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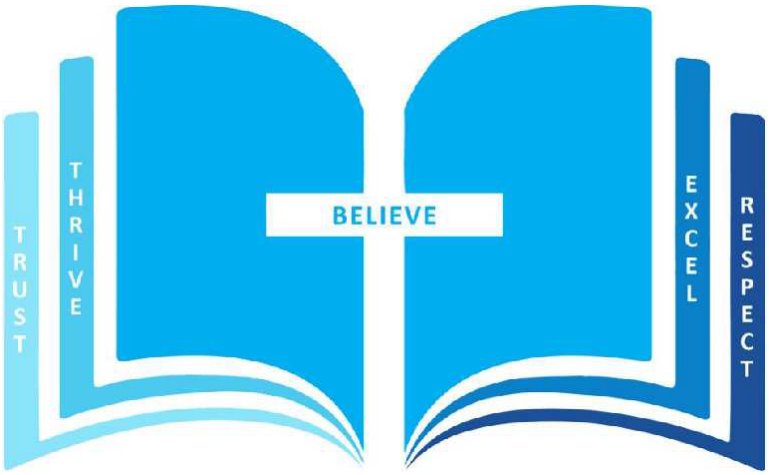
DUFFERIN-PEEL CATHOLIC BOARD MULTI-YEAR STRATEGIC PLAN

Core Values



CATHOLIC CODE OF CONDUCT

In light of its Mission Statement, the Dufferin-Peel Catholic District School Board is committed to the implementation in every school of the Catholic Code of Conduct that clearly reflects the need to provide a safe, caring, inclusive and healthy Catholic school community. All community members will work together to develop spiritually, intellectually, physically, socially, and emotionally by aspiring to the highest possible standards of Catholic behavior, in living out the gospel values, and by fostering a Catholic culture of respect, responsibility and concern for the common good.

Responsibilities of students

Students will exercise self-discipline in their respect for self, staff, fellow students, school property and the property of others. They 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 board/school/class expectations, policies and procedures. They will work towards achieving 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.

Students fulfill these responsibilities by:

- Coming to school prepared, on time, 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 behavior to fellow pupils and staff.
- 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 commitment to gospel values and service to others.
- Participating respectfully in the faith life and liturgical practices of the school community (sacraments, retreats, religion courses etc.).
- Participating in school programs related to wise stewardship of resources, human and other.
- Accepting school discipline as a tool for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm, and judicious parent.
- 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.

https://www3.dpcdsb.org/students/catholic-code-of-conduct

CATHOLIC EDUCATION WEEK: MAY 4 – MAY 9, 2025

Catholic Education | PILGRIMS OF HOPE
CATHOLIC EDUCATION WEEK
MAY 4 – MAY 9, 2025

https://www.ocsta.on.ca/project/we-are-called-to-love-2/

EQUITY AND INCLUSIVE EDUCATION POLICY

Religious Accommodation

"The Board and its staff are committed to the elimination of discrimination, as outlined in the Federal and Provincial legislation, in a manner which is consistent with the exercise of its denominational rights under section 93 of the Constitution Act, 1867 and, as recognized in section 19 of the Ontario Human Rights Code *("the Code").*

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behavior, based on religion, through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This Procedure reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings." (GAP 327.00, 2013)

Students requesting accommodations must present a written notice to the principal from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made in advance (where possible, at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments, or examinations, takes the religious observances into consideration. A Religious Accommodation Letter can be obtained from the school or at www.dpcdsb.org.

BULLYING PREVENTION

DPCDSB prohibits bullying in all its forms, as a serious offence against the dignity of persons created in God's image, and as an affront to the integrity of Catholic learning communities. Bullying will not be permitted on school property either in classrooms or common areas, at school-related activities, on school buses, via social media, or in any other circumstances (including cyber-bullying) where engaging in behavior will have a negative impact on the Catholic school climate or disrupt the learning environment.

The board considers homophobia, gender-based violence, and harassment on the basis of gender, gender identity, gender expression, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behavior unacceptable and supports the use of positive practices to prevent such behavior and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

Ontario Ministry of Education's Definition of Bullying http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf.

Bullying

"Bullying" means aggressive and typically repeated behavior by a pupil.

The behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior 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 behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as:
    - size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education supports or services.

For the purposes of the definition of "bullying" above, behavior includes the use of any physical, verbal, digital, written, or other means.

Cyber-Bullying

For the purposes of the definition of "bullying" above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

- Creating a web page or 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.

SUSPENSIONS

Education Act. Section 306. (1)

A principal may consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances (including off school property) where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis.
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis.
4. Swearing at a teacher or at another person in a position of authority
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.
6. Bullying
7. Code of conduct, board & school policy
8. Being under the influence of illegal or restricted drugs
9. Habitual neglect of duty, board & school policy
10. Opposition to Authority, board & school policy
11. Profanity/Swearing, board & school policy
12. Possessing restricted drugs
13. Fighting/Violence, board & school policy

A pupil 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.

