

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, August 29, 2023
7:30 P.M.**

REVISED

Watch the Board Meeting
STREAM
event on our YCDSB TV Channel:
<http://bit.ly/YCDSB-TV>

Mass at 6:30 P.M.

LAND ACKNOWLEDGEMENT

*We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.
We respectfully acknowledge, those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it.
We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth.*

- | | | |
|--|---|--|
| 1. OPENING PRAYER / LAND ACKNOWLEDGEMENT | Our Father..... | |
| 2. ROLL CALL | D. Scuglia | |
| 3. APPROVAL OF NEW MATERIAL | F. Alexander | |
| 4. APPROVAL OF THE AGENDA | F. Alexander | |
| 5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING | F. Alexander | |
| 6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING | F. Alexander | |
| 7. APPROVAL OF THE PREVIOUS MINUTES
a) Regular Board Meeting of June 20, 2023
b) Special Board Meeting of June 29, 2023
c) Special Board Meeting of August 23, 2023 | F. Alexander | |
| 8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING | F. Alexander | |
| 9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES
a) Commissioning of New Student Trustee | F. Alexander | 3 |
| 10. OCSTA BOARD OF DIRECTOR'S UPDATE | J. Wigston | |
| 11. DIRECTOR'S REPORT / UPDATE | D. Scuglia | 5 |
| 12. STUDENT TRUSTEES' REPORT | J. James / M. Galstyan | |
| 13. RECOGNITIONS / OUTSIDE PRESENTATIONS | | |
| 14. DELEGATIONS | | |
| 15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS
a) YCDSB Communications Calendar
b) MYSP Update
c) HREA Report to Board | M. Brosens, B. Forhan
J. Sarna
M. Farrell | 7a
7b
7c |
| 16. ACTION ITEM(S) (including Committee Reports)
a) Policy 106 Delegations to the Board and Procedures
b) Policy 118 Trustee Code of Conduct & Procedure and Complaint Protocol
c) Policy 809 Staff Use of External Legal Resources
d) TRUSTEE MOTION: Student Trustee Report to Board
e) TRUSTEE MOTION: Transportation to St. Br. Andre CHS + Report | J. Sarna
J. Sarna
J. Sarna
M. Barbieri
F. Alexander | 8
22
39
42
43 |
| 17. DISCUSSION ITEM(S)
a) TRUSTEE MOTION: Motion to Enrich YCDSB Catholicity + Report | A. Arcadi | 58 |

18. INFORMATION ITEM(S)

- a) OHRCL Anti Black Racism in Education
- b) September 2023 Calendar
- d) Pope Francis CES Portapak Relocation Update

A. Arcadi 63
68
K. Elgharbawy 69

19. NOTICES OF MOTION

(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)

RECESS TO CONVENE THE COMMITTEE OF THE WHOLE MEETING

ACTION ITEM(S) (including Committee Reports) – Continued

- a) Approval of Report No. 2023:21 Committee of the Whole (Aug 29)

M. Iafrate

20. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION

21. ADJOURNMENT





York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Frank Alexander, Chair of the Board

Date: August 29, 2023

Re: **Chair's Report**

Welcome Back

Summer is a remarkable time to bask in the glory of God's creation and to share special moments with loved ones. I hope everyone who reads this report had a chance to form strengthened connections with the people and things that matter most.

As we head into September, I am praying for another successful school year for all our students and staff. This is a time of great opportunity and potential for everyone in our community, as God has laid out a path for each of us to follow. May we all have the courage to listen to His will and find the bounty that he is guiding us toward.

The 2023-28 Multi-Year Strategic Plan

I want to personally thank everyone who was involved in creating the York Catholic District School Board's new Multi-Year Strategic Plan, which was approved by the Board of Trustees at our last meeting before the summer. It is a testament to the importance of this Board's work that so many parents/guardians, staff members, students and community partners came forward to offer their input into this plan.

This plan will guide our work through the 2027-28 school year and I believe it sets us on the right direction by focusing on Catholicity, equity and inclusion, student achievement and well-being. Our community is united in recognizing that these pillars will create a solid foundation for the future success of the YCDSB. I look forward to staff sharing the numbers that will show how this plan is benefiting our students.

Feast Days for Our Schools' Patrons

York Catholic schools are named after incredible personifications of our faith. These saints, faithful people, angels and remarkable events all serve as constant inspirations for our community as we do our best to journey with Christ toward Heaven. In September, we will celebrate the feast days of a number of our schools' patrons, including:

- September 3: St. Gregory the Great
- September 5: St. Teresa of Calcutta (although the YCDSB's St. Teresa of Calcutta virtual school has closed as the effects of the pandemic have thankfully waned, we still remember this awesome school and saint)
- September 13: St. John Chrysostom
- September 14: Feast Day for the Holy Cross
- September 17: St. Robert
- September 19: St. Emily

- September 21: St. Matthew
- September 23: St. Padre Pio
- September 26: The Canadian Martyrs (including St. Jean de Brebeuf, St. Charles Garnier and St. Rene Goupil) and we commemorate the death of Fr. John Kelly
- September 28: The Immaculate Conception and San Lorenzo Ruiz
- September 29: The Feast Day for the Archangels (St. Gabriel, St. Michael and St. Raphael)
- September 30: St. Jerome

Of particular note in the Catholic calendar is the Blessed Virgin Mary's birthday on September 8. May Our Lady continue to pray for us.



