secondary levels to its schools to help students and educators build the global competencies, knowledge and experiences needed to succeed in the worldwide economy. An international student may be admitted to a school, subject to the availability of program and space and the payment of fees.
- 4.2 Where an elementary student is baptized Roman Catholic or Catholic in communion with the Holy See of Rome, the student may attend a DPCDSB school. Requests for admittance to elementary DPCDSB schools for Orthodox Christians, as described in 2.5, shall be reviewed on a case-by-case basis as per articles 2.5 through 2.7.
- 4.3 At the secondary level, all students may be admitted regardless of baptismal status.
- 4.4 An international student who holds a study permit from Immigration Canada to undertake a particular program within DPCDSB's jurisdiction will be admitted to a school, subject to the availability of program and space and the payment of fees.
- 4.5 Continued enrolment in the school will require a valid study permit.

### **5 WORK/STUDY PERMITS**

- 5.1 DPCDSB welcomes students who have a parent(s)/guardian(s) with a valid work/study permit. Where an elementary student is baptized Roman Catholic or Catholic in communion with the Holy See of Rome, the student may attend a DPCDSB school. Requests for admittance to elementary DPCDSB schools for Orthodox Christians, as described in 2.5, shall be reviewed on a case-by-case basis as per articles 2.5 through 2.7.

- 5.2 At the secondary level, all students may be admitted regardless of baptismal status.
- 5.3 The student's parent(s)/guardian(s) must hold a valid work/study permit from Immigration Canada. If the family holds both, the Admissions Department requires both permits.
- 5.4 Continued enrollment in the school will require a valid and current work/study permit.
- 5.5 Parent(s)/guardian(s) on a work/study permit are not required to pay fees.

DRAFT

## RECOMMENDATION TO THE BOARD

### REPORT NUMBER H 6

#### REVISED POLICY 6.59: SCHOOL GRADUATIONS, AWARD CEREMONIES, AND SIGNIFICANT EVENTS

1. THAT THE BOARD OF TRUSTEES RESCIND *POLICY 6.58: SIGNIFICANT SCHOOL OR FACILITY EVENTS*.
2. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT, AS AMENDED, *REVISED POLICY 6.59: SCHOOL GRADUATIONS, AWARD CEREMONIES, AND SIGNIFICANT EVENTS*.

<b>Regular Board Meeting</b>
<b>August 27, 2024</b>
<b><i>REVISED POLICY 6.59: SCHOOL GRADUATIONS, AWARD CEREMONIES, AND SIGNIFICANT EVENTS</i></b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

*“...let your light shine before others, so that they may see your good works and give glory to your Father in heaven.”*

*Matthew 5:16*

## **BACKGROUND**

The Dufferin-Peel Catholic District School Board (DPCDSB) *Policy 6.59: School Graduations, Award Ceremonies, and Significant Events* and its associated General Administrative Procedures (GAP) enumerate policy and procedures related to school graduations, awards ceremonies, and significant events.

## **DISCUSSION**

DPCDSB school graduations make the culmination of a student’s faith education journey through elementary and secondary school. DPCDSB also recognizes the importance of award ceremonies and other significant events, such as dedications, memorials, and anniversaries, for local school communities. *Policy 6.59: School Graduations, Award Ceremonies, and Significant Events* and *GAP 511.01 – School Graduations, Award Ceremonies, and Significant Events* identify the expectations for school graduations and other notable events.

At the request of a Trustee, DPCDSB staff have reviewed *Policy 6.59* and *GAP 511.01*. During this review, staff noted that *Policy 6.59* overlapped with *Policy 6.58: Significant School or Facility Events*. To reduce repetition and ensure consistency, staff merged *Policy 6.58* content with *Policy 6.59*, thereby making *Policy 6.58* redundant and recommended for rescission. All GAPs associated with *Policy 6.58* have been reassigned to the revised *Policy 6.59*. Additionally, staff reviewed *GAP 511.02 – Opening Day Procedures for New Schools and Additions* and *GAP 511.03 – School/Facility Anniversaries* and found that their content was like that of *GAP 511.00 – School Blessings/School Re-dedications/Official Openings*. Therefore, staff added *GAP 511.02* and *GAP 511.03* content to *GAP 511.00*, rendering *GAP 511.02* and *GAP 511.03* redundant and recommended for rescission.

The newly revised *Policy 6.59* and its GAPs govern school graduations, award ceremonies, school blessings and re-dedications, official openings, opening day celebrations, and school and facility memorials. Staff have provided the original, track changes, and revised *Policy 6.59* and its associated GAPs for review and discussion by Trustees.

## CONCLUSION

DPCDSB staff have reviewed and revised Policy 6.59 and its associated GAPs. This review process rendered Policy 6.58, GAP 511.02, and GAP 511.03 redundant and recommended for rescission. Staff have provided, for Trustee review and discussion, the revised Policy 6.59 and its associated GAPs.

## RECOMMENDATIONS

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

- 1) THAT THE BOARD OF TRUSTEES RESCIND *POLICY 6.58: SIGNIFICANT SCHOOL OR FACILITY EVENTS*.**
- 2) THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT, AS AMENDED, *REVISED POLICY 6.59: SCHOOL GRADUATIONS, AWARD CEREMONIES, AND SIGNIFICANT EVENTS*.**

Prepared by: Kathy Russell-Kwan, Researcher – Policy, Strategy, Research and Safe Schools  
Max Vecchiarino, Executive Superintendent, Policy, Strategy, Research and Safe Schools

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



<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b>	
<b><u>BOARD POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	6.59
<b>SUBJECT:</b>	School Graduations, Award Ceremonies, and Significant Events
<b>REFERENCE:</b>	<u>GAP 511.00 – School Blessings/School Re-dedications/Official Openings</u> <u>GAP 511.01 – School Graduations</u> <del>Policy 27: School Anniversaries</del> <del>GAP 511.03 – School/Facility Anniversaries</del> <u>GAP 715.00 – School, Facility, or Property Memorials</u>
<b>EFFECTIVE DATE:</b>	<u>May 25, 2004</u>
<b><u>AMENDED</u></b> <b><u>DATE/EFFECTIVE/REVISED</u></b> <b><u>DATE:</u></b>	<del>(299) May 25, 2004; Revised</del> March 23, 2010; <del>(073) January 25,</del> 2011; <del>Revised</del> April 23, 2013; <del>(190) Revised</del> June 19, 2018; <u>October 25, 2022; May 23, 2023; August TBD, 2024</u>

*"I have taught you the way of wisdom; I have led you in the paths of uprightness...Keep hold of instruction; do not let go; guard her, for she is your life."*

*Proverbs 4:11, 13*

## **1. School Graduations and Award Ceremonies**

- a) Dufferin-Peel Catholic District School Board (DPCDSB) school graduations mark the culmination of a student's faith and education journey, nurtured and encouraged to become who they are meant to be: persons of dignity and freedom, created in the image and likeness of God as modelled in Jesus Christ.
- ~~1. DPCDSB recognizes the importance of award ceremonies and other significant events, such as dedications, memorials, and anniversaries, for local school communities.~~
- b) The liturgy and graduation ceremony must reflect DPCDSB's Catholic identity, and the extraordinary contribution Catholic schools make to the formation of students through the distinctive Ontario Catholic School Graduate Expectations.
- c) DPCDSB recognizes the important role dignitaries and DPCDSB officials play in supporting the system, its school communities, and Catholic education. As such, DPCDSB sets forth an expectation that such individuals will be appropriately recognized and acknowledged at graduation ceremonies, award ceremonies, and/or other significant events for their presence and support.
- ~~d) The emphasis at DPCDSB school graduation ceremonies, a and a award ceremonies, and/or other significant events~~ should be on the local school community and its members. The focus at this type of special event includes the students, parents and guardians, trustees, and school and other DPCDSB staff.

## **2. School Blessings, Re-Dedications, Official Openings, and Significant Anniversaries**

- a) DPCDSB recognizes that a school blessing, re-dedication, official opening, or significant anniversary is



a milestone event in the life of a school or facility community. These occasions may mark:

- commitment to Catholic education,
  - establishment of school structure for new schools,
  - celebration of the school community or facility,
  - completion of the school building project for new schools and existing schools or facilities undergoing major renovations,
  - a reflection on the accomplishments and successes that encompass the history of the institution, for schools or facilities celebrating a significant anniversary.
- b) As a Catholic community, DPCDSB supports the liturgical celebration as the central focus of the school blessing, re-dedication, and/or official opening for all new schools and major renovations to existing schools or facilities.
- c) School and facility anniversaries are significant events that shall be formally recognized and celebrated by the community at every successive 10<sup>th</sup> and/or 25<sup>th</sup> year milestone. All dates shall be confirmed with the local family of schools or other appropriate superintendent. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other interim anniversary milestones may be celebrated to a lesser degree as determined at the local level.
- d) In keeping with DPCDSB's Christ-centred approach, the liturgical celebration will be the central focus of all anniversary celebrations.

### **3. School and Facility Memorials**

- a) DPCDSB schools, facilities, or other properties may memorialize individuals or groups in accordance with Catholic tradition. This process is aligned with the Catholic Social Teaching of Subsidiarity, in which decisions affecting the local community are made at the local level.
- b) DPCDSB schools, facilities, or other properties may memorialize an exemplary Catholic person or group of historic significance, or a person or group who has made a significant contribution to Catholic education locally, nationally, or globally.
- c) DPCDSB staff shall assess proposed memorials and submit them to the appropriate area superintendent for consideration and approval.
- a)d) A plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or other property in recognition of the memorial, as appropriate.

~~Policy 27: School Anniversaries and its associated General Administrative Procedure (GAP)—  
School/Facility Anniversaries provide additional guidelines specific to school and/or facility  
anniversaries.~~



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	6.59
<b>SUBJECT:</b>	School Graduations, Award Ceremonies, and Significant Events
<b>REFERENCE:</b>	GAP 511.00 – School Blessings/School Re-dedications/Official Openings GAP 511.01 – School Graduations GAP 715.00 – School, Facility, or Property Memorials
<b>EFFECTIVE DATE:</b>	May 25, 2004
<b>AMENDED DATE:</b>	March 23, 2010; January 25, 2011; April 23, 2013; June 19, 2018; October 25, 2022; May 23, 2023; August TBD, 2024

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- d) The emphasis at DPCDSB school graduation ceremonies and award ceremonies should be on the local school community and its members. The focus at this type of special event includes the students, parents and guardians, trustees, and school and other DPCDSB staff.

## **2. School Blessings, Re-Dedications, Official Openings, and Significant Anniversaries**

- a) DPCDSB recognizes that a school blessing, re-dedication, official opening, or significant anniversary is a milestone event in the life of a school or facility community. These occasions may mark:
  - commitment to Catholic education,
  - establishment of school structure for new schools,
  - celebration of the school community or facility,

- completion of the school building project for new schools and existing schools or facilities undergoing major renovations,
  - a reflection on the accomplishments and successes that encompass the history of the institution, for schools or facilities celebrating a significant anniversary.
- b) As a Catholic community, DPCDSB supports the liturgical celebration as the central focus of the school blessing, re-dedication, and/or official opening for all new schools and major renovations to existing schools or facilities.
- c) School and facility anniversaries are significant events that shall be formally recognized and celebrated by the community at every successive 10<sup>th</sup> and/or 25<sup>th</sup> year milestone. All dates shall be confirmed with the local family of schools or other appropriate superintendent. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other interim anniversary milestones may be celebrated to a lesser degree as determined at the local level.
- d) In keeping with DPCDSB's Christ-centred approach, the liturgical celebration will be the central focus of all anniversary celebrations.

### **3. School and Facility Memorials**

- a) DPCDSB schools, facilities, or other properties may memorialize individuals or groups in accordance with Catholic tradition. This process is aligned with the Catholic Social Teaching of Subsidiarity, in which decisions affecting the local community are made at the local level.
- b) DPCDSB schools, facilities, or other properties may memorialize an exemplary Catholic person or group of historic significance, or a person or group who has made a significant contribution to Catholic education locally, nationally, or globally.
- c) DPCDSB staff shall assess proposed memorials and submit them to the appropriate area superintendent for consideration and approval.
- d) A plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or other property in recognition of the memorial, as appropriate.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>6.58</b>
<b>SUBJECT:</b>	<b>Significant School or Facility Events</b>
<b>REFERENCE:</b>	General Administrative Procedure (GAP) 715.00 – School, Facility, or Property Memorials GAP 511.00 – School Blessings/School Re-dedications/Official Openings GAP 5011.02 – Opening Day Procedures for New Schools and Additions
<b>EFFECTIVE DATE:</b>	January 28, 2004
<b>AMENDED DATE:</b>	December 8, 2015; October 15, 2019; June 18, 2024

*“Commit thy works unto the Lord, and thy thoughts shall be established.”*

*Proverbs 16:3*

1. A school blessing, re-dedication, official opening, or significant anniversary is a milestone event in the life of a school or facility community. These occasions may mark:
  - a) commitment to Catholic education,
  - b) establishment of school structure for new schools,
  - c) celebration of the school community or facility,
  - d) completion of the school building project for new schools and existing schools or facilities undergoing major renovations,
  - e) a reflection on the accomplishments and successes that encompass the history of the institution, for schools or facilities celebrating a significant anniversary.
2. As a Catholic community, the Dufferin-Peel Catholic District School Board (DPCDSB) supports the liturgical celebration as the central focus of the school blessing, re-dedication, and official opening for all new schools and major renovations to existing schools or facilities.
3. School and facility anniversaries shall be formally recognized and celebrated by the community at every successive 10<sup>th</sup> and/or 25<sup>th</sup> year milestone. All dates shall be confirmed with the local family of schools superintendent. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other interim anniversary milestones may be celebrated to a lesser degree as determined at the local level.
4. As a Catholic community, and in keeping with DPCDSB’s Christ-centred approach, the liturgical celebration will be the central focus of the anniversary celebration.
5. DPCDSB schools, facilities, or other properties may memorialize individuals or groups in accordance with Catholic tradition. This process is aligned with the Catholic Social Teaching of Subsidiarity, in which decisions affecting the local community are made at the local level.

6. DPCDSB schools, facilities, or other properties may memorialize an exemplary Catholic person or group of historic significance, or a person or group who has made a significant contribution to Catholic education locally, nationally, or globally.
7. DPCDSB staff shall assess proposed memorials and submit them to the appropriate area superintendent for consideration and approval.
8. A plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or other property in recognition of the memorial, as appropriate.



## GAP GENERAL ADMINISTRATIVE PROCEDURES

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>511.00</b>
<b>SUBJECT:</b>	<b>School Blessings/School Re-dedications/Official Openings/<u>Anniversaries</u></b>
<b>REFERENCE:</b>	Policy: <u>6.58: School Blessings/School Re-dedications /Official Openings</u> <u>6.59: School Graduations, Award Ceremonies, and Significant Events</u> ; Policy 8.05: School Signage, Crosses and Plaques <u>GAP: 528.01: Blessing of Permanent Chapels; 511.02: Opening Day Procedures for New Schools and Additions</u> <u>GAP: 528.01 – Blessing of Permanent Chapels</u> <u>GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses</u>
<b>EFFECTIVE DATE:</b>	September 1, 1991
<b>REVISED/AMENDED DATE:</b>	<del>Adm. Council</del> —December 1999; <del>;</del> October 2015; <del>;</del> December 2019; <u>August TBD, 2024</u>
<b>REPLACES:</b>	<del>511.00</del>
<b>PAGE</b>	<del>1 of 6</del>

*I will bless you and make your name great so that you will be a blessing”*  
Genesis 12:2

### 1 INTRODUCTION

1.1 ~~A~~In the Dufferin-Peel Catholic District School Board (DPCDSB), a school blessing, re-dedication, official opening, opening day celebration, or significant anniversary is a milestone event in the life of a new Catholic school community. It is an occasion which marks, as appropriate to context, the following:

- a) a commitment to Catholic education;
- b) the establishment of school structure;
- c) the celebration of a new or existing school or facility community;~~;~~ and
- ~~d) the completion of the school building project; and~~
- ~~d)e) a reflection on the accomplishments and successes that encompass the history of the institution.~~

1.2 This General Administrative Procedure (GAP) provides direction for planning and celebrating school blessings, re-dedications, official openings, opening day celebrations, and notable anniversaries.

~~1.2 The local Catholic school is central to the community and the parish. The solemn School Blessing/Re-dedication/Official Opening is an event of considerable importance and should bear an aura of dignity with appropriate formality.~~

~~1.3 — As a Catholic community, the liturgical aspect of the School Blessing/Re-dedication/Official Opening must be the central focus of the celebration. We call upon the blessing of God on the school, its teachers, students and parents/guardians. During the ceremony, a distinction between the Liturgy of Blessing/Re-dedication and the Official Opening is required. These have different, but not incompatible, purposes.~~

~~1.4 — The school should try to keep the focus on the local community and its members. Children, parents/guardians and the staff have central importance in the ongoing life of a Catholic community.~~

## 2 DEFINITIONS

2.1 **School Blessings:** The ~~event that~~school blessing formally recognizes the opening of a new school site. The blessing marks the school establishment within the Catholic community and ~~should~~shall be recognized with appropriate solemnity.

~~2.2 — Official Opening: This event~~The official opening, separate from the opening day ~~event~~celebration, is a formal recognition of the creation of a new school community. The event, held during the same occasion as the ~~School~~school

~~2.3 —~~

2.4.2 Blessing, blessing, allows for a recognition of the individuals responsible for the formation of the new school, but also provides an opportunity for the entire school community and school board officials to join in celebration of the establishment of the new Catholic school community.

2.3 Opening Day Celebration: The actual opening day when students attend a new school or addition.

2.4 **Re-dedication:** The re-dedication ceremony is an opportunity for the school community to celebrate the re-opening of the school community following a significant renovation project to the school building. This event celebrates the re-establishment of the school community, following a time when the staff and students were redirected to an alternative school location for the purpose of a massive construction project to the school. This event follows the format of the school blessing and official opening, including the representation of the parish priest and school board officials.

~~2.5 —~~

2.5 Renovations to schools that do not necessitate the relocation of the staff and students (e.g., additions or minor renovations) may be celebrated locally at the ~~school, but~~school but willshall not involve the significant fanfare that is reserved for official blessings, ~~re-dedications,~~ and or official openings.

2.6 **School or Facility Anniversary:** School and facility anniversaries shall be formally recognized and celebrated by the community every 10 and/or 25 years. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other anniversary milestones may be celebrated as determined at the local level; however, these events will be of lesser scope and scale.

## 3 BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS

- 3.1 The local Catholic school is central to the community and the parish. The solemn school blessing, re-dedication, or official opening is an event of considerable importance and should bear an aura of dignity with appropriate formality.
- 3.2 As a Catholic community, the liturgical aspect of the school blessing, re-dedication, or official opening shall be the central focus of the celebration. This event calls upon the blessing of God on the school, its teachers, students, and parents/guardians.
- 3.3 During the ceremony, a distinction between the Liturgy of Blessing/Re-dedication and the Official Opening is required. These events have different, but not incompatible, purposes.
- 3.4 The school shall keep the focus on the local community and its members. Children, parents/guardians, and the staff have central importance in the ongoing life of a Catholic community.

#### **4 TIMELINES FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

##### **TIMELINE**

- 2.64.1 The Liturgy of Blessing/Re-dedication and the Official Opening of the school ~~shall~~~~should~~ take place within one year of occupancy of the building. Opening day celebrations shall take place on the first day when students attend the school.
- 2.74.2 An organizing committee consisting of representation from administration and staff, with input from the Catholic School Council, ~~Parish~~~~parish~~, and student community, should be established at least four (4) months before the date of the blessing. The Religious Education and Faith Formation Coordinator ~~must~~ shall be invited to the opening meeting to share templates from previous school blessings and provide guidance on ~~Dufferin-Peel Catholic District School Board (DPCDSB)~~ policy and protocol. ~~A, as well as a resource binder will for reference be available from the coordinator.~~
- 2.84.3 A date ~~should~~~~shall~~ be established in conjunction with the presider of the Liturgy and the Family of Schools Superintendent, who will ensure there are no conflicts with the DPCDSB calendar and who will seek approval through Executive Council. Upon establishment of the date by the Director of Education and the Associate Directors, the Chair of the Board of ~~Trustees~~~~Trustees~~, and the local Trustee(s) ~~must~~ shall be formally notified. Prior to the official invitation being sent, it is appropriate that an informal notification (i.e., Save the Date message) ~~should~~ be provided to the invited guests as listed in ~~the following section~~Section 5, below.

#### **35 INVITATIONS**

- 3.1 Formal invitations should be sent at least eight (8) weeks prior to the event. A school blessing, re-dedication, or official opening~~School Blessing/Re-dedication/Official Opening~~ holds enough significance to encourage the attendance of a sizeable congregation ~~/or~~ audience. Invitations must shall be sent to: the individuals and groups below.
- 3.2
- 3.35.1 ~~Invitations must be sent to:~~



**3.45.2 School Board:**

- Chair of the Board of Trustees, Local Trustee(s), Student Trustees
- All other Trustees ~~–(including both~~ current and those trustees who served during the initial approval of the project)
- Director of Education
- Associate Directors
- Executive Superintendents
- Family of Schools Superintendent
- All other Superintendents, Instructional and Corporate
- Manager of Construction, Manager of Planning, General Manager of Physical Plant-
- Principals and Vice-Principals from the Family of Schools (all ~~P/VP~~Principals and Vice-Principals are optional)
- Other ~~Managers of Departments~~department managers, coordinators, and consultants, as appropriate ~~Consultants, coordinators as appropriate~~

**3.55.3 Parish:**

- Regional Bishop (~~for~~ secondary school blessings, re-dedications, or official openings)
- Pastor(s) ~~(or Pastors if more than one parish is involved)~~and Associate Pastor(s)
- All members of the pastoral team(s)

**3.65.4 Community:**

- School faculty ~~and,~~ staff, and ~~s~~Students
- Catholic School Council and all ~~P~~parent(s)/~~Guardian~~guardian(s)
- Former administration and staff of the school ~~should be invited~~, if applicable
- Other groups associated with the school, if applicable (e.g., child care centre staff)
- Media

**3.75.5 Politicians:**

- Minister of Education
  - Mayor
  - Council~~ors(s)/~~ and/or County Council Members
  - Local MPP
  - Local MP
-

~~3.85.6~~ **Builders:**

- Architect
- General Contractor

~~46~~ **PROGRAM: BLESSING PRESIDER**

~~4.16.1~~ Elementary Schools: The ~~Pastor~~Pastor of the parish, to which the school belongs, ~~shall be the presides~~Presider at the Liturgy. If there is more than one parish involved with the school, the ~~Principal~~Principal ~~should~~shall consult with the ~~Pastors~~Pastors to determine who will preside. The ~~Pastor~~Pastor may designate the ~~Associate~~Associate Pastor to preside, if necessary.

~~4.26.2~~ Secondary Schools: The local ~~Bishop~~Bishop normally presides at the blessing of a secondary school ~~since, often, as~~ several parishes ~~are may be~~ involved. The ~~Parish-parish~~Pastor(s) ~~should~~shall be invited to assist.

~~57~~ **BLESSING ORDER OF CEREMONY: ~~PROGRAM~~LAND ACKNOWLEDGEMENT, ANTHEM, AND WELCOME**

~~5.17.1~~ Consistent with DPCDSB protocol, the Land Acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nation for being stewards of the land shall ~~precede singing/playing of~~Note: The Canadian National Anthem must be played at an appropriate time during the ceremony, ~~at the discretion of the school~~. The Land Acknowledgement and National Anthem must be separate from the Liturgy.

~~5.27.2~~ The Master of Ceremony (MC) ~~(usually the Vice~~Vice-Principal or designated teacher), ~~shall~~ calls the assembly to order. ~~The MC introduces,~~introduce the ~~presider~~Presider, and invites the congregation to stand for the processional.

~~68~~ **BLESSING ORDER OF CEREMONY: ~~PART ONE (LED BY THE PRESIDER)~~LITURGY}**

~~8.1~~ The Presider leads the Liturgy of the Word and School Blessing as below:

- Procession of ~~CC~~ Cross Bearer, Candle Bearer, ~~reader~~Reader, and ~~presider~~Presider (and other ordained celebrants) ~~proceed to~~the front to appropriate liturgical ~~music/music or~~ hymn
- Opening ~~Prayer~~prayer and remarks by Presider
- First Reading from scripture (read by a member of the school community).
- Psalm (preferably sung, or recited, by members of the school community ~~and assembly and~~assembly)
- Gospel (read by the Presider or designate)
- Homily (delivered by the Presider)
- Blessing ceremony (blessing of water, blessing of foyer crucifix, classroom crucifixes and any other sacramentals, blessing and dedication of the school, invocation of ~~patron saint~~patron saint[s] or other namesake as appropriate, by the Presider)
- Prayers of the Faithful (read by members of the school community)
- Lord's Prayer (recited by all)
- Blessing of the congregation (delivered by the Presider)
- Closing hymn and recessional

~~6.18.2~~ The entire liturgical blessing normally takes place in the gymnasium or cafeteria. The Presider may

bless the school hallways and classrooms, if he wishes, by prior arrangement with the organizing committee. In such a case, liturgical music, liturgical drama, or liturgical dance may occur in the gymnasium or cafeteria while the Presider is walking through the school.

6.28.3 For secondary schools, the school ~~Chapel-chapel~~ must shall be blessed as a component of the school blessing. The timing of such will be at the discretion of the Presider and will be pre-arranged by the planning committee in consultation with the Religious Education and Faith Formation Coordinator.

6.38.4 ~~The classroom crucifixes are normally presented to the Celebrant for blessing by s~~ Student representatives from each class shall present the classroom crucifixes to the presider for blessing.

6.48.5 The Presider ~~must shall~~ be given a written draft of the program prior to printing ~~in order to to~~ suggest changes, additions, or deletions. The final version of the Liturgy of the Word and Blessing ~~must shall~~ be approved by the Presider and Family of Schools Superintendent in advance of the printing.

8.6 The Presider takes his place in the reserved section of the venue at the conclusion of the Liturgy. The Liturgy should include the participation of staff, ~~students~~ students, and parents/guardians.