EXPULSIONS

Education Act, Section 310. (1)

A principal shall suspend and may consider recommending an expulsion of a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school- related activity or in other circumstances (including off school property) where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm
2. Using a weapon to cause or to threaten bodily harm to another person
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
4. Committing sexual assault
5. Trafficking in weapons or in illegal drugs

6. Committing robbery
7. Giving alcohol or cannabis to a minor
8. Bullying, if:
   i. The pupil has previously been suspended for engaging in bullying, and
   ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. 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.
10. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct
11. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property.
12. Trafficking in weapons, illegal and/or restricted drugs

VIOLENCE THREAT RISK ASSESSMENT PROTOCOL

All members of the DPCDSB community have the right to learn and work in a safe, caring, and inclusive community under positive Catholic learning conditions. All staff and community partners work collaboratively to ensure the safety and well-being of students, staff, and communities and to preserve the dignity of all staff and students. Under certain conditions, students may need to undergo a "Violence Threat Risk Assessment" when their behaviours confidently suggest they may be at risk of harming themselves or others.

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) poses a risk to the target or targets they have threatened.

In Dufferin-Peel Catholic District School Board all threat-making behaviours are reported to administration. Administration in consultation with their team will then discern whether to activate this protocol. Information is obtained from multiple sources to develop an intervention plan to reduce the risk of violence. Catholic communities within Dufferin-Peel allow for students to grow, learn, reflect, and work towards reconciliation with the appropriate supports.

FEES FOR LEARNING MATERIALS AND ACTIVITIES

Students in the Dufferin-Peel CDSB can expect to be provided with the basic classroom learning resources and materials needed to complete grade and course expectations during the regular day school programs.

Students are to come to school ready and willing to participate actively in their own learning. To that end, students are expected to bring materials with them for their own personal notetaking (e.g. pencils, pens, paper, and binders).

There will be no fees charged to students to participate in the regular day school program. However, as per the Ministry of Education Guidelines and Board Policy 20.00: fees may be charged where

enhancements and upgraded or supplementary learning materials or activities are offered beyond the core curriculum; or, where optional programming is available beyond the regular course programs (e.g., International Baccalaureate, or non-foundational courses offered in Visual Performing Arts, Health and Physical Education, or Technological Studies). The purchase of enhanced or supplementary materials or participation in optional programs is voluntary.

Students involved in extra-curricular teams, groups and/or clubs will be made aware of any additional contributions required in the way of time, money, or materials prior to making a commitment to participate.

ETHICAL AND RESPONSIBLE USE OF TECHNOLOGY

All students shall adhere to Board policies and guidelines ensuring ethical and responsible use of technology.

Personal Electronic Device Policy

Personal Electronic Devices on Board Premises and/or Sanctioned Events for Educational Purposes.

The Dufferin-Peel Catholic District School Board acknowledges that value of the use of technology to support learning. Dufferin-Peel's policy indicates that students will be permitted to register and use personal electronic devices (PEDs) on board premises and/or at sanctioned events for educational purposes, under the direction of staff per Personal Electronic Device Used with Wi-Fi Network Student Agreement, which includes parental permission as appropriate.

The use of personal electronic devices during school-sanctioned activities for designated purposes outside of instructional spaces and/or in common areas may be authorized by the school principal (or designate).

Technology and Digital Citizenship

"…to witness consistently, in one's own digital profile and in the way one communicates, choices, preferences and judgments that are fully consistent with the Gospel…"

The Dufferin-Peel Catholic District School Board is committed to a responsible approach to addressing the technology needs of our learners in a faith-filled global context. The Board incorporates next generation learning technology, including internet access, use of personal electronic devices at school, Microsoft Office 365 Education, Google for Education, Brightspace by D2L (Desire2Learn), and other programs/apps [educational technologies] as approved by the Board and/or Ministry of Education for educational use. Students use Board-assigned email addresses and cloud storage spaces to support ongoing access to their digital learning spaces and collaboration with students across the Board.

- Create a sense of well-being, self-confidence, achievement, and positive identity.
- Teach competitive skills and learning stances for global competencies (i.e., critical thinking, communication, collaboration, creativity, and innovation).
- Acknowledge and respond to diverse learning needs.
- Stimulate interest, motivation, and engagement through authentic, relevant and experiential learning.

- Enhance equity and provide barrier-free opportunity and access to learning.
- Facilitate collaboration and inquiry on a local and global scale, linking the classroom environment and the world beyond.
- Amplify student voice and choice and promote student-centered learning; and
- Nurture responsible digital citizens, consistent with our Gospel values, who act morally and legally, with compassion, to support the human dignity of all.

