AGENDA
Faith and Program Committee Meeting

Tuesday, May 19, 2020, 7:00 p.m.
Conference Call

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

A. Routine Matters
   1. Call to Order and Attendance
   2. Acknowledgement of First Nations Sacred Territory
   3. Opening Prayer
   4. Approval of Agenda
      a. Approval of Calendar Items
   5. Declaration of Interest
   6. Approval of Minutes, Faith and Program Committee Meeting, March 10, 2020
      a. Business Arising from the Minutes

B. Pastor’s Remarks

C. Awards and Presentations

D. Delegations

E. Reports from Trustees for Receipt
   1. Regular Reports
   2. Student Senate Report
   3. Good News Items

F. Information/Reports from Committees for Receipt

G. Information/Reports from Administration for Receipt
   1. Catholic Education Week 2020: Igniting Hope - Carmel Murphy, Max Vecchiarino
   2. Connecting with and Supporting our Communities - Deborah Finegan-Downey, Carmel Murphy, Lucy Papaloni, Max Vecchiarino

H. Trustee/Committee/Administration Reports Requiring Action
   1. Revised Policy 5.25: Student Trustee - Martine Lewis

I. Notices of Motion

J. Additional Business
K. Questions Asked of, and by, Board Members
L. Declared Interest Items
M. In Camera Session  
   See In Camera Agenda
N. Rise and Report
O. Future Meetings  
   June 9, 2020
P. Adjournment
Faith and Program Committee Meeting

May 19, 2020

Opening Prayer

May 18 - Feast day of Saint Celestine (1215-1296)

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

Heavenly Father,

As we observe the feast day of St. Celestine, let us be mindful of how he is a remarkable example of obedience to the Lord and profound humility.

Give us the courage and grace to live as he did, as he served only to glorify God.

In choosing to live a simple and humble life, St. Celestine is a role model for us for how we should always live joyously in the Lord without regard for material things.

Faithful to the inheritance of the saintly life of St. Celestine, may we come to know how to put evangelical radicality and mercy together so that all who seek the Lord may find him.

Through the Virgin Mary, the Virgin of silence and of listening, St. Celestine found the perfect model of obedience to the divine will.

Let us turn to our Blessed Mother now, keeping in mind all of the intentions in our hearts as we pray...

Hail Mary, Full of Grace,
The Lord is with thee.
Blessed art thou among women,
and blessed is the fruit
of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners now,
and at the hour of our death. Amen.

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

St. Celestine, pray for us. Amen.
MINUTES

Faith and Program Committee Meeting

Tuesday, March 10, 2020, 7:00 p.m.
Board Room, Catholic Education Centre

Trustees:  
Stefano Pascucci  Chair  
Mario Pascucci  Vice Chair
Brea Corbet  Trustee  
Darryl D’Souza  Trustee  
Anna da Silva  Trustee  
Luz del Rosario  Trustee
Frank Di Cosola  Trustee  
Bruno Iannicca  Trustee
Thomas Thomas  Trustee  
Shawn Xaviour  Trustee
Eugene Zanone  Student Trustee

Regrets:  
Sharon Hobin  Trustee  
Sheanne Jesudhason  Student Trustee

Staff:  
Marianne Mazzorato, Ed.D.  Director of Education, Secretary to the Board  
David Amaral  Associate Director, Instructional Services
Wayne Brunton  Superintendent, Family of Schools  
Deborah Finegan-Downey  Superintendent, Special Education and Learning Services
Silvana Gos  Superintendent, Family of Schools  
Martine Lewis  Superintendent, Family of Schools  
Cairine MacDonald  Superintendent, Family of Schools  
Carmel Murphy  Superintendent, Program and Learning Services  
Lucy Papaloni  Superintendent, Well-Being, Experiential Learning and Learning Services
Tammy-Lynne Peel  Superintendent, Family of Schools  
Les Storey  Superintendent, Family of Schools
Max Vecchiario  Superintendent, Policy, Strategy and Global Learning
Christiane Kyte  General Manager, Clinical Services and Special Education
Richard Smith  Chief Information Officer

Recorder  Cindy Child

A.  Routine Matters
1. Call to Order and Attendance
   Chair Stefano Pascucci called the meeting to order at 7:00 p.m.

2. Acknowledgement of First Nations Sacred Territory
   Chair Stefano Pascucci acknowledged the sacred territory of the Mississaugas of the Credit First Nation.

3. Opening Prayer
   Chair Stefano Pascucci led the Opening Prayer.

4. Approval of Agenda
   The report was distributed at the meeting.

   Moved by Darryl D'Souza

   THAT THE AGENDA BE APPROVED, AS AMENDED.
   CARRIED

   a. Approval of Calendar Items - Nil

5. Declaration of Interest - Nil

6. Approval of Minutes, Faith and Program Committee Meeting, February 11, 2020
   Moved by Brea Corbet

   THAT THE MINUTES OF THE FAITH AND PROGRAM COMMITTEE MEETING, FEBRUARY 11, 2020, BE APPROVED.
   CARRIED

   a. Business Arising from the Minutes - Nil

B. Pastor's Remarks - Nil

C. Awards and Presentations

1. Royal Canadian Geographical Society's 2019 Innovation in Geography Teaching Award: Mary Ellen Gucciardi, St. Marguerite d'Youville Catholic Secondary School

   Associate Director Amaral recognized Teacher Mary Ellen Gucciardi for her outstanding accomplishment. She has earned one of Canada's highest awards in the education profession: The Royal Canadian Geographical Society's (RCGS) Innovation in Geography Teaching Award.

   As a teacher with Dufferin-Peel Catholic District School Board (DPCDSB) who teaches at Humber College for the School Within a College program, Mary Ellen Gucciardi's commitment and passion to student success is evident daily.

   The award is comprised of a medal and a $2,500 prize, split evenly between the award winner and a Canadian charity of her choice. Mary Ellen Gucciardi will be donating her award money to the Artic Children and Youth Foundation. The Honourable Elizabeth
Dowdeswell, Lieutenant Governor of Ontario presented Mary Ellen with the award at a ceremony on November 21, 2019.

D. Delegations

1. Lottery Process St. James Catholic Global Learning Centre 2020-2021 - Heidy Gomez D’Sola
   A call for the delegate was made at 7:07 p.m. and the delegate was not present.

E. Reports from Trustees for Receipt

1. Regular Reports - Nil
2. Student Senate Report - Nil
3. Good News Items - Nil

F. Information/Reports from Committees for Receipt

G. Information/Reports from Administration for Receipt

1. Long-Term Facilities Master Plan: Draft Program Survey – Superintendent Vecchiarino
   Superintendent Vecchiarino summarized the report.
   Researcher Kathy Russell Kwan conducted the PowerPoint presentation Long-Term Facilities Master Plan: Draft Program Survey.
   Staff responded to questions and discussion ensued. Suggestions were made to include option of male gender schools, increased Catholic language, clarified age language of participants, and additional option of leadership programs.

   Trustee Thomas Thomas arrived at 7:26 p.m.

   Moved by Luz del Rosario

   THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, LONG-TERM FACILITIES MASTER PLAN: DRAFT PROGRAM SURVEY, BE RECEIVED.

   CARRIED

2. Motion to allow delegation to present after original item G 4: Report -The Novel Coronavirus (COVID-19) Update

   Moved by Mario Pascucci

   THAT THE DELEGATE HEIDY GOMEZ D'SOLA PRESENT HER DELEGATION TO THE FAITH AND PROGRAM COMMITTEE AFTER ORIGINAL ITEM G 4: REPORT -THE NOVEL CORONAVIRUS (COVID-19) UPDATE.