## 9 BLESSING ORDER OF CEREMONY: PART TWO (LED BY MC SPEAKERS AND PRESENTATIONS)

~~6.5~~ Official Opening:

9.1 The MC shall welcome all, s and introduces invited ~~guests~~ guests and introduce speakers individually.

~~6.6~~ The MC introduces the speakers individually.

6.79.2 School blessings ~~should shall~~ have a local community focus. ~~There should be R~~ representatives from the larger community are welcome, but these representatives may be invited to bring greetings and a presentation only.

9.3 The following ~~speakers' list~~ list ~~would provide a~~ indicates speakers who may provide more detailed presentation:

- Principal
- Chair of the Board of Trustees and/or ~~delegated designate, and~~ the Local Trustee(s)
- Director of Education or Superintendent of the Family of Schools
- ~~Representative of~~ Catholic School Council representative
- Student Voice representative

9.4 In the case of regional schools, the Chair and/or Vice-Chair of the Board of Trustees and/or the local Trustee(s) representing the ward in which the school is located may be asked to speak.

6.89.5 In the case of ~~School-school Rere~~-dedications, at the discretion of the ~~principal~~ Principal, and in consultation with the Family of Schools Superintendent~~t~~, the list of speakers may include other appropriate people significant in the history of the school (e.g., founding ~~pastor~~ Pastor, founding ~~principal~~ Principal, anyone with significance for the local community).

- ~~Presentations (scripted by the Principal):~~

~~6.99.6~~ ~~The~~ The Mayor, the MP, the MPP, and ~~/or~~ the Minister of Education (or ~~representative designate~~) may be invited to make a presentation to the school, such as, a flag, a letter of congratulations/commendation, or appropriate memento. The content of ~~this~~ any associated speech ~~will~~ shall be directed by the ~~School~~ Principal in consultation with the General Manager of Communications and Community Relations.

## **10 BLESSING ~~Part Three~~ ORDER OF CEREMONY: CONCLUSION**

10.1 The MC may conclude the formal part of the program by inviting the gathered community to enjoy one or more of the following:

- Entertainment by the secondary school band
- Entertainment by the school choir
- Dramatic presentation on the life of the patron saint(s)
- Slide show or power point presentation
- Refreshments
- ~~Open House~~ house
- 

## **711 PRINTED PROGRAM FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

11.1 A formal, printed program ~~should~~ shall be provided to the assembly.

11.2 ~~It is recommended that t~~ The following components shall be part of the printed program:

- Listing of ~~trustees~~ Trustees and their ~~Wards~~ wards ~~(on the inside front page)~~
- A commentary on the name of the school (patron saint[s] or ~~other~~ other namesake)
- Agenda with names of speakers
- National Anthem
- Liturgy of the Word and Blessing
- Lists of:
  - Staff
  - Pastoral team
  - School council members
- Information on capital costs and facilities (available from the Superintendent of Planning and Operations)
- Acknowledgements-
- School mission statement
- Listing of senior DPCDSB staff

~~7.111.3 (on the back page)~~ The program ~~should~~ shall be provided by the ~~school p~~ Principal to the Superintendent overseeing the Family of Schools for review prior to printing.

## **812 GENERAL GUIDELINES FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

~~8.112.1~~ A theme may be chosen around which the Liturgy ~~will~~ shall be planned and the school decorated (based

on school patron saint(s) or other namesake/school, motto, /school and/or mission statement).

12.2 Staff members ~~should~~ shall be assigned to each dignitary to greet them when they arrive, review procedures for the ceremony, and assign seating.

8.212.3 Dignitaries ~~should~~ shall be given clear (~~even including~~ written, as appropriate) instructions of what they are expected to do. Spouses or companions of dignitaries ~~should~~ shall also be hosted by staff and taken to appropriate seats. A reception prior to the program is a practical way to gather dignitaries and give appropriate instructions.

8.312.4 A server ~~should~~ shall be provided for the ~~presider~~ Presider.

~~8.4 Refreshments should be served after the ceremony. Costs should be reasonable, appropriate and adhere to GAP 705.00~~

8.512.5 Students may participate by distributing programs, hosting at the ~~social~~ reception, and conducting tours.

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~~8.6~~12.6 The liturgy ~~must~~ shall be approved by the ~~presider~~ Presider prior to submission to the Family of Schools Superintendent and prior to printing of the program.

~~8.7~~12.7 The entire program ~~must~~ shall be approved by the Family of Schools Superintendent prior to printing, with sufficient lead time to ensure printing is completed in a timely manner. ~~The DPCDSB printing department requires considerable lead time to print the program.~~

~~8.8~~12.8 If possible, special parking ~~should~~ may be set aside for dignitaries. A staff member or parent /guardian ~~can~~ may monitor parking.

~~8.9~~12.9 Young children, who are not part of the program, ~~should~~ shall be seated with parents/guardians.

~~8.10~~12.10 Official speakers need to be informed well ahead of the event concerning the theme of the ceremony and duration of the talk.

~~8.11~~12.11 A staff member ~~must~~ shall work with any a student representatives if who are asked to speak, to ensure appropriateness and proper delivery.

~~8.12~~12.12 All ~~trustees~~ Trustees, MP, MPP, ~~Mayor the Mayor, Superintendents, etc. Councillors, and DPCDSB senior management,~~ who are present, ~~should~~ shall be introduced, and asked to stand, to be seen and acknowledged.

~~8.13~~12.13 If dignitaries from the community, ~~or~~ province, or federal government are invited to speak, speaking notes ~~will~~ shall be scripted by the ~~principal~~ Principal through consultation with the DPCDSB Communications and Community Relations Department.

~~8.14~~12.14 Ongoing communication with the ~~presider~~ Presider is essential in the planning stages of the Liturgy and the program. ~~There should be, to ensure that there are~~ no surprises.

12.15 A designated photographer shall be assigned to ensure that the event is recorded for school and DPCDSB archives.

12.16 It is important that media and/or photographic attention maintains the focus of the event on the local community and its members, and that dignitaries are recognized during the event.

12.17 Copies of photographs, video recordings, and the program shall be kept for archival purposes. Maintenance of a photographic record of the phases of construction, as applicable, is recommended.

12.18 Refreshments shall be served after the ceremony. Costs shall be reasonable, appropriate, and adhere to General Administrative Procedure (GAP) 705.00 – Travel, Meal, Hospitality, and Other Business Expenses.

12.19 The school may provide a souvenir or memento of the blessing, re-dedication, or official opening to the

participants. Costs shall be reasonable, appropriate, and adhere to GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses.

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~~8.15~~12.20 ~~There~~ Given that there is some cost involved in a blessing, re-dedication, or official opening ~~Blessing~~ (e.g., printing, postage, flowers, new flag, refreshments, mementos, etc.) ~~Funding,~~ funding of up to \$2,000.00 ~~will~~ shall be made available upon written application by the Principal to the Family of Schools Superintendent, or other appropriate Superintendent.

~~8.16~~ — A designated photographer should be assigned to ensure that the event is recorded for school and school board archives.

~~8.17~~ — It is important that media/photographic attention ensures that the focus on the local community and its members and that dignitaries are recognized during the event.

~~8.18~~ — Archives: Copies of photographs, video and the program should be kept. It has proven desirable to keep a photographic record of the phases of construction.

~~8.19~~12.21 Any blessed items (e.g., water, oils, ~~etc.~~) need to be handled ~~appropriately, and~~ appropriately and shall be disposed of according to ~~church~~ church protocol.

~~8.20~~ — The school may provide a souvenir or memento of the blessing to the participants. Costs should be reasonable, appropriate and adhere to GAP 705.00

12.22 Official blessings of buildings, other than schools, ~~should~~ shall follow the same procedures, with adjustments made in consultation with the appropriate Superintendent.

~~8.21~~12.23 Blessings of secondary school chapels shall be conducted as per GAP 528.01 – Blessing of Permanent Chapels.

#### CHECKLIST FOR

*For Blessing of Secondary School Chapels - See GAP 528.01*

913 **SCHOOL BLESSINGS, ~~SCHOOL~~ RE-DEDICATIONS, ~~AND~~ OFFICIAL OPENINGS** ~~CHECKLIST~~



9.1 — ESTABLISH ORGANIZING COMMITTEE

9.2 — Required members:

9.3 — School administration

9.4 — Staff

9.5 — Religious Education and Faith Formation Coordinator (for consultative purposes)

9.6 —

9.7 — Recommended members:

9.8 — Catholic School Council member

9.9 — Parish Representative

9.10 — Student

9.11 —

9.12 — CALENDAR ITEMS:

9.13 — Procure school permit

9.14 — Blessing/Re-dedication/Official Opening scheduled within one year of project completion

9.15 — Committee struck a minimum of four (4) months prior to Official Blessing

9.16 — Confirm preferred date through Family of Schools Superintendent, ensure there are no conflicts with DPCDSB calendar

9.17 — Family of Schools Superintendent seeks approval of the date from Executive Council

9.18 — Confirm date with Parish priest

9.19 — Send out Save the Date notice

9.20 — Consultation with Faith Formation and Religious Education Coordinator

9.21 — In consultation with Supply Chain and the Administrative Assistant to Planning and Operation, confirm content and procurement of school plaque (School Blessings), three (3) months in advance of blessing date

9.22 —

9.23 — INVITATIONS:

9.24 — Official invitations eight (8) weeks prior to the event

9.25 — Confirmation of attendance and direction for dignitaries: parking, reception, information related to program and order of speakers

9.26 — Arrangements for community members: seating, parking etc.

9.27 —

9.28 — OFFICIAL PROGRAM

9.29 — Approval of Liturgy of Word and Blessing: Presider

9.30 — Approval of Liturgy of Word, Blessing and Program: Family of School's Superintendent

9.31 —

9.32 — LITURGY:

9.33 — Altar servers

9.34 — Cross bearer

9.35 — Ministers of Music

9.36 — Liturgical theme

9.37 —

9.38 — Sacred space

9.39 — Lectors

9.40 — Seating for Presider (during Blessing and during official opening)

- 9.41 —
- 9.42 — **SPEAKERS:**
- 9.43 — Master of Ceremony: speaking notes
- 9.44 — Confirmation of speakers: Celebrant, Principal, Chair of the Board of Trustees/Trustee, Director, Catholic School Council, student
- 9.45 — Speaker's notes: Ministry of Education, Mayor, MP, MPP, Councilor
- 9.46 —
- 9.47 — **ENTERTAINMENT:**
- 9.48 — Decorations/flowers
- 9.49 — Rehearsals
- 9.50 — Audio Visual Set-up
- 9.51 — Hospitality for invited entertainers
- 9.52 — Accommodations for seating
- 9.53 — Photographer
- 9.54 — Media release forms (not required as this is classified as a public event)
- 9.55 —
- 9.56 — **HOSPITALITY**
- 9.57 — Reserved parking/reserved seating
- 9.58 — Greeters for invited guests
- 9.59 — Reception for dignitaries
- 9.60 — Open House
- 9.61 — Refreshments for community
- 13.1 Token gift for community members (optional) Below is the checklist for planning school blessings, re-dedications, and official openings.

#### **ESTABLISH ORGANIZING COMMITTEE:**

##### **Required members:**

- ☐ School administration
- ☐ Staff
- ☐ Religious Education and Faith Formation Coordinator (for consultative purposes)

##### **Recommended members:**

- ☐ Catholic School Council member(s)
- ☐ Parish representative(s)
- ☐ Students

#### **CALENDAR ITEMS:**

- ☐ Procure school permit
- ☐ Schedule blessing, re-dedication, or official opening within one year of project completion
- ☐ Identify the organizing committee a minimum of four (4) months prior to official blessing, re-dedication, or official opening
  - ☐ Confirm preferred date through Family of Schools Superintendent, ensuring there are no conflicts with the DPCDSB calendar
  - ☐ Seek approval of the date from Executive Council through Family of Schools Superintendent
  - ☐ Confirm date with parish Pastor(s)
  - ☐ Send the Save the Date notice

- ☐ Consult with Faith Formation and Religious Education Coordinator
  - ☐ In consultation with Supply Chain Management and the Administrative Assistant to Planning and Operations, confirm content and procurement of school plaque (for school blessings) three (3) months in advance of blessing date
-

**INVITATIONS:**

- ☐ Official invitations sent eight (8) weeks prior to the event
- ☐ Confirmation of attendance and direction for dignitaries, including parking, reception, and information related to program and order of speakers
- ☐ Arrangements for community members, including seating, parking, etc.

**OFFICIAL PROGRAM:**

- ☐ Presider approval of Liturgy of Word and Blessing
- ☐ Family of Schools Superintendent, or other appropriate Superintendent, approval of Liturgy of Word, Blessing, and Program

**LITURGY:**

- ☐ Identify and confirm altar servers
- ☐ Identify and confirm cross bearer
- ☐ Arrange Minister(s) of Music
- ☐ Identify and confirm Liturgical theme
- ☐ Identify and confirm Sacred space
- ☐ Identify and confirm Lectors
- ☐ Arrange seating for Presider (during blessing and during official opening)

**SPEAKERS:**

- ☐ Speaking notes for the MC
- ☐ Confirmation of speakers: Presider, Principal, Chair of the Board of Trustees and/or local Trustee(s), Director of Education, Catholic School Council representative(s), student(s)
- ☐ Speaking notes for Ministry of Education representative(s), Mayor, MP, MPP, Councillor

**ENTERTAINMENT:**

- ☐ Decorations/flowers
- ☐ Rehearsals
- ☐ Audio Visual set-up
- ☐ Hospitality for invited entertainers
- ☐ Accommodations for seating
- ☐ Photographer
- ☐ Media release forms (not required as this is classified as a public event)

**HOSPITALITY:**

- ☐ Reserved parking/reserved seating
- ☐ Greeters for invited guests
- ☐ Reception for dignitaries
- ☐ Open House
- ☐ Refreshments for community
- ☐ Token gift for community members (optional)

## **14 OPENING DAY CELEBRATIONS**

14.1 The actual opening day when students attend a new school or addition is also a time of celebration. This celebration focuses on creating a Catholic school community and shall be child-centred. The opening day begins the process of developing school, faith, spirit, and traditions.

14.2 The celebration of the opening of the new school or new addition shall take place on the first day students occupy the building.

14.3 There are three elements to opening day celebrations: the liturgy, the land acknowledgement and flag raising, and the ribbon cutting.

### **14.4 Liturgy**

a) An organizing committee consisting of representation from administration and staff, with input from the Catholic School Council (in the case of an existing building), parish, and student community, if possible, shall be established. A Religion and Family Life Consultant may be asked to assist with developing a liturgy appropriate for the school community, the time of year, and the patron saint(s) or namesake of the school.

b) The local Pastor(s) shall be asked to play a prominent role in this celebration.

### **14.5 Land Acknowledgement and Flag Raising**

a) the Land Acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nation for being stewards of the land shall be part of the opening celebration.

b) The raising of the school's Canadian flag and the singing/playing of *O Canada* shall be part of the opening celebration.

c) Consistent with DPCDSB protocol, the land acknowledgement shall precede the flag raising and singing/playing of the national anthem.

### **14.6 Ribbon Cutting**

a) To symbolize the opening of a new building or addition, the placement of a ribbon across the front door and/or each classroom door is recommended. As part of the proceedings, the ribbon shall be cut and attendees and students invited into the building.

b) The choice of the person(s) to cut the ribbon can be made locally though the organizing committee under the direction of the Principal. Involvement of a parent/guardian, child, senior administration, and/or local Trustee is recommended.

14.7 The following comprise the official speakers at the opening day celebration:

- School Principal
- Chair of the Board of Trustees or local Trustee(s), if in attendance
- Local Pastor(s)
- Director of Education or designate or the Superintendent of the Family of Schools
- A representative from the Catholic School Council, if established

14.8 Formal written invitations should be sent at **least three (3) weeks** prior to the event.

14.9 The opening celebration shall be communicated to the community through a variety of means, as available: the local community newsletter, school and board website; emails and/or letters to parent(s)/guardian(s) of students in the holding school; and the website and newsletter of the holding school. If possible, notification of the opening through signage is also appropriate and can include information regarding registration of students to the school.

14.10 Invitations shall be sent to the recipients listed in articles 5.2 through 5.5 of this GAP. If the date of the official blessing is known, it shall be included in the information for the community at this time.

14.11 **General guidelines for opening day celebrations** include the following:

- a) Planned events shall be discussed with and approved by the Family of Schools Superintendent.
- b) The school shall involve students in as many aspects of the opening day celebrations as possible.
- c) The opening liturgy, land acknowledgement, raising of the flag, and ribbon cutting shall occur at the front of the building, weather permitting. In case of inclement weather, a gathering within the school gym or cafeteria may be appropriate.
- d) The liturgy and school displays shall be based on the school patron saint(s), or other namesake, and Catholic school traditions.
- e) All guests for the liturgy and opening celebration shall be greeted at the front of the school by staff, students, and/or administration.
- f) The Chair of the Board of Trustees, the local Trustee(s), senior staff, and Chair of the Catholic School Council (if it has been established) in attendance shall be welcomed and acknowledged.
- g) Any political guests (e.g., the Minister of Education, MP, MPP, Mayor, and/or Councillors) who are present shall be welcomed and acknowledged. These guests shall not deliver speeches or presentations at the opening celebration. However, these guests may be informed they will receive an invitation to the official blessing.
- h) It is recommended that the school reserve parking for official guests.
- i) Refreshments may be served after the ceremony as a community-building activity. Cost should be reasonable, appropriate, and adhere to *GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.

- j) Parents/guardians, accompanied by a member of staff, may be invited to visit their child's classroom and/or tour the building for a short time. Schools shall establish and communicate in advance to parents/guardians and other guests a time limit for these tours to avoid disruption to the classroom program.
- k) Photographs of the stages of construction and of the opening day event shall be preserved for future displays and for the official school blessing.
- l) The school may provide a souvenir or memento of the opening day celebration to the participants or may reserve such items for the official school blessing that shall take place within the year. Costs should be reasonable, appropriate, and adhere to GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses.
- m) There is some cost involved in an opening day celebration. The Principal may discuss possible financial support with the Family of Schools Superintendent. Expenditures and activities planned shall be limited to those that are reasonable and appropriate for the occasion.

## **15 SCHOOL AND FACILITY ANNIVERSARIES**

- 15.1 DPCDSB formally marks the anniversaries of schools and other facilities every 10 and/or 25 years. The anniversary date shall be established according to the date listed as the official blessing date of the school or facility as determined by the official school or facility plaque.
- 15.2 As a Catholic community, and in keeping with the DPCDSB's Christ-centred approach, the liturgical celebration will be the central focus of the anniversary celebration.
- 15.3 The Principal shall establish an Anniversary Committee a minimum of six (6) months prior to the celebration, in consultation with the Catholic School Council and Pastor(s). The Principal shall encourage participation of members of the school community, including the Catholic School Council, in planning activities for the celebration. Once a proposed date has been identified, the Principal will consult with the Family of Schools Superintendent for review through Executive Council.
- 15.4 The Principal shall seek the advisement of the local parish priest, Family of Schools Superintendent, and others as appropriate in the planning of the school celebrations.
- 15.5 Anniversaries for other DPCDSB facilities shall be planned a minimum of six (6) months in advance and through the appropriate Superintendent. Participation by staff and local clergy on an Anniversary Committee is encouraged.
- 15.6 **General guidelines for school and facility anniversaries include the following:**
  - a) The Principal of the school or facility shall submit to the Superintendent overseeing the site a proposed program for the celebration prior to printing and at least eight (8) weeks prior to the celebration.
  - b) The event shall include a Mass or liturgical celebration and may involve community events and gatherings. The focus of the celebration shall highlight and celebrate the history of the school or facility within the Catholic community.

- c) A permit shall be obtained well in advance of the event.
- d) The budget shall be the responsibility of the school or facility. Costs should be reasonable, appropriate, and adhere to GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses.
- a)e) Formal invitations should be sent at least eight (8) weeks prior to the event. A school or facility anniversary holds enough significance to encourage the attendance of a sizeable congregation or audience. Invitations shall be sent to the recipients listed in articles 5.2 through 5.5 of this GAP.





## GAP

### GENERAL ADMINISTRATIVE PROCEDURES

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>511.00</b>
<b>SUBJECT:</b>	<b>School Blessings/School Re-dedications/Official Openings/Anniversaries</b>
<b>REFERENCE:</b>	Policy: 6.59: School Graduations, Award Ceremonies, and Significant Events Policy 8.05: School Signage, Crosses and Plaques GAP: 528.01 – Blessing of Permanent Chapels GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses
<b>EFFECTIVE DATE:</b>	September 1, 1991
<b>AMENDED DATE:</b>	December 1999; October 2015; December 2019; August TBD, 2024

*I will bless you and make your name great so that you will be a blessing”*  
Genesis 12:2

## 1 INTRODUCTION

1.1 In the Dufferin-Peel Catholic District School Board (DPCDSB), a school blessing, re-dedication, official opening, opening day celebration, or significant anniversary is a milestone event in the life of a new Catholic school community. It is an occasion which marks, as appropriate to context, the following:

- a) a commitment to Catholic education;
- b) the establishment of school structure;
- c) the celebration of a new or existing school or facility community;
- d) the completion of the school building project; and
- e) a reflection on the accomplishments and successes that encompass the history of the institution.

1.2 This General Administrative Procedure (GAP) provides direction for planning and celebrating school blessings, re-dedications, official openings, opening day celebrations, and notable anniversaries.

## 2 DEFINITIONS

2.1 **School Blessings:** The school blessing formally recognizes the opening of a new school site. The blessing marks the school establishment within the Catholic community and shall be recognized with appropriate solemnity.

2.2 **Official Opening:** The official opening, separate from the opening day celebration, is a formal recognition of the creation of a new school community. The event, held during the same occasion as the school blessing, allows for a recognition of the individuals responsible for the formation of the new school, but also provides an opportunity for the entire school community and school board officials to join in celebration of the establishment of the new Catholic school community.

2.3 **Opening Day Celebration:** The actual opening day when students attend a new school or addition.

- 2.4 **Re-dedication:** The re-dedication ceremony is an opportunity for the school community to celebrate the re-opening of the school community following a significant renovation project to the school building. This event celebrates the re-establishment of the school community, following a time when the staff and students were redirected to an alternative school location for the purpose of a massive construction project to the school. This event follows the format of the school blessing and official opening, including the representation of the parish priest and school board officials.
- 2.5 Renovations to schools that do not necessitate the relocation of the staff and students (e.g., additions or minor renovations) may be celebrated locally at the school but shall not involve the significant fanfare that is reserved for official blessings, re-dedications, and/or official openings.
- 2.6 **School or Facility Anniversary:** School and facility anniversaries shall be formally recognized and celebrated by the community every 10 and/or 25 years. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other anniversary milestones may be celebrated as determined at the local level; however, these events will be of lesser scope and scale.

### **3 BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

- 3.1 The local Catholic school is central to the community and the parish. The solemn school blessing, re-dedication, or official opening is an event of considerable importance and should bear an aura of dignity with appropriate formality.
- 3.2 As a Catholic community, the liturgical aspect of the school blessing, re-dedication, or official opening shall be the central focus of the celebration. This event calls upon the blessing of God on the school, its teachers, students, and parents/guardians.
- 3.3 During the ceremony, a distinction between the Liturgy of Blessing/Re-dedication and the Official Opening is required. These events have different, but not incompatible, purposes.
- 3.4 The school shall keep the focus on the local community and its members. Children, parents/guardians, and the staff have central importance in the ongoing life of a Catholic community.

### **4 TIMELINES FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

- 4.1 The Liturgy of Blessing/Re-dedication and the Official Opening of the school shall take place within one year of occupancy of the building. Opening day celebrations shall take place on the first day when students attend the school.
- 4.2 An organizing committee consisting of representation from administration and staff, with input from the Catholic School Council, parish, and student community, should be established at least four (4) months before the date of the blessing. The Religious Education and Faith Formation Coordinator shall be invited to the opening meeting to share templates from previous school blessings and provide guidance on DPCDSB policy and protocol, as well as a resource binder for reference.

- 4.3 A date shall be established in conjunction with the presider of the Liturgy and the Family of Schools Superintendent, who will ensure there are no conflicts with the DPCDSB calendar and who will seek approval through Executive Council. Upon establishment of the date by the Director of Education and the Associate Directors, the Chair of the Board of Trustees, and the local Trustee(s) shall be formally notified. Prior to the official invitation being sent, it is appropriate that an informal notification (i.e., Save the Date message) be provided to the invited guests as listed in Section 5, below.

## **5 INVITATIONS**

- 5.1 Formal invitations should be sent at least eight (8) weeks prior to the event. A school blessing, re-dedication, or official opening holds enough significance to encourage the attendance of a sizeable congregation or audience. Invitations shall be sent to the individuals and groups below.

### **5.2 School Board:**

- Chair of the Board of Trustees, Local Trustee(s), Student Trustees
- All other Trustees (including both current and those trustees who served during the initial approval of the project)
- Director of Education
- Associate Directors
- Executive Superintendents
- Family of Schools Superintendent
- All other Superintendents, Instructional and Corporate
- Manager of Construction, Manager of Planning, General Manager of Physical Plant
- Principals and Vice-Principals from the Family of Schools (all Principals and Vice-Principals are optional)
- Other department managers, coordinators, and consultants, as appropriate

### **5.3 Parish:**

- Regional Bishop (for secondary school blessings, re-dedications, or official openings)
- Pastor(s) and Associate Pastor(s)
- All members of the pastoral team(s)

### **5.4 Community:**

- School faculty, staff, and students
- Catholic School Council and all parent(s)/guardian(s)
- Former administration and staff of the school, if applicable
- Other groups associated with the school, if applicable (e.g., child care centre staff)
- Media

### **5.5 Politicians:**

- Minister of Education
- Mayor
- Councillors(s) and/or County Council Members
- Local MPP
- Local MP

5.6 **Builders:**

- Architect
- General Contractor

**6 BLESSING PRESIDER**

6.1 Elementary Schools: The Pastor of the parish to which the school belongs shall be the Presider at the Liturgy. If there is more than one parish involved with the school, the Principal shall consult with the Pastors to determine who will preside. The Pastor may designate the Associate Pastor to preside, if necessary.

6.2 Secondary Schools: The local Bishop normally presides at the blessing of a secondary school as several parishes may be involved. The parish Pastor(s) shall be invited to assist.