Supporting and programming realized through the Catholic Board Improvement Learning Cycle, ensures that each child is firmly rooted on their journey to achieving the Ontario Catholic School

Graduate Expectations within our vision of global competencies. Rooted within a Catholic faith-based environment, the expectations will assist in the development of responsible digital citizens. The intention is to develop meaningful and innovative next generation thinking and problem-solving skills within a Catholic context.

Learners will need to become critical consumers of information, effective problem solvers, capable decision makers and innovative communicators. Hence, learners must be able to attain the ability to think critically through the exploration of ideas and concepts, encouraging inquiry, imagination, discovery, and creativity through the connection of learners to information, to each other, and to the communities around the world through the digital environment.

Responsibilities when using Technology

We respect the dignity and value of each person, consistent with our Faith tradition, and celebrate our increasingly diverse, global, and digital school cultures. A responsible digital citizen acts morally, legally, and responsibly; supports and promotes diversity, equity, justice, peace and compassion in their daily encounters within the digital environment; and makes positive contributions to their community through the exercise of rights and responsibilities, while ensuring the human dignity of all.

Students shall use technology in accordance with the expectations of behavior outlined in the Catholic Code of Conduct, and other board policies and procedures. Under the direction of staff, students will be permitted to bring their own devices and to use such devices in a responsible and ethical manner for educational purposes.

Students shall:

- Demonstrate responsible digital citizenship through the appropriate use of technology, as outlined in the Catholic Code of Conduct and other board policies and procedures.
- Report inappropriate use of email, social media, data or technology to a teacher or administrator immediately.
- Practice self-regulation and are accountable for their behavior and actions, and are mindful of the well-being of others, reporting instances of inappropriate or concerning online activity (i.e., bullying, hate-speech, depression, self-harm)
- Accurately represent themselves while online and ensure that their online interactions are reflective of Gospel values and virtues.
- Care for, maintain and secure their personal devices at all times and recognize that the Board is not responsible for the replacement of lost, stolen, or damaged items.
- Take the necessary steps so that their personal device is connected to the Dufferin-Peel's wireless network, as the board will not be responsible of any cost incurred through the use of

personal data plans.

- Use personal electronic devices for curriculum-related/educational/instructional purposes only and under the direction of staff.
- Ensure their personal electronic device is fully charged upon arrival to school and should not assume access to electrical outlets for charging.
- Ensure any personal communications (i.e., phone calls, text messages, etc.) will continue to be directed through the main office.
- Not expect privacy with respect to the use of technology while on Board property or during school related activities.

Parents shall:

- Ensure any communication with their child (i.e., personal phone call, text messages etc.) continues to be directed through the main office in order to avoid distractions within the learning environments; and
- Review, discuss and encourage responsible use of technology at all times in the school environment.

Expectations for Appropriate Use of Educational Technology for Students in the Dufferin-Peel Catholic District School Board

The Dufferin-Peel Catholic District School Board policy supports the use of technology for educational purposes and the Board believes this to be an integral part of the school curriculum. When using technology at school, students shall abide by the school's Catholic Code of Conduct and Board policy and procedures and must follow the rules set out below. Technology includes hardware (PEDs or provided by the Board) and digital tools (i.e., email/extensions/apps).

1. Students are responsible for their actions while using the technology and will be responsible digital citizens by adhering to guidelines regarding content, security, safety and ethical use. This means that students must not seek or send images, sounds, or messages which might be considered inappropriate, obscene, abusive, offensive, harassing, illegal, or counsel to illegal activities. A student who receives or encounters any such material, which makes him/her feel uncomfortable, should report it to his/her teacher immediately. Students shall not share passwords or personal information of others, nor shall they attempt to learn or use logins and passwords of others.
2. Students will accurately represent themselves while online and ensure their online interactions are reflective of our Gospel values and virtues.
3. The student will not assist in breaking these rules or be a party to others breaking these rules.
4. The student is responsible for determining the copyright status of any program(s) or data used, and for respecting intellectual property rights and the laws which govern them.
5. Students must abide by all federal, provincial, and local laws. Failure to abide by the laws of Ontario and Canada may involve the police.
6. Upon reasonable grounds the staff reserves the right to review, edit or remove any material viewed, shared, created, or saved on Board technology or to review, edit or request removal of any material created at school and stored on PEDs.
7. The student must not intentionally seek information, browse, obtain copies, modify files, or passwords belonging to others, whether at the school or elsewhere, unless specifically

authorized to do so by those individuals.