   CARRIED

3. Student Trustee Election for 2020-2021 - Superintendent Lewis
   Superintendent Lewis summarized the report.
The Student Council Prime Ministers or delegates elected two student trustees for 2020-2021. The North Student Trustee is Alejandro Garcia Polo from St. Thomas Aquinas Catholic Secondary School, and the South Student Trustee is Heather Fernandes from St. Francis Xavier Catholic Secondary School.

Moved by Thomas Thomas

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, STUDENT TRUSTEE ELECTION FOR 2020-2021, BE RECEIVED.

CARRIED

4. Review of Policy 32.00: Health and Physical Education Curriculum Exemptions – Superintendent Murphy

Discussion followed a review of the report by Superintendent Murphy.

Moved by Brea Corbet

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, REVIEW OF POLICY 32.00: HEALTH AND PHYSICAL EDUCATION CURRICULUM EXEMPTIONS, AND ASSOCIATED AMENDMENTS TO THE IMPLEMENTATION OF THE POLICY, BE RECEIVED.

CARRIED

5. The Novel Coronavirus (COVID-19) Update - Director Mazzorato

Director Mazzorato summarized the report.

The DPCDSB continues to take direction on public health matters, including coronavirus (COVID-19), from our regional, provincial and federal public health authorities. Our Communication and Community Relations Department continues to post and relay information we receive from the health authorities to our school communities and provide direct links on the board website to ensure that all are kept apprised of developments that impact our schools and operations.

Discussion ensued regarding enhanced cleaning procedures. We have increased the supply of hygiene supplies (i.e. hand sanitizers, paper towels).

Trustee Thomas Thomas left the meeting at 8:25 p.m.

Moved by Bruno Iannicca

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, THE NOVEL CORONAVIRUS (COVID-19) UPDATE, BE RECEIVED.

CARRIED

H. Delegation

1. Lottery Process St. James Catholic Global Learning Centre 2020-2021 - Heidy Gomez D'Sola

Delegate Heidy Gomez D'Sola presented at 9:15 p.m.
Trustees thanked Heidy Gomez D'Sola for addressing the meeting.

Questions of clarification were asked by trustees and staff and delegate Heidy Gomez D’Sola responded and discussion ensued.

Moved by Mario Pascucci

THAT THE DELEGATION TO THE FAITH AND PROGRAM COMMITTEE MEETING, LOTTERY PROCESS ST. JAMES CATHOLIC GLOBAL LEARNING CENTRE 2020-2021, BE RECEIVED.

CARRIED

I. Trustee/Committee/Administration Reports Requiring Action

1. 2020-2021 School Year Calendar – Superintendent Peel

Superintendent Peel summarized the report and the process by which the recommended School Year Calendar was developed.

Moved by Anna da Silva

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, 2020-2021 SCHOOL YEAR CALENDAR, BE RECEIVED.

CARRIED

Moved by Darryl D'Souza

THAT THE FAITH AND PROGRAM COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT THE 2020-2021 SCHOOL YEAR CALENDAR, BE APPROVED.

CARRIED


Superintendent Vecchiarino summarized the report and reviewed the new policy.

Moved by Shawn Xaviour

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, NEW POLICY: INDIGENOUS EDUCATION, BE RECEIVED.

CARRIED

Moved by Luz del Rosario

THAT NEW POLICY: INDIGENOUS EDUCATION, BE APPROVED AND ADOPTED.

CARRIED
3. Revised Policy 4.23: International Languages - Superintendent Vecchiarino

Discussion followed a review of the report and proposed amendments by Superintendent Vecchiarino.

Moved by Mario Pascucci

THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, REVISED POLICY 4.23: INTERNATIONAL LANGUAGES, BE RECEIVED.

CARRIED

Moved by Mario Pascucci

THAT THE FAITH AND PROGRAM COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY 4.23: INTERNATIONAL LANGUAGES, BE APPROVED AND ADOPTED, AS AMENDED.

CARRIED

J. Notices of Motion - Nil

K. Additional Business - Nil

L. Questions Asked of, and by, Board Members

In response to Trustee Mario Pascucci’s request, Director Mazzorato advised that it is possible within the Procedural By-law to change a Regular Board Meeting date. Trustee Mario Pascucci will prepare a notice of motion to move the August 25, 2020 Regular Board Meeting to September 1, 2020.

In response to Trustee Shawn Xaviour’s request, Associate Director Amaral will ensure a reminder is sent to all Catholic School Councils (CSC) via school administrators of the April 21, 2020 Public Budget Consultation Webcast.

In response to Trustee Luz Del Rosario’s concern, Associate Director Amaral advised that the access via EDWIN will be reviewed to ensure students cannot access restricted programs.

In response to Trustee Luz Del Rosario’s query, Superintendent Papaloni confirmed that flex boundary decisions related to Kindergarten will be communicated to parents/guardians on May 1, 2020 by school administrators. This is the first opportunity as staffing process implications must be reviewed before decisions can be made.

Trustee Thomas Thomas returned at 10:30 p.m.

M. Declared Interest Items – Nil
N. In Camera Session

Moved by Bruno Iannicca

THAT THE FAITH AND PROGRAM COMMITTEE MEETING BE ADJOURNED AND THE TRUSTEES IMMEDIATELY CONVENE AN IN CAMERA MEETING REGARDING IN CAMERA MINUTES.

CARRIED

O. Rise and Report

Moved by Darryl D'Souza

THAT THE FAITH AND PROGRAM COMMITTEE RECEIVE THE CONFIDENTIAL REPORT OF THE COMMITTEE, REGARDING IN CAMERA MINUTES, AND RECOMMEND ADOPTION OF THE RECOMMENDATIONS SET OUT THEREIN.

CARRIED

P. Future Meetings

May 19, 2020
June 9, 2020

Q. Adjournment

Moved by Frank Di Cosola

THAT THE MEETING BE ADJOURNED AT 10:45 P.M.

CARRIED
BACKGROUND

Each year, the Catholic community across Ontario engages in a week-long celebration of the unique identity and distinctive contributions of Catholic education during Catholic Education Week. In Catholic Education, our role is a call, birthed in our Baptism, to bring the salvific message of Jesus Christ into the lives of the students and their families whom it is our privilege to serve. This year’s celebration entitled, Catholic Education Week: Igniting Hope, was celebrated during the week of May 3-8. The theme for Catholic Education Week is rooted in the scriptural passage: “May the God of Hope fill you with all joy and peace in believing, so that you may abound in hope by the power of the Holy Spirit.” (Romans 15:13).

The purpose of the Catholic Education Week Comprehensive School Resource Kit, provided through the leadership of the Ontario Catholic School Trustees’ Association (OCSTA), is to create opportunities for students to engage in meaningful activities and reflections to deepen their awareness and understanding of both the gift and the responsibility of Catholic education. The contents of the comprehensive school kits include:

- Community Resources and Sample Prayers;
- Lessons and Activities for Elementary Catholic Education Week;
- Prayers, Lessons, Daily Liturgies and Activities for Secondary Catholic Education Week; and
- Lyrics, Sheet Music and Audio for the Catholic Education Week Song.

All resources and educational materials may be found on the OCSTA website at http://www.goodnewsforall.ca and were promoted throughout the system as foundational in our celebration of this important week.

DISCUSSION

The 2020 theme for Catholic Education Week was inspired by three sources: the recent Papal Exhortation, Christus Vivit, 2019, by Pope Francis following the 2018 Synod of Bishops on Young People, the Faith and Vocational Discernment; the recent Ontario Bishops’ pastoral letter, Renewing the Promise, 2018; The Ontario Catholic School Graduate Expectations by the Institute for Catholic Education, 2011.
Mindful of the 2018 Synod of Bishops on Young People, the theme and sub-themes are very much directed to the young people in our schools, especially in their growth in holiness and their formation as disciples of Christ through the discernment of their vocational pathways.