**7 BLESSING ORDER OF CEREMONY: LAND ACKNOWLEDGEMENT, ANTHEM, AND WELCOME**

7.1 Consistent with DPCDSB protocol, the Land Acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nation for being stewards of the land shall precede singing/playing of the Canadian National Anthem at an appropriate time during the ceremony. The Land Acknowledgement and National Anthem must be separate from the Liturgy.

7.2 The Master of Ceremony (MC), usually the Vice-Principal or designated teacher, shall call the assembly to order, introduce the Presider, and invite the congregation to stand for the processional.

**8 BLESSING ORDER OF CEREMONY: LITURGY**

8.1 The Presider leads the Liturgy of the Word and School Blessing as below:

- Procession of Cross Bearer, Candle Bearer, Reader, and Presider (and other ordained celebrants) to the front to appropriate liturgical music or hymn
- Opening prayer and remarks by Presider
- First Reading from scripture (read by a member of the school community).
- Psalm (preferably sung, or recited, by members of the school community and assembly)
- Gospel (read by the Presider or designate)
- Homily (delivered by the Presider)
- Blessing ceremony (blessing of water, blessing of foyer crucifix, classroom crucifixes and any other sacramentals, blessing and dedication of the school, invocation of patron saint[s] or other namesake as appropriate, by the Presider)
- Prayers of the Faithful (read by members of the school community)
- Lord's Prayer (recited by all)
- Blessing of the congregation (delivered by the Presider)
- Closing hymn and recessional

8.2 The entire liturgical blessing normally takes place in the gymnasium or cafeteria. The Presider may bless the school hallways and classrooms, if he wishes, by prior arrangement with the organizing committee. In such a case, liturgical music, liturgical drama, or liturgical dance may occur in the gymnasium or cafeteria while the Presider is walking through the school.

- 8.3 For secondary schools, the school chapel shall be blessed as a component of the school blessing. The timing of such will be at the discretion of the Presider and will be pre-arranged by the planning committee in consultation with the Religious Education and Faith Formation Coordinator.
- 8.4 Student representatives from each class shall present the classroom crucifixes to the presider for blessing.
- 8.5 The Presider shall be given a written draft of the program prior to printing to suggest changes, additions, or deletions. The final version of the Liturgy of the Word and Blessing shall be approved by the Presider and Family of Schools Superintendent in advance of the printing.
- 8.6 The Presider takes his place in the reserved section of the venue at the conclusion of the Liturgy. The Liturgy should include the participation of staff, students, and parents/guardians.

## **9 BLESSING ORDER OF CEREMONY: SPEAKERS AND PRESENTATIONS**

- 9.1 The MC shall welcome all, introduce invited guests and introduce speakers individually.
- 9.2 School blessings shall have a local community focus. Representatives from the larger community are welcome, but these representatives may be invited to bring greetings and a presentation only.
- 9.3 The following list indicates speakers who may provide more detailed presentation:
- Principal
  - Chair of the Board of Trustees and/or designate and the Local Trustee(s)
  - Director of Education or Superintendent of the Family of Schools
  - Catholic School Council representative
  - Student Voice representative
- 9.4 In the case of regional schools, the Chair and/or Vice-Chair of the Board of Trustees and/or the local Trustee(s) representing the ward in which the school is located may be asked to speak.
- 9.5 In the case of school re-dedications, at the discretion of the Principal, and in consultation with the Family of Schools Superintendent, the list of speakers may include other appropriate people significant in the history of the school (e.g., founding Pastor, founding Principal, anyone with significance for the local community).
- 9.6 The Mayor, the MP, the MPP, and/or the Minister of Education (or designate) may be invited to make a presentation to the school, such as a flag, a letter of congratulations/commendation, or appropriate memento. The content of any associated speech shall be directed by the Principal in consultation with the General Manager of Communications and Community Relations.

## **10 BLESSING ORDER OF CEREMONY: CONCLUSION**

- 10.1 The MC may conclude the formal part of the program by inviting the gathered community to enjoy one or more of the following:
- Entertainment by the secondary school band

- Entertainment by the school choir
- Dramatic presentation on the life of the patron saint(s)
- Slide show or power point presentation
- Refreshments
- Open house

## **11 PRINTED PROGRAM FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

- 11.1 A formal, printed program shall be provided to the assembly.
- 11.2 The following components shall be part of the printed program:
- Listing of Trustees and their wards
  - A commentary on the name of the school (patron saint[s] or other namesake)
  - Agenda with names of speakers
  - National Anthem
  - Liturgy of the Word and Blessing
  - Lists of:
    - Staff
    - Pastoral team
    - School council members
  - Information on capital costs and facilities (available from the Superintendent of Planning and Operations)
  - Acknowledgements
  - School mission statement
  - Listing of senior DPCDSB staff
- 11.3 The program shall be provided by the Principal to the Superintendent overseeing the Family of Schools for review prior to printing.

## **12 GENERAL GUIDELINES FOR BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS**

- 12.1 A theme may be chosen around which the Liturgy shall be planned and the school decorated (based on school patron saint(s) or other namesake, motto, and/or mission statement).
- 12.2 Staff members shall be assigned to each dignitary to greet them when they arrive, review procedures for the ceremony, and assign seating.
- 12.3 Dignitaries shall be given clear (including written, as appropriate) instructions of what they are expected to do. Spouses or companions of dignitaries shall also be hosted by staff and taken to appropriate seats. A reception prior to the program is a practical way to gather dignitaries and give appropriate instructions.
- 12.4 A server shall be provided for the Presider.
- 12.5 Students may participate by distributing programs, hosting at the reception, and conducting tours.

- 12.6 The liturgy shall be approved by the Presider prior to submission to the Family of Schools Superintendent and prior to printing of the program.
- 12.7 The entire program shall be approved by the Family of Schools Superintendent prior to printing, with sufficient lead time to ensure printing is completed in a timely manner.
- 12.8 If possible, special parking may be set aside for dignitaries. A staff member or parent/guardian may monitor parking.
- 12.9 Young children who are not part of the program shall be seated with parents/guardians.
- 12.10 Official speakers need to be informed well ahead of the event concerning the theme of the ceremony and duration of the talk.
- 12.11 A staff member shall work with any student representatives who are asked to speak, to ensure appropriateness and proper delivery.
- 12.12 All Trustees, MP, MPP, the Mayor, Councillors, and DPCDSB senior management who are present shall be introduced and asked to stand, to be seen and acknowledged.
- 12.13 If dignitaries from the community, province, or federal government are invited to speak, speaking notes shall be scripted by the Principal through consultation with the DPCDSB Communications and Community Relations Department.
- 12.14 Ongoing communication with the Presider is essential in the planning stages of the Liturgy and the program, to ensure that there are no surprises.
- 12.15 A designated photographer shall be assigned to ensure that the event is recorded for school and DPCDSB archives.
- 12.16 It is important that media and/or photographic attention maintains the focus of the event on the local community and its members, and that dignitaries are recognized during the event.
- 12.17 Copies of photographs, video recordings, and the program shall be kept for archival purposes. Maintenance of a photographic record of the phases of construction, as applicable, is recommended.
- 12.18 Refreshments shall be served after the ceremony. Costs shall be reasonable, appropriate, and adhere to *General Administrative Procedure (GAP) 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.
- 12.19 The school may provide a souvenir or memento of the blessing, re-dedication, or official opening to the participants. Costs shall be reasonable, appropriate, and adhere to *GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.

- 12.20 Given that there is some cost involved in a blessing, re-dedication, or official opening (e.g., printing, postage, flowers, new flag, refreshments, mementos), funding of up to \$2,000.00 shall be made available upon written application by the Principal to the Family of Schools Superintendent, or other appropriate Superintendent.
- 12.21 Any blessed items (e.g., water, oils) need to be handled appropriately and shall be disposed of according to church protocol.
- 12.22 Official blessings of buildings other than schools shall follow the same procedures, with adjustments made in consultation with the appropriate Superintendent.
- 12.23 Blessings of secondary school chapels shall be conducted as per *GAP 528.01 – Blessing of Permanent Chapels*.

### 13 CHECKLIST FOR SCHOOL BLESSINGS, RE-DEDICATIONS, AND OFFICIAL OPENINGS

- 13.1 Below is the checklist for planning school blessings, re-dedications, and official openings.

#### ESTABLISH ORGANIZING COMMITTEE:

##### Required members:

- ☐ School administration
- ☐ Staff
- ☐ Religious Education and Faith Formation Coordinator (for consultative purposes)

##### Recommended members:

- ☐ Catholic School Council member(s)
- ☐ Parish representative(s)
- ☐ Students

#### CALENDAR ITEMS:

- ☐ Procure school permit
- ☐ Schedule blessing, re-dedication, or official opening within one year of project completion
- ☐ Identify the organizing committee a minimum of four (4) months prior to official blessing, re-dedication, or official opening
  - ☐ Confirm preferred date through Family of Schools Superintendent, ensuring there are no conflicts with the DPCDSB calendar
  - ☐ Seek approval of the date from Executive Council through Family of Schools Superintendent
  - ☐ Confirm date with parish Pastor(s)
  - ☐ Send the Save the Date notice
  - ☐ Consult with Faith Formation and Religious Education Coordinator
- ☐ In consultation with Supply Chain Management and the Administrative Assistant to Planning and Operations, confirm content and procurement of school plaque (for school blessings) three (3) months in advance of blessing date



**INVITATIONS:**

- ☐ Official invitations sent eight (8) weeks prior to the event
- ☐ Confirmation of attendance and direction for dignitaries, including parking, reception, and information related to program and order of speakers
- ☐ Arrangements for community members, including seating, parking, etc.

**OFFICIAL PROGRAM:**

- ☐ Presider approval of Liturgy of Word and Blessing
- ☐ Family of Schools Superintendent, or other appropriate Superintendent, approval of Liturgy of Word, Blessing, and Program

**LITURGY:**

- ☐ Identify and confirm altar servers
- ☐ Identify and confirm cross bearer
- ☐ Arrange Minister(s) of Music
- ☐ Identify and confirm Liturgical theme
- ☐ Identify and confirm Sacred space
- ☐ Identify and confirm Lectors
- ☐ Arrange seating for Presider (during blessing and during official opening)

**SPEAKERS:**

- ☐ Speaking notes for the MC
- ☐ Confirmation of speakers: Presider, Principal, Chair of the Board of Trustees and/or local Trustee(s), Director of Education, Catholic School Council representative(s), student(s)
- ☐ Speaking notes for Ministry of Education representative(s), Mayor, MP, MPP, Councillor

**ENTERTAINMENT:**

- ☐ Decorations/flowers
- ☐ Rehearsals
- ☐ Audio Visual set-up
- ☐ Hospitality for invited entertainers
- ☐ Accommodations for seating
- ☐ Photographer
- ☐ Media release forms (not required as this is classified as a public event)

**HOSPITALITY:**

- ☐ Reserved parking/reserved seating
- ☐ Greeters for invited guests
- ☐ Reception for dignitaries
- ☐ Open House
- ☐ Refreshments for community
- ☐ Token gift for community members (optional)

## **14 OPENING DAY CELEBRATIONS**

- 14.1 The actual opening day when students attend a new school or addition is also a time of celebration. This celebration focuses on creating a Catholic school community and shall be child-centred. The opening day begins the process of developing school, faith, spirit, and traditions.
- 14.2 The celebration of the opening of the new school or new addition shall take place on the first day students occupy the building.
- 14.3 There are three elements to opening day celebrations: the liturgy, the land acknowledgement and flag raising, and the ribbon cutting.
- 14.4 **Liturgy**
- a) An organizing committee consisting of representation from administration and staff, with input from the Catholic School Council (in the case of an existing building), parish, and student community, if possible, shall be established. A Religion and Family Life Consultant may be asked to assist with developing a liturgy appropriate for the school community, the time of year, and the patron saint(s) or namesake of the school.
  - b) The local Pastor(s) shall be asked to play a prominent role in this celebration.
- 14.5 **Land Acknowledgement and Flag Raising**
- a) the Land Acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nation for being stewards of the land shall be part of the opening celebration.
  - b) The raising of the school's Canadian flag and the singing/playing of *O Canada* shall be part of the opening celebration.
  - c) Consistent with DPCDSB protocol, the land acknowledgement shall precede the flag raising and singing/playing of the national anthem.
- 14.6 **Ribbon Cutting**
- a) To symbolize the opening of a new building or addition, the placement of a ribbon across the front door and/or each classroom door is recommended. As part of the proceedings, the ribbon shall be cut and attendees and students invited into the building.
  - b) The choice of the person(s) to cut the ribbon can be made locally though the organizing committee under the direction of the Principal. Involvement of a parent/guardian, child, senior administration, and/or local Trustee is recommended.

14.7 The following comprise the official speakers at the opening day celebration:

- School Principal
- Chair of the Board of Trustees or local Trustee(s), if in attendance
- Local Pastor(s)
- Director of Education or designate or the Superintendent of the Family of Schools
- A representative from the Catholic School Council, if established

14.8 Formal written invitations should be sent at **least three (3) weeks** prior to the event.

14.9 The opening celebration shall be communicated to the community through a variety of means, as available: the local community newsletter, school and board website; emails and/or letters to parent(s)/guardian(s) of students in the holding school; and the website and newsletter of the holding school. If possible, notification of the opening through signage is also appropriate and can include information regarding registration of students to the school.

14.10 Invitations shall be sent to the recipients listed in articles 5.2 through 5.5 of this GAP. If the date of the official blessing is known, it shall be included in the information for the community at this time.

14.11 **General guidelines for opening day celebrations** include the following:

- a) Planned events shall be discussed with and approved by the Family of Schools Superintendent.
- b) The school shall involve students in as many aspects of the opening day celebrations as possible.
- c) The opening liturgy, land acknowledgement, raising of the flag, and ribbon cutting shall occur at the front of the building, weather permitting. In case of inclement weather, a gathering within the school gym or cafeteria may be appropriate.
- d) The liturgy and school displays shall be based on the school patron saint(s), or other namesake, and Catholic school traditions.
- e) All guests for the liturgy and opening celebration shall be greeted at the front of the school by staff, students, and/or administration.
- f) The Chair of the Board of Trustees, the local Trustee(s), senior staff, and Chair of the Catholic School Council (if it has been established) in attendance shall be welcomed and acknowledged.
- g) Any political guests (e.g., the Minister of Education, MP, MPP, Mayor, and/or Councillors) who are present shall be welcomed and acknowledged. These guests shall not deliver speeches or presentations at the opening celebration. However, these guests may be informed they will receive an invitation to the official blessing.
- h) It is recommended that the school reserve parking for official guests.
- i) Refreshments may be served after the ceremony as a community-building activity. Cost should be reasonable, appropriate, and adhere to *GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.

- j) Parents/guardians, accompanied by a member of staff, may be invited to visit their child's classroom and/or tour the building for a short time. Schools shall establish and communicate in advance to parents/guardians and other guests a time limit for these tours to avoid disruption to the classroom program.
- k) Photographs of the stages of construction and of the opening day event shall be preserved for future displays and for the official school blessing.
- l) The school may provide a souvenir or memento of the opening day celebration to the participants or may reserve such items for the official school blessing that shall take place within the year. Costs should be reasonable, appropriate, and adhere to *GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.
- m) There is some cost involved in an opening day celebration. The Principal may discuss possible financial support with the Family of Schools Superintendent. Expenditures and activities planned shall be limited to those that are reasonable and appropriate for the occasion.

## **15 SCHOOL AND FACILITY ANNIVERSARIES**

- 15.1 DPCDSB formally marks the anniversaries of schools and other facilities every 10 and/or 25 years. The anniversary date shall be established according to the date listed as the official blessing date of the school or facility as determined by the official school or facility plaque.
- 15.2 As a Catholic community, and in keeping with the DPCDSB's Christ-centred approach, the liturgical celebration will be the central focus of the anniversary celebration.
- 15.3 The Principal shall establish an Anniversary Committee a minimum of six (6) months prior to the celebration, in consultation with the Catholic School Council and Pastor(s). The Principal shall encourage participation of members of the school community, including the Catholic School Council, in planning activities for the celebration. Once a proposed date has been identified, the Principal will consult with the Family of Schools Superintendent for review through Executive Council.
- 15.4 The Principal shall seek the advisement of the local parish priest, Family of Schools Superintendent, and others as appropriate in the planning of the school celebrations.
- 15.5 Anniversaries for other DPCDSB facilities shall be planned a minimum of six (6) months in advance and through the appropriate Superintendent. Participation by staff and local clergy on an Anniversary Committee is encouraged.
- 15.6 **General guidelines for school and facility anniversaries** include the following:
  - a) The Principal of the school or facility shall submit to the Superintendent overseeing the site a proposed program for the celebration prior to printing and at least eight (8) weeks prior to the celebration.
  - b) The event shall include a Mass or liturgical celebration and may involve community events and gatherings. The focus of the celebration shall highlight and celebrate the history of the school or facility within the Catholic community.
  - c) A permit shall be obtained well in advance of the event.

- d) The budget shall be the responsibility of the school or facility. Costs should be reasonable, appropriate, and adhere to *GAP 705.00 – Travel, Meal, Hospitality, and Other Business Expenses*.
- e) Formal invitations should be sent at least eight (8) weeks prior to the event. A school or facility anniversary holds enough significance to encourage the attendance of a sizeable congregation or audience. Invitations shall be sent to the recipients listed in articles 5.2 through 5.5 of this GAP.

## GENERAL ADMINISTRATIVE PROCEDURE GAP

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>511.01</b>
<b>SUBJECT:</b>	School Graduations, Award Ceremonies, and Significant Events
<b>REFERENCE:</b>	Policy 6.59: School Graduations, Award Ceremonies, and Significant Events <del>Policy 27: School Anniversaries</del> <del>GAP 511.00 – School Blessings/School Re-dedications/Official Openings</del> GAP 511.03 – School/Facility Anniversaries
<b>EFFECTIVE DATE:</b>	April 20, 2010
<b>REVISED/AMENDED DATE:</b>	April 23, 2013; June 6, 2018; October 18, 2022; May 23, 2023; <u>August TBD, 2024</u>

*“Continue to live your lives in Jesus, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving.”*

*Colossians 2:6-7*

### 1 OVERVIEW

- 1.1 All Dufferin-Peel Catholic District School Board (DPCDSB) school graduations shall focus on the Catholicity of the school. The liturgy and graduation exercises shall be planned around the distinct nature of DPCDSB as a Catholic school system.
- 1.2 Emphasis at each graduation shall be on the local community and its members, namely the students, their parents and guardians, local ~~trustee~~Trustee(s), and school and DPCDSB staff.
- 1.3 Other community representatives attending graduation ceremonies shall be acknowledged by name, and some may be invited to present awards.
- 1.4 Only the Chair and/or Vice-Chair of the Board of Trustees, local ~~trustee~~Trustee(s), Director of Education or designate, Principal, Chair of the Catholic School Council, Parish Pastor or Priest, ~~Local~~local Member of Provincial Parliament (MPP), local Member of Parliament (MP), and Mayor are permitted to address the graduation. If the local MPP, MP, and/or Mayor are not able to attend, designates will not be invited to address the graduation ceremonies.
- 1.5 The Principal of the school shall ensure that the appropriate and required components detailed in this General Administrative Procedure (GAP) are in place.
- 1.6 The Principal shall use a Graduation Committee to organize school graduations. The Principal shall review this GAP with the Graduation Committee. Clear and ongoing communication between the Principal and Graduation Committee is essential.
- 1.7 On September 15, 2003, the Archdiocese of Toronto issued *Guidelines for School Graduation Liturgies* specifically for Grade 8 graduations. All elementary school Principals shall refer to this document:

<http://dp24/PnP/GAP%20Documents/G033.pdf>



- 1.8 DPCDSB recognizes that, in addition to graduation ceremonies, schools may choose to conduct awards ceremonies and other locally significant events (e.g., dedications, memorials, anniversaries). Section 9 of this GAP provides procedures relevant to these types of events. In addition, please see ~~Policy 27: School Anniversaries and its associated GAP 511.00 – School Blessings/School Re-dedications/Official Openings~~ and GAP 511.03 – School/Facility Anniversaries for details specific to school and/or facility blessings, re-dedications, official openings, and anniversaries.

## 2 GRADUATION LITURGY

- 2.1 All DPCDSB Catholic school graduations (elementary and secondary) shall include a liturgical component.
- 2.2 Celebrating a Mass is not the only liturgical component that will satisfy 2.1 (above), especially if the school community is not in the habit of celebrating the Eucharist. Four models for the Graduation Liturgy are possible:
- a) A Sunday Eucharist in the local parish church where graduates are recognized;
  - b) A weekday Eucharist in the local parish or at the school for the graduating class, their families, and other parish members who wish to attend, which may be followed by separate graduation exercises;
  - c) A Liturgy of the Word at the local parish or at the school, presided over by the Pastor or the Principal (or delegate), held separately from the ~~Graduation~~ graduation Exercises;
  - d) An introductory Liturgy of the Word or prayer at the graduation exercises presided over by the Pastor or the Principal (or delegate).
- 2.3 Where the graduation plan includes a Eucharistic celebration, schools shall consult with the Pastor well in advance of the planned graduation date. Parents and guardians of graduating students shall be invited to participate in the liturgy.
- 2.4 On solemnities or feast days, the readings used shall be those provided in the Missal. On memorials and ferial weekdays (i.e., weekdays without a feast day), other readings may be chosen; however, all readings must be approved by the celebrant Priest. Suggested readings are listed in the *Guidelines for School Graduation Liturgies*.
- 2.5 The accepted structure of liturgy shall be observed at the graduation. Readings shall be proclaimed from the lectionary or a Bible, not from sheets of paper.
- 2.6 While it is recommended that graduating students be involved in the liturgy, it is not practical or may not be practical that every graduate be given a role.
- 2.7 Music chosen shall be truly liturgical, not simply “religious” in character. Music that is unacceptable for Sunday worship is inappropriate at other liturgical celebrations. Pre-recorded



music is discouraged.

- 2.8 Décor adds to the sense of celebration. Flowers and decoration shall not restrict the movement of ministers or impede the view of the assembly. Symbols (other than candles) cannot be placed on the altar. The lectern shall be easily visible. A suitable chair for the celebrant (ordained or lay leader) shall be easily visible.
- 2.9 Awards, diplomas, and presentations shall **not** take place during the Mass or the Liturgy of the Word. Speeches shall not be made during the Mass or the Liturgy of the Word. There shall be a distinction and separation between the liturgy and the graduation exercises.
- 2.10 When an ordained minister is involved in the liturgy, the school shall review the details with that minister before printing the program.

### 3 GRADUATION EXERCISES

- 3.1 The graduation exercises, while separate from the liturgy, shall include a strong component of Catholicity, with appropriate prayer, invocation, blessing, and music.
- 3.2 The graduation exercises shall begin with an opening prayer, followed by the acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nations for being stewards of this land.
- 3.3 When an ordained minister is present at the graduation exercises, they should be invited to lead the prayer and bless the assembly. If an ordained minister is not present, a lay person or the Chaplaincy Leader may lead opening and closing prayers.
- 3.4 The *Guidelines for School Graduation Liturgies* note that, “While it is important to celebrate graduation as a parish event, the graduation exercise(s) itself ideally takes place at the school or another suitable location, not the church” (*Archdiocese of Toronto: Guidelines for School Graduation Liturgies*, p. 2).
  - a) Even in a more secular setting, care shall be taken so that all speeches and comments reflect DPDCSB’s mission and vision.
- 3.5 At the discretion of the ~~pastor~~Pastor, and depending on the size of the graduating class, the graduation exercises **may** take place in the church or in the parish hall.
  - a) When held in the church or parish hall, special care must be taken to ensure proper preparation and acceptable behaviour. Adolescent enthusiasm and exuberance in a sacred setting may not be appreciated.
  - b) Student salutatorians, valedictorians, and other guest speakers shall be carefully monitored to ensure that their comments are appropriate for a sacred setting.

#### **4 INVITATIONS TO THE GRADUATION EXERCISES MADE PERSONALLY BY THE PRINCIPAL**

4.1 The following guests shall be invited personally by the Principal:

- a) Chair and/or Vice-Chair of the Board of Trustees, local Trustee(s), and Student Trustee(s);
- b) Director of Education, Associate Directors, and Executive Superintendents;
- c) Superintendent of the Family of Schools;
- d) The Pastor and/or his Associate(s);
- e) All parents and guardians of the graduating class;
- f) Catholic School Council Chair;
- g) All school staff (including but not limited to educators, custodians, office and clerical staff, support services personnel);
- h) Local MPP and/or MP — if the local MPP or MP is not able to attend, a designate shall not be invited to attend;
- i) Regional Chair, Regional Councillor, City Councillor, and/or Local Councillor, as appropriate to the municipality served by the school;
- j) Mayor of the municipality in which the school is located — if the Mayor is not able to attend, a designate shall not be invited to attend.

#### **5 PRINTED PROGRAM**

5.1 The program used for the graduation exercises shall contain the names of the platform guests (including all Trustees of the area, including the Chair and Vice-Chair, and the wards they represent) whether they are able or unable to attend.

#### **6 PLATFORM GUESTS FOR GRADUATION EXERCISES**

6.1 The following guests shall be invited to be platform guests:

- a) Chair and/or Vice-Chair of the Board of Trustees and local Trustee(s);
- b) Director of Education (or designate);
- c) Superintendent of Family of Schools and/or other SOs as appropriate;
- d) Pastor and/or Associate Pastor and/or Chaplaincy Leader;
- e) Catholic School Council Chair;

- f) Principal and Vice-Principal(s);
  - g) Student Salutatorian and Valedictorian (if local tradition);
  - h) Master of Ceremonies.
-

- 6.2 The following guests may be seated on the platform, at the discretion of the Principal. Alternatively, they shall be asked to sit in the front row with the audience:
- a) Local MPP, MP, and/or Mayor;
  - b) Student Trustee(s);
  - c) Regional Chair, Regional Councillor, City Councillor, Local Councillor, as appropriate to the municipality served by the school;
  - d) Other important guests from the larger community, including those who may be making award presentations.