8. The student must not try to obtain system privileges to which he/she is not entitled.
9. The student must not exploit any gaps in security and must report these gaps immediately to his/her teacher. They will not use educational technology in a manner that will harm the board's technology or another person's work.
10. Use of technology in common areas shall be as designated by the principal in accordance with the expectations of appropriate use.
11. The decision to bring a PED to school for educational use rests with the student and their parent/guardian. They assume responsibility for the safety and security of that PED and the school assumes no responsibility for lost, damaged or stolen devices.
12. Technology (PEDs) may be used during instructional time and in instructional space only with the expressed permission of the classroom teacher and/or staff an only in a manner that supports teaching and learning and digital citizenship.
13. Students should not expect that they will be able to charge their device at school.
14. Students shall not photograph or record others at school unless authorized to do so by the teacher for instructional purposes and with appropriate consent. Students shall only use photographs and recordings taken at school as authorized by the teacher.
15. Failure to comply with these expectations may result in loss of education technology privileges, confiscation of the PEDs, discipline and/or any other consequences deemed necessary by school administration.
16. The Board/School reserves the right to update these expectations as required. Changes shall be communicated to the school community.

Please refer any questions or concerns to your School Principal.

DPCDSB Digital Citizenship Resource:
http://dpschoolnet/FYI/System%20Weekly%20Update/Weekly%20Archives%202007-PRESENT/Volume%2011%20-%202017-2018%20Updates/No.%2001-Sep5-8,%202017/DPCDSB%20digital%20citizenship.pdf#search=digital%2520citizenship

GF 067 NOTIFICATION OF THE COLLECTION, USE AND DISCLOSURE OF STUDENT PERSONAL INFORMATION FOR THE PURPOSE OR FOR A CONSISTENT PURPOSE – ELEMENTARY AND SECONDARY

The Dufferin-Peel Catholic District School Board (the Board) wants to help you understand how we use personal information we collect about your child.

The *Education Act* requires that the Board promote student achievement and well-being and deliver effective and appropriate educational programs for students. Schools collect and use student personal information to fulfill their legislated duties.

The school principal is required to establish and maintain an Ontario Student Record (OSR) for each student attending school in accordance with the Ontario Student Records Guideline and Board Policy. The OSR is a cumulative record of the student's progress used by staff to support student achievement and well-being that follows the student through Ontario elementary and secondary schools.

The *Municipal Freedom of Information and Protection of Privacy Act* sets guidelines for schools/boards to follow when collecting, using and/or disclosing students' personal information. Under this law, personal information refers to recorded information about an identifiable individual and may be

used or disclosed:

- for the purpose for which it was obtained or a purpose consistent with the reason collected.
- to board officers or employees who need access to the information in the performance of their duties, if necessary and required for the discharge of the board's duties.
- to comply with laws, a court order or subpoena to aid in a law enforcement by a law enforcement agency; or
- to report to the Children's Aid Society regarding child protection matters in compelling circumstances affecting health or safety of staff or students in accordance with the law.

Examples of Routine Uses of Student Personal Information

We will inform you at time of collection how the personal information we collect will be used. In addition, we draw your attention to the following routine uses of student personal information. Please contact the school principal to discuss any concerns you may have with how these practices affect your child. The following uses will apply unless a concern or objection is filed with the principal and an alternative resolution can be found.

Student Instruction, Achievement and Well-Being

- Student personal information, including OSR information, will be used by school and board staff for the purpose of meeting student's needs, promoting student achievement and well-being and to support the transition of students between schools and programs (elementary to secondary school, French Immersion programs, etc.). Staff may include teachers of the student, guidance counsellors, student success teachers, educational resource workers, special education teachers and administrators.

- Information about the student's progress at secondary school may be shared with their former elementary school to support the continuous improvement of the elementary school program to benefit all students.

- Students may be photographed or recorded as part of teaching and learning to support student achievement and assessment.

- Student work, including student name, may be displayed throughout the school and in school and Board newsletters. It may also be displayed at community events such as science fairs, colouring/writing/poster contests, or similar events outside the school.

- Contact information, marks and transcripts are shared with Ontario colleges and universities to support post-secondary applications.

- Referrals to personal health services such as psychological assessments, speech and language assessments, social work and child and youth service require the consent of the parent/guardian/adult student. On referral, you will be advised how personal health information is collected and used.

- Visitors to schools/classrooms such as volunteers, third-party service providers, or government and community agency staff, may on occasion visit schools/classrooms under the approval and direction of the school principal and/or family of schools superintendent. Any information they receive as a result of this visit is subject to confidentiality in accordance with Board policy and procedure.

- Ancestry information of self-identified First Nation, Métis, and Inuit students, will be used to

allocate resources, improve student learning and student success, and reported to the Ministry of Education and the Education Quality Accountability Office (EQAO).

- Information may be shared with Police Services and School Resource Officers to investigate school incidents that involve possible criminal offences as outlined in the DPCDSB Police School Protocol or to comply with police investigations in accordance with the Law. Information may include statements relating to the matter under investigation.