The five sub-themes for Catholic Education Week: Igniting Hope were:

- Monday: Our Hope in Christ
- Tuesday: The Hope Within Us
- Wednesday: The Hope Among Us
- Thursday: Hope for the World
- Friday: A Future Full of Hope

BOARD AND SCHOOL ACTIVITIES

In this time of Continuity of Catholic Learning, Principals, Chaplaincy Leaders and teachers promoted and celebrated Catholic Education Week through a variety of social media platforms. The ministry of accompaniment is alive in the Dufferin-Peel Catholic District School Board (DPCDSB) through live prayers and reflections, Liturgies of the Word, Stations of the Cross, and meditations of the Rosary. Chaplaincy Leaders and Elementary and Secondary educators have become skilled at organizing sessions through Google Classroom/Meets to provide live ministry of presence for our students. Through postings and live sessions on Instagram, students have the opportunity to participate digitally in a variety of prayer services, liturgies and praise and worship opportunities. Especially during this time of pandemic, knowing that Jesus walks with us, our Catholic schools continue to be spiritually nourishing communities of accompaniment, offering encouragement, ministry and prayerful support.

“Catholic schools are places where the ‘New Evangelization’ can take root by inviting students and their families into a deeper relationship with Christ. The experience of community within the school can gently fan the embers until they burst into a flame of faith” (Renewing the Promise, 2018). During this time of physical distancing, even though there have been school closures, our faith is vibrantly celebrated across the system during Catholic Education Week. Our school communities are not limited by the walls of our school buildings. Our Catholic school communities are defined by how we continue to teach, learn and build relationships. During Catholic Education Week, His Eminence Thomas Cardinal Collins officiated a live-streamed province-wide Eucharistic celebration. This was an opportunity for administrators, educators, students, parents, trustees and all partners in Catholic Education to come together to celebrate as a faithful people.

The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships between parish and home. School administrators and Chaplaincy Leaders collaborated with their respective staffs, their colleagues, and support staff such as Child and Youth Workers and Social Workers, school student councils/parliaments, Catholic School Councils, parish priests and Youth Ministers to communicate and celebrate the hopeful message of our faith in our current experience. In gathering sacramentally and providing opportunities to pray communally in a digital realm, we ignite hope and faith in our students. Chaplaincy Leaders also held live interviews with clergy and religious sisters providing students with an opportunity to listen to faith witness testimonies and ask questions about vocations. As Pope Francis emphasizes, “every form of pastoral activity, formation and spirituality should be seen in the light of our Christian vocation” (Christus Vivit, 2019).
During Catholic Education Week, the sacredness of the school-parish relationship was further supported when parish priests blessed the outside of our schools, and this blessing was shared virtually with school communities. The graceful dynamic of the school-home-parish relationship is celebrated in our schools when some Chaplaincy Leaders wrote messages and made phone calls of gratitude to parents, teachers and clergy for supporting Catholic education.

Additionally, there were a variety of ways in which DPCDSB elevated the mission of Catholic education by encouraging engagement and instilling hope. The Catholic identity and experience framed each day of Catholic Education Week through the invitational daily morning prayers, and the Liturgy of the Word for staff and students on Instagram and Google Meets. Chaplaincy Leaders collaborated with fellow Chaplaincy Leaders, Faith Ambassadors, Youth Ministers and teacher colleagues to virtually actualize meditating on the mysteries of the Rosary thereby providing students with opportunities to pray with students from other schools within our school board.

In addition, during this time of pandemic, administrators and Chaplaincy Leaders are instilling hope and providing ministry of accompaniment and prayer to comfort staff and student communities who may be grieving the loss of a loved one. Educators and Chaplaincy Leaders provide pastoral support and nourish hope by providing office hours through drop in and call in session time on safe board supported platforms. Through this prayerful encounter for students, “Jesus evokes within them a strength and courage to face challenging circumstances with a passion to share with others the Good News they have received.” (Renewing the Promise, 2018)

Appendix A visually highlights the range of activities in which DPCDSB Schools engaged throughout Catholic Education Week, thus igniting hope.

SOCIAL MEDIA CAMPAIGN

A key component of DPCDSB’s Catholic Education Week focus this year, in addition to the events and activities organized through schools, was a social media campaign. The campaign focused on students, staff, parents/guardians and alumni sharing their thoughts on “What I love about my Catholic school?” or “How are you or your school igniting hope in your community?” using the hashtags #MyCatholicSchool and #DPCDSB_IgnitingHope. Invitations to contribute to the campaign were sent to the community by way of School Messenger and through social media.

The numbers below indicate the total number of public posts that were made on each social media platform with DPCDSB’s Catholic Education Week hashtags. These numbers do not include retweets or shares but may include retweets with comments.

- 341 posts on Twitter
- 26 public posts on Instagram (this does not include Instagram stories)
- 36 posts on Facebook

Public posts including #MyCatholicSchool and #DPCDSB_IgnitingHope were seen up to 320,693 times.

During the week preceding and throughout Catholic Education Week, Communications & Community Relations Department staff posted, retweeted and shared these uplifting messages, videos, artwork and images DPCDSB’s Twitter, Facebook and Instagram social media channels. A sample of video submissions was compiled and is provided below for reference.
The Catholic Education Week social media campaign #MyCatholicSchool captured many beautiful moments in videos and photographs demonstrating how our Catholic Education forms joyful disciples. Through various expressions of faith, which include live student performances, praise and worship sessions, personal testimonies, acts of faith, artistic displays, prayerful celebrations and messages of hope, our students, administrators, educators, parents and alumni have demonstrated their faithful witness and passionately expressed how they are joyful disciples of Christ.

**CONCLUSION**

Pope Francis continually reminds us in word and in action, that in imitation of Jesus, we are called to service in our work in Catholic education. In *Christus Vivit*, 2019, when Pope Francis speaks about the art of accompaniment, the Holy Father is referring to the time to walk alongside one another, to listen and to teach, and in so doing to transform. During Catholic Education Week, our elementary and secondary schools were actively engaged and celebrated how they practice the art of accompaniment and the joy of believing the Good News.

The proclamation and sacramental celebration of our faith through digital platforms and the subsequent wide-spread electronic sharing of what defines us as a system, elevated and promoted Catholic Education and served to ignite hope. By prayerfully accompanying the students entrusted to our care, building and nourishing relationships and giving witness to the joy of the Gospel, Catholic Education Week 2020 served to ignite hope for our school communities. Our youth continue to be strengthened by the words of Pope Francis, “Dear young people, my joyful hope is to see you keep running the race before you, outstripping all those who are slow or fearful. Keep running, attracted by the face of Christ, whom we love so much, whom we adore in the Holy Eucharist and acknowledge in the flesh of our suffering brothers and sisters. May the Holy Spirit urge you on as you run this race. The Church needs your momentum, your intuitions, your faith. We need them! And when you arrive where we have not yet reached, have the patience to wait for us”. (*Christus Vivit*, 2019)

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

1) THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, *CATHOLIC EDUCATION WEEK 2020: IGNITING HOPE*, BE RECEIVED.