## 7 SPEAKERS AT GRADUATION EXERCISES

- 7.1 The following guests may be asked to speak at the graduation exercises:
- a) Chair and/or Vice-Chair of the Board of Trustees and local Trustee(s);
  - b) Director of Education (or designate);
  - c) Local Pastor and/or Associate Pastor (option given to the Pastor) and/or Chaplaincy Leader;
  - d) Principal;
  - e) Catholic School Council Chair (option given to Chair);
  - f) Local MPP and/or MP – if the local MPP and/or MP is not able to attend, a designate shall **not** be invited to address the graduation ceremony;
  - g) Mayor of the municipality in which the school is located – if the Mayor is not able to attend, a designate shall **not** be invited to address the graduation ceremony;
  - h) Student Salutatorian and Student Valedictorian (if local tradition).

7.1 In the case of regional schools, the Chair and/or Vice-Chair of the Board of Trustees and/or the local Trustee(s) representing the ward in which the school is located may be asked to speak.

## 8 INTRODUCTIONS AT GRADUATION EXERCISES

- 8.1 All Trustees, senior administration and supervisory officers, local politicians, and other dignitaries and important persons who are present shall be introduced at the graduation exercises.
- 8.2 Principals shall invite the honored guests (e.g., MPP, MP, Mayor, Regional Chair, Regional Councillor, City Councillor, Local Councillor) to present an award if possible.

- 8.3 All ~~Schools~~schools shall ensure that there is a designated parking space for each of the platform and honoured guests that will be attending the graduation exercises.
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## 9 AWARDS CEREMONIES AND OTHER SIGNIFICANT EVENTS

- 9.1 Emphasis at awards ceremonies and other significant events of importance to the local school community (e.g., blessings, re-dedications, official openings, memorials, anniversaries) shall be on the local community and its members, namely the students, their parents and guardians, local ~~trustee~~Trustee(s), and school and DPCDSB staff.
- 9.2 Community representatives may be invited to attend awards ceremonies and other significant events; however, individuals formally addressing the event shall be limited to those most involved with the education of the students at the school (e.g., administrators, chaplain) or the blessing, re-dedication, or official opening (e.g., Trustee[s], DPCDSB senior management, local Pastor).
- 9.3 Invitation and organization of platform parties and speakers, at the discretion of the ~~principal~~Principal and as appropriate to the celebration, may include any or all the graduation ceremony considerations, as detailed in Sections 6.1, 6.2, and 7.1 of this GAP.
- 9.4 In addition, please see GAP 511.00 – School Blessings/School Re-dedications/Official Openings for details specific to blessings, re-dedications, and official openings, and Policy 27: School Anniversaries and its associated ~~GAP 511.03 –School/Facility Anniversaries~~ for details specific to school and/or facility anniversaries.

## GENERAL ADMINISTRATIVE PROCEDURE GAP

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>511.01</b>
<b>SUBJECT:</b>	School Graduations, Award Ceremonies, and Significant Events
<b>REFERENCE:</b>	Policy 6.59: School Graduations, Award Ceremonies, and Significant Events GAP 511.00 – School Blessings/School Re-dedications/Official Openings GAP 511.03 – School/Facility Anniversaries
<b>EFFECTIVE DATE:</b>	April 20, 2010
<b>AMENDED DATE:</b>	April 23, 2013; June 6, 2018; October 18, 2022; May 23, 2023; August TBD, 2024

*“Continue to live your lives in Jesus, rooted and built up in him and established in the faith, just as you were taught, abounding in thanksgiving.”*

*Colossians 2:6-7*

### 1 OVERVIEW

- 1.1 All Dufferin-Peel Catholic District School Board (DPCDSB) school graduations shall focus on the Catholicity of the school. The liturgy and graduation exercises shall be planned around the distinct nature of DPCDSB as a Catholic school system.
- 1.2 Emphasis at each graduation shall be on the local community and its members, namely the students, their parents and guardians, local Trustee(s), and school and DPCDSB staff.
- 1.3 Other community representatives attending graduation ceremonies shall be acknowledged by name, and some may be invited to present awards.
- 1.4 Only the Chair and/or Vice-Chair of the Board of Trustees, local Trustee(s), Director of Education or designate, Principal, Chair of the Catholic School Council, Parish Pastor or Priest, local Member of Provincial Parliament (MPP), local Member of Parliament (MP), and Mayor are permitted to address the graduation. If the local MPP, MP, and/or Mayor are not able to attend, designates will not be invited to address the graduation ceremonies.
- 1.5 The Principal of the school shall ensure that the appropriate and required components detailed in this General Administrative Procedure (GAP) are in place.
- 1.6 The Principal shall use a Graduation Committee to organize school graduations. The Principal shall review this GAP with the Graduation Committee. Clear and ongoing communication between the Principal and Graduation Committee is essential.
- 1.7 On September 15, 2003, the Archdiocese of Toronto issued *Guidelines for School Graduation Liturgies* specifically for Grade 8 graduations. All elementary school Principals shall refer to this document:

<http://dp24/PnP/GAP%20Documents/G033.pdf>



- 1.8 DPCDSB recognizes that, in addition to graduation ceremonies, schools may choose to conduct awards ceremonies and other locally significant events (e.g., dedications, memorials, anniversaries). Section 9 of this GAP provides procedures relevant to these types of events. In addition, please see *GAP 511.00 – School Blessings/School Re-dedications/Official Openings* and *GAP 511.03 – School/Facility Anniversaries* for details specific to school and/or facility blessings, re-dedications, official openings, and anniversaries.

## **2 GRADUATION LITURGY**

- 2.1 All DPCDSB Catholic school graduations (elementary and secondary) shall include a liturgical component.
- 2.2 Celebrating a Mass is not the only liturgical component that will satisfy 2.1 (above), especially if the school community is not in the habit of celebrating the Eucharist. Four models for the Graduation Liturgy are possible:
- a) A Sunday Eucharist in the local parish church where graduates are recognized;
  - b) A weekday Eucharist in the local parish or at the school for the graduating class, their families, and other parish members who wish to attend, which may be followed by separate graduation exercises;
  - c) A Liturgy of the Word at the local parish or at the school, presided over by the Pastor or the Principal (or delegate), held separately from the graduation exercises;
  - d) An introductory Liturgy of the Word or prayer at the graduation exercises presided over by the Pastor or the Principal (or delegate).
- 2.3 Where the graduation plan includes a Eucharistic celebration, schools shall consult with the Pastor well in advance of the planned graduation date. Parents and guardians of graduating students shall be invited to participate in the liturgy.
- 2.4 On solemnities or feast days, the readings used shall be those provided in the Missal. On memorials and ferial weekdays (i.e., weekdays without a feast day), other readings may be chosen; however, all readings must be approved by the celebrant Priest. Suggested readings are listed in the *Guidelines for School Graduation Liturgies*.
- 2.5 The accepted structure of liturgy shall be observed at the graduation. Readings shall be proclaimed from the lectionary or a Bible, not from sheets of paper.
- 2.6 While it is recommended that graduating students be involved in the liturgy, it is not practical or may not be practical that every graduate be given a role.
- 2.7 Music chosen shall be truly liturgical, not simply “religious” in character. Music that is unacceptable for Sunday worship is inappropriate at other liturgical celebrations. Pre-recorded music is discouraged.

- 2.8 Décor adds to the sense of celebration. Flowers and decoration shall not restrict the movement of ministers or impede the view of the assembly. Symbols (other than candles) cannot be placed on the altar. The lectern shall be easily visible. A suitable chair for the celebrant (ordained or lay leader) shall be easily visible.
- 2.9 Awards, diplomas, and presentations shall **not** take place during the Mass or the Liturgy of the Word. Speeches shall not be made during the Mass or the Liturgy of the Word. There shall be a distinction and separation between the liturgy and the graduation exercises.
- 2.10 When an ordained minister is involved in the liturgy, the school shall review the details with that minister before printing the program.

### 3 GRADUATION EXERCISES

- 3.1 The graduation exercises, while separate from the liturgy, shall include a strong component of Catholicity, with appropriate prayer, invocation, blessing, and music.
- 3.2 The graduation exercises shall begin with an opening prayer, followed by the acknowledgement of the sacred Indigenous territory and giving of thanks to the Mississaugas of the Credit First Nations for being stewards of this land.
- 3.3 When an ordained minister is present at the graduation exercises, they should be invited to lead the prayer and bless the assembly. If an ordained minister is not present, a lay person or the Chaplaincy Leader may lead opening and closing prayers.
- 3.4 The *Guidelines for School Graduation Liturgies* note that, “While it is important to celebrate graduation as a parish event, the graduation exercise(s) itself ideally takes place at the school or another suitable location, not the church” (*Archdiocese of Toronto: Guidelines for School Graduation Liturgies*, p. 2).
  - a) Even in a more secular setting, care shall be taken so that all speeches and comments reflect DPDCSB’s mission and vision.
- 3.5 At the discretion of the Pastor, and depending on the size of the graduating class, the graduation exercises **may** take place in the church or in the parish hall.
  - a) When held in the church or parish hall, special care must be taken to ensure proper preparation and acceptable behaviour. Adolescent enthusiasm and exuberance in a sacred setting may not be appreciated.
  - b) Student salutatorians, valedictorians, and other guest speakers shall be carefully monitored to ensure that their comments are appropriate for a sacred setting.

#### **4 INVITATIONS TO THE GRADUATION EXERCISES MADE PERSONALLY BY THE PRINCIPAL**

4.1 The following guests shall be invited personally by the Principal:

- a) Chair and/or Vice-Chair of the Board of Trustees, local Trustee(s), and Student Trustee(s);
- b) Director of Education, Associate Directors, and Executive Superintendents;
- c) Superintendent of the Family of Schools;
- d) The Pastor and/or his Associate(s);
- e) All parents and guardians of the graduating class;
- f) Catholic School Council Chair;
- g) All school staff (including but not limited to educators, custodians, office and clerical staff, support services personnel);
- h) Local MPP and/or MP — if the local MPP or MP is not able to attend, a designate shall not be invited to attend;
- i) Regional Chair, Regional Councillor, City Councillor, and/or Local Councillor, as appropriate to the municipality served by the school;
- j) Mayor of the municipality in which the school is located — if the Mayor is not able to attend, a designate shall not be invited to attend.

#### **5 PRINTED PROGRAM**

5.1 The program used for the graduation exercises shall contain the names of the platform guests (including all Trustees of the area, including the Chair and Vice-Chair, and the wards they represent) whether they are able or unable to attend.

#### **6 PLATFORM GUESTS FOR GRADUATION EXERCISES**

6.1 The following guests shall be invited to be platform guests:

- a) Chair and/or Vice-Chair of the Board of Trustees and local Trustee(s);
- b) Director of Education (or designate);
- c) Superintendent of Family of Schools and/or other SOs as appropriate;
- d) Pastor and/or Associate Pastor and/or Chaplaincy Leader;
- e) Catholic School Council Chair;

- f) Principal and Vice-Principal(s);
- g) Student Salutatorian and Valedictorian (if local tradition);
- h) Master of Ceremonies.

6.2 The following guests may be seated on the platform, at the discretion of the Principal. Alternatively, they shall be asked to sit in the front row with the audience:

- a) Local MPP, MP, and/or Mayor;
- b) Student Trustee(s);
- c) Regional Chair, Regional Councillor, City Councillor, Local Councillor, as appropriate to the municipality served by the school;
- d) Other important guests from the larger community, including those who may be making award presentations.

## **7 SPEAKERS AT GRADUATION EXERCISES**

7.1 The following guests may be asked to speak at the graduation exercises:

- a) Chair and/or Vice-Chair of the Board of Trustees and local Trustee(s);
- b) Director of Education (or designate);
- c) Local Pastor and/or Associate Pastor (option given to the Pastor) and/or Chaplaincy Leader;
- d) Principal;
- e) Catholic School Council Chair (option given to Chair);
- f) Local MPP and/or MP – if the local MPP and/or MP is not able to attend, a designate shall **not** be invited to address the graduation ceremony;
- g) Mayor of the municipality in which the school is located – if the Mayor is not able to attend, a designate shall **not** be invited to address the graduation ceremony;
- h) Student Salutatorian and Student Valedictorian (if local tradition).

7.1 In the case of regional schools, the Chair and/or Vice-Chair of the Board of Trustees and/or the local Trustee(s) representing the ward in which the school is located may be asked to speak.

## **8 INTRODUCTIONS AT GRADUATION EXERCISES**

8.1 All Trustees, senior administration and supervisory officers, local politicians, and other dignitaries and important persons who are present shall be introduced at the graduation exercises.

- 8.2 Principals shall invite the honored guests (e.g., MPP, MP, Mayor, Regional Chair, Regional Councillor, City Councillor, Local Councillor) to present an award if possible.
- 8.3 All schools shall ensure that there is a designated parking space for each of the platform and honoured guests that will be attending the graduation exercises.

## **9 AWARDS CEREMONIES AND OTHER SIGNIFICANT EVENTS**

- 9.1 Emphasis at awards ceremonies and other significant events of importance to the local school community (e.g., blessings, re-dedications, official openings, memorials, anniversaries) shall be on the local community and its members, namely the students, their parents and guardians, local Trustee(s), and school and DPCDSB staff.
- 9.2 Community representatives may be invited to attend awards ceremonies and other significant events; however, individuals formally addressing the event shall be limited to those most involved with the education of the students at the school (e.g., administrators, chaplain) or the blessing, re-dedication, or official opening (e.g., Trustee[s], DPCDSB senior management, local Pastor).
- 9.3 Invitation and organization of platform parties and speakers, at the discretion of the Principal and as appropriate to the celebration, may include any or all the graduation ceremony considerations, as detailed in Sections 6.1, 6.2, and 7.1 of this GAP.
- 9.4 In addition, please see *GAP 511.00 – School Blessings/School Re-dedications/Official Openings* for details specific to blessings, re-dedications, and official openings, and *GAP 511.03 –School/Facility Anniversaries* for details specific to school and/or facility anniversaries.

**RECOMMENDATION TO THE BOARD**

**REPORT NUMBER H 7**

**MOTIONS RECOMMENDED BY THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE,  
JUNE 4, 2024**

- 1. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 4.70: HEALTH AND SAFETY*, AS AMENDED.**
- 2. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 8.12: PERSONAL ELECTRONIC DEVICES*, AS AMENDED.**
- 3. THAT THE BOARD OF TRUSTEES APPROVE *POLICY 8.04: PARTNERSHIPS AND SPONSORSHIPS*, AS AMENDED.**
- 4. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 6.58: SCHOOL BLESSINGS/SCHOOL RE-DEDICATIONS/OFFICIAL OPENINGS*, AS AMENDED.**
- 5. THAT THE BOARD OF TRUSTEES APPROVE RESCISSION OF *POLICY 7.18: ELEMENTARY SCHOOLS – APPROPRIATE DRESS CODE/SCHOOL UNIFORMS*.**
- 6. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS*, AS AMENDED.**
- 7. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 26.00: SMOKE, TOBACCO-FREE AND CANNABIS-FREE ENVIRONMENT*, AS AMENDED.**
- 8. THAT THE BOARD OF TRUSTEES APPROVE AND ADOPT *POLICY 35.00: THIRD PARTY IN-SCHOOL LEARNING OPPORTUNITIES FOR STUDENTS*, AS AMENDED.**
- 9. THAT THE BOARD OF TRUSTEES APPROVE RESCISSION OF *POLICY 1.77: GUEST SPEAKER APPROVAL FOR MINISTERING ON FAITH AND MORALS*.**

## GAP

### GENERAL ADMINISTRATIVE PROCEDURES

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	<b>**NEW**</b>
<b>SUBJECT:</b>	<b>Health and Safety Manual</b>
<b>REFERENCE:</b>	<b>Policy: 4.70 – Health and Safety</b>
<b>EFFECTIVE DATE:</b>	June TBD, 2024
<b>AMENDED DATE:</b>	

*“Cast your burden on the Lord, and He will sustain you; He will never permit the righteous to be moved”.*  
*Psalms 55:22*

#### 1. INTRODUCTION

- 1.1. The Dufferin-Peel Catholic District School Board (DPCDSB), as a Catholic institution dedicated to the Church’s teachings, is committed to providing a safe, caring, healthy, and inclusive work environment for its employees, students, visitors, and members of the public, where everyone is treated with respect and dignity. Procedures to ensure staff health and safety are contained in the *Health and Safety Manual*.
- 1.2. The *Health and Safety Manual* is designed to:
  - Ensure DPCDSB is compliant with the *Occupational Health and Safety Act* and its related regulations.
  - Encourage the internal responsibility of all workers to report hazards.
  - Provide procedures for all staff for identifying, reporting, and responding to health and safety concerns.
- 1.3. The *Health and Safety Manual* has been developed by the Health and Safety Department through consultation with the Joint Health and Safety Committee (JHSC).
- 1.4. The *Health and Safety Manual* is attached as the Appendix of this General Administrative Procedure (GAP).

#### 2. AMENDMENTS

- 2.1. The Health and Safety Department shall amend and clarify the contents in the procedures of the Appendix. Any amendments shall be communicated to DPCDSB Trustees and staff as necessary and shall be effective upon the date included in the communication.
- 2.2. To ensure availability of the most recent manual to all DPCDSB staff, this Appendix shall be updated and published on the DPCDSB intranet site immediately upon any amendment of the required procedures.

#### 3. APPENDIX: HEALTH AND SAFETY MANUAL

- 3.1 The link to the [Health and Safety Manual](#)

<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b> <b><u>BOARD POLICY</u></b>	
<b><del>BOARD</del> POLICY NUMBER:</b>	4.70
<b>SUBJECT:</b>	Health and Safety
<b>REFERENCE:</b>	<i>Occupational Health and Safety Act</i> <a href="https://www.ontario.ca/laws/statute/90o01">https://www.ontario.ca/laws/statute/90o01</a> <u>GAP **NEW** – Health and Safety Manual</u> <u>GAP 106.00 – Safety of Pupils: Communicable Diseases in Staff and Pupils</u> <u>GAP 106.03 – Health – Pediculosis</u> <u>GAP 120.00 – Employee Safety Protocol</u> <u>GAP 306.00 – Assaults</u> <u>GAP 335.00 – COVID -19 Mandatory Vaccine Reporting</u> <u>GAP 502.01 – Safety of Pupils: Emergency Response Procedures</u> <u>GAP 502.05 – Safety of Pupils: Lockdown/Hold and Secure/ Shelter in Place</u> <u>GAP 502.06 – Safety of Pupils: Bomb Threats</u> <u>GAP 502.11 – Safety of Pupils: Handling Bodily Fluids</u> <u>GAP 502.14 – Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks</u> <u>GAP 502.17 – Public Access to Defibrillators in Schools</u> <u>GAP 533.00 – Physical Restraint</u> <u>GAP 545.00 – Lockdown/Hold and Secure Procedures for Catholic Education Centre and Keaton Centre</u> <u>GAP 546.00 – Fire Drill Procedures – Catholic Education Centre and Keaton</u>
<b>EFFECTIVE/<del>REVISED</del> DATE:</b>	Revised (215) April 19, 1994; Revised (285) September 28, 2010; <del>Revised May 2024;</del>
<b><u>AMMENDED DATE:</u></b>	<u>June TBD 2024</u>

*And you will have confidence because there is hope; you will be protected and take your rest in safety.*

*Job 11:18*

1. The Dufferin-Peel Catholic District School Board (DPCDSB), as a Catholic institution dedicated to the Church's teachings, is committed to providing a safe, caring, healthy, and inclusive work environment for its employees, students, visitors, and members of the public, where everyone is treated with respect and dignity.

1.2. ~~The Board will~~ DPCDSB shall take all reasonable precautions to prevent injuries and illness to persons by providing a work environment free from threat, intimidation, or violence. While this kind of conduct is rare, ~~the Board~~ DPCDSB cannot consider itself immune from this behaviour.



~~2.3.~~ Established Health and Safety policies and procedures, carried out and maintained in accordance with the *Occupational Health and Safety Act* and its Regulations, can help provide appropriate responses to situations that may arise. Detailed information can be found in the ~~Dufferin-Peel Catholic District School Board's~~ DPCDSB Health and Safety manual.

~~3.4.~~ ~~The Dufferin-Peel Catholic District School Board~~ DPCDSB encourages a cooperative approach to health and safety programs by fostering communication between all workplace parties.

~~4.5.~~ It is the intent of this policy to ensure that everyone associated with ~~the Dufferin-Peel Catholic District School Board~~ DPCDSB, including employees, students, visitors, and members of the public, is provided with an environment free from unsafe workplace situations.

~~5.6.~~ ~~The Board will~~ DPCDSB shall provide leadership, education and training so that employees have an opportunity to acquire sufficient knowledge and skills to perform their work safely. Employees are ~~the Board~~ DPCDSB's most valuable resource and will be treated as such.

~~7.~~ This policy ~~must~~ shall be posted where it is accessible to all employees at every location within ~~the Board~~ DPCDSB.

~~8.~~ All employees, at all levels and functions, must accept their responsibilities in achieving the policy objectives.

~~6.~~

~~All employees, at all levels and functions, must accept their responsibilities in achieving the policy objectives.~~

~~9.~~ The **Responsibilities of Employees** are to:

~~a)~~

- Follow safe work procedures.
- Know and comply with all laws and regulations.
- Report any injury or illness immediately.

- Report unsafe acts and conditions, including acts of violence (as well as acts of violence which occur off Board property, but which may have an impact on the work environment)

b)a) It is each employee's responsibility to bring health and safety issues to the attention of their supervisor as soon as practicable.

10. The **Responsibilities of Supervisors** are to:

- Inform employees of potential hazards
  - Ensure that employees work safely.
  - Ensure that safe and healthy ~~work~~working conditions are maintained.
  - Facilitate correction of unsafe acts and conditions.
  - Report and investigate all accidents/incidents.
  - Instill safety awareness in students and staff.
- a) Supervisory staff include Principals, Vice-Principals, ~~Managers~~Managers, and others considered to be Supervisors under the *Occupational Health and Safety Act*.

11. The **Responsibilities of Senior Management Staff** are to:

- Provide health and safety training and information to supervisors and employees.
  - Provide a safe and healthy workplace.
  - Establish and maintain a health and safety policy and program.
  - Provide first aid facilities.
  - Support supervisors in their health and safety activities.
  - Evaluate health and safety performance of supervisors.
- a) Senior Management staff refers to Superintendents, Associate Directors of Education, and ~~the~~ Director of Education.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	4.70
<b>SUBJECT:</b>	Health and Safety
<b>REFERENCE:</b>	<p><i>Occupational Health and Safety Act</i>  <a href="https://www.ontario.ca/laws/statute/90o01">https://www.ontario.ca/laws/statute/90o01</a>            GAP **NEW** – Health and Safety Manual            GAP 106.00 – Safety of Pupils: Communicable Diseases in Staff and Pupils            GAP 106.03 – Health – Pediculosis            GAP 120.00 – Employee Safety Protocol            GAP 306.00 – Assaults            GAP 335.00 – COVID -19 Mandatory Vaccine Reporting            GAP 502.01 – Safety of Pupils: Emergency Response Procedures            GAP 502.05 – Safety of Pupils: Lockdown/Hold and Secure/ Shelter in Place            GAP 502.06 – Safety of Pupils: Bomb Threats            GAP 502.11 – Safety of Pupils: Handling Bodily Fluids            GAP 502.14 – Safety of Pupils: Weather Guidelines for Recess and Lunch Breaks            GAP 502.17 – Public Access to Defibrillators in Schools            GAP 533.00 – Physical Restraint            GAP 545.00 – Lockdown/Hold and Secure Procedures for Catholic Education Centre and Keaton Centre            GAP 546.00 – Fire Drill Procedures – Catholic Education Centre and Keaton</p>
<b>EFFECTIVE DATE:</b>	Revised (215) April 19, 1994; Revised (285) September 28, 2010;
<b>AMMENDED DATE:</b>	June TBD 2024

*And you will have confidence because there is hope; you will be protected and take your rest in safety.*  
*Job 11:18*

1. The Dufferin-Peel Catholic District School Board (DPCDSB), as a Catholic institution dedicated to the Church's teachings, is committed to providing a safe, caring, healthy, and inclusive work environment for its employees, students, visitors, and members of the public, where everyone is treated with respect and dignity.
2. DPCDSB shall take all reasonable precautions to prevent injuries and illness to persons by providing a work environment free from threat, intimidation, or violence. While this kind of conduct is rare, DPCDSB cannot consider itself immune from this behaviour.

3. Established Health and Safety policies and procedures, carried out and maintained in accordance with the *Occupational Health and Safety Act* and its Regulations, can help provide appropriate responses to situations that may arise. Detailed information can be found in the DPCDSB *Health and Safety* manual.
4. DPCDSB encourages a cooperative approach to health and safety programs by fostering communication between all workplace parties.
5. It is the intent of this policy to ensure that everyone associated with DPCDSB, including employees, students, visitors, and members of the public, is provided with an environment free from unsafe workplace situations.
6. DPCDSB shall provide leadership, education and training so that employees have an opportunity to acquire sufficient knowledge and skills to perform their work safely. Employees are DPCDSB's most valuable resource and will be treated as such.
7. This policy shall be posted where it is accessible to all employees at every location within DPCDSB.
8. All employees, at all levels and functions, must accept their responsibilities in achieving the policy objectives.
9. The **Responsibilities of Employees** are to:
  - Follow safe work procedures.
  - Know and comply with all laws and regulations.
  - Report any injury or illness immediately.
  - Report unsafe acts and conditions, including acts of violence (as well as acts of violence which occur off Board property, but which may have an impact on the work environment)
  - a) It is each employee's responsibility to bring health and safety issues to the attention of their supervisor as soon as practicable.
10. The **Responsibilities of Supervisors** are to:
  - Inform employees of potential hazards
  - Ensure that employees work safely.
  - Ensure that safe and healthy working conditions are maintained.
  - Facilitate correction of unsafe acts and conditions.
  - Report and investigate all accidents/incidents.
  - Instill safety awareness in students and staff.
  - a) Supervisory staff include Principals, Vice-Principals, Managers, and others considered to be Supervisors under the *Occupational Health and Safety Act*.
11. The **Responsibilities of Senior Management Staff** are to:
  - Provide health and safety training and information to supervisors and employees.
  - Provide a safe and healthy workplace.
  - Establish and maintain a health and safety policy and program.
  - Provide first aid facilities.