Health and Safety/Transportation

- Student medical health information provided by parents/guardians or adult students will be used to address the student's medical needs at school and during school activities.
- Personal information is shared with the Regional Public Health Units in accordance with the Education Act the Immunization of School Pupils Act. Communicable diseases shall be reported in accordance with the Health Promotion and Protection Act and the Education Act.
- Surveillance equipment may be used on school property to enhance the safety of students and staff, to protect property against theft or vandalism and to aid in the identification of intruders or persons who endanger the health, well-being, or safety of school community members.
- Student accidents will be reported to the board's insurer. Reports include the name of the injured student(s) and details about the incident, as well as the name and contact information of witnesses to the accident.

School Events and Activities

- We understand that parents, family members or friends may want to photograph or record school events or activities where the public is invited. Visitors are asked to follow the direction of the principal at these events as in some cases, photos or recordings may not be allowed. Where photography or recording is permitted, visitors should always try to capture photos/videos of only their own child. Where photos/videos include other students or staff, please respect the digital footprint and privacy rights of others, by not sharing them with the media or on the internet/social media.
- Personal information including student name, number and date of birth are shared with the Board's online payment system provider so parents may remit student activity and other fees online.
- Personal information such as student name, date of birth, year of entry into grade 9 and credits achieved, shall be shared with Board-approved Governing Athletic Associations for the purpose of determining eligibility requirements to participate in inter-school competitive programs.
- In accordance with the Board *Sportsmanship and Ethical Conduct Guideline*, personal information shall be shared with Board-approved Governing Athletic Associations and Community Agencies for the purpose of investigating non-compliance and inappropriate behavior while attending or participating in sporting activities, including during travel, at accommodations and at any location students attend as part of the school-sponsored activity, may be subject to penalties and sanctions imposed by the Boards of Reference which may include, but are not limited to: suspensions from play, notification to appropriate sport governing bodies, restitution, letter of apology, stripping of awards.
- Student names and/or photographs may be printed in school yearbooks, school programs or brochures (i.e., graduation programs, celebration of sacraments, school plays and musical productions), on student awards, honour roll, class assignment lists and posted

throughout the school.

- School newsletters report on school events and activities. They may include limited student personal information such as student name and student photos. Consent is sought to share personal information and/or photos on the internet or on social media.
- On occasion, the media may be invited to schools and board sites to report on school/board events or activities. Students may be photographed/recorded as part of a group, but only those students with appropriate consents will be interviewed and identified.
- Contracted photographers will take individual and class photos of students. These photos will be used for administrative and archival purposes, on student cards, in school yearbooks and will be offered to parents for purchase.
- Birthdays may be celebrated at school. Class lists with student first names and last initial may be distributed for the purpose of addressing greeting cards or invitations in connection with holidays, birthday parties, etc.
- Authorized volunteers or school council members may contact parents on behalf of the school regarding school-related activities which benefit the student and the school community or for the safe arrival/attendance verification program.

Community or Public Events

- Extra-curricular activities that take place in or outside of school and are open to participating schools or community members may be covered by media and others. In some cases, media may want to feature and/ or interview students. If you do not want your child to participate in media reports/interviews, please advise the coach and/or indicate your wishes to your child.

- Please note, when events take place in public areas, it may be difficult for the school to prevent the media or others from recording or photographing students. If you have concerns about your child's participation in such forums, please speak to the school principal.

Consent for Other Purposes

In accordance with MFIPPA and the Education Act, releasing personal information for any other purpose requires the informed consent of:

- the parent/guardian for children under 16 years of age.
- the parent/guardian and the student where the student is 16 and 17.
- the student where the student is over 18 or is 16 or 17 years of age and has withdrawn from parental control.

Parents/legal guardians will receive a Consent Form from their school so they may indicate their wishes regarding the use and disclosure of use and disclosure of student work, pictures, and recordings on the internet/social media; to media and within the school community; and other permissions as appropriate. Please complete the form and return it to the school as soon as possible.

SPORTSMANSHIP AND ETHICAL CONDUCT

The Dufferin-Peel Catholic District School Board is committed to establishing sportsmanship and developing healthy environments for competition. We believe that the role of Catholic Education in sport is to create a sports environment that is consistent with the expectations and virtues of our Catholic

system and teaches all involved in sports programs to conduct themselves with sportsmanship and respect for all. The DPCDSB Sportsmanship and Ethical Conduct Guideline outlines the various expectations for all groups and individuals associated or participating in sports programs.

DPCDSB student-athletes must behave as ambassadors of their Catholic schools and athletes must honour the responsibilities that accompany the privilege of representing our schools by behaving with dignity and respect at all times, regardless of the behavior of others. Students are accountable for their actions in accordance with the Catholic Code of Conduct and the Principles of Progressive Discipline.

Parents attending games are reminded that all competitions are to be viewed in the context of a Catholic School learning environment for all students. Parents and family members attending competition are expected to act in an appropriate manner and respect all coaches, managers, teachers, officials, and students.