Prepared by: Carolyn Esvelt, Academic Coordinator, Religious Education and Faith Formation
Bruce Campbell, General Manager, Communications and Community Relations
Carmel Murphy, Superintendent, Program and Learning Services
Max Vecchiarino, Superintendent, Policy, Strategy and Global Learning
David Amaral, Associate Director, Instructional Services

Submitted by: Marianne Mazzorato, Ed. D., Director of Education
Catholic Education Week Activities
DPCDSB Schools: May 2020

How Schools Celebrated:

- Curriculum Integration
- Online Sharing of Student Work
- Student-Led Initiatives, Submissions, Activities
- Video Messages
- Email Messages to Families
- Virtual Mass with Local Parish
- Virtual Assemblies
- Recognition of Historical Figures and/or Contributions from the Religious Community
- Cardinal Collins’ Virtual Mass for Catholic Education Week
- Sharing of Prayers and Hymns
- D2L or Google Classroom Announcements
- Online Presenters

We asked schools how they plan to continue the learning of Catholic Education Week all school year. Here’s what they told us...

- 57 schools plan to integrate hope with school messaging
- 38 schools plan to integrate hope into the virtual classroom activities
- 20 schools plan to use regular social media posts (e.g., Twitter, Instagram)
- 15 schools plan to continue discussing the role of hope in these challenging times and linking hope to mental health and well-being supports for students and staff
Connecting with and Supporting Our Communities

Multi-Year Strategic Plan Values: Believe, Thrive

“If we wish to prepare for the future and to ensure the well-being of each human person, we must grow in sensitivity as the means at our disposal become all the more potent. This is our responsibility to one another and to all living creatures.”

Pope Francis, 2018

BACKGROUND

Each member of the Dufferin-Peel Catholic District School Board (DPCDSB) community is called to walk with students on their journey toward realizing the Ontario Catholic School Graduate Expectations to the fullest extent possible. It is our moral obligation to support all students in achieving their full potential, and student well-being is fundamental to this process.

“When the well-being of children and students is supported...we are meeting the conditions needed to help them learn, grow, and develop a positive sense of self.” (Ontario’s Well-Being Strategy for Education).

Supporting well-being and mental health is so integral to the work we do in DPCDSB, it is articulated clearly and explicitly within the core principals of our Multi-Year Strategic Plan (2019-2023).

The Multi-Year Strategic Plan deeply embeds student mental health and well-being into our Catholic education community by focusing on the needs of all learners, so all students THRIVE.

The focus on well-being and mental health is echoed in our Catholic Board Improvement Learning Cycle, which leads us to “Renew the Promise”. It is reflected also in our Mental Health and Well-Being Guiding Framework. This Guiding Framework aligns our Catholic faith, the Multi-Year Strategic Plan, the Catholic Board Improvement Learning Cycle, and our calling to support the dignity of every human person. Its vision is a thriving Catholic community where mental health and well-being are prioritized and nurtured, in support of the sacredness and dignity of all.

DISCUSSION

DPCDSB’s Guiding Framework recognizes that supporting student mental health and well-being is fundamental to student success. This does not change during a pandemic. Throughout the extremely challenging circumstances of the 2019-2020 school year, the work of our Guiding Framework has adapted to meet the evolving needs of our school communities. Despite the global crisis, our well-being work continues and has perhaps never been more necessary. Some highlights are outlined below.
CONNECTING WITH OUR CATHOLIC COMMUNITY

During this period of school closure, we are ensuring we stay closely connected with our school communities. This is happening through various methods that include connections at all levels: students, parents and guardians, school staff, and community partners. For example:

- **Direct student contact** to learn about their needs by bringing the student senate together virtually and creating online tools for their continued feedback.
  - The student senate indicated that they would like a resource hub where they can easily find well-being content. In response, this is now under construction.

- **Communications for parents and guardians** that include:
  - Guidance as they support their children through this time;
  - Signs that might signal a mental health concern and the need to seek support;
  - Reassurance that our Support Services Personnel (SSPs) continue to be available to help, should they have a well-being concern;
  - Contact information for resources available in the community.

- **Supporting school staff** with COVID-19 resources so that they are well prepared to meet the needs of students as they reach out to them. For example:
  - We have created communications for staff that include guidance on how to support students and various resources available.
  - We are continually finding and creating professional learning opportunities focused on mental health and well-being (e.g., self-care during COVID-19, supporting the mental health needs of immigrants and refugees during COVID-19).
  - We are reviewing, sifting, and sorting the massive amount of COVID-19 well-being content coming at schools every day so that they have efficient effective tools ready to help them as they connect with students and families.

- **Meeting regularly with our partners** to ensure we are aligned with the provincial direction, and aware of the supports available to our students and the changes in service delivery models, given the pandemic. For example, we are continuing to meet and partner with:
  - School Mental Health Ontario;
  - The Youth Task Force for the City of Brampton;
  - Community Safety and Well-Being Committee in Peel;
  - Suicide Awareness Council of Wellington-Dufferin;
  - Peel Children’s Centre;
  - Associated Youth Services of Peel;
  - The Regional Community Response Team;
  - Coordinated Service Planning steering committee in Dufferin County and Peel Region;
  - Service Resolution Peel Child Review Committee;
  - Big Brothers and Big Sisters of Peel;
  - ErinoakKids Centre for Treatment and Development;
  - Central West Local Health Integration Networks Mental Health and Addiction Nurses (MHANs);
  - Transition Advisory Committee Peel.
DIRECT SERVICE

SSPs have continued to provide compassionate support for the well-being and mental health of students and their families during this pandemic by maintaining supports for students, responding to new emerging needs, and collaborating with parents/guardians, staff and community connections, as outlined below.

- Upon the closure of schools, all our regulated and unregulated health and social services professional departments shifted direct connections with their students to live telepractice so that young people could maintain supportive relationships with caring adults from their school communities. This includes staff from psychology, social work, child and youth work, speech language pathology, and the multi-disciplinary team. With the consent of parents/guardians and/or students, SSPs have provided virtual interventions to more than 3000 students or families to address engagement, developmental needs, learning skills, communication, self-regulation, mental health, and family needs, etc.
- Together with administrators, SSPs have also responded to new emerging needs. They have prioritized crisis supports such as mental health, child protection and human trafficking.
- The Mental Health Support Workers (MHSW) have been actively supporting existing students and new referrals at their Secondary Schools, providing evidence-based interventions and evaluations to address mental health needs, and providing activities and resources to schools related to a variety of mental health initiatives that support the well-being of all students (e.g., Mental Health Week).
- SSPs have worked closely with parents/guardians of students with special needs to help them implement individualized strategies for well-being and learning at home.
- SSPs have also been actively supporting the resource needs of our students and families. They regularly reach out to families to ensure their safety and well-being; and where a need exists, will either directly connect such families to community agencies, or will deliver food or gift cards safely to their homes.
- Using a team-based approach under the direction of the school Principals, SSPs are consulting or partnering with teachers, sharing strategies/resources and participating in virtual classroom lessons, to address the well-being needs of diverse learners during distance learning. SSPs have regularly engaged community partners to advocate for access to rehabilitative, developmental and mental health services for DPCDSB students and families.

SPECIAL EDUCATION AND LEARNING SERVICES (SELS)

The SELS Department continues to support the well-being of diverse learners from a mind, body, and soul perspective by collaborating with families, school teams and other staff.

- The well-being of the student and family remains central to the work of Special Education Resource Teachers who are integral to every school. School teams also have access to Itinerant Teachers to support student well-being and programming.
• The SELS Department has released Phase 1 and Phase 2 of self-directed learning opportunities for Educational Resources Workers and Teachers which contain strategies to support students with diverse needs.

• Phase 1 and Phase 2 Continuity of Learning Resources for families have also been shared to support learning opportunities for students working on the completion of alternative curriculum. The areas of focus include literacy, numeracy and daily living skills. The collection of suggested resources promotes multi-modality learning strategies and hands-on easy to create home-based tasks.