- Support supervisors in their health and safety activities.
  - Evaluate health and safety performance of supervisors.
- a) Senior Management staff refers to Superintendents, Associate Directors of Education, and the Director of Education.

DRAFT

## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	500 – SCHOOL ORGANIZATION AND MANAGEMENT
<b>GAP NUMBER:</b>	541.00
<b>SUBJECT:</b>	<b>Personal Electronic Devices (PEDs) on School and DPCDSB Premises</b>
<b>REFERENCE:</b>	<p><b>Board Policies:</b></p> <p>6.02: Records and Information Management  8.12: Personal Electronic Devices  4.14: Freedom of Information and Protection of Privacy;  4.75: Acceptable Network Use and Security;  9.01: Catholic Code of Conduct;  9.02: Bullying Awareness, Prevention, and Intervention;  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b></p> <p>312.08 – Municipal Freedom of Information and Protection of Privacy – Student Personal Information  312.10 – Privacy Breach: Best Practices for Responding  530.00 – Catholic Code of Conduct;  540.00 – Document Retention Schedule  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p><u><a href="#">Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</a></u></p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	December 1, 2014; February 23, 2022; <u><a href="#">June TBD, 2024</a></u>

*“An educated person knows many things.”  
Sirach 34:9*

### 1. INTRODUCTION AND PURPOSE

- 1.1. This General Administrative Procedure (GAP) applies to electronic devices not owned by the Dufferin-Peel Catholic District School Board (DPCDSB), but which are used on DPCDSB premises and/or at DPCDSB-sanctioned events ~~for educational purposes~~.
- 1.2. DPCDSB school principals will align the use of personal electronic devices (PEDs) by students to DPCDSB policies and procedures in accordance with [Policy/Program Memorandum \(PPM\) 128: The Provincial Code of Conduct and School Board Codes of Conduct](#) – (PPM 128). In the event of a conflict between or among policies or procedures, the more restrictive use policy/procedure shall govern.

- 1.3. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
- 1.4. In accordance with DPCDSB’s obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
- for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
- 1.5. Principals shall communicate the content of 1.4 (above) and Section 2 (below) to all parents and guardians each September.
- 1.6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as agreed to by signing a *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
- ~~1.3.1.7.~~ Access and use of technology and its aligned infrastructure, including wireless network supports, are intended to support student well-being and achievement, to assist students and staff who support them, and to facilitate the business and daily operations of DPCDSB.
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~~1.4. — With a view to achieving the Ontario Catholic School Graduate Expectations, aligned to the Multi-Year Strategic Plan (MYSP) and annual operational plan, DPCDSB is committed to supporting appropriate access to technology for all in a Christ-centred environment that is safe, caring, and inclusive. DPCDSB supports the dignity of all through the *Catholic Code of Conduct*, which outlines appropriate behaviour, including the use of PEDs.~~

~~1.1. — Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as agreed to by signing a *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.~~

~~1.2. — Access and use of technology and its aligned infrastructure, including wireless network supports, are intended to support student well-being and achievement, to assist students and staff who support them, and to facilitate the business and daily operations of DPCDSB.~~

## **2. STUDENT USE OF PEDS**

- 2.1. Students in Grades 7-12 shall keep their PEDs stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
  - 2.2. Students in Grades 6 and younger shall keep their PEDs stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
  - 2.3. If an educator sees a PED that is not stored out of view, they must require that the PED be handed in for the instructional period and the PED must be placed, by the student, in a storage area in a location designated by the principal.
  - 2.4. The student is responsible for their personal mobile device, how they use it, and the consequences of not following DPCDSB's policy and procedures regarding PEDs.
  - 2.5. If the student does not hand in their PED when required, they must be sent to the principal's office. Principals have discretion under PPM 145: Progressive Discipline and promoting positive student behaviour and *DPCDSB Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.
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### **2.3. CREATING A POSITIVE CATHOLIC CLIMATE**

~~1.5. DPCDSB acknowledges that the dignity of the human person, as promoted by the Catholic Church, may be compromised by the potential for invasion of personal privacy made possible by the inappropriate use of PEDs on school or other DPCDSB premises.~~

~~1.6. DPCDSB recognizes that the unregulated use of PEDs may pose a risk to the individual safety of students, staff, and/or visitors in DPCDSB schools or other sites. In some cases, unregulated use of PEDs may facilitate illegal activities in the school environment or workplace, or during school or DPCDSB sanctioned activities.~~

~~1.7. DPCDSB understands that its employees, particularly those in frontline roles, are religious and moral role models for the students placed under their care. In this light, all DPCDSB employees are expected to regulate their use of PEDs in accordance with the requirements, procedures, and notices contained in this GAP.~~

2.1.3.1. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:

- The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal or DPCDSB deems compromises or interferes with school/site security, personal safety, individual privacy, or academic integrity.
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### **3.4. REGISTRATION OF PEDS**

3.1.4.1. Students and their parent/guardians (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control) must sign and return *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement* before access is granted to DPCDSB wireless network services.

3.2.4.2. Students and staff connecting their PEDs to the DPCDSB wireless network must provide their valid DPCDSB student or employee credentials (i.e., student or employee number, as applicable, and password).

3.3.4.3. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.

### **4.5. SCOPE**

4.1.5.1. The owner of the PED (e.g., student, adult student, parent and/or guardian, or staff member) is responsible for their own equipment, including the hardware, installation, maintenance, security and configuration of software or settings.

4.2.5.2. DPCDSB will not support or maintain PEDs. DPCDSB will not be responsible for any cost incurred by using PEDs.

4.3.5.3. PEDs that are lost, stolen, or damaged are not the responsibility of DPCDSB.

4.4.5.4. Anyone choosing to use the DPCDSB wireless network is doing so of their own volition and risk.

4.5.5.5. Wireless network access is a privilege, not a right.

4.6.5.6. There is no reasonable expectation of privacy for any individual using the DPCDSB wireless network.

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4.7.5.7. PEDs can be connected to the DPCDSB network via wireless technology, but connection via wire is prohibited.

4.8.5.8. A record is a document, regardless of physical format or characteristics, that memorializes and provides objective evidence of activities performed, events elapsed, results achieved, or statements made in the course of the organization's daily activities. Downloading of any DPCDSB records, data, or intellectual property to a PED that is connected to the DPCDSB wireless network is prohibited.

4.9.5.9. Storage of DPCDSB records, data, or intellectual property on PEDs is prohibited.

~~4.10.~~ Where reasonable grounds exist, DPCDSB reserves the right to monitor the use of PEDs on school premises and/or during school related activities.

5.10.

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~~4.11.5.11.~~ DPCDSB further reserves the right to terminate or suspend the wireless network access of a particular user and/or device, if deemed that such user or device compromises the integrity of the network or conflicts with the *Catholic Code of Conduct* and other DPCDSB policies and procedures, in addition to other consequences as appropriate.

## **5.6. AUTHORIZED SERVICE RESTRICTIONS**

~~5.1.6.1.~~ It is the responsibility of any student (and/or the parent/guardian) or staff member who uses a PED to address normal and reasonable security measures, such as maintaining up- to-date anti-virus protection and security patches for software for their own protection and for those with whom they share the wireless network.

## **6.7. ACCESS AND DISCLOSURE**

~~6.1.7.1.~~ DPCDSB will establish audit trails, which may be accessed, reproduced, and used without notice or permission of a PED owner. The student (and/or parent/guardian) or staff member agrees to and accepts that their access and/or network activity may be monitored to record dates, times, duration of access, or other relevant information, in order to identify usage patterns, security issues, and for any other reason deemed necessary by DPCDSB.

~~6.2.7.2.~~ Where reasonable grounds exist, such audit trails will be able to track the attachment of student or employee information and their external device to the wireless network, and the resulting reports may be used for investigation of possible breaches and/or misuse. Such investigation may result in disciplinary action, up to and including expulsion for students and termination of employment with DPCDSB for staff.

~~6.3.7.3.~~ DPCDSB reserves the right to determine what type of equipment can be connected to its wireless network. DPCDSB also reserves the right to refuse the ability to connect PEDs to the DPCDSB wireless network if such equipment puts DPCDSB's systems, data, users, and/or clients at risk, or if behaviour is counter to policy, procedures, codes of conduct, or to the interests of DPCDSB.

7.4. DPCDSB will manage security policies, wireless network, application, and data access centrally using the technology solutions it deems suitable.

- Students must comply with the terms and conditions of *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*. Any attempt to contravene or bypass this process is in violation of existing DPCDSB policies and may be subject to disciplinary action.

~~6.4.~~ Staff must comply with the terms and conditions of *Policy 8.12: Personal Electronic Devices*, this GAP, the *Catholic Code of Conduct*, and all DPCDSB policies and procedures, in addition to any agreements and/or notices provided to staff as agreed upon or required as a condition of employment.

~~6.4.1.~~ Students must comply with the terms and conditions of *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*. Any attempt to contravene or bypass this process is in violation of existing DPCDSB policies and may be subject to disciplinary action.

~~6.4.2.~~ • Staff must comply with the terms and conditions of *Policy 8.12: Personal Electronic Devices*, this GAP, the *Catholic Code of Conduct*, and all DPCDSB policies and procedures, in addition to any agreements and/or notices provided to staff as agreed upon or required as a condition of employment.

## **7.8. GENERAL**

7.1.8.1. References to DPCDSB policies, procedures, forms, or other documents and to applicable laws includes as they are amended or replaced.

## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	500 – SCHOOL ORGANIZATION AND MANAGEMENT
<b>GAP NUMBER:</b>	541.00
<b>SUBJECT:</b>	<b>Personal Electronic Devices (PEDs) on School and DPCDSB Premises</b>
<b>REFERENCE:</b>	<p><b>Board Policies:</b>  6.02: Records and Information Management  8.12: Personal Electronic Devices  4.14: Freedom of Information and Protection of Privacy;  4.75: Acceptable Network Use and Security;  9.01: Catholic Code of Conduct;  9.02: Bullying Awareness, Prevention, and Intervention;  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b>  312.08 – Municipal Freedom of Information and Protection of Privacy – Student Personal Information  312.10 – Privacy Breach: Best Practices for Responding  530.00 – Catholic Code of Conduct;  540.00 – Document Retention Schedule  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	December 1, 2014; February 23, 2022; June TBD, 2024

*“An educated person knows many things.”  
Sirach 34:9*

### 1. INTRODUCTION AND PURPOSE

- 1.1. This General Administrative Procedure (GAP) applies to electronic devices not owned by the Dufferin-Peel Catholic District School Board (DPCDSB), but which are used on DPCDSB premises and/or at DPCDSB-sanctioned events.
- 1.2. DPCDSB school principals will align the use of personal electronic devices (PEDs) by students to DPCDSB policies and procedures in accordance with *Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct* (PPM 128). In the event of a conflict between or among policies or procedures, the more restrictive use policy/procedure shall govern.

- 1.3. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
- 1.4. In accordance with DPCDSB’s obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
- 1.5. Principals shall communicate the content of 1.4 (above) and Section 2 (below) to all parents and guardians each September.
- 1.6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as agreed to by signing a *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
- 1.7. Access and use of technology and its aligned infrastructure, including wireless network supports, are intended to support student well-being and achievement, to assist students and staff who support them, and to facilitate the business and daily operations of DPCDSB.

## **2. STUDENT USE OF PEDS**

- 2.1. Students in Grades 7-12 shall keep their PEDs stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
- 2.2. Students in Grades 6 and younger shall keep their PEDs stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 1.4.
- 2.3. If an educator sees a PED that is not stored out of view, they must require that the PED be handed in for the instructional period and the PED must be placed, by the student, in a storage area in a location designated by the principal.
- 2.4. The student is responsible for their personal mobile device, how they use it, and the consequences of not following DPCDSB’s policy and procedures regarding PEDs.
- 2.5. If the student does not hand in their PED when required, they must be sent to the principal’s office. Principals have discretion under PPM 145: Progressive Discipline and promoting positive student behaviour and *DPCDSB Policy 9.03: Progressive Discipline*, to consider a range of responses, including suspension.

### **3. CREATING A POSITIVE CATHOLIC CLIMATE**

- 3.1. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:
- The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal or DPCDSB deems compromises or interferes with school/site security, personal safety, individual privacy, or academic integrity.

### **4. REGISTRATION OF PEDS**

- 4.1. Students and their parent/guardians (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control) must sign and return *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement* before access is granted to DPCDSB wireless network services.
- 4.2. Students and staff connecting their PEDs to the DPCDSB wireless network must provide their valid DPCDSB student or employee credentials (i.e., student or employee number, as applicable, and password).
- 4.3. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.

### **5. SCOPE**

- 5.1. The owner of the PED (e.g., student, adult student, parent and/or guardian, or staff member) is responsible for their own equipment, including the hardware, installation, maintenance, security and configuration of software or settings.
- 5.2. DPCDSB will not support or maintain PEDs. DPCDSB will not be responsible for any cost incurred by using PEDs.
- 5.3. PEDs that are lost, stolen, or damaged are not the responsibility of DPCDSB.
- 5.4. Anyone choosing to use the DPCDSB wireless network is doing so of their own volition and risk.
- 5.5. Wireless network access is a privilege, not a right.
- 5.6. There is no reasonable expectation of privacy for any individual using the DPCDSB wireless network.



- 5.7. PEDs can be connected to the DPCDSB network via wireless technology, but connection via wire is prohibited.
- 5.8. A record is a document, regardless of physical format or characteristics, that memorializes and provides objective evidence of activities performed, events elapsed, results achieved, or statements made in the course of the organization's daily activities. Downloading of any DPCDSB records, data, or intellectual property to a PED that is connected to the DPCDSB wireless network is prohibited.
- 5.9. Storage of DPCDSB records, data, or intellectual property on PEDs is prohibited.
- 5.10. Where reasonable grounds exist, DPCDSB reserves the right to monitor the use of PEDs on school premises and/or during school related activities.
- 5.11. DPCDSB further reserves the right to terminate or suspend the wireless network access of a particular user and/or device, if deemed that such user or device compromises the integrity of the network or conflicts with the *Catholic Code of Conduct* and other DPCDSB policies and procedures, in addition to other consequences as appropriate.

## **6. AUTHORIZED SERVICE RESTRICTIONS**

- 6.1. It is the responsibility of any student (and/or the parent/guardian) or staff member who uses a PED to address normal and reasonable security measures, such as maintaining up-to-date anti-virus protection and security patches for software for their own protection and for those with whom they share the wireless network.

## **7. ACCESS AND DISCLOSURE**

- 7.1. DPCDSB will establish audit trails, which may be accessed, reproduced, and used without notice or permission of a PED owner. The student (and/or parent/guardian) or staff member agrees to and accepts that their access and/or network activity may be monitored to record dates, times, duration of access, or other relevant information, in order to identify usage patterns, security issues, and for any other reason deemed necessary by DPCDSB.
- 7.2. Where reasonable grounds exist, such audit trails will be able to track the attachment of student or employee information and their external device to the wireless network, and the resulting reports may be used for investigation of possible breaches and/or misuse. Such investigation may result in disciplinary action, up to and including expulsion for students and termination of employment with DPCDSB for staff.
- 7.3. DPCDSB reserves the right to determine what type of equipment can be connected to its wireless network. DPCDSB also reserves the right to refuse the ability to connect PEDs to the DPCDSB wireless network if such equipment puts DPCDSB's systems, data, users, and/or clients at risk, or if behaviour is counter to policy, procedures, codes of conduct, or to the interests of DPCDSB.

7.4. DPCDSB will manage security policies, wireless network, application, and data access centrally using the technology solutions it deems suitable.

- Students must comply with the terms and conditions of *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*. Any attempt to contravene or bypass this process is in violation of existing DPCDSB policies and may be subject to disciplinary action.
- Staff must comply with the terms and conditions of *Policy 8.12: Personal Electronic Devices*, this GAP, the *Catholic Code of Conduct*, and all DPCDSB policies and procedures, in addition to any agreements and/or notices provided to staff as agreed upon or required as a condition of employment.

## **8. GENERAL**

8.1. References to DPCDSB policies, procedures, forms, or other documents and to applicable laws includes as they are amended or replaced.



<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b> <b><u>BOARD-POLICY</u></b>	
<b>BOARD-POLICY NUMBER:</b>	8.12
<b>SUBJECT:</b>	Personal Electronic Devices
<b>REFERENCES:</b>	<p><b>Policies:</b></p> <p>4.14: Freedom of Information and Protection of Privacy            4.75: Acceptable Network Use and Security            6.02: Records and Information Management            9.01: Catholic Code of Conduct            9.02: Bullying Awareness, Prevention, and Intervention            9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b></p> <p>312.10 – Privacy Breach and Best Practices for Responding            540.00 – Document Retention Schedule            541.00 – Personal Electronic Devices on School and DPCDSB Premises            530.00 – Catholic Code of Conduct            551.00 – Bullying Awareness, Prevention, and Intervention            552.00 – Progressive Discipline</p> <p><u>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</u></p>
<b>EFFECTIVE/REVISED DATE:</b>	<del>(522)</del> January 30, 2007; <u>February 23, 2022</u>
<b>AMENDED DATE:</b>	<u>February 23, 2022; June TBD, 2024</u>

*“Be hospitable to one another without complaining. Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”*

*1 Peter: 9-10*

1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe and productive workplace and learning environment by regulating the use of Personal Electronic Devices (PEDs) on school and other DPCDSB premises.
2. PEDs are personal electronic devices that include, but are not limited to laptops, tablets, cell phones, smartphones, and wearable technology. PEDs are understood to be synonymous with the “Personal Mobile Devices” described in PPM 128.
3. In the spirit of creating a positive Catholic climate for all school communities, with the aim of improving student achievement, increasing school safety, and protecting individual privacy, DPCDSB asserts that school principals, in fulfillment of their legislative responsibilities, will regulate the use of personal electronic devices (PED) on school premises and during school-sanctioned activities.

~~4.1. Student use of PEDs on DPCDSB premises and/or at DPCDSB sanctioned events shall only occur under the direction and/or supervision of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as indicated by a signed *General Form 337: Personal Electronic Device Used With Wi-Fi Network Student Agreement*.~~

4. In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
- for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
5. The use of PEDs, during school-sanctioned activities for a designated purpose outside of instructional spaces and/or in common areas, may be authorized by the school principal (or designate).
6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction and/or supervision of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as indicated by a signed *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
- ~~6.~~ The use of PEDs on school premises shall be in accordance with applicable laws, PPM 128, and DPCDSB's
7. *Catholic Code of Conduct*, as may be amended or replaced.
- ~~7.8.~~ DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:
- The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal deems compromises or interferes with school security, personal safety, individual privacy, or academic integrity.
- ~~8.9.~~ The school principal, in conjunction with the support of their school staff, is responsible for ensuring the implementation and management of this policy at the school level. Principals are further required to communicate annually with parents and guardians the contents of this policy and consequences for non-compliance.
- ~~9.10.~~ Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.
- ~~10.11.~~ *General Administrative Procedure (GAP) 541.00 – Personal Electronic Devices (PEDs) on School and DPCDSB Premises* and *GAP 324.00 – Access to the DPCDSB Wireless Network Using Personal Electronic Devices* list additional policy and procedure requirements applicable to PED use in DPCDSB by students and staff, and visitors, respectively.
- ~~11.12.~~ DPCDSB will not be responsible for claims that arise out of a staff member's or student's

misuse of a PED and/or misuse of the DPCDSB wireless network.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	8.12
<b>SUBJECT:</b>	Personal Electronic Devices
<b>REFERENCES:</b>	<p><b>Policies:</b></p> <p>4.14: Freedom of Information and Protection of Privacy  4.75: Acceptable Network Use and Security  6.02: Records and Information Management  9.01: Catholic Code of Conduct  9.02: Bullying Awareness, Prevention, and Intervention  9.03: Progressive Discipline</p> <p><b>General Administrative Procedures:</b></p> <p>312.10 – Privacy Breach and Best Practices for Responding  540.00 – Document Retention Schedule  541.00 – Personal Electronic Devices on School and DPCDSB Premises  530.00 – Catholic Code of Conduct  551.00 – Bullying Awareness, Prevention, and Intervention  552.00 – Progressive Discipline</p> <p>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</p>
<b>EFFECTIVE DATE:</b>	January 30, 2007
<b>AMENDED DATE:</b>	February 23, 2022; June TBD, 2024

*“Be hospitable to one another without complaining. Like good stewards of the manifold grace of God, serve one another with whatever gift each of you has received.”*

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1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe and productive workplace and learning environment by regulating the use of Personal Electronic Devices (PEDs) on school and other DPCDSB premises.
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3. In the spirit of creating a positive Catholic climate for all school communities, with the aim of improving student achievement, increasing school safety, and protecting individual privacy, DPCDSB asserts that school principals, in fulfillment of their legislative responsibilities, will regulate the use of personal electronic devices (PED) on school premises and during school-sanctioned activities.

4. In accordance with DPCDSB's obligations under the *Education Act* and PPM 128, DPCDSB ensures that all members of the school community shall refrain from using personal electronic devices during instructional time except under the following circumstances:
  - for educational purposes, as directed by an educator;
  - for health and medical purposes;
  - to support special education needs.
5. The use of PEDs, during school-sanctioned activities for a designated purpose outside of instructional spaces and/or in common areas, may be authorized by the school principal (or designate).
6. Student use of PEDs on DPCDSB premises and/or at DPCDSB-sanctioned events shall only occur under the direction and/or supervision of staff and only with parent/guardian permission (unless students are aged 18 years or are aged 16 or 17 years and have withdrawn from parental control), as indicated by a signed *General Form 337: Personal Electronic Device Used With WI-FI Network Student Agreement*.
7. The use of PEDs on school premises shall be in accordance with applicable laws, PPM 128, and DPCDSB's *Catholic Code of Conduct*, as may be amended or replaced.
8. DPCDSB regulates the use of PEDs on school or other DPCDSB premises by prohibiting the following uses:
  - The use of a PED that compromises the academic integrity of the school or individuals within the school.
  - The use of a PED that interferes with or disrupts the academic day or the teaching and learning environment.
  - The use of a PED that violates a person's reasonable expectation of privacy.
  - The use of a PED that compromises personal and/or school/workplace safety.
  - The use of a PED that facilitates the commission of a crime.
  - Any other use of a PED which the school principal deems compromises or interferes with school security, personal safety, individual privacy, or academic integrity.
9. The school principal, in conjunction with the support of their school staff, is responsible for ensuring the implementation and management of this policy at the school level. Principals are further required to communicate annually with parents and guardians the contents of this policy and consequences for non-compliance.
10. Students and staff connecting their PEDs to the DPCDSB wireless network must not share their DPCDSB account credentials.
11. *General Administrative Procedure (GAP) 541.00 – Personal Electronic Devices (PEDs) on School and DPCDSB Premises* and *GAP 324.00 – Access to the DPCDSB Wireless Network Using Personal Electronic Devices* list additional policy and procedure requirements applicable to PED use in DPCDSB by students and staff, and visitors, respectively.
12. DPCDSB will not be responsible for claims that arise out of a staff member's or student's misuse of a PED and/or misuse of the DPCDSB wireless network.



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	8.04
<b>SUBJECT:</b>	Partnerships and Sponsorships
<b>REFERENCE:</b>	<a href="#">Policy 4.20</a> : Fundraising and Donations <a href="#">GAP 538.00</a> : Fundraising and Donations
<b>EFFECTIVE/REVISED DATE:</b>	September 23, 2003; April 23, 2024

*"And do not forget to do good and to share with others,  
for with such sacrifices God is pleased."*

*Hebrews 13:16*

1. It is the policy of Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe workplace and learning environment for all staff and students, where the dignity of the human person, human rights and responsibilities are respected and upheld.
2. DPCDSB acknowledges that corporate and community partners can support and expand on the limited resources available in schools/classrooms and have a positive impact on the student learning experience.
3. Commercialism is a risk that must be regulated. It can involve direct and indirect advertising and product sales to students, as well as incentive programs and corporate-sponsored contests and awards.
4. Acceptable product sales include those via contract vendor on record, such as vending machine options, cafeteria services, yearbooks and annual student photos.
5. Business arrangements cannot provide capital for alterations of school sites to accommodate any such business arrangement.
6. Business arrangements that support a capital project for school use cannot retain any control of the school or section of the school.
7. Fundraising and Donations must adhere to existing Policies and GAPs.
8. Arrangements with corporate and community partners must adhere to the following:
  - a. Alignment with DPCDSB mission and vision and Multi Year Strategic Plan (MYSP);
  - b. Shall not result in an increase in school/board operating or capital costs;
  - c. Appropriate authorization;
  - d. Have an end date that does not exceed one year;
  - ~~e. Principal approval, in consultation with Family of School Superintendent;~~
  - e. Corporate and community partnership agreements that provide the school with proceeds **require the following approvals:**
    - i. Elementary
      1. -Up to \$1,000 requires principal approval;
      2. Over \$1,000 and less than \$5,000, requires superintendent approval;
      3. Over \$5,000 requires executive council approval.

f.

i. Secondary

1. Up to \$3,000 requires principal approval;
2. Over \$3,000 and less than \$8,000, requires superintendent approval;
3. Over \$8,000 requires executive council approval.

ii.

~~f. exceeding \$5,000 must be approved by Executive Council;~~

~~g. Corporate and community partnership agreements that provide the vendor/sponsor with advertising or sales opportunities that exceed \$5,000 must be approved by Executive Council.~~

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## **Definitions**

**Partnership** – an agreement based on mutual benefit and gains for both partners. An educational partnership involves human, intellectual or material resources that expand opportunities for student learning.

**Sponsorship** – an agreement through which the sponsor provides money, goods or services in exchange for advertising within a school or the DPCDSB. Funds provided through sponsorship are not eligible for charitable income tax receipts in accordance with Canada Revenue Agency. A sponsorship is not a donation.

**Donation** – A donation is a voluntary transfer of cash or property that is made without expectation of any benefit of any kind accruing to the donor. Donations may include cash, assets, bequests and grants. A donation is eligible for an official charitable donation tax receipt.