York Catholic District School Board

Director's Report

Memo To: Board of Trustees

From: Domenic Scuglia, Director of Education

Date: August 29, 2023

Re: **Director's Report**

Giving Thanks for A New School Year

As a new school year is about to begin, I want to acknowledge the immense blessing that is the entire YCDSB community coming together to learn.

For our students, their time at the YCDSB will likely be among their most formative years in their lives; they get to explore, learn and make new friends in a way that is unique to being a young person. Our staff are currently returning to the joy of living out their vocation by nurturing and guiding another generation of citizens. Parents/guardians, as first educators, get to wonder at and contribute to the remarkable growth of their children who never cease to amaze us with how much they know and can do. And Trustees are in the enviable position of watching the successes of our entire system and celebrating along with many incredible school communities.

In the course of every school year there are always some challenges that arise, but I hope in the midst of those uncertainties we can always keep sight of the fact that God guided us to this place and, because of that, we are exactly where we need to be.

It Was a Busy Summer!

Many YCDSB students and staff remained hard at work this summer. Superintendent Anthony Arcadi has a detailed report later in this information package about all the work done by the Continuing Education department, but I wanted to highlight some impressive high-level numbers. This summer:

- More than 11,500 secondary students enrolled in credit courses
- More than 2,600 elementary students participated in International Language, non-credit, general interest or remedial summer learning programs
- A number of interest-specific programs saw students learn more about technology-enabled learning, French, math, languages, cultural awareness and much more

The YCDSB again ran the AKOMA summer camp, which provides an authentic learning experience for Black students and their allies. It was yet again an excellent experience.

Thank you to the Continuing Education department for providing so many students with a meaningful learning experience this summer. It is a testament to the commitment of our students and staff to academic achievement.

CODE and ECCODE Meetings

Earlier this month, Associate Director Jennifer Sarna and I attended the summer meetings of the Council of Ontario Directors of Education (CODE) and the English Catholic Council of Ontario Directors of Education (ECCODE). This was an excellent information gathering opportunity for many important topics, including the *Better Schools and Student Outcomes Act*. It was encouraging to see that the YCDSB's new Multi-Year Strategic Plan (MYSP) is aligned with the government's expectations for school boards as laid-out in this act.

These summer meetings also included noteworthy sessions on equity, diversity and inclusion, which is also a strategic commitment in the YCDSB's 2023-28 MYSP.

Top Scholars

I am so proud of the following group of now graduated students who were named the YCDSB's Top Scholars at the end of last school year. These Top Scholars earned the highest average at their secondary school based on their top six grade 12 courses.

Two students from the IB programme at Father Michael McGivney CHS both received perfect 100 per cent averages. Congratulations on this amazing achievement, **Rohan Kumar** and **Jashvir Rathore**!

Six other graduating students had 99 per cent averages. I applaud the excellent work of:

- **Kiara Elgohary**, Our Lady Queen of the World Catholic Academy
- **Rita Gergis**, Father Bressani CHS
- **Meagan Liang**, Cardinal Carter CHS
- **Cathy Sheng**, St. Robert CHS
- **Paul Stoica**, Father Bressani CHS
- **Chloe Wong**, St. Brother André CHS

And I am happy to recognize the top students from the rest of our YCDSB secondary schools:

- **Nadia Addeo**, St. Luke Catholic Learning Centre
- **Valeriya Bohovych**, St. Elizabeth CHS
- **Claudia Bruno**, St. Teresa of Calcutta CHS
- **Serina Wing Yan Chan**, St. Augustine CHS
- **Anthony Hoalga**, St. Maximilian Kolbe CHS
- **Josephina Kim**, Sacred Heart CHS
- **Di (Victoria) Le**, Our Lady of the Lake CA
- **James Ramani**, St. Jean de Brebeuf CHS
- **Isabella Sciabbarrasi**, St. Joan of Arc CHS
- **Vincent Tullo**, Holy Cross CA
- **Maya Anastasia Umicevic**, St. Theresa of Lisieux CHS

Graduating from secondary school is a tremendous accomplishment and the entire YCDSB community is proud of all our graduates. We cannot wait to see how you will use your God-given talents to make the world a better place!

NACCA Scholarship Award Winners

I would like to congratulate the YCDSB students who were awarded scholarships by the Newmarket African Caribbean Canadian Association (NACCA) this summer. Let us all acknowledge the achievements of:

- **Aimee Ayonote**, graduate of Holy Cross CA
- **Matthew Hart** and **Julia Jones**, graduates of St. Maximilian Kolbe CHS
- **Lola Irelewuyi**, graduate of St. Augustine CHS

Over the years, many YCDSB graduates have received awards such as this one and I have seen the transformational power that these scholarships can have in a young person's life, so I am incredibly happy for these amazing students who are starting the next phase in their lives.