• In partnership with Support Services Personnel, the SELS Department has released a community agency resource to assist families who are navigating supports and services in Peel Region, Dufferin, Caledon, Bolton and Orangeville. The resource includes Agencies that support special education needs/diverse learners, public/accessible transportation, financial assistance programs, food banks, mental health supports and public health.

• The SELS Department also continues to review and enhance DPCDSB and Ministry directed special education procedures that support diverse learners during distance learning.

The SELS Department will continue to support and respond to the needs of diverse learners during the school closures in order to support the well-being of all learners.

ELEMENTARY GUIDANCE AND EXPERIENTIAL LEARNING TEACHERS (EGELTs)

Teachers are responding to the well-being needs of their students who are learning at home. For example, the EGELTs have been intentionally focusing on supporting student well-being through a variety of activities, including:

• Posting well-being resources for students, teachers, and families through Google Classroom and weekly newsletters. For example:
  o Well-Being Choice Boards: Sample - Digital Calming Options;
  o Digital Portfolio Journaling Activities: Sample - My Photo Memoir;
  o Primary Weekly Check-in for Families: Sample - P Check-in Form for Families;
  o Junior/Intermediate Weekly Check-in for Families: Sample - J/I Weekly Check-in Form for Families;
  o Well-Being Resources for Families: Sample - EDWIN Well-Being Webinars;
  o Weekly Guidance Check-ins (grades 7/8): Sample - Guidance Update;

  These resources have reached over 100 schools during Continuity of Catholic Learning.

• Reaching out to students via Google Classroom, myBlueprint, or digital newsletters, with a focus on connecting with students who are transitioning to grade nine, particularly those who are experiencing challenges in coping with the move to secondary. The EGELTs are then able to facilitate the transition process by connecting these students with the Student Success Team (guidance, special education, student success teacher) in secondary school.
ADULT AND CONTINUING EDUCATION

Participants in Adult and Continuing Education are immigrant newcomers, displaced workers, people who have interrupted their education but are ready to start fresh. The choice to return to school is a tremendous commitment. Day school learners choose to extend their learning into evenings or Saturdays out of a similar sense of commitment. Adult and Continuing Education staff recognize and support those commitments every day.

Teaching staff are driven by their learners’ aspirations and challenges. They are helping learners to move from traditional classrooms to generally unfamiliar digital platforms. They talk one on one about anxieties as well as assignments. They respond to assignments that can only be handed in the late hours of the evening due to the pressures of the day. They provide immediate feedback so that learners will feel confident and ready for the next class. They coach and train other family members in homes to support the learners and to maximize learning success.

Secretarial staff are on the phones all day encouraging, consoling and finding solutions for individuals who don’t feel they can continue due to a technology breakdown, or who must defer but want to come back in the next term. Many just don’t know where to start their learning journey in these unique times. Frontline staff believe that despite the challenging times, there is always a path forward.

Site supervisors, program leads, managers and administrators are going to extraordinary lengths to ensure that all staff have the tools they need. They are co-creating Google Classrooms and co-hosting video sessions to build confidence. They are managing everything from learner registration to password resets to mark reporting to computer hardware replacements with extra diligence to ensure that there are minimal interruptions to the teaching/learning relationships.

Staff connect regularly through video meet ups to see old friends and familiar faces – to be reassured that the community lives on beyond the confines of quarantine. The staff of Adult and Continuing Education Department are living the call to “Be shepherds of God’s flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be... eager to serve.” (1 Peter 5:2)

EQUITY

As DPCDSB educators continue to respond to the needs of students through distance learning, there is an imperative to respond to new and ever-changing circumstances. The Department of Equity and Inclusive Education remains constant in the understanding that as members of a Catholic Community there is a duty to uphold the human dignity of each learner. More than ever, in these new learning circumstances, the role of equity principles are fundamental in reaching students, sustaining relationships, and supporting achievement and well-being for a variety of learners. The Equity and Inclusive Education department has provided a variety of resources, materials, and opportunities to support students both directly, as well as through the professional development of staff. In addition to supporting DPCDSB staff the department continues to build relationships with community partners to support equity and well-being for a broader community during the Provincial state of emergency.
Related efforts include:

- Professional Learning Opportunities in the areas of Equity and Indigenous Education (Webinars, Professional Reading);
- Supporting equitable practices in distance learning (through communications such as the Equity Tips for Distance Learning);
- Participation at community tables (Region of Peel Community Safety and Well-Being Plan System Table, Black Community Action Network, Children’s Aid Society);
- Targeted support for students in the Black community though the work of the Black Graduation Coach;
- Targeted support for students in the Black community though the partnership with the Black Youth Student Success Initiative (BYSSI);
- Targeted support for Indigenous students through continued outreach.

The Department is acutely aware of the need to be specific and intentional in understanding the needs of equity seeking groups currently. As such, professional development and communications are centered on providing specific and targeted support for certain underserved communities with a focus on well-being.

One of the successful opportunities is the continuation of the Visiting Elders program. Educators can connect with their classes with an Indigenous Elder who shares stories and discusses Indigenous teachings. Students have commented that just the opportunity to connect has impacted uplifted them as they navigate these difficult times.

**RESEARCH**

Supporting well-being through research is accomplished by gathering data to understand the needs, challenges, and successes experienced by students, educators, and parents/guardians. The Research Team in the Policy, Strategy, and Global Learning Department has been working to support a variety of critical aspects of distance learning in DPCDSB, including:

- Ongoing support of ‘roll-out’ of all virtual solutions, through the creation and release-to-field of a variety of data collection tools, analysis and interpretation;
- Ongoing development and implementation of accountability and monitoring tools to support distance learning, including student, educator, parent/guardian, and administrator feedback forms;
- Continued reporting of distance learning findings through development of infographics and PowerPoint presentations of system-wide distance learning supports.

In addition to the work related to supporting distance learning in DPCDSB, the Research Team has also gathered feedback, analyzed, and reported on findings from a variety of other initiatives, including:
• Perceptions of various stakeholders regarding DPCDSB priorities, as gathered through the public budget consultation process;
• Student experience of well-being as gathered through the Middle Years Development Instrument (MDI) survey of students in Grades 6, 8, 10;
• Summary reporting and roll-out of staff well-being survey findings to employee groups;
• Student achievement analysis using school climate, EQAO, and report card data.

Furthermore, the Research Team has continued to collaborate with other departments and teams to support: (a) review and testing of data warehouse tool upgrade; (b) development of automated workflow forms; and (c) identity-based data collection (student census) development and consultation. The Research Team continues to undertake ongoing department operations while being responsive to changing needs during school closures.

EVIDENCE OF IMPACT

Students and families alike have been voicing their appreciation for the ongoing connection with their support person and teachers. A sample of some student experiences is provided below:

I was talking to my friend whilst checking google classroom and I pointed out that you posted coping mechanisms and a kid’s help line onto the page ...we think you’re great ...

One of my teachers has been very kind to post articles about current events in the news that we can discuss as a class, some YouTube videos that they found inspirational during this difficult time, and posting kind comments wishing us well and complementing our hard work.

My philosophy teacher has been using google classroom to communicate with her classes. Since I am in grade 11 doing SL Philosophy, my class is done the curriculum. We were supposed to have our exams, but IBO cancelled them so instead we have been learning some new units. It’s really amazing of my teacher to do this. She had been posting some units and inviting us to have constant discussion over philosophers and stimuli.

I am currently on student council and the teacher advisors have been amazing. We have been having some e-meetings and they always check up on us and ask us how we are doing. Even before quarantine they have been the best advisors, but them checking up on us really shows how much they care for us.

During this time one of the vice principals and the teacher/librarian have both been in constant close contact with me. Both emailing and responding to my emails and questions to the best of their ability ASAP. Their fast replies are a comfort as they keep me informed and check in regularly.