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<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	8.04
<b>SUBJECT:</b>	Partnerships and Sponsorships
<b>REFERENCE:</b>	<a href="#">Policy 4.20</a> : Fundraising and Donations <a href="#">GAP 538.00</a> : Fundraising and Donations
<b>EFFECTIVE/REVISED DATE:</b>	September 23, 2003; June 4, 2024

*“And do not forget to do good and to share with others,  
for with such sacrifices God is pleased.”*

*Hebrews 13:16*

1. It is the policy of Dufferin-Peel Catholic District School Board (DPCDSB) to provide a safe workplace and learning environment for all staff and students, where the dignity of the human person, human rights and responsibilities are respected and upheld.
2. DPCDSB acknowledges that corporate and community partners can support and expand on the limited resources available in schools/classrooms and have a positive impact on the student learning experience.
3. Commercialism is a risk that must be regulated. It can involve direct and indirect advertising and product sales to students, as well as incentive programs and corporate-sponsored contests and awards.
4. Acceptable product sales include those via contract vendor on record, such as vending machine options, cafeteria services, yearbooks and annual student photos.
5. Business arrangements cannot provide capital for alterations of school sites to accommodate any such business arrangement.
6. Business arrangements that support a capital project for school use cannot retain any control of the school or section of the school.
7. Fundraising and Donations must adhere to existing Policies and GAPs.
8. Arrangements with corporate and community partners must adhere to the following:
  - a. Alignment with DPCDSB mission and vision and Multi Year Strategic Plan (MYSP);
  - b. Shall not result in an increase in school/board operating or capital costs;
  - c. Appropriate authorization;
  - d. Have an end date that does not exceed one year;
  - e. Corporate and community partnership agreements that provide the school with proceeds require the following approvals:
    - i. Elementary
      1. Up to \$1,000 requires principal approval;
      2. Over \$1,000 and less than \$5,000, requires superintendent approval;
      3. Over \$5,000 requires executive council approval.

ii. Secondary

1. Up to \$3,000 requires principal approval;
2. Over \$3,000 and less than \$8,000, requires superintendent approval;
3. Over \$8,000 requires executive council approval.

DRAFT

## **Definitions**

**Partnership** – an agreement based on mutual benefit and gains for both partners. An educational partnership involves human, intellectual or material resources that expand opportunities for student learning.

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## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	<b>700 FACILITIES, EQUIPMENT, FINANCE</b>
<b>GAP NUMBER:</b>	<b>715.00</b>
<b>SUBJECT:</b>	<b>School, Facility, or Property Memorials</b>
<b>REFERENCE:</b>	Policy 6.4858: <del>School, Facility, or Property Significant School or Facility Events</del> <u>Memorials</u>
<b>EFFECTIVE:</b>	April 22, 2014
<b>REVISED/AMENDED</b>	Administrative Council – April 7, 2014; April 2021; <u>June TBD, 2024</u>

*“A good life lasts a certain number of days, but a good reputation lasts forever.”  
Sirach 41:13*

### 1. PREAMBLE

- 1.1. Dufferin-Peel Catholic District School Board (DPCDSB) school, facilities, or properties may create memorials (e.g., plaques, benches, artworks, donations) to an individual or a group, in accordance with Catholic tradition, as appropriate.
- 1.2. DPCDSB schools, facilities, or properties may also create memorials after an exemplary Catholic person or group of historic significance, or a person or group who has made significant contribution to Catholic education locally, nationally, or globally.

### 2. MEMORIAL PROCESS

- 2.1. The process for creating memorials at DPCDSB schools, facilities, or properties is aligned with the Catholic Social Teaching of Subsidiarity, in which decisions affecting the local community are made at the local level.
- 2.2. Members of the local Catholic community (including, but not limited to: local pastors and parishes, local Trustees, school staff, members of the Catholic School Council, and students) may submit requests regarding memorials at DPCDSB schools, facilities, or properties.
- 2.3. The area superintendent, in consultation with Executive Council and local Trustees, as appropriate, is responsible for managing the process for memorials at DPCDSB schools, facilities, or properties.
- 2.4. The area superintendent shall receive requests in the form of letters or reports that recommend/propose such recognition and:
  - indicate the local historic significance of the person or group; and/or
  - indicate the notable contributions to Catholic education made by the person or group.

- 2.5. The area superintendent shall ensure acquisition and installation of a suitable memorial (e.g., plaque, bench, artwork, donations), outlining the historic significance of the local person or group and/or their contribution to Catholic education, in the DPCDSB school, facility, or property.
- 2.6. Where appropriate to the size and nature of the memorial, the area superintendent shall ensure acquisition and installation of a suitable plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or property in recognition of the memorial.

### 3. ADDITIONAL CONSIDERATIONS

3.1. In instances where the memorial consists of a physical space, such as a garden or outdoor learning area, DPCDSB staff responsible for the design and development of such spaces shall first consider and include accessibility features.

3.1.3.2. If evidence should suggest the namesake of a memorial at a DPCDSB school, facility, or property has engaged in inappropriate, harmful, oppressive, or other behaviours deemed unacceptable by the church or DPCDSB, the memorial may be reviewed and may be amended or replaced through the same process as detailed above.



## GAP GENERAL ADMINISTRATIVE PROCEDURE

<b>SECTION:</b>	<b>700 FACILITIES, EQUIPMENT, FINANCE</b>
<b>GAP NUMBER:</b>	<b>715.00</b>
<b>SUBJECT:</b>	<b>School, Facility, or Property Memorials</b>
<b>REFERENCE:</b>	Policy 6.58: Significant School or Facility Events
<b>EFFECTIVE:</b>	April 22, 2014
<b>REVISED/AMENDED</b>	Administrative Council – April 7, 2014; April 2021; June TBD, 2024

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<b>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>6.58</b>
<b>SUBJECT:</b>	<b><u>School-Significant School or Facility Events Blessings/School Re-Dedications/Official Openings</u></b>
<b><u>REFERENCE:</u></b>	<u>General Administrative Procedure (GAP) 715.00 – School, Facility, or Property Memorials</u>
<b>EFFECTIVE DATE:</b>	<u>(084)-January 28, 2004</u>
<b>AMENDED DATE:</b>	<u>December 8, 2015; October 15, 2019; June TBD, 2024</u>

*“Commit thy works unto the ~~LORD~~ Lord, and thy thoughts shall be established.”*

*Proverbs 16:3*

1. A school blessing, ~~/, re-dedication/official~~ dedication, official opening, or significant anniversary is a milestone event in the life of a ~~new~~ school or facility community. These occasions may mark:
  - ~~a) It is an occasion which marks:~~
  - ~~e)a)~~ commitment to Catholic education,
  - ~~d)b)~~ establishment of school structure for new schools,
  - ~~e)c)~~ celebration of the ~~new~~ school community or facility, and
  - d) completion of the school building project for new schools and existing schools or facilities undergoing major renovations,
  - ~~f)e)~~ a reflection on the accomplishments and successes that encompass the history of the institution, for schools or facilities celebrating a significant anniversary.
2. As a Catholic community, the Dufferin-Peel Catholic District School Board (DPCDSB) supports the liturgical celebration as the central focus of the school blessing, ~~/school,~~ re-dedication, ~~/, and~~ official opening for all new schools ~~an and d~~ major renovations to existing schools or facilities.
3. School and facility anniversaries shall be formally recognized and celebrated by the community at every successive 25<sup>th</sup> year milestone. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other interim anniversary milestones may be celebrated to a lesser degree as determined at the local level.
4. As a Catholic community, and in keeping with DPCDSB’s Christ-centred approach, the liturgical celebration will be the central focus of the anniversary celebration.
5. DPCDSB schools, facilities, or other properties may memorialize individuals or groups in accordance with Catholic tradition. This process is aligned with the Catholic Social Teaching of Subsidiarity, in which decisions affecting the local community are made at the local level.

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6. DPCDSB schools, facilities, or other properties may memorialize an exemplary Catholic person or group of historic significance, or a person or group who has made a significant contribution to Catholic education locally, nationally, or globally.
7. DPCDSB staff shall assess proposed memorials and submit them to [Executive Council](#) ~~the appropriate area superintendent~~ for consideration and approval.
- ~~2.8.~~ A plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or other property in recognition of the memorial, as appropriate.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>6.58</b>
<b>SUBJECT:</b>	<b>Significant School or Facility Events</b>
<b>REFERENCE:</b>	General Administrative Procedure (GAP) 715.00 – School, Facility, or Property Memorials
<b>EFFECTIVE DATE:</b>	January 28, 2004
<b>AMENDED DATE:</b>	December 8, 2015; October 15, 2019; June TBD, 2024

*“Commit thy works unto the Lord, and thy thoughts shall be established.”*

*Proverbs 16:3*

1. A school blessing, re-dedication, official opening, or significant anniversary is a milestone event in the life of a school or facility community. These occasions may mark:
  - a) commitment to Catholic education,
  - b) establishment of school structure for new schools,
  - c) celebration of the school community or facility,
  - d) completion of the school building project for new schools and existing schools or facilities undergoing major renovations,
  - e) a reflection on the accomplishments and successes that encompass the history of the institution, for schools or facilities celebrating a significant anniversary.
2. As a Catholic community, the Dufferin-Peel Catholic District School Board (DPCDSB) supports the liturgical celebration as the central focus of the school blessing, re-dedication, and official opening for all new schools and major renovations to existing schools or facilities.
3. School and facility anniversaries shall be formally recognized and celebrated by the community at every successive 25<sup>th</sup> year milestone. These occasions shall include the involvement of the greater DPCDSB community as they are significant events within the history of the Catholic school or facility. Other interim anniversary milestones may be celebrated to a lesser degree as determined at the local level.
4. As a Catholic community, and in keeping with DPCDSB’s Christ-centred approach, the liturgical celebration will be the central focus of the anniversary celebration.
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8. A plaque, of standard size and format, outlining the historic significance of the exemplary person or group and/or tradition being honoured will be displayed at the DPCDSB school, facility, or other property in recognition of the memorial, as appropriate.

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## BOARD POLICY

<b>POLICY NUMBER</b>	<b>7.18</b>
<b>SUBJECT</b>	<b>Elementary Schools – Appropriate Dress Code/School Uniforms</b>
<b>REFERENCE</b>	GAP 504.02, Elementary Schools - Appropriate Dress Code/School Uniform
<b>EFFECTIVE DATE</b>	(277/278) July 23, 1991; Revised (378) July 24, 2001; Revised (262) April 27, 2004; Revised (072) January 22, 2013; (159) May 26, 2015; (095) February 26, 2019

*"We know that all things work for good for those who love  
God, who are called according to his purpose." Romans 8:28*

The Dufferin-Peel Catholic District School Board is committed to supporting a distinctively Catholic, safe, caring, learning environment focused on well-being and student achievement while fostering a sense of belonging in our schools.

All elementary schools within the Dufferin-Peel Catholic District School Board shall adopt and communicate an Appropriate Dress Code Policy for students. Elementary schools may adopt a School Uniform Policy for students.

Appropriate Dress Code refers to the standard of student dress established in consultation with the Catholic School Council. The Appropriate Dress Code will be consistent with Board Policy as well as with the *Education Act* and Regulations.

School Uniform refers to a uniform as established per General Administrative Procedure 504.02, Elementary Schools Appropriate Dress Code/School Uniform.

Elementary schools may establish a School Uniform Policy only if such policy is supported by at least 75% of the families registered at the school. Once established, the uniform will be mandatory. An elementary school community shall not be surveyed regarding school uniform consideration more than once every 5 years. The survey will take place in the fall.

Student infractions of, or non-compliance with, the Appropriate Dress Code policy and/or School Uniform Policy, will result in progressive discipline consequences up to and including suspension as outlined in the Catholic Code of Conduct.



<b>Board By-Law/Policies Review Committee Meeting</b>
<b>June 4, 2024</b>
<b><i>APPROPRIATE DRESS CODE/SCHOOL UNIFORMS POLICIES</i></b>
<b>Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, Trust</b>

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

## BACKGROUND

The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting the dignity of the human person and ensuring schools are safe and welcoming environments. One way to support this commitment is the revision of DPCDSB's policies and procedures related to student dress code expectations and uniforms. Staff in the Policy, Strategy, Research and Safe Schools Department have revised these policies and procedures. This report summarizes proposed changes to existing documentation and next steps for consultation.

## DISCUSSION

Dress code expectations and uniform requirements are captured in DPCDSB's *Policy 7.18: Elementary Schools – Appropriate Dress Code/School Uniforms*, *Policy 7.19: Secondary Schools – Appropriate Dress Code and School Uniforms*, and in the companion General Administrative Procedures (GAP), *GAP 504.01 – Secondary Appropriate Dress Code and School Uniforms* and *GAP 504.02 – Elementary Schools Appropriate Dress Code and School Uniforms*. Each of these policies and GAPs were last updated in 2019. Despite this relatively recent revision date, dress code policies and GAPs have been associated with sanctioning of female students, students identifying with a non-cisgender identity, Black students, and students who wear religious and/or cultural headwear. As such, staff in the Policy, Strategy, Research and Safe Schools Department and the Equity and Indigenous Education Department reviewed and updated these policies and GAPs from an anti-oppressive stance. Below are points summarizing the proposed changes resulting from this review process:

- **Policies 7.18 and 7.19:** Staff reviewed Policies 7.18 and 7.19 for content and saw the opportunity to merge these two similar policies into one that would apply from Kindergarten through Grade 12 and older, as appropriate. The new, merged policy was titled *Policy 7.19: Dress Code and School Uniforms*. This merging activity resulted in Policy 7.18 becoming redundant and recommended for rescission.
- **GAPs:** Staff split the two GAPs into three: one for elementary uniforms, one for secondary uniforms, and one for non-uniform dress code expectations, regardless of grade. The rearranged GAPs include: *GAP 504.01 – Secondary School Uniforms*, *GAP 504.02 – Elementary School Uniforms*, and *GAP 504.03 – Dress Code Expectations for Students*.

- **GAP 504.03:** Staff removed all references to subjective language such as “modesty” and “appropriate”, as these terms are difficult to define and hard to enforce due to variable interpretation.
- **GAP 504.03:** Staff developed language regarding required attire, to provide school administration and staff with guidelines for enforcement of the dress code expectations. Specifically, the required attire requires students who are not in uniform to ensure the torso and upper legs to mid-thighs are not exposed.
- **GAP 504.03:** Staff maintained the prohibition on attire promoting hate, discrimination, illegal activity, profanity, and violence, and added prohibitions regarding negative political language and threats to health and safety.
- **GAP 504.03:** Staff added content addressing how dress code expectations can exacerbate anti-Black racism and that parents and guardians will determine, with their students, what is acceptable.
- **GAP 504.03:** Staff added content affirming that religious and/or cultural head coverings (e.g., do-rag/bonnet/head scarf, hijab, kippah, patka) are permitted under the dress code and that students wearing such items shall not be sent to the office, disciplined, or asked to remove them.
- **GAP 504.02:** Staff reduced the approval threshold for initiating an elementary uniform at a school from 75% of families of students registered in the school to 60%.

Additionally, staff invited the DPCDSB parent/guardian and student community to provide feedback on the proposed revisions. On April 11, staff presented revisions at a joint webinar for the Black Community Advisory Council (BCAC), the Central Committee for Catholic School Councils (CCCSC), the Indigenous Education Council (IEC), the Special Education Advisory Council (SEAC), and the Student Senate. Additionally, a feedback survey was made available in late April and early May 2024.

Overall, most advisory council members and survey respondents were supportive of the revisions made by staff. Staff observed strong support for uniforms in general; however, several respondents did not support elementary uniforms and/or were concerned about costs related to uniforms. A minority of respondents indicated concerns regarding accommodations for equity and diversity, and/or revealing clothing worn by female-identifying students. The appendices to this report summarize the feedback received.

## CONCLUSION

To update the dress code expectations policies, DPCDSB staff merged the former Policy 7.18 and Policy 7.19 into one *Policy 7.19: Dress Code and School Uniforms*. This merger of policy documents rendered Policy 7.18 redundant and recommended for rescission. The two GAPs were split into three GAPs, one for elementary uniforms, one for secondary uniforms, and one for non-uniform dress code expectations. The three GAPs were all associated with the revised Policy 7.19.

Additionally, staff reviewed the merged policy and its revised GAPs with attention to ensuring an anti-oppression stance. As such, changes were made in terms of required attire in non-uniform settings, increased awareness of the impact of dress codes on Black students, and permission for students to use religious and/or cultural head coverings without penalty, disciplinary action, or requests for removal. Finally, staff reduced the approval threshold for initiating an elementary uniform at a school to 60%. Consultation with the DPCDSB parent/guardian and student community indicated overall support for these revisions.

**THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:**

- 1) THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *POLICY 7.18: ELEMENTARY SCHOOLS – APPROPRIATE DRESS CODE/SCHOOL UNIFORMS*, BE RESCINDED.**
- 2) THAT THE BY-LAW/POLICIES REVIEW COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT *REVISED POLICY 7.19: DRESS CODE AND SCHOOL UNIFORMS*, BE APPROVED AND ADOPTED, AS AMENDED.**

Prepared by: Kathy Russell-Kwan, Researcher, Policy, Strategy, Research, Safe Schools  
Max Vecchiarino, Executive Superintendent – Policy, Strategy, Research, Safe Schools

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

## APPENDIX A: COMMUNITY ADVISORY COUNCIL FEEDBACK: DRESS CODE UPDATES PRESENTATION APRIL 11, 2024

DPCDSB staff seeking to propose updates to DPCDSB's dress code and uniform policies and procedures provided an online presentation on April 11, 2024. Members of all five community advisory councils (Black Community Advisory Council, Central Committee for Catholic School Councils, Indigenous Education Council, Special Education Advisory Council, and Student Senate) were invited to the webinar. Due to time restrictions, staff did not allocate time during the presentation to discuss the content and respond to feedback. However, staff sought to mitigate this issue by providing a QR code to access a feedback form. This document summarizes the feedback gathered in the week following the meeting.

### Participation

The presentation was delivered during a meeting of the Central Committee for Catholic School Councils, so all members from this committee who were present at the meeting viewed the presentation. In addition, approximately 30 DPCDSB staff and community advisory council members logged into the webinar. Examination of the dress code and uniform updates feedback form yielded 11 respondents. Respondents were not asked to indicate their council affiliation. The bullets below summarize the feedback.

### Rating Scales on Policy and GAP Proposed New Content

Below are the agreement findings for items following the prompt "To support human dignity, 'dress codes' about student attire must..." Note that only agreement and disagreement rates are listed; "neither agree nor disagree" has been omitted.

Content Component	Percentage Somewhat to Strongly Agree	Percentage Somewhat to Strongly Disagree
...be developed with every student in mind.	82%	9%
... <b>not</b> be a barrier to students accessing the learning environment.	64%	27%
... <b>not</b> contain zero-tolerance head wear.	64%	27%
... <b>not</b> have strict gender stereotypes in the rules of dress.	64%	18%
...be flexible to allow diversity and dignity.	73%	18%
...be flexible to reduce the need for individual accommodations.	73%	18%

Most respondents agreed with the above listed content updates proposed by staff. Agreement was only slightly lower for items about dress codes not being a barrier to accessing the learning environment and not containing zero-tolerance related to headwear.

### Understanding of Definitions

Below (following page) are the ratings of how easy or difficult respondents found the updated definitions to be. Note that only easy and hard rates are listed; "neither easy nor difficult" has been omitted.

Definition	Percentage Somewhat to Very Easy to Understand	Percentage Somewhat to Very Hard to Understand
Appropriate Dress Expectations (elementary)	82%	0%
Appropriate Dress Expectations (secondary)	82%	0%
School Uniform	82%	0%
Description of Elementary Uniforms	73%	0%
Description of Secondary Uniforms	82%	0%

### Support Ratings (1-10) for Select Changes to the Dress Code Policy and GAPs

In general, the 11 respondents were 100% supportive of banning attire with messages or images of hate, discrimination, violence, illegal activity, and profanity. Similarly, very high levels of support were observed for allowing religious and/or cultural headwear. However, support for permitting do-rags and caps to combat anti-Black racism was mixed; four respondents rated support below 6/10, two rated their support for this item as 6/10, and the remaining five indicated 100% support (10/10). The table below summarizes the ratings for the select policy or GAP updates.

Policy or GAP Refinement	Average Rating out of 10
Minimum expectations for student dress (i.e., torso to mid-thigh).	7.6
Banning dress with messages or images of hate, discrimination, violence, illegal activity, and profanity.	10.0
Allowing do-rags and caps in school to combat anti-Black racism.	6.7
Allowing religious and/or cultural headwear (e.g., hijab, dastar, do-rag, kippah, bonnet).	9.4
Allowing students and parents/guardians to make choices about student dress (when not in uniform).	7.5
Lowering minimum level of community support for setting up a local elementary school uniform from 75% to at least 60%.	5.9
Allowing local schools to make changes to existing uniforms through a representative school committee including parents/guardians, students, school staff, and administration.	7.8

### Compliance with Potential Elementary Uniform

Respondents were asked if they had or will have elementary students in DPCDSB. A total of four respondents indicated yes to this item. When asked subsequently if they would comply with an elementary uniform, even if they voted against it, three respondents (75%) indicated they would comply. The one respondent who indicated they would not comply selected “very unlikely”, the most negative rating, as their response.

### Open Comment Summary

- Remove the “mid-thigh” rule. This rule conflicts with the removal of modesty as it is subjective but then uses a subjective measurement.
- Ban all clothing that targets individuals or groups or has racial or other offensive slurs.

- Require all-black, closed toe and heel shoes in the secondary uniform. Having students wearing \$300 shoes to school increases inequity and makes a class system despite the uniform.
- Add blazers to school uniforms as they are professional and could address quality concerns with the uniform. Blazers can be unisex and good motivation for students to learn to look presentable and mature.
- Incorporate uniforms that are comfortable and modest, including both daily wear and gym attire.
- Increase uniform item options and seek student feedback to reduce reluctance to comply with the dress code policy.

## APPENDIX B: MAY 2024 DRESS CODE POLICY AND GAP COMMUNITY FEEDBACK SURVEY RESULTS

DPCDSB staff seeking to propose updates to DPCDSBs’ dress code and uniform policies and procedures provided an online feedback survey to the DPCDSB parent/guardian and student community in late April through early May 2024. This document summarizes the feedback gathered via this survey.

### Participation

A total of 4,010 participants provided feedback via this survey. Over 3,700 participants, or 93% of participants were parents or guardians. In addition, 183 participants (5%) indicated they were voting members of their local Catholic School Council. Finally, only 72 students (2%) participated in the survey.

### Rating Scales on Policy and GAP Proposed New Content

Below are the agreement findings for items following the prompt “To support human dignity, ‘dress codes’ about student attire must...” Note that only agreement and disagreement rates are listed; “neither agree nor disagree” has been omitted.

Content Component	Percentage Somewhat to Strongly Agree	Percentage Somewhat to Strongly Disagree
...be developed with every student in mind.	79%	8%
... <b>not</b> be a barrier to students accessing the learning environment.	80%	6%
... <b>not</b> contain zero-tolerance head wear.	54%	17%
... <b>not</b> have strict gender stereotypes in the rules of dress.	55%	20%
...be flexible to allow diversity and dignity.	67%	15%
...be flexible to reduce the need for individual accommodations.	66%	14%

Most respondents agreed with the above listed content updates proposed by staff. Agreement was only slightly lower for items about dress codes **not** containing zero-tolerance related to headwear and dress codes **not** having strict gender stereotypes. This observation suggests that, while respondents supported many revisions to enhance equity and inclusion, support was lower regarding removing headwear sanctions and gender stereotypes. This latter point was highlighted in the open comments from participants.

### Understanding of Definitions

Below (following page) are the ratings of how easy or difficult survey respondents found the updated definitions to be. Note that only easy and hard rates are listed; “neither easy nor difficult” has been omitted.

Definition	Percentage Somewhat to Very Easy to Understand	Percentage Somewhat to Very Hard to Understand
Appropriate Dress Expectations (elementary)	66%	7%
Appropriate Dress Expectations (secondary)	68%	5%
School Uniform	74%	2%
Description of Elementary Uniforms	74%	3%
Description of Secondary Uniforms	75%	1%

### Support Ratings (1-10) for Select Changes to the Dress Code Policy and GAPs

The average support rating for banning attire with messages or images of hate, discrimination, violence, illegal activity, and profanity was 9.4 out of 10 for survey respondents. In addition, staff observed survey support ratings of 7.0 to 8.0 out of 10 for: clear minimums for attire, religious and/or cultural headwear, allowing parents/guardians and students to determine appropriateness of attire, lowering the threshold of support to initiate a new (elementary) uniform at a school, and allowing local schools to change existing (secondary) uniforms via representative committees. In contrast, support ratings for allowing do-rags and caps in schools were much lower, with an average rating of 6.3 out of 10 among survey respondents. The table below summarizes the ratings for the select policy or GAP updates.

Policy or GAP Refinement	Average Rating out of 10
Minimum expectations for student dress (i.e., torso to mid-thigh).	7.5
Banning dress with messages or images of hate, discrimination, violence, illegal activity, and profanity.	9.4
Allowing do-rags and caps in school to combat anti-Black racism.	6.3
Allowing religious and/or cultural headwear (e.g., hijab, dastar, do-rag, kippah, bonnet).	7.1
Allowing students and parents/guardians to make choices about student dress (when not in uniform).	7.7
Lowering minimum level of community support for setting up a local elementary school uniform from 75% to at least 60%.	7.1
Allowing local schools to make changes to existing uniforms through a representative school committee including parents/guardians, students, school staff, and administration.	7.9

### Compliance with Potential Elementary Uniform

Respondents were asked if they had or will have elementary students in DPCDSB. A total of 2,336 (58%) respondents indicated yes to this item. When asked subsequently if they would comply with an elementary uniform initiated at their student's school, even if they voted against it during the consultation process, 1,920 respondents (83%) indicated they were somewhat or very likely to comply.