Further, students must also meet and comply with requirements and rules and policies established by the Dufferin-Peel Catholic School Board-approved governing sports associations including:

- the Region of Peel Secondary School Association (ROPSSA).
- the Ontario Federation of Secondary Sport (OFSSA).
- community leagues subject to joint agreements with the DPCSB.
- and /or tournament sponsors/organizers.

Students that fail to comply with rules and appropriate behavior while attending or participating in sporting activities, including off time, may be subject to penalties and sanctions imposed by the Boards of Reference which may include, but are not limited to: suspensions from play, notification to appropriate sport governing bodies, restitution, letter of apology, stripping of awards. The DPCDSB will cooperate with these groups to ensure adherence to league guidelines, investigate possible inappropriate behavior and enforce sanctions imposed.

ASSESSMENT AND EVALUATION POLICY

"Lord, You guide me with Your counsel." ~ Psalm 74:24

The primary purpose of assessment and evaluation is to improve student learning. In a Catholic context, this means that our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential in order to optimize their well-being, learning, and achievement.

The Dufferin-Peel Assessment and Evaluation Policy aligns with the Ontario Ministry of Education document *Growing Success 2010, First Edition*. This policy applies to face-to-face classroom instruction, eLearning, and blended learning.

Key Terms

ASSESSMENT is *the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course*. This information is gathered for the following purposes:

- **Assessment for Learning** to determine where students are in their learning, where they need to go, and how best to get there. This includes:

- **Diagnostic Assessment** which is used **prior to instruction** to gather information about students' interests, learning preferences, and readiness to learn new knowledge and skills at the beginning of a course, unit, lesson, and/or concept. Students use this information to know themselves as learners and to recognize their skills and level of understanding before instruction begins. Information from diagnostic assessments does not count towards students' grades.
- **Formative Assessment** which is used **during instruction** to monitor student progress and provide feedback. Feedback helps students understand what they do well, where to improve, and what to do to improve.

- **Assessment <u>as</u> Learning** to provide students with the opportunity to reflect on their learning and determine next steps in order to achieve their goals. This includes the use of feedback from:
  - **Formative Assessment**
  - **Peer and Self-Assessment**

- **Assessment <u>of</u> Learning** to determine how well students have demonstrated achievement of the curriculum expectations. This includes:
  - **Summative Assessment** which occurs **at or near the end of a period of instruction** to summarize student learning.

EVALUATION is *the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.*

- Using professional judgement, each teacher will determine the grade for reporting purposes based on information collected over time from three different sources – observations, conversations, and student products.

The Achievement Chart

The achievement chart is a standard province-wide guide. The chart provides a reference point and a framework in which to assess and evaluate student achievement using the four categories of knowledge and skills, as outlined below:

Knowledge and Understanding	subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding)
Thinking	the use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes
Communication	the conveying of meaning through various forms
Application	the use of knowledge and skills to make connections within and between various contexts

Learning Skills and Work Habits

The six learning skills – **Responsibility**, **Organization**, **Independent Work, Collaboration**, **Initiative,** and **Self-regulation** – are not included when determining a student's grade, unless cited as a specific expectation of the Ontario curriculum. These skills are evaluated separately on the provincial report

card using a four-point scale:

E-Excellent **G**-Good **S**-Satisfactory **N**-Needs Improvement

Final Grade

A final grade is recorded for every course. A credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

- **70%** Term
- **30%** Final (CPT* and/or Final Examination)

Refer to individual course outlines for course weightings and components of the final 30%.
A CPT or **Culminating **P**erformance **T**ask is discussed later in this policy.*

A student's achievement of the overall curriculum expectations are evaluated in accordance with the achievement charts set out by provincial curriculum and will be reported using percentage marks.

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

ACHIEVEMENT LEVEL	PERCENTAGE MARK RANGE (Used in grades 7-12 for reporting)	SUMMARY DESCRIPTION
4+ **4** **4-**	95-100 87-94 80-86	**Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. **Note:** *Achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*
3+ **3** **3-**	77-79 73-76 70-72	**Level 3** represents the **provincial standard** for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. **Note:** S*tudents achieving at level 3 can be confident that they will be prepared for work in subsequent grades/courses.*
2+ **2** **2-**	67-69 63-66 60-62	**Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. **Note***: Students performing at level 2 need to work on identified learning gaps to ensure future success*.
1+ **1** **1-**	57-59 53-56 50-52	**Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. **Note:** *Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.*

Below Level 1	**Below 50%**	**Below Level 1** Insufficient achievement of specified knowledge and skills. Extensive remediation is required.