One student expressed an increase in anxiety due to social distancing, and that she is comforted, knowing that each week her MHSW reaches out to her.
CONCLUSION

The DPCDSB is continuing to work systematically and intentionally on maintaining strong connections with our communities, despite the challenging circumstances. These connections support mental health and well-being goals that stem from our intent, in partnership with the family and Church, to create a Catholic culture of well-being and achievement where students do not just survive, they THRIVE.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

1) THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, CONNECTING WITH AND SUPPORTING OUR COMMUNITIES, BE RECEIVED.

Prepared by: Susan Sweet, Mental Health Liaison
Christiane Kyte, General Manager, Clinical Services & Special Education and Learning Services
Deborah Finegan-Downey, Superintendent, Special Education and Learning Services
Carmel Murphy, Superintendent, Program Department
Lucy Papaloni, Superintendent, Well-Being, Experiential Learning, Learning Services
Max Vecchiarino, Superintendent, Policy, Strategy, and Global Learning
David Amaral, Associate Director, Instructional Services

Submitted by: Marianne Mazzorato, Ed. D., Director of Education
Faith and Program Committee Meeting
May 19, 2020

REVISED POLICY 5.25: STUDENT TRUSTEE

Multi-Year Strategic Plan Values: Believe, Excel, Respect, Thrive, and Trust

“Then you will call on me and come and pray to me, and I will listen to you."
Jeremiah 29:12

BACKGROUND

Student trustees serve an important role in the Dufferin-Peel Catholic District School Board (DPCDSB). Student trustees represent student voice in decisions related to education and help inform fellow students about decisions that affect them. By supporting and recognizing student trustees as representatives of the interest of students, DPCDSB provides opportunities for student voice through the annual appointment of student trustees to the Board of Trustees, as mandated by the Education Act (Ontario Regulation 7/07 – Student Trustees).

DISCUSSION

Following the Deputy Minister’s memo on May 7, 2018 on the government’s proposals resulting from the 2017 governance engagement, Ontario Regulation 7/07 – Student Trustees has been amended. This regulation required a change in DPCDSB’s election timeline for student trustees. The requirement is to move the student election date to the end of February for school boards that decided to maintain a one-year term of office. Student senate of 2018-2019 voted to keep a one-year term of office.

CONCLUSION

Policy 5.25: Student Trustee has been revised to move the student trustee election date to the end of February to reflect the changes in the Ontario Regulation 7/07. The terms of vacancy have been updated to reflect a process for the by-election that will be compliant with the new legislation effective August 2020. There is no specific General Administrative Procedure that needs to be amended as a result of this change.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1) THAT THE REPORT TO THE FAITH AND PROGRAM COMMITTEE, REVISED POLICY 5.25: STUDENT TRUSTEE, BE RECEIVED.

2) THAT THE FAITH AND PROGRAM COMMITTEE RECOMMEND TO THE BOARD OF TRUSTEES THAT REVISED POLICY 5.25: STUDENT TRUSTEE, BE APPROVED AND ADOPTED, AS AMENDED.

Prepared by: Margaret Beck, Counsel
Martine Lewis, Superintendent, Mississauga East Family of Schools
David Amaral, Associate Director, Instructional Services

Submitted by: Marianne Mazzorato, Ed. D., Director of Education
It is the policy of the Dufferin-Peel Catholic District School Board that two Student Trustees be elected to the Board to serve for a term of one year. The inclusion of Student Trustees enables the perspective of students to be considered in the decisions of members of the Board, and provides students with valuable learning experiences.

One Student Trustee will be elected from the Mississauga Families of Schools and one from the Brampton/Caledon/Dufferin/Malton Families of Schools.

Board policy shall be in accordance with Ontario Regulation 7/07, made under the Education Act, and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the Act.

1.0 **Eligibility**
A person is qualified to act as a student trustee if he or she is enrolled in a senior division of a school of the board and is,

a) a ‘full-time pupil’ or

b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; and
c) Must be baptised Catholic;
d) Shall, if under the age of 18, provide written confirmation of support and acknowledgement of their responsibilities from their parent/guardian;
e) Shall sign a Confidentiality Agreement;
f) Be willing to commit the necessary time to attend meetings and perform the duties and responsibilities of a Student representative;
g) Shall acknowledge the responsibilities and consequences of becoming disqualified.

2.0 Responsibilities

The responsibilities of the Student Trustee include the following:

a) To regularly attend Board meetings and the Committee of the Whole In-Camera sessions. Student trustees are to be excused from discussions in which the subject matter includes intimate, personal or financial information of a member of the Board or committee, an employee or prospective employee of the board or a pupil or his or her parent(s) or guardian(s);
b) To be knowledgeable about, and comply with Board By-Law/Policies/Regulations and the Trustee Code of Conduct.
c) To maintain on-going contact and dialogue with Student Councils throughout the Board to ensure that the interests of students continue to be represented on the Board;
d) To serve as a student liaison representative for the Board at various events.

3.0 Term of Office

The term of office for Student Trustees shall be one year commencing August 1 to and including July 31 of the following year.

4.0 Travel

In all cases where the Student Trustees travel outside the jurisdiction of the Board, in carrying out their duties as Student Trustees, and where they are under the age of 18, written parent/guardian consent is required.

5.0 Mentors

Each of the Student Trustees will be assigned a member of the Board to serve as their mentor during the student’s term of office.

6.0 Disqualification

A Student Trustee who ceases to be qualified, must resign from the position. The Principal/or designate of the Student Trustee will monitor their qualification and apprise the Chair of the Board should any concerns arise during the student’s term of office.

A Student Trustee will not be qualified to act as Student Trustee if he/she is not a full-time pupil of the Board; is suspended or expelled; and/or is serving a sentence of imprisonment in a penal or correctional institution.
7.0 **Vacancy**  
In the event a vacancy arises prior to the expiration of the term of a Student Trustee, the appropriate Instructional Superintendent shall commence the process of a by-election.

8.0 **Election Process (Indirect Elections)**  
An election shall be held no later than April 30 in each year. The Student Trustees shall be elected via the following procedure:

a) By the end of March of each year, the Principal of each secondary school will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of a Student Trustee;

b) The Principal will counsel the members regarding the academic and behavioral expectations and the workload for the position of Student Trustee;

c) Each candidate for the position of Student Trustee will submit a completed Application for Student Trustee to his/her Principal;

d) In consultation with the Principal and the Student Council Advisor, the Student Council cabinet will nominate a candidate from their ranks;

e) In April, the appropriate Instructional Superintendent will convene a meeting of all candidates and the Student Council Prime Ministers;

f) Candidates will have an opportunity to make presentations that speak to their suitability to represent the interests of students on the Board;

g) The Student Council Prime Ministers will elect two candidates in accordance with Board-approved procedures;

h) Before April 30, the appropriate Instructional Superintendent will advise the Board of the Student Trustees elected;

i) The names of the two elected Student Trustees are to be provided to the Ministry within 30 days after the election or the by-election.

9.0 **Orientation**  
Orientation for the newly-elected Student Trustees will be the responsibility of the Chair of the Board.

10.0 **Honoraria**  
The Board will issue the Student Trustees an honorarium based on Ontario Regulation 7/07 and other associated Regulation(s).

The specifics of the honorarium will be communicated to the Student Trustees prior to the commencement of their Term.
The Student Trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Student Trustee in accordance with Policy 7.15 Trustee Honoraria and Expenses.