### Open Comment Summary

A total of 1,137 respondents chose also to provide free text comments regarding the dress code policy and GAP changes. Responses clustered into the distinct themes (sub-theme percentages represent the proportion of the main theme consisting of each sub-theme) listed in the table below:

Theme	Percentage of All Comments	Sub-Themes (Percentage of Main Theme Comments)
Support for uniform	45%	<ul style="list-style-type: none"><li>• general support for uniforms (34%)<sup>1</sup></li><li>• support specifically for elementary uniforms (27%)</li><li>• all Catholic schools should have uniforms (32%)</li><li>• other GTA boards have uniforms (4%)</li></ul>
Benefits believed to be associated with uniforms	27%	<ul style="list-style-type: none"><li>• uniforms create unity and equity in schools (46%)</li><li>• uniforms reduce bullying (14%)</li><li>• uniforms are convenient and practical (12%)</li><li>• uniforms and dress codes avoid distractions to learning (12%)</li><li>• uniforms are economical (8%)</li><li>• uniforms help with discipline (5%)</li><li>• uniforms provide security (3%)</li></ul>
Desire for prohibitions on specific content or items	26%	<ul style="list-style-type: none"><li>• no religious and/or cultural headwear and/or accommodations (40%)</li><li>• no inappropriate attire (e.g., pyjamas, underwear worn as visible attire, flip-flops and crocs) and/or revealing attire, particularly for girls (31%)</li><li>• no do-rags (11%)</li><li>• no caps in school (10%)</li><li>• no cultural headwear but religious headwear is acceptable (4%)</li><li>• no admission of non-Catholic students (4%)</li></ul>

<sup>1</sup> Many of these respondents indicated they had or will have students in elementary schools in DPCDSB, so support for general uniforms may also include support for elementary uniforms.



Theme	Percentage of All Comments	Sub-Themes (Percentage of Main Theme Comments)
<b>Concerns about uniform costs</b>	<b>15%</b>	<ul style="list-style-type: none"> <li>uniforms are too expensive for some families (36%)</li> <li>uniforms should only be colour scheme to reduce costs (26%)<sup>2</sup></li> <li>subsidy is needed for uniforms (11%)</li> <li>uniforms are expensive to replace for growing kids (6%)<sup>3</sup></li> <li>need to have more uniform suppliers to reduce costs (5%)</li> <li>exclude socks and shoes from uniform to reduce costs (5%)</li> <li>need affordable uniforms (3%)</li> <li>exclude Grades 7 and 8 from uniform requirement (3%)</li> </ul>
<b>No support for uniforms</b>	<b>13%</b>	<ul style="list-style-type: none"> <li>do not support elementary uniforms (72%)</li> <li>students need to develop their identity, express themselves, so no uniforms in elementary (19%)</li> <li>uniforms infringe on freedom of expression (3%)</li> <li>family will leave DPCDSB if elementary uniforms are implemented (3%)</li> </ul>
<b>Suggested policy revisions</b>	<b>11%</b>	<ul style="list-style-type: none"> <li>include clearer guidelines for minimum attire (29%)</li> <li>keep modesty, appropriate grooming expectations, respectable female options, in Catholic schools via dress code (23%)</li> <li>articulate enforcement and consequences in policy (16%)</li> <li>focus on learning, safety, staffing, rather than dress codes (10%)</li> <li>staff need to set the example with professional attire (6%)</li> <li>60% threshold to initiate a new (elementary) uniform is too low (5%)</li> <li>continue to consult with parents and guardians on dress codes (5%)</li> <li>no support for leaving parents and guardians to determine “appropriate” attire (5%)</li> </ul>

<sup>2</sup> Cost concerns and calls for colour scheme uniforms (not single vendor logo uniforms) were observed primarily among respondents who indicated they had or would have students in DPCDSB elementary schools.

<sup>3</sup> This sub-theme was observed primarily among respondents who indicated they had or would have students in DPCDSB elementary schools.

Theme	Percentage of All Comments	Sub-Themes (Percentage of Main Theme Comments)
<b>General support for the policy and GAP revisions</b>	<b>8%</b>	<ul style="list-style-type: none"> <li>• support dress codes that are respectful (33%)</li> <li>• general support (24%)</li> <li>• support the prohibition of hate speech and inappropriate images (16%)</li> <li>• support leaving parents and guardians to determine “appropriate” attire (10%)</li> <li>• simply dress according to the policy (4%)</li> <li>• thank you for consulting parents and guardians (4%)</li> </ul>
<b>Support for Accommodations</b>	<b>6%</b>	<ul style="list-style-type: none"> <li>• support for inclusive headwear (49%)</li> <li>• stop policing girls (11%)</li> <li>• support for do-rags in school (10%)</li> <li>• consider student sensory concerns with uniforms (8%)</li> <li>• support caps and toques (7%)</li> <li>• support for all accommodations (7%)</li> <li>• support for gender-neutral uniforms only (6%)</li> </ul>
<b>No support for accommodations</b>	<b>5%</b>	<ul style="list-style-type: none"> <li>• follow the rules or go to public school (60%)</li> <li>• too many accommodations for non-Catholics, dilution of Catholic education, accommodations are insensitive to Catholics (15%)</li> <li>• should be one rule for all (10%)</li> </ul>

Several additional comments could not be clustered into the above themes. Examples included specific uniform item suggestions and concerns about the inclusion of the term anti-Black racism instead of anti-racism in the policy and GAPs.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>BOARD POLICY</u></b>	
<b>BOARD POLICY NUMBER:</b>	<b>7.19</b>
<b>SUBJECT:</b>	<b><del>Secondary Schools—Appropriate</del> Dress Code and School Uniforms</b>
<b>REFERENCE:</b>	<b>General Administrative Procedures (GAP):</b> 504.01, <del>— Secondary Schools—Appropriate Dress Code and</del> School Uniforms <u>504.02 – Elementary School Uniforms</u> <u>504.03 – Dress Code Expectations for Students</u>
<b>EFFECTIVE DATE:</b>	<del>(277/278) July 23, 1991; Revised (378) July 24, 2001;</del> <del>(262) April 27, 2004; (072) January 22, 2013;</del> <del>(159) May 26, 2015; (095) February 19, 2019</del>
<b>AMENDED DATE:</b>	<u>July 24, 2001; April 27, 2004; January 22, 2013; May 26, 2015; February 19, 2019; June TBD 2024</u>

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

*Isaiah 61:10*

*"We know that all things work for good for those who love God, who are called according to his purpose."*  
*Romans 9:28*

~~In order to support human dignity, dress codes and uniforms must be developed and implemented with every student in mind in an effort to create barrier free environments and to promote access to the fullest extent possible (e.g., no zero tolerance head wear, rigid gender stereotypes rules of dress, etc.). The standard design and application of the student dress code and uniforms must be flexible enough to account for the diversity, accessibility, safety and dignity of all students up front, thus minimizing the need for individual accommodation requests to ensure inclusivity.~~

1. To support the dignity of the human person, dress codes and uniforms shall be developed and implemented with every student in mind to create barrier-free environments and to promote access, to the fullest extent possible. The standard design and application of the student dress code and uniforms shall be flexible enough to account for the diversity, accessibility, safety, and dignity of all students, thus minimizing the need for individual accommodation requests to ensure inclusivity.  
~~In order to support human dignity, dress codes and uniforms must be developed and implemented with every student in mind in an effort to create barrier free environments and to promote access to the fullest extent possible (e.g., no zero tolerance head wear, rigid gender stereotypes rules of dress, etc.). The standard design and application of the student dress code and uniforms must be flexible enough to account for the diversity, accessibility, safety and dignity of all students up front, thus minimizing the need for individual accommodation requests to~~

ensure inclusivity.

- ~~1.2.~~ The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting a safe, caring, and inclusive learning environment focused on well-being, cultivation of a sense of belonging, and student achievement in all schools, ~~while fostering a sense of belonging in our schools.~~
- ~~3.~~ This policy and its associated General Administrative Procedures (GAP) 504.01 – Secondary School Uniforms, GAP 504.02 – Elementary School Uniforms, and GAP 504.03 – Dress Code Expectations for Students, articulate expectations regarding (a) local school uniforms for students and (b) ~~Dress code for students, as appropriate. All secondary DPCDSB schools within the Dufferin-Peel Catholic District School Board shall adopt and communicate an Appropriate Dress Code Policy~~ these expectations to students, staff, and parents/guardians, as appropriate.
- ~~2.~~ ~~and School Uniform Policy for students consistent with the Board’s mission, values and system direction.~~
- ~~4.~~ “Appropriate Dress-Dress Code code expectations” in elementary schools refers to the standard of student dress. The expectations for student dress shall be consistent with this policy and GAP 504.03 – Dress Code Expectations for Students, as well as with the Education Act and Regulations.
- ~~5.~~ “Dress code expectations” in secondary schools refers to the standard of student dress for such non-uniform events as ~~civvie~~civvies days, ~~retreats~~, excursions, sporting events, etc. This appropriate dress code will be established in consultation with the Catholic School Council. The expectations for dress code shall be consistent with this policy and GAP 504.03 – Dress Code Expectations for Students, as well as with the Education Act and Regulations. The Appropriate Dress Code will be consistent with Board Policy as well as with the Education Act and Regulations.
- ~~6.~~ DPCDSB has updated expected practices regarding dress code expectations and school uniforms to ensure that they are equitable and inclusive and do not impact Black students negatively. It is imperative that all staff recognize and address harmful practices. Throughout systems of education anti-Black racism has factored into decision making and may take on many forms, including the use of dress code restrictions, such as do-rag bans, to limit self and cultural expression of Black students.<sup>1</sup> It is important to note that there is not one definitive opinion regarding the wearing of do-rags within Black communities and as such the decision will be left to the parents/guardians to decide what is acceptable.
- ~~7.~~ DPCDSB is committed to creating equitable and inclusive environments free from oppression. The following points support such environments:
  - a) religious and/or cultural head coverings (e.g., dastar, do-rag, hijab, kippah, patka) are permitted under this policy and its associated GAPs;
  - b) where a school has a consistent school uniform, with specified articles of clothing bearing school name, crest, logo, and/or insignia, gender-neutral options shall be required;
  - c) all school uniforms shall require dark coloured bottoms;
  - d) dark coloured shirts and sweaters are recommended for all uniforms;

<sup>1</sup> Ontario College of Teachers. (n.d.). “Professional Advisory on Anti-Black Racism”. p. 4.  
<https://www.oct.ca/resources/advisories/anti-black-racism>

a)e) in all non-uniform settings, students shall be dressed in a manner which ensures that their torso and upper legs, to mid-thigh, are not exposed.

8. ~~“School Uniform-uniform”~~ refers to a uniform as established as per ~~General Administrative Procedure 504.01~~ GAP 504.01 – Secondary School Uniforms or GAP 504.02 – Elementary School Uniforms, as applicable to school type.

9. As per GAP 504.02 – Elementary School Uniforms, elementary schools may adopt a school uniform policy for students only if such policy is supported by at least 60% of the families registered at the school. Once established, the uniform shall be mandatory. An elementary school community shall not be surveyed regarding school uniform consideration more than once every 5 years.

~~3. —, Secondary Appropriate Dress Code/School Uniform.~~

~~4.10.~~ All secondary schools shall adopt a mandatory ~~School Uniform Policy~~ school uniform as per this policy and GAP 504.01 – Secondary School Uniforms.

11. Student infractions of, or non-compliance with, ~~the Appropriate Dress Code policy and/or School Uniform Policy~~ this policy and its associated GAPS, ~~will~~ shall result in progressive discipline consequences up to and including suspension as outlined in the *Catholic Code of Conduct*.

~~5.12.~~ The principal and/or designate has the discretion to consider the extent of the application of the dress code and uniform expectations for some students based on differing abilities and/or other mitigating circumstances. The principal and/or designate shall make these considerations based on knowing the learner.

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>7.19</b>
<b>SUBJECT:</b>	<b>Dress Code and School Uniforms</b>
<b>REFERENCE:</b>	<b>General Administrative Procedures (GAP):</b> 504.01 – Secondary School Uniforms 504.02 – Elementary School Uniforms 504.03 – Dress Code Expectations for Students
<b>EFFECTIVE DATE:</b>	July 23, 1991
<b>AMENDED DATE:</b>	July 24, 2001; April 27, 2004; January 22, 2013; May 26, 2015; February 19, 2019; June TBD 2024

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

1. To support the dignity of the human person, dress codes and uniforms shall be developed and implemented with every student in mind to create barrier-free environments and to promote access, to the fullest extent possible. The standard design and application of the student dress code and uniforms shall be flexible enough to account for the diversity, accessibility, safety, and dignity of all students, thus minimizing the need for individual accommodation requests to ensure inclusivity.
2. The Dufferin-Peel Catholic District School Board (DPCDSB) is committed to supporting a safe, caring, and inclusive learning environment focused on well-being, cultivation of a sense of belonging, and student achievement in all schools.
3. This policy and its associated General Administrative Procedures (GAP) 504.01 – *Secondary School Uniforms*, GAP 504.02 – *Elementary School Uniforms*, and GAP 504.03 – *Dress Code Expectations for Students*, articulate expectations regarding (a) local school uniforms for students and (b) dress code for students, as appropriate. All DPCDSB schools shall adopt and communicate these expectations to students, staff, and parents/guardians, as appropriate.
4. "Dress code expectations" in elementary schools refers to the standard of student dress. The expectations for student dress shall be consistent with this policy and GAP 504.03 – *Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.
5. "Dress code expectations" in secondary schools refers to the standard of student dress for such non-uniform events as civvies days, retreats, excursions, sporting events, etc. The expectations for dress code shall be consistent with this policy and GAP 504.03 – *Dress Code Expectations for Students*, as well as with the *Education Act* and Regulations.

6. DPCDSB has updated expected practices regarding dress code expectations and school uniforms to ensure that they are equitable and inclusive and do not impact Black students negatively. It is imperative that all staff recognize and address harmful practices. Throughout systems of education anti-Black racism has factored into decision making and may take on many forms, including the use of dress code restrictions, such as do-rag bans, to limit self and cultural expression of Black students.<sup>1</sup> It is important to note that there is not one definitive opinion regarding the wearing of do-rags within Black communities and as such the decision will be left to the parents/guardians to decide what is acceptable.
7. DPCDSB is committed to creating equitable and inclusive environments free from oppression. The following points support such environments:
  - a) religious and/or cultural head coverings (e.g., dastar, do-rag, hijab, kippah, patka) are permitted under this policy and its associated GAPs;
  - b) where a school has a consistent school uniform, with specified articles of clothing bearing school name, crest, logo, and/or insignia, gender-neutral options shall be required;
  - c) all school uniforms shall require dark coloured bottoms;
  - d) dark coloured shirts and sweaters are recommended for all uniforms;
  - e) in all non-uniform settings, students shall be dressed in a manner which ensures that their torso and upper legs, to mid-thigh, are not exposed.
8. "School uniform" refers to a uniform established as per *GAP 504.01 – Secondary School Uniforms* or *GAP 504.02 – Elementary School Uniforms*, as applicable to school type.
9. As per *GAP 504.02 – Elementary School Uniforms*, elementary schools may adopt a school uniform policy for students only if such policy is supported by at least 60% of the families registered at the school. Once established, the uniform shall be mandatory. An elementary school community shall not be surveyed regarding school uniform consideration more than once every 5 years.
10. All secondary schools shall adopt a mandatory school uniform as per this policy and *GAP 504.01 – Secondary School Uniforms*.
11. Student infractions of, or non-compliance with, this policy and its associated GAPs shall result in progressive discipline consequences up to and including suspension as outlined in the *Catholic Code of Conduct*.
12. The principal and/or designate has the discretion to consider the extent of the application of the dress code and uniform expectations for some students based on differing abilities and/or other mitigating circumstances. The principal and/or designate shall make these considerations based on knowing the learner.

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<sup>1</sup> Ontario College of Teachers. (n.d.). "Professional Advisory on Anti-Black Racism". p. 4.  
<https://www.oct.ca/resources/advisories/anti-black-racism>

## BOARD POLICY

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>26.00</b>
<b>SUBJECT:</b>	<b>Smoke, Tobacco-Free and Cannabis-Free Environment</b>
<b>REFERENCE:</b>	<p><del>General Administrative Procedure 723.00 – Smoke, Tobacco-Free and Cannabis-Free Environment</del></p> <p><i>Smoke-Free Ontario Act, 2017</i> Ontario Regulation 269/18</p> <p><u>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</u></p> <p><u>Policy 9.01: Catholic Code of Conduct</u> <u>Policy 9.03: Progressive Discipline</u></p> <p><u>General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct</u> <u>GAP 552.00 – Progressive Discipline</u></p>
<b>EFFECTIVE DATE:</b>	<del>(088)</del> February 24, 2015; <del>(094)</del> February 2019; <u>June 14, 2024</u>
<b>AMENDED DATE:</b>	<u>February 2019; June 14, 2024</u>

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*“Do you not know that your body is a temple of the Holy Spirit within you, which you have from God?”*  
1 Corinthians 6:19

1. The *Smoke-Free Ontario Act, 2017* S.O. 2017, c. 26, Sched. 3 (the “Smoke-Free Ontario Act”) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 meters of these grounds. Pursuant to the *Smoke-Free Ontario Act*, anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine.
2. The *Smoke-Free Ontario Act* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under nineteen (19) years of age. Pursuant to the *Smoke-Free Ontario Act*, anyone who sells or supplies tobacco or an e-cigarette to a student under nineteen (19) years of age is guilty of an offence and if convicted may result in a fine.
3. In accordance with the *Smoke-Free Ontario Act, 2017*, the Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the benefits of declaring, ~~establishing~~establishing, and maintaining a smoke-free, tobacco-free and cannabis-free learning, ~~playing~~playing, and working environment for students, employees, visitors and those who use DPCDSB facilities. Therefore, smoking and/or holding lit tobacco, cannabis, tobacco-like, cannabis-like (alternative) product or e-cigarette ~~or vaping product,~~ is prohibited on all DPCDSB properties, during educational excursions regardless of location, in DPCDSB vehicles or in personal vehicles used for DPCDSB excursions or events parked on DPCDSB property, and all public

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areas within twenty (20) metres of school grounds. –

~~1.4.~~ Exposure of students to media that depicts smoking or the use of tobacco, cannabis, tobacco-like or cannabis-like (alternative) products is also prohibited with the exception of media that includes smoking, tobacco or cannabis imagery as a necessary component of historical depictions and/or media that depicts the dangers of smoking ~~– and/or~~ exposure to ~~second-hand~~secondhand smoke or cannabis.

5. Where the prohibited items referenced above are found in the possession of a DPCDSB student in contravention of this Policy, the Principal or designate will exercise progressive discipline strategies and the student must surrender the item(s) to the school Principal or designate. The Principal will exercise their professional judgement when determining whether to return the item(s) to a parent/guardian, providing them to police and/or disposing of them, each in accordance with applicable laws as appropriate depending on the item so confiscated.

6. Nothing in this Policy is intended to restrict the DPCDSB's right at law or equity to impose consequences for failure to comply with the terms of the *Smoke-Free Ontario Act* and/or the terms of this Policy.

~~2.7.~~ In accordance with the *Smoke-Free Ontario Act, 2017*, exceptions may be ~~are~~ made for the traditional use of tobacco that forms part of ~~A~~Aboriginal-Indigenous culture and spirituality.

~~Failure of students, employees, visitors and those who use DPCDSB facilities to comply with the requirements of the *Smoke-Free Ontario Act, 2017*, may result in legal action (i.e. being charged and/or fined). For infractions beyond the scope of the *Smoke-Free Ontario Act, 2017*, the Catholic Code of Conduct will apply.~~

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**BOARD POLICY**

<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b><u>POLICY NUMBER:</u></b>	<b>26.00</b>
<b><u>SUBJECT:</u></b>	<b>Smoke, Tobacco-Free and Cannabis-Free Environment</b>
<b><u>REFERENCE:</u></b>	<p><del>General Administrative Procedure 723.00 – Smoke, Tobacco-Free and Cannabis-Free Environment</del></p> <p><i>Smoke-Free Ontario Act, 2017</i> Ontario Regulation 269/18</p> <p><u>Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct</u></p> <p><u>Policy 9.01: Catholic Code of Conduct</u> <u>Policy 9.03: Progressive Discipline</u></p> <p><u>General Administrative Procedure (GAP) 530.00 – Catholic Code of Conduct</u> <u>GAP 552.00 – Progressive Discipline</u></p>
<b><u>EFFECTIVE DATE:</u></b>	<del>(088)</del> February 24, 2015; <del>(094)</del> February 2019; <u>June 14, 2024</u>
<b><u>AMENDED DATE:</u></b>	<u>February 2019; June 14, 2024</u>

*“Do you not know that your body is a temple of the Holy Spirit within you, which you have from God?”  
1 Corinthians 6:19*

1. The *Smoke-Free Ontario Act, 2017* S.O. 2017, c. 26, Sched. 3 (the “Smoke-Free Ontario Act”) prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20- meters of these grounds. Pursuant to the *Smoke-Free Ontario Act*, anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine.
2. The *Smoke-Free Ontario Act* also prohibits the sale and supply of tobacco or e-cigarettes to anyone under nineteen (19) years of age. Pursuant to the *Smoke-Free Ontario Act*, anyone who sells or supplies tobacco or an e-cigarette to a student under nineteen (19) years of age is guilty of an offence and if convicted may result in a fine.
3. In accordance with the *Smoke-Free Ontario Act, 2017*, the Dufferin-Peel Catholic District School Board (DPCDSB) recognizes the benefits of declaring, ~~establishing~~establishing, and maintaining a smoke-free, tobacco-free and cannabis-free learning, ~~playing~~playing, and working environment for students, employees, visitors and those who use DPCDSB facilities. Therefore, smoking and/or holding lit tobacco, cannabis, tobacco-like, cannabis-like (alternative) products, consuming or using any other tobacco, cannabis, tobacco-like, cannabis-like (alternative) product or e-cigarette ~~or vaping product,~~ is prohibited on all DPCDSB properties, during educational excursions regardless of location, in DPCDSB vehicles or in personal vehicles ~~used for DPCDSB excursions or events parked on DPCDSB property,~~ and all public

areas within twenty (20) metres of school grounds. –

- 1.4. Exposure of students to media that depicts smoking or the use of tobacco, cannabis, tobacco-like or cannabis-like (alternative) products is also prohibited with the exception of media that includes smoking, tobacco or cannabis imagery as a necessary component of historical depictions and/or media that depicts the dangers of smoking, ~~and/or~~ exposure to ~~second-hand~~secondhand smoke or cannabis.
5. Where the prohibited items referenced above are found in the possession of a DPCDSB student in contravention of this Policy, the Principal or designate will exercise progressive discipline strategies and the student must surrender the item(s) to the school Principal or designate. The Principal will exercise their professional judgement when determining whether to return the item(s) to a parent/guardian, providing them to police and/or disposing of them, each in accordance with applicable laws as appropriate depending on the item so confiscated.
6. Nothing in this Policy is intended to restrict the DPCDSB's right at law or equity to impose consequences for failure to comply with the terms of the *Smoke-Free Ontario Act* and/or the terms of this Policy.
- 2.7. In accordance with the *Smoke-Free Ontario Act, 2017*, exceptions may be ~~are~~ made for the traditional use of tobacco that forms part of ~~Aboriginal-Indigenous~~ culture and spirituality.

~~Failure of students, employees, visitors and those who use DPCDSB facilities to comply with the requirements of the *Smoke-Free Ontario Act, 2017*, may result in legal action (i.e. being charged and/or fined). For infractions beyond the scope of the *Smoke-Free Ontario Act, 2017*, the Catholic Code of Conduct will apply.~~



## GAP

## GENERAL ADMINISTRATIVE PROCEDURES

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	525.00
SUBJECT:	External Presenters in Dufferin-Peel Catholic District School Board
REFERENCE:	<a href="#">Policy 1.77—Guest Speaker Approval for Ministering on Faith and Morals</a> <a href="#">Policy 7.12</a> – Access to DPCDSB Properties <a href="#">Policy 35.00</a> – External Presenters in Dufferin-Peel Catholic District School Board <a href="#">GAP 118</a> – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support <a href="#">GAP 318</a> – Criminal Background Checks & Offence Declarations
EFFECTIVE DATE:	December 2019
REVISED/AMENDED/AMENDED DATE:	February 2024; <u>June TBD, 2024</u>

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

## 1 INTRODUCTION

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

## 2 ~~Terms Defined:~~ DEFINITIONS

- 2.1 An **External Presenter** is someone invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.
- 2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities. ***External Program Providers are not reviewed by the External Presenters Review Committee.***

## 3 EXTERNAL PROGRAM PROVIDER PROCESS:

- ~~3.1~~ If a school Principal is interested in engaging an external program provider, the Principal

~~3.2~~ must contact and consult with their Family of Schools Superintendent. Further

~~3.1~~ steps include possible consultation with:

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

~~3.33.2~~ As per GAP 318.00, a [Criminal Background Check \(CBC\) and](#) Vulnerable Sector Screening (VSS) from within the last six (6) months would be required for anyone coming into a school setting.

#### 4 **EXCEPTIONS TO THE EXTERNAL PRESENTER PROCESS:**

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

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

~~4.3~~ **Community Partnerships:** Third party services mandated by applicable laws or governed by inter- ministerial agreements as listed in GAP 118 would not require application through the External Presenter Committee. Schools should consult with their Family of Schools Superintendent when planning a presentation with one of the groups listed in GAP 118 Section A. All other presenters require a CBC/VSS as per GAP

~~4.44.3~~ 318. (See Section [5.1](#) (ii)).

#### **5 REQUIREMENTS**

~~4.55.1~~ Individuals, groups, or organizations wishing to present to any DPCDSB students, staff or school community must adhere to the following procedures:

- (i) Subject to Sections [5.1](#)(ii) and [5.1](#)(iii), to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.
- (ii) In addition, External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of

the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).

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(||||)The DPCDSB works cooperatively with organizations and agencies as required by\_



- ~~(iv)~~ applicable laws or inter-ministerial agreement. The nature of these relationships is
- ~~(v)~~~~(iii)~~ documented within, for example, inter-ministerial agreements, legislation, or memoranda of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB.
- ~~(vi)~~~~(iv)~~ At the discretion of the External Presenters Review Committee, an External Presenter may not be required to submit an External Presenter Application or may undergo an expedited review based on their extensive record of delivering presentations to the DPCDSB community. These External Presenters may be included on the Centrally Approved List (see Section 8 of this document.)
- ~~(vii)~~~~(v)~~ An External Presenter who is exempted pursuant to this Section 5(iv) must still comply with all applicable DPCDSB policies and GAPs, including the requirements of thisGAP.
- ~~(viii)~~~~(vi)~~ The Director of Education or designate(s) may grant an exemption under Section 5(iv) above at their sole discretion. Such an exemption by the Director of Education must be documented.