Achievement Levels from Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, p. 40

STUDENT ABSENCES: 70% TERM

Regular attendance on the part of students is vital to the learning process. Teachers will not be able to measure the achievement of curriculum expectations of students who miss assessment and evaluation opportunities. ***Where there is an awareness of a family-initiated absence, parents/guardians should notify the school at least two weeks in advance.***

In the event of an absence, details regarding communication and next steps related to missed assessments are outlined in the following chart:

Type of Absence	Communication	Next Steps
Illness	The parent/guardian will contact the school as per the school's attendance policy indicating that he/she is aware of the missed assessment(s)*.	**On the day of his/her return**, the student and teacher(s) will make arrangements to address the missed assessment(s)* in a timely and reasonable manner.
Appointments/ Events (e.g., specialist, dance competition, piano exam)	**In advance**, the student will advise the teacher of the upcoming absence which will be verified by the parent/guardian as per the school's attendance policy.	**In advance**, the student and teacher(s) will make arrangements to address the missed assessment(s)*.
School-related (e.g., Student Council, football game, field trip)	**In advance**, the student will advise the teacher of the upcoming school-related absence.	**In advance**, the student and teacher(s) will make arrangements to address the missed assessment(s)*.
Prolonged (e.g., bereavement, hospitalization, elite athletic training, role in a movie)	The parent/guardian will advise the school of the prolonged absence as soon as possible. The appropriate administrator, guidance counsellor, teachers, and support staff will be advised, as well.	**In advance**, where possible, the student and teacher(s), in consultation with the administrator, will make arrangements to address the missed assessment(s)*.
Religious Accommodation (e.g., holy days, religious observances)	**In advance,** (preferably in **September** as per the board's **Religious Accommodation Policy)**, the parent/guardian will advise the school, in writing, of the upcoming religious accommodation request.	**In advance**, the student and teacher(s) will make arrangements to address the missed assessment(s)*.
*Although students may be suspended from school, efforts are made to ensure that learning continues. Opportunities, as are provided to students for other reasons, will be made available to students re-entering a class/course after a suspension. * Assessment refers to assessment* ***of*** *learning which leads to evaluation.*		

Suspensions 1-5 days	The appropriate administrator will advise the teacher of the suspension. Curriculum course work (e.g., homework, assignments) will be provided for the student during the suspension, as per *Safe Schools*.	At the conclusion of the suspension period, arrangements will be made between the teacher and student to address the missed assessment(s).*
Suspensions 6-20 days	The appropriate administrator will advise the teacher of the suspension. Academic components (curriculum course work) will be determined during the development of the **S**tudent **A**ction **P**lan in consultation with the school team which also includes the student, parent(s)/guardian(s), and course teachers, as per *Safe Schools*.	At the conclusion of the suspension period, administration and teachers will refer to the student's SAP and discussions at the re-entry meeting to inform decisions regarding missed assessment(s)*.

Consequences for Missed Assignments

In the event that the student does not address the missed assessment(s) as per the teacher-student arrangement, a zero may be assigned**.**

If it is determined that the assessment(s) has/have been missed as a result of a skip or truancy, a zero may be assigned.

Note: Students receive individual marks on group assignments; therefore, the absence of a student during a group/seminar presentation will not impact on the achievement of the other group members.

Submission of Assignments for Evaluation

Timelines for submission of assignments for evaluation are established to encourage students to manage their time and to take responsibility for their learning. Timelines are also established to allow teachers to effectively deliver curriculum, support students, and manage the evaluation of assignments.

It is important, therefore, that students work towards meeting required timelines. Students are responsible for approaching the teacher, in advance of the established due date, if they encounter difficulty with an assignment and/or meeting the established due date.

Where a mark deduction is considered for a late assignment, the following process will be used:

Due Dates	Late Submissions
A **due date** is set by the teacher. Students work towards meeting this **due date**.	If the assignment is not submitted by the due date, a closure date is established. This date is determined on a case-by-case basis. If the assignment is submitted by the closure date, up to 10%-mark deduction may apply. If the assignment is not submitted by the closure date, a zero may be assigned.
	The **Learning Skills and Work Habits** section of the report card will reflect **late** and **missed** assignments.

Academic Honesty

It is the responsibility of students to be academically honest in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Academic *dishonesty*, therefore, is a serious offence.

Cheating is an act of academic dishonesty and comes in many forms such as, but not limited to, *communicating in any form*, *copying from others, and using unauthorized sources, notes, aids, and/or personal electronic devices (PEDs)*.

Plagiarism: an example of cheating, is the *act of claiming another's words, ideas, and/or work as one's own* such as, but not limited to: *copying an assignment completed by someone else; piecing together material from one or several sources and adding only linking sentences; quoting or paraphrasing material without citing the source; copying and pasting from the Internet or other electronic sites without citing the source; not providing quotation marks for direct quotations, even if the sources have been cited; falsifying a citation*.

Depending on the circumstance, an appropriate consequence will be assigned which may include, but is not limited to:

- redoing the assignment/test
- redoing a section of the assignment/test
- completing an alternative assignment/test.
- assigning a zero.