11.0 Voting
The Student Trustee may call for a non-binding, advisory vote during public Board meetings, in-camera meetings, and committee meetings where they serve as a member. In such a case, there must be two votes:

a) A non-binding vote that includes the Student Trustee’s vote; and

b) A recorded binding vote that does not include the Student Trustee’s vote;

c) The Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter. If the motion is not moved by a member of the Board or of Committee, the record shall show the suggested motion.

12.0 In-Camera Meetings
Student Trustees may attend In-Camera meetings, pursuant to section 207(2), when the subject matter under consideration involves:

a) The security of the property of the Board;

b) The acquisition or disposal of a school site;

c) Decisions in respect of negotiations with employees of the Board; or

d) Litigation affecting the Board.

The Student Trustee may not attend In-Camera meetings in the following circumstances:

a) The Student Trustee declares an interest; and/or

b) Any of the subject matter, including the subject matter in subsections a), b), c) and d) above, reveals intimate, personal or financial information in respect of a member of the Board or a Committee, an employee or prospective employee of the Board, or a pupil or his or her parent(s)/guardian(s).

Access to Board Resources
Student Trustees have the same access to professional development opportunities, conferences, etc., as provided to Board members. The Student Trustee shall have the same access to material and information as Trustees to allow for participation at meetings of the Board and at meetings of Committees of the Board.
1. PURPOSE

1.1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that two Student Trustees be elected to the Board of Trustees to serve for a term of one year. The inclusion of Student Trustees enables the perspective of students to be considered in the decisions of members of the Board and provides students with valuable learning experiences.

1.2. One Student Trustee will be elected from the Mississauga Families of Schools and one student trustee will be elected from a Brampton, Caledon, Dufferin or Malton school. Mississauga Families of Schools and one from the Brampton/Caledon/Dufferin/Malton Families of Schools.

1.3. DPCDSB policy shall be in accordance with Ontario Regulation 7/07, made under the Education Act, as amended (ACT) and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the Act.

2. ELIGIBILITY

2.1. A person is qualified to act as a student trustee if he or she is enrolled in a senior division of a
school of the board-DPCDSB and is,

a) a ‘full-time pupil’ or

b) an exceptional pupil in a special education program for whom the board-DPCDSB has reduced the length of the instructional program on each school day under as permitted by subsection 3 (3) of Ontario Regulation 298 (Operations of Schools – General), under the Act of the revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; and

c) Must be baptized Catholic;

d) Shall, if under the age of 18, provide written confirmation of support and acknowledgement of their responsibilities from their parent/guardian;

e) Shall sign a Confidentiality Agreement;

f) Be willing to commit the necessary time to attend meetings and perform the duties and responsibilities of a sStudent representative;

g) Shall acknowledge the responsibilities and consequences of becoming disqualified.

3. RESPONSIBILITIES

3.1. The responsibilities of the sStudent (Trustee include the following:

a) To regularly attend Board of Trustees’ and Committee meetings and the Committee of the Whole In-Camera sessions. Student trustees are prohibited from being present during in-camera are to be excused from discussions in which the subject matter includes intimate, personal or financial information of a member of the DPCDSB or committee, an employee or prospective employee of the board-DPCDSB or a pupil or his or her parent(s) or guardian(s);

b) To be knowledgeable about, and comply with DPCDSB Board By-Law/Policies/Regulations and the Trustee Code of Conduct.

c) To maintain on-going contact and dialogue with Student Councils throughout the Board DPCDSB to ensure that the interests of students continue to be represented on the Board of Trustees;

d) To serve as a student liaison representative for the Board of Trustees at various events.

4. TERM OF OFFICE

4.1. The term of office for sStudent Trustees shall be one year commencing August 1 to and including July 31 of the following year.
5. TRAVEL

5.1. In all cases where the Student Trustees travel outside the jurisdiction of the DPCDSB Board, in carrying out their duties as Student Trustees, and where they are under the age of 18, written parent/guardian consent is required.

6. MENTORS

6.1. Each of the Student Trustees will be assigned a member of the Board of Trustees to serve as their mentor during the student’s term of office.

7. DISQUALIFICATION

7.1. A Student Trustee who ceases to be qualified, must resign from the position. The Principal or designate Director of the Student Trustee will monitor their qualification and apprise the Chair of the Board of Trustees should any concerns arise during the student’s term of office.

7.2. A Student Trustee will not be qualified to act as Student Trustee if he/she is not a full-time pupil of the DPCDSB Board; is suspended or expelled; and/or is serving a sentence of imprisonment in a penal or correctional institution.

8. VACANCY

8.1. In the event a vacancy arises prior to the expiration of the term of a Student Trustee, the Board of Trustees shall:

a) if the vacancy arises on or prior to the last day of February during the outgoing student trustee’s term, direct the Director of Education to hold a by-election in the same manner as a regular election process for student trustees, with necessary modifications; or

b) if the vacancy arises after the last day of February during the outgoing student trustees’ term, either maintain the seat as vacant for the remainder of the term or appoint the student trustees elected for the following term to serve the remainder of the outgoing student trustee’s term.

the appropriate instructional Superintendent shall commence the process of a by-election.

9. ELECTION PROCESS (INDIRECT ELECTIONS)

9.1. An election shall be held no later than the last day of February April 30 in each year. The Student Trustees shall be elected via the following procedure:

a) Prior to the end of February By the end of March of each year, the Principal of each secondary school will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of a Student Trustee;

b) The Principal will counsel the members regarding the academic and behavioral expectations and the workload for the position of Student Trustee;
c) Each candidate for the position of Student Trustee will submit a completed Application for Student Trustee to his/her Principal;

d) In consultation with the Principal, the school will hold a school wide election to determine the student trustee candidate from their school and the Student Council Advisor, the Student Council cabinet will nominate a candidate from their ranks;

e) In February/April, the appropriate Instructional Superintendent will convene a meeting of all candidates and the Student Council Prime Ministers or voting representatives from each school;

f) Candidates will have an opportunity to make presentations that speak to their suitability to represent the interests of students on the Board of Trustees;

g) The Student Council Prime Ministers or voting representatives from each school will elect two candidates in accordance with Board DPCDSB-approved procedures;

h) Before March 31st/April 30, the appropriate Instructional Superintendent will advise the Board of Trustees of the Student Trustees elected;

i) The names of the two elected Student Trustees are to be provided to the Ministry within 30 days after the election or the by-election.

10. ORIENTATION

10.1. Orientation for the newly-elected Student Trustees will be the responsibility of the Chair of the Board of Trustees.

11. HONORARIA

11.1. The Board DPCDSB will issue the Student Trustees an honorarium in compliance with applicable laws, including based on Ontario Regulation 7/07 under the Act and other associated Regulation(s).

11.2. The specifics of the honorarium will be communicated to the Student Trustees prior to the commencement of their Term.

11.3. The Student Trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Student Trustee in accordance with Policy 7.15 Trustee Honoraria and Expenses, as amended.

12. VOTING

12.1. The Student Trustee may call for a non-binding, advisory vote during public Board of Trustees’ meetings, public meetings of Committees of which they are members, and in-
camera meetings at which they are permitted to attend meetings, in-camera meetings, and committee meetings where they serve as a member. In such a case, there must be two votes:

a) A non-binding vote that includes the Student Trustee’s vote; and

b) A recorded binding vote that does not include the Student Trustee’s vote;

c) The Student Trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter. If the motion is not moved by a member of the Board of Trustees or of Committee, the record shall show the suggested motion.

13. IN-CAMERA MEETINGS

13.1 Student Trustees may attend In-Camera meetings, pursuant to section 207(2) of the Act, when the subject matter under consideration involves:

a) The security of the property of the DPCDSB Board;

b) The acquisition or disposal of a school site;

c) Decisions in respect of negotiations with employees of the DPCDSB Board; or

d) Litigation affecting the DPCDSB Board.