## 5.6 **EXTERNAL PRESENTERS REVIEW COMMITTEE PROCESS**

- 5.16.1 Members of the External Presenters Review Committee review applications for external presentations when **referred and requested by a Principal** or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the [External Presenters webpage](#) for more information.
- 5.26.2 The External Presenters Review Committee shall consist of representation from the following departments:
- (i) Policy, Strategy, Research and Global Learning Experiential Learning
  - (ii) Well-Being and Mental Health Program and Learning Services
  - (iii) Communications and Community Relations Clinical Services and Special Education Equity and Indigenous Education
  - (iv) Religious Education and Faith Formation Supply Chain Management
- 5.36.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.
- 5.46.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. Proposals will be reviewed based on an assessment checklist (see Appendix 1 - Protocol for External Presenters

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

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

5.56.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 7 and is deemed to be an appropriate fit. Compliance with Section 7 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 ([Approved External Presenters list](#)).

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

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

## 7 COMMUNICATION TO PARENTS AND GUARDIANS

7.1 [When a school engages external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.](#)

7.2 [This requirement applies to a school event that takes place during the school day:](#)

- [\(i\) involving a third-party speaker or group](#)
- [\(ii\) organized by a school, a department, a teacher or other staff member, school council, or a student group;](#)
- [\(iii\) that involves all students in a school, or students in multiple classes.](#)

7.3 Parents and guardians shall be adequately informed of the content of these presentations in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. The message must include:

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

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

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

## 8 SCHOOL CONSIDERATIONS REGARDING EXTERNAL PRESENTATIONS AND EVENTS

5-88.1 When an External Presenter or an External Program Provider, or other approved guest speaker is engaged ~~and are~~ in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by the External Presenter or External Program Provider or other guest speaker.

5-98.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent has the right to request modification of any presentation and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).

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

~~5.118.3 undertake steps to address the concern, if necessary and undertake steps to address the concern, if necessary.~~

## **9 MONITORING AND REVIEW**

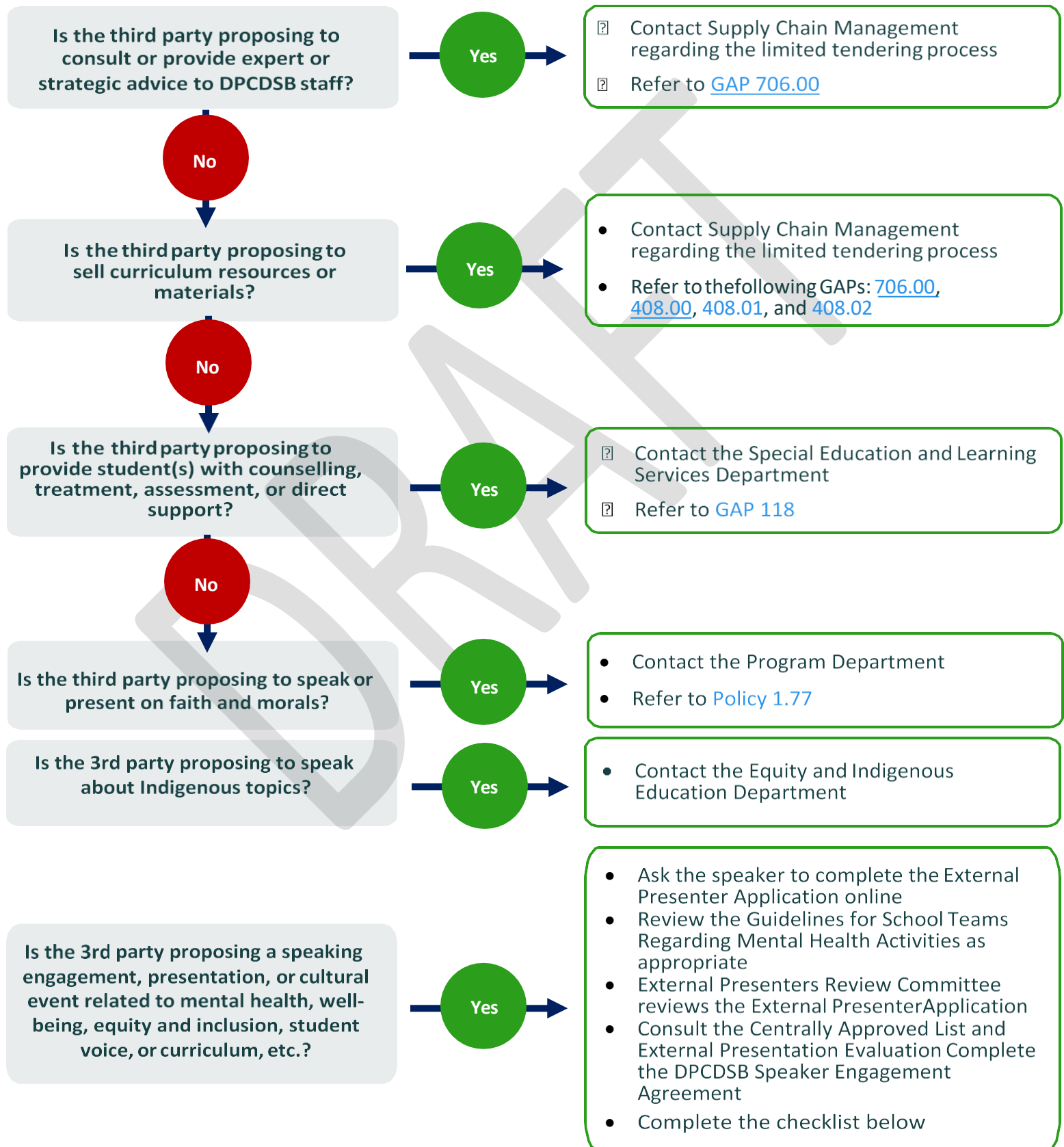
~~5.129.1~~ To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).

~~5.139.2~~ Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

~~5.149.3~~ Where the external presentation fails to comply with agreed upon obligations and expectations, authorization to present may be withdrawn in other schools or other DPCDSB facilities.

# Appendix 1

## Protocol for External Presenters in DPCDSB



# External Presenters in Dufferin-Peel Catholic District School Board Checklist

Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:

		Yes	No
1.	purposeful within a Catholic context and aligned with the CBILC?	<input type="checkbox"/>	<input type="checkbox"/>
2.	positive and hope-filled?	<input type="checkbox"/>	<input type="checkbox"/>
3.	respectful of student voice and diversity, and inclusive of equity-seeking groups?	<input type="checkbox"/>	<input type="checkbox"/>
4.	evidence-based or evidence-informed?	<input type="checkbox"/>	<input type="checkbox"/>
5.	recommended by DPCDSB staff who have personally seen the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6.	offered by speakers with appropriate credentials and training for the topic?	<input type="checkbox"/>	<input type="checkbox"/>
7.	connected to support by trained school board personnel?	<input type="checkbox"/>	<input type="checkbox"/>
8.	safe for students, parents, and staff who may be triggered by sensitive subjects?	<input type="checkbox"/>	<input type="checkbox"/>
9.	scheduled at a time that minimizes risks for vulnerable students?	<input type="checkbox"/>	<input type="checkbox"/>
10.	an existing signed legal agreement using the <a href="#">DPCDSB template</a> , on file?	<input type="checkbox"/>	<input type="checkbox"/>
11.	free of conflict of interest as defined by <a href="#">Policy 1.01</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12.	complies with the Catholic Code of Conduct?	<input type="checkbox"/>	<input type="checkbox"/>
13.	does the External Presenters Application include all necessary fields, including information about insurance and GST number?	<input type="checkbox"/>	<input type="checkbox"/>

Please include any additional comments below

## GENERAL ADMINISTRATIVE PROCEDURES

<b>SECTION:</b>	<b>500 SCHOOL ORGANIZATION AND MANAGEMENT</b>
<b>GAP NUMBER:</b>	525.00
<b>SUBJECT:</b>	<b>External Presenters in Dufferin-Peel Catholic District School Board</b>
<b>REFERENCE:</b>	<a href="#">Policy 7.12</a> – Access to DPCDSB Properties <a href="#">Policy 35.00</a> – External Presenters in Dufferin-Peel Catholic District School Board <a href="#">GAP 118</a> – Guidelines for Collaborative Relationships and Third-Party Health and Social Services Support <a href="#">GAP 318</a> – Criminal Background Checks & Offence Declarations
<b>EFFECTIVE DATE:</b>	December 2019
<b>AMENDED DATE:</b>	February 2024; June TBD, 2024

*“If you know what you are talking about, you have something more valuable than gold jewels.”*

*Proverbs 21:15*

### 1 INTRODUCTION

- 1.1 The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that presentations by an outside organization, group, or individual may enhance the system’s vision, mission, and strategic commitments. Such presentations are subject to prior review and approval by the External Presenters Review Committee, as per Board policies and procedures (see Policy 35.00 – *External Presenters in Dufferin-Peel Catholic District School Board*).

### 2 DEFINITIONS

- 2.1 An **External Presenter** is someone invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff, parents and/or other members of the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the learning experience.
- 2.2 **External Program Providers** are organizations or individuals that administer or deliver supplementary educational and/or training programs in a particular subject or general interest area. They usually include a set curriculum, delivered by a facilitator, and could include a variety of activities. ***External Program Providers are not reviewed by the External Presenters Review Committee.***

### 3 EXTERNAL PROGRAM PROVIDER PROCESS

- 3.1 If a school Principal is interested in engaging an external program provider, the Principal must contact and consult with their Family of Schools Superintendent. Further steps include possible consultation with:



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

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

#### 4 EXCEPTIONS TO THE EXTERNAL PRESENTER PROCESS

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

4.2 **Guest Speakers on Faith and Morals** : For guest speakers interested in ministering to DPCDSB students, staff, and/or the school community, regarding faith and morals, they must contact the Program Department and shall require a CBC with VSS on file with the Archdiocese and/or provide one to DPCDSB.

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

#### 5 REQUIREMENTS

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

- (i) Subject to Sections 5.1(ii) and 5.1(iii), to ensure coordination, resource support, communication, and consistency within DPCDSB, all External Presenters must submit an online External Presenter Application (found on the DPCDSB website) to the External Presenters Review Committee (i.e., the Committee), prior to the presentation.
- (ii) In addition, External Presenters wishing to distribute materials related to their presentation must declare their request to do so and submit a copy of the material with their application. Upon approval by the External Presenters Review Committee, External Presenters may distribute the approved materials related to their presentation free of charge to attendees of the presentation. External Presenters may not sell merchandise to any attendees of the DPCDSB presentation. If a principal wishes to grant an exemption to the foregoing, written approval is required by the Family of Schools Superintendent and the Chief Financial Officer or designate(s).

- (iii) The DPCDSB works cooperatively with organizations and agencies as required by applicable laws or inter-ministerial agreement. The nature of these relationships is documented within, for example, inter-ministerial agreements, legislation, or memoranda of understanding. Subject to the prior approval of the Director of Education or designate(s), such organizations and agencies may not be required to undergo the approval process for External Presenters in DPCDSB.
- (iv) At the discretion of the External Presenters Review Committee, an External Presenter may not be required to submit an External Presenter Application or may undergo an expedited review based on their extensive record of delivering presentations to the DPCDSB community. These External Presenters may be included on the Centrally Approved List (see Section 8 of this document.)
- (v) An External Presenter who is exempted pursuant to this Section 5(iv) must still comply with all applicable DPCDSB policies and GAPs, including the requirements of this GAP.
- (vi) The Director of Education or designate(s) may grant an exemption under Section 5(iv) above at their sole discretion. Such an exemption by the Director of Education must be documented.

## 6 EXTERNAL PRESENTERS REVIEW COMMITTEE PROCESS

- 6.1 Members of the External Presenters Review Committee review applications for external presentations when **referred and requested by a Principal** or other DPCDSB employees when wishing to engage or use an external presenter (i.e., one-time sessions delivered by external individuals, groups, or organizations outside of DPCDSB). Submissions will be reviewed by the External Presenters Review Committee as appropriate. Refer to the [External Presenters webpage](#) for more information.
- 6.2 The External Presenters Review Committee shall consist of representation from the following departments:
  - (i) Policy, Strategy, Research and Global Learning Experiential Learning
  - (ii) Well-Being and Mental Health Program and Learning Services
  - (iii) Communications and Community Relations Clinical Services and Special Education Equity and Indigenous Education
  - (iv) Religious Education and Faith Formation Supply Chain Management
- 6.3 Additional staff with subject-matter expertise may be invited to sit as members of the External Presenters Review Committee when a particular proposal requires specialized review on behalf of the Committee. The Committee is to comply with applicable DPCDSB and Ministry of Education policies and procedures to promote an equitable, open, and transparent review process.
- 6.4 As appropriate, the External Presenters Review Committee works with other departments and administration when considering an offer to an external individual, group, or organization. Proposals will be reviewed based on an assessment checklist (see Appendix 1 - Protocol for External Presenters to the Board). When reviewing proposals, the External Presenters Review Committee will consider system impacts that include the following:

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

- 6.5 The External Presenters Review Committee will accept a proposal after it has been evaluated and found to be consistent with the standards described in Section 7 and is deemed to be an appropriate fit. Compliance with Section 7 does not guarantee acceptance. The accepted proposals are compiled in the Centrally Approved List. The Centrally Approved List is a list of External Presenters in the DPCDSB who have been vetted by the External Presenters Review Committee. The list may be used either to identify pre-qualified External Presenters in advance of expected future presentations or to narrow the field for an immediate need. The Centrally Approved List is housed in DP24 ([Approved External Presenters list](#)).
- 6.6 Applicants will receive a response outlining the decision of the External Presenters Review Committee. The document used for accepted presentations is *A Letter of Acceptance*. It is valid for a three (3)-year period.
- 6.7 External Presenters must complete and submit a [DPCDSB Speaker Engagement Agreement](#) prior to presenting at a DPCDSB site. As part of the DPCDSB Speaker Engagement Agreement, external presenters must provide proof of valid general (volunteer speaker) or professional (regulated professional including fee or no fee) liability insurance, as well as a CBC with VSS. The CBC must be dated within the past 6 months (unless issued through the Ontario Provincial Police) and must be provided to a school Principal prior to a presentation. A DPCDSB Speaker Engagement Agreement must be completed each and every time a speaker is engaged (even if it is the same speaker). Please note that no changes to the agreement will be considered unless a compelling reason is delivered by the External Presenters Review Committee to Legal Services. DPCDSB will only accept the DPCDSB Speaker Engagement Agreement; vendor's agreements will not be entertained.

## **7 COMMUNICATION TO PARENTS AND GUARDIANS**

- 7.1 When a school engages external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners they will provide specific information to parents and guardians, at least 14 calendar days in advance of the date the presentations are to take place.
- 7.2 This requirement applies to a school event that takes place during the school day:
- (i) involving a third-party speaker or group
  - (ii) organized by a school, a department, a teacher or other staff member, school council, or a student group;
  - (iii) that involves all students in a school, or students in multiple classes.

- 7.3 Parents and guardians shall be adequately informed of the content of these presentations in a timely manner, in advance of the planned event through existing DPCDSB parent and guardian communication tools. The message must include:
- (i) Date and time of the activity;
  - (ii) Name(s) of the guest speaker(s) and the organization they represent, if any;
  - (iii) Title and location of the activity, together with the names of the presenters or performers;
  - (iv) Topic or focus of the activity;
  - (v) Connections to the curriculum and/or the purpose of the activity;
  - (vi) Details of any handout materials, or literature that will be provided.
- 7.4 If, at any time, there is a change to a planned event or should arrangements at the school level not allow for 14 calendar days' advance notice (i.e., change in speakers, limited planning time), the school will be required to provide this information to parents and guardians as soon as final arrangements are confirmed.
- 7.5 DPCDSB and its schools may exclude certain information (such as date and time of activity) where posting this information would pose a safety risk to students and/or staff. Principals must consult their FOS Supervisory Officer in such instances.

## **8 SCHOOL CONSIDERATIONS REGARDING EXTERNAL PRESENTATIONS AND EVENTS**

- 8.1 When an External Presenter or an External Program Provider, or other approved guest speaker is engaged in a school setting, they must be accompanied by a DPCDSB staff member. A DPCDSB staff member must always be present for the duration of the presentation or program delivered by the External Presenter or External Program Provider or other guest speaker.
- 8.2 Either the External Presenters Review Committee and/or the school Principal and/or a Superintendent has the right to request modification of any presentation and would retain independent jurisdiction regarding acceptance or rejection of proposals for any event(s).
- 8.3 Where, during the presentation, a concern arises related to the appropriateness or acceptability of the presentation, the Administrator or teacher(s) shall stop the presentation immediately. The Administrator shall communicate with the appropriate Family of Schools Superintendent, who, in turn, will advise the appropriate Instructional Superintendent, Associate Director, and the Director's Office. The Superintendent(s) will communicate with the appropriate Trustee concerning the issue and undertake steps to address the concern, if necessary.

## **9 MONITORING AND REVIEW**

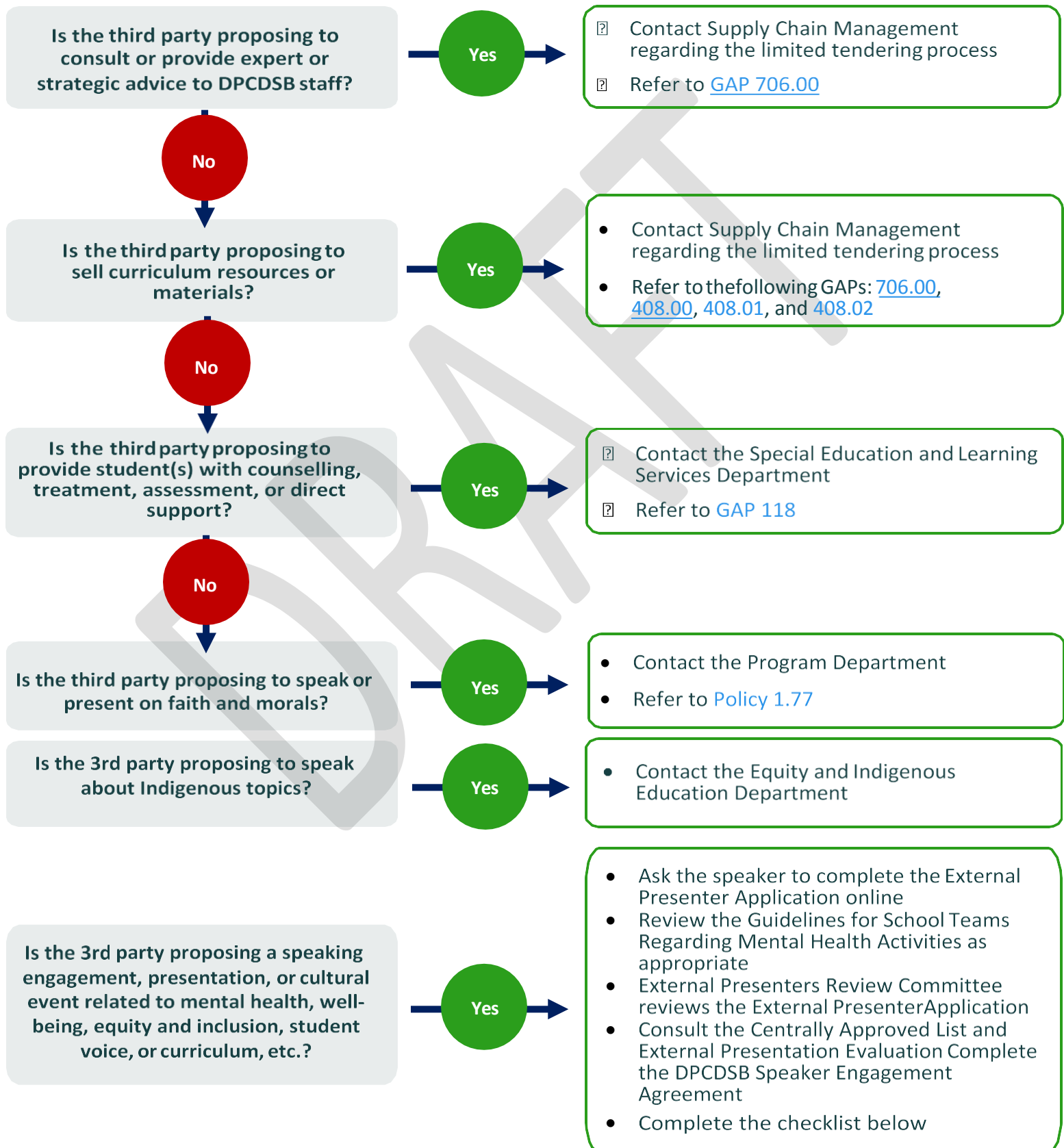
- 9.1 To ensure that the outcomes of the presentations are achieved, external presentations are evaluated by the DPCDSB employee who organized the presentation or their designate. The evaluations must be completed within two (2) weeks following the presentation and are submitted online: [Survey Access](#).
- 9.2 Based on the completed evaluations, the External Presenters Review Committee may either confirm or reject the individual, group, or organization on the Centrally Approved List.

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

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# Appendix 1

## Protocol for External Presenters in DPCDSB



# External Presenters in Dufferin–Peel

## Catholic District School Board Checklist

Please check the following criteria to ensure that the third-party speaking engagement or presentation meets all of the requirements:

		Yes	No
1.	purposeful within a Catholic context and aligned with the CBILC?	<input type="checkbox"/>	<input type="checkbox"/>
2.	positive and hope-filled?	<input type="checkbox"/>	<input type="checkbox"/>
3.	respectful of student voice and diversity, and inclusive of equity-seeking groups?	<input type="checkbox"/>	<input type="checkbox"/>
4.	evidence-based or evidence-informed?	<input type="checkbox"/>	<input type="checkbox"/>
5.	recommended by DPCDSB staff who have personally seen the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6.	offered by speakers with appropriate credentials and training for the topic?	<input type="checkbox"/>	<input type="checkbox"/>
7.	connected to support by trained school board personnel?	<input type="checkbox"/>	<input type="checkbox"/>
8.	safe for students, parents, and staff who may be triggered by sensitive subjects?	<input type="checkbox"/>	<input type="checkbox"/>
9.	scheduled at a time that minimizes risks for vulnerable students?	<input type="checkbox"/>	<input type="checkbox"/>
10.	<a href="#">DPCDSB template</a>	<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>
12.	an existing signed legal agreement using the ,	<input type="checkbox"/>	<input type="checkbox"/>
13.	free of conflict of interest as defined by <a href="#">Policy 1.01</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
	complies with the Catholic Code of Conduct?		
	does the External Presenters Application include all necessary fields, including information about insurance and GST number?		

Please include any additional comments below



<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b> <b><u>BOARD-POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>35.00</b>
<b>SUBJECT:</b>	<u>External Third Party In-School Learning Opportunities for Students! Presenters in Dufferin-Peel Catholic District School Board</u>
<b>REFERENCE:</b>	<u>GAP 525.00</u> – External Presenters in Dufferin-Peel Catholic District School Board
<b>EFFECTIVE DATE:</b>	December 18, 2019; <del>February 2024</del> ; <u>June 2024</u>
<b>AMENDED DATE:</b>	<u>February 2024; June 2024</u>

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

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners -may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities of students, staff, and other members of the school community. ~~External presenters~~ These t
- 1.2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and ~~approval from the~~ approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB. External Presenters Review Committee.
3. An External Presenters isare someone individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
  - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be referred and requested by a Principal (or other DPCDSB employee) and submit an online External Presenter application (found on the DPCDSB website) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
  - b) The external presenters review process must be fair in standards and procedures. This review will consider the following factors:



- (i) that external presentations adhere to the moral teachings of the Catholic Church;
- (ii) operational implications, if any;
- (iii) alignment with the Board's mission, vision, and strategic commitments.

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

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

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

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

- ~~— that external presentations adhere to the moral teachings of the Catholic Church;~~
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Note: External presenters are organizations, groups, or individuals outside of the DPCDSB. They are not employees, representatives, delegates, or consultants of the Board.

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

7. **Community Partnerships:** These partners are third party services mandated by applicable laws or governed by inter- ministerial agreements as per Policy 4.03.

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

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

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#### **The External Presenters Review Committee and Process**

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that external presentations adhere to the moral teachings of the Catholic Church;  
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<b><u>DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD</u></b>	
<b><u>POLICY</u></b>	
<b>POLICY NUMBER:</b>	<b>35.00</b>
<b>SUBJECT:</b>	Third Party In-School Learning Opportunities for Students
<b>REFERENCE:</b>	<a href="#">GAP 525.00</a> – External Presenters in Dufferin-Peel Catholic District School Board
<b>EFFECTIVE DATE:</b>	December 18, 2019
<b>AMENDED DATE:</b>	February 2024; June TBD 2024

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

1. The Dufferin-Peel Catholic District School Board (DPCDSB) recognizes that external presenters, external program providers, guest speakers on faith and morals, guest speakers on Indigenous topics, and community partners may enhance the system's vision, mission, and strategic commitments to amplify learning opportunities of students, staff, and other members of the school community.
2. These third party in-school learning opportunities may also support the implementation of provincial or local policies and legislation. Accordingly, DPCDSB is committed to working with external organizations, groups, and individuals to support activities, events, and opportunities which are of benefit to our students, staff, and school communities, subject to prior review and approval from DPCDSB. These external organizations, groups, and individuals are not employees, representatives, delegates, or consultants of DPCDSB.
3. **External Presenters** are individuals invited by the school to share their expertise or interest in a subject or topic that would be beneficial for students, staff and/or the school community. Their main purpose is to communicate their knowledge or experience and bring a fresh perspective to the discussion. External Presenters should be engaging and offer an enhancement to the student/staff or community learning experience.
  - a) Individuals, groups, or organizations wishing to present to DPCDSB students/staff or the community must be **referred and requested by a Principal** (or other DPCDSB employee) and submit an online External Presenter application (found on the [DPCDSB website](#)) to the External Presenters Review Committee, prior to presentation. The External Presenters Review Committee must review and approve all external presenters, prior to delivery of their presentations to the DPCDSB community.
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