Student Absences: 30% Final

It is expected that students be present to complete all components of the final 30%. These final evaluations are designed to enable students to consolidate their learning and skills from the course and demonstrate achievement of the overall expectations. These evaluations will occur at or near the end of the course during the regular school day and/or during the formal exam period. ***There will be no exemptions from final 30% evaluations.*** Any urgent matter should be referred to administration.

Depending on the grade, level, and nature of the course, the final 30% may include:

- an exam worth the full 30% ***or***
- an exam and a culminating performance task worth 30% ***or***
- a culminating performance task worth the full 30%.

Student Absences during the Culminating Performance Task (CPT)

A **C**ulminating **P**erformance **T**ask (**CPT**) is a consolidation and demonstration of student learning. The CPT is a scheduled course requirement and students have practised and prepared for it throughout the term. The CPT is completed during class time and under the supervision of the teacher, although minor aspects of the task may be completed outside of class time (e.g., rehearsing lines, practising an instrument, locating materials, gathering research/data).

The potential academic consequence for missing part or all of this final evaluation is a mark deduction or a zero.

Student Absences during the Formal Exam Period

A student who is absent from a scheduled exam due to **illness** will provide a medical note to verify that

absence; otherwise, a mark of zero will be assigned.

If it has been determined that a student's absence is as a result of a **skip/truancy,** a mark of zero will be assigned.

Note: Formal exam days are published well in advance and permission to write final exams outside of the designated dates/schedule will not be granted. In the event of school closure and/or bus cancellations due to weather conditions, the exams normally scheduled for that exam day are to be rescheduled for the identified snow day.

Special circumstances may result in exceptions to this evaluation policy.

Such cases will be referred to the administration for consideration.

HOMEWORK POLICY AND PROCEDURES

DPCDSB Summary for Grades 9 - 12

"Teach the righteous and they will gain in learning." ~ Proverbs 9:9

As a faith-based system, the Dufferin-Peel Catholic District School Board approaches all issues from a Catholic worldview that recognizes the importance of family time and honours the bonds between school, family, and parish in all that we do. The stronger these bonds, the more effectively our students are able to learn and to develop the unique talents and gifts with which they are blessed.

Types of Commonly Assigned Homework		
Completion	any work assigned following instruction that is begun in class and completed at home	helps students to keep up-to-date with the instructional program
Practice	any work that reviews and reinforces skills and concepts learned in class	helps students to develop newly acquired skills and consolidate new concepts
Preparation	any work that prepares students for new learning or for upcoming summative assessments / evaluations	requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations, performances, etc.
Extension / Projects/Major Assignments	any work that explores learning in new contexts or integrates / expands on classroom learning	encourages students to problem solve, think creatively, and think critically

Quantity of Homework	
Secondary Intermediate (Grades 9 & 10)	Homework shall be limited to **20 minutes on average** per day per course.
Secondary Senior (Grades 11 & 12)	Homework shall be limited to **30 minutes on average** per day per course.

Reporting of Homework

The Learning Skills and Work Habits section of the provincial report card describes skills which are foundational to student success. Homework is reported in this section, separate from achievement of curriculum expectations. Late, missed, and incomplete homework will impact the Learning Skills and Work Habits section of the report card.

In secondary schools, homework is factored into the grade only where it is a specific expectation for that particular course (e.g., GLE / GLS1O Learning Strategies).

Homework During Extended Absences

Teachers shall not be expected to provide detailed homework assignments to students who are away for extended periods of time as a result of family-initiated absences, although a general overview may be provided. For absences due to extended illness, parents should contact the school administration to discuss available options.

Student Responsibilities

- manage time and priorities to ensure a healthy balance between homework, extra-curricular activities, part-time employment, and leisure time.
- ensure that they clearly understand the homework assigned and ask for clarification or assistance from the teacher when homework assignments or the expectations are not understood.
- complete assigned homework on time.
- complete assigned homework to the best of their ability.
- record homework in their agenda or student planner.
- ensure that required materials and resources are taken home and returned, as necessary.

The K-12 Homework Policy & Procedures may be viewed at:
https://www3.dpcdsb.org/parents/help-your-child-learn/homework-policy

It is available in .PDF format in 13 languages:
English, French, Arabic, Korean, Polish, Malayan, Portuguese, Punjabi, Chinese, Spanish, Tagalog, Urdu, Yoruba

CATHOLIC GRADUATE EXPECTATIONS

Catholic Graduate Expectations: https://www.dpcdsb.org/students/catholic-graduate-expectations

The 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.

SCENT SENSITIVITY AWARENESS

The Dufferin-Peel Catholic District School Board has a Scent Sensitivity Awareness Campaign called We Share the Air. If you are sensitive to the scents within the school environment, you are not alone. Do not suffer in silence – tell someone, a friend, teacher, your principal.

For more information about scent sensitivity, visit www.dpcdsb.org and click on ACCESS Dufferin-Peel.