13.2 The Student Trustee may not attend In-Camera meetings in the following circumstances:

a) The Student Trustee declares an interest; and/or

b) Any of the subject matter, including the subject matter in subsections a), b), c) and d) above, reveals intimate, personal or financial information in respect of a member of the Board of Trustees or a Committee, an employee or prospective employee of the Board DPCDSB, or a pupil or his or her parent(s)/guardian(s).

Access to DPCDSB Board Resources

13.3 Student Trustees have the same access to professional development opportunities, conferences, etc., as provided to Board of Trustees members. The Student Trustee shall have the same access to material and information as Trustees to allow for participation at meetings of the DPCDSB Board and at meetings of Committees of the Board of Trustees.
1. **PURPOSE**

1.1. It is the policy of the Dufferin-Peel Catholic District School Board (DPCDSB) that two student trustees be elected to the Board of Trustees to serve for a term of one year. The inclusion of student trustees enables the perspective of students to be considered in the decisions of members of the Board of Trustees and provides students with valuable learning experiences.

1.2. One student trustee will be elected from a Mississauga School and one student trustee will be elected from a Brampton, Caledon, Dufferin or Malton school.

1.3. DPCDSB policy shall be in accordance with Ontario Regulation 7/07, made under the *Education Act*, as amended *(ACT)* and with any policies and guidelines established by the Minister under paragraph 3.5 of subsection 8 (1) of the *Act*.

2. **ELIGIBILITY**

2.1. A person is qualified to act as a student trustee if he or she is enrolled in a senior division of a school of the DPCDSB and is,
a) a ‘full-time pupil’ or
b) an exceptional pupil in a special education program for whom the DPCDSB has reduced the length of the instructional program on each school day as permitted by subsection 3 (3) of Ontario Regulation 298 (Operations of Schools – General), under the Act, so long as the pupil would be a full-time pupil if the program had not been reduced; and

c) Must be baptized Catholic;
d) Shall, if under the age of 18, provide written confirmation of support and acknowledgement of their responsibilities from their parent/guardian;
e) Shall sign a Confidentiality Agreement;
f) Be willing to commit the necessary time to attend meetings and perform the duties and responsibilities of a student representative;
g) Shall acknowledge the responsibilities and consequences of becoming disqualified.

3. RESPONSIBILITIES

3.1. The responsibilities of the student trustee include the following:

a) To regularly attend Board of Trustees’ and Committee meetings. Student trustees are prohibited from being present during in-camera discussions in which the subject matter includes intimate, personal or financial information of a member of the DPCDSB or committee, an employee or prospective employee of the DPCDSB or a pupil or his or her parent(s) or guardian(s);

b) To be knowledgeable and comply with DPCDSB By-Law/Policies/Regulations and the Trustee Code of Conduct.

c) To maintain on-going contact and dialogue with Student Councils throughout the DPCDSB to ensure that the interests of students continue to be represented on the Board of Trustees;

d) To serve as a student liaison representative for the Board of Trustees at various events.

4. TERM OF OFFICE

4.1. The term of office for student trustees shall be one year commencing August 1 to and including July 31 of the following year.

5. TRAVEL

5.1. In all cases where the student trustees travel outside the jurisdiction of the DPCDSB, in carrying out their duties as student trustees, and where they are under the age of 18, written parent/guardian consent is required.
6. MENTORS

6.1. Each of the student trustees will be assigned a member of the Board of Trustees to serve as their mentor during the student’s term of office.

7. DISQUALIFICATION

7.1. A student trustee who ceases to be qualified, must resign from the position. The Director will monitor their qualification and apprise the Chair of the Board of Trustees should any concerns arise during the student's term of office.

7.2. A student trustee will not be qualified to act as student trustee if he/she is not a full-time pupil of the DPCDSB; is suspended or expelled; and/or is serving a sentence of imprisonment in a penal or correctional institution.

8. VACANCY

8.1. In the event a vacancy arises prior to the expiration of the term of a student trustee, the Board of Trustees shall:

a) if the vacancy arises on or prior to the last day of February during the outgoing student trustee’s term, direct the Director of Education to hold a by-election in the same manner as a regular election process for student trustees, with necessary modifications; or

b) if the vacancy arises after the last day of February during the outgoing student trustees’ term, either maintain the seat as vacant for the remainder of the term or appoint the student trustees elected for the following term to serve the remainder of the outgoing student trustee’s term.

9. ELECTION PROCESS (INDIRECT ELECTIONS)

9.1. An election shall be held no later than the last day of February each year. The student trustees shall be elected via the following procedure:

a) Prior to the end of February of each year, the Principal of each secondary school will meet with interested candidates from the student body to discuss the role, the commitment and the responsibilities, of a student trustee;

b) The Principal will counsel the members regarding the academic and behavioral expectations and the workload for the position of student trustee;

c) Each candidate for the position of student trustee will submit a completed Application for Student Trustee to his/her Principal;

d) In consultation with the Principal the school will hold a school wide election to determine the student trustee candidate from their school;

e) In February, the appropriate Instructional Superintendent will convene a meeting of all candidates and the Student Council Prime Ministers or voting representatives from each school;
f) Candidates will have an opportunity to make presentations that speak to their suitability to represent the interests of students on the Board of Trustees;

g) The Student Council Prime Ministers or voting representatives from each school will elect two candidates in accordance with DPCDSB-approved procedures;

h) Before March 31st, the appropriate Instructional Superintendent will advise the Board of Trustees of the student trustees elected;

i) The names of the two elected student trustees are to be provided to the Ministry within 30 days after the election or the by-election.

10. ORIENTATION

10.1. Orientation for the newly-elected student trustees will be the responsibility of the Chair of the Board of Trustees.

11. HONORARIA

11.1. DPCDSB will issue the student trustees an honorarium in compliance with applicable laws, including Ontario Regulation 7/07 under the Act.

11.2. The specifics of the honorarium will be communicated to the student trustees prior to the commencement of their Term.

11.3. The student trustee shall be reimbursed for out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a student trustee in accordance with Policy 7.15 Trustee Honoraria and Expenses, as amended.

12. VOTING

12.1. The student trustee may call for a non-binding, advisory vote during public Board of Trustees’ meetings, public meetings of Committees of which they are members, and in-camera meetings at which they are permitted to attend. In such a case, there must be two votes:

a) A non-binding vote that includes the student trustee’s vote; and

b) A recorded binding vote that does not include the student trustee’s vote;

c) The student trustee is not entitled to move a motion but is entitled to suggest a motion on any matter. If the motion is not moved by a member of the Board of Trustees or of Committee, the record shall show the suggested motion.
13. IN-CAMERA MEETINGS

13.1 Student trustees may attend In-Camera meetings, pursuant to section 207(2) of the Act, when the subject matter under consideration involves:

a) The security of the property of the DPCDSB;

b) The acquisition or disposal of a school site;

c) Decisions in respect of negotiations with employees of the DPCDSB; or

d) Litigation affecting the DPCDSB.

13.2 The student trustee may not attend In-Camera meetings in the following circumstances:

a) The student trustee declares an interest; and/or

b) Any of the subject matter, including the subject matter in subsections a), b), c) and d) above, reveals intimate, personal or financial information in respect of a member of the Board of Trustees or a Committee, an employee or prospective employee of the DPCDSB, or a pupil or his or her parent(s)/guardian(s).

Access to DPCDSB Resources

13.3 Student trustees have the same access to professional development opportunities, conferences, etc., as provided to Board of Trustees members. The student trustee shall have the same access to material and information as trustees to allow for participation at meetings of the DPCDSB and at meetings of Committees of the Board of Trustees.