Funny Story...

It was also excellent to learn at the end of last school year that Jaden Chiang from St. Augustine CHS and Hamza Siddiqui from Father Michael McGivney CA both received honourable mentions in the Leacock Medal for Humour, Canada's award for literary humour. Congratulations to you both!

Thank You, Michael Gray

On a sad note for our Board, Michael Gray, Superintendent of Human Resources and International Education, will be leaving the York Catholic District School Board to pursue a new opportunity in Vancouver, British Columbia. We will greatly miss Michael. During his four years at the YCDSB, Michael has readily taken on many important projects that will benefit the YCDSB for years to come. Specifically, his focus on the health and well-being of our staff has the promise of making York Catholic a happier, healthier community for all. Most importantly, Michael has been a constant source of good advice, support and encouragement for so many of us at the YCDSB. His hard work and many good relationships were of great benefit to the Board and will be missed.

Thank you, Michael. We are happy that you get the well-deserved opportunity of becoming the Executive Director of the Vancouver School Board. Good luck and God bless.

INTRODUCING



2023-2024



★ YORK CATHOLIC ★

COMMUNICATIONS

CALENDAR

YORK CATHOLIC DISTRICT SCHOOL BOARD

October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
+ FD FOR ST. THERESA OF LISIEUX CHS + MENTAL ILLNESS AWARENESS WEEK 8	+ FD FOR THE GUARDIAN ANGELS CES + NATIONAL CUSTODIAN DAY + THANKSGIVING NO SCHOOL  9	+ FD FOR ST. FRANCIS OF ASSISI* + WORLD MENTAL HEALTH DAY 10	4 + FD FOR ST. JOHN XXIII CES 11	5 + WORLD TEACHERS DAY 12	6 + FD FOR ST. EDWARD CES 13	+ FD FOR OUR LADY OF THE ROSARY CES 14
+ FIRE PREVENTION WEEK 15	+ FD FOR ST. MARGUERITE D'YOUVILLE CES + FD FOR ST. MARGARET MARY CES 16	+ INTERNATIONAL DAY FOR THE ERADICATION OF POVERTY + CHILD CARE WORKERS & ECE APPRECIATION DAY 17	+ FD FOR ST. LUKE CES 18	+ BUS DRIVERS APPRECIATION DAY 19	+ E/S PA DAY 20	21
+ SCHOOL SAFETY WEEK + FD FOR POPE ST. JOHN PAUL II CES + INT. STUTTERING AWARENESS DAY 22	23	24	25	26 + DRESS PURPLE DAY	27	28
+ FD FOR BLESSED CHIARA BADANO CES 29	30	+ ALL HALLOWS EVE/ HALLOWEEN + SIGNING OF WILLIAMS TREATY  31				

*PLEASE NOTE - ORANGE DATES THAT ARE ITALICIZED AND MARKED WITH AN ASTERISK ARE NOT ONE OF OUR SCHOOLS

Quick Links

VIRTUE OF THE MONTH - COMPASSION
BOARD LOCK SCREEN - CYBER SECURITY!

MONTHLY OBSERVANCES:

- + MONTH OF THE HOLY ROSARY
- + CANADIAN LIBRARY MONTH
- + CHILD ABUSE AWARENESS & PREVENTION MONTH
- + CYBER SECURITY AWARENESS MONTH
- + LEARNING DISABILITIES AWARENESS MONTH
- + WOMEN'S HISTORY MONTH
- + CANADIAN ISLAMIC HISTORY MONTH
- + HISPANIC HERITAGE MONTH

SCHOOL FEAST DAYS:

- + FEAST DAY FOR ST. THERESA OF LISIEUX CES
- + FEAST DAY FOR GUARDIAN ANGELS CES
- + FEAST DAY FOR OUR LADY OF THE ROSARY CES
- + FEAST DAY FOR ST. JOHN XXIII CES
- + FEAST DAY FOR ST. EDWARD CES
- + FEAST DAY FOR MARGUERITE D'YOUVILLE CES
- + FEAST DAY FOR ST. MARGARET-MARY CES
- + FEAST DAY FOR ST. LUKE CES
- + FEAST DAY FOR POPE ST. JOHN PAUL II CES
- + FEAST DAY FOR BLESSED CHIARA BADANO CES

MISCELLANEOUS POSTS

- + ELEMENTARY PRAYERS
- + SECONDARY PRAYERS

+ CCCB LITURGICAL CALENDAR 2023-2024



YORK CATHOLIC DISTRICT SCHOOL BOARD

PURPOSE:

Catholic Communications Toolkit

for all YCDSB Schools





TOOLKIT



CIRCULATING NEWS



RAISING AWARENESS



**SCHOOL & COMMUNITY
RESOURCES**



CUSTOMIZABLE

CIRCULATING NEWS:

- YCDSB Computer Lock Screens
- Emergency Announcements
- School Themed Content
- School Feast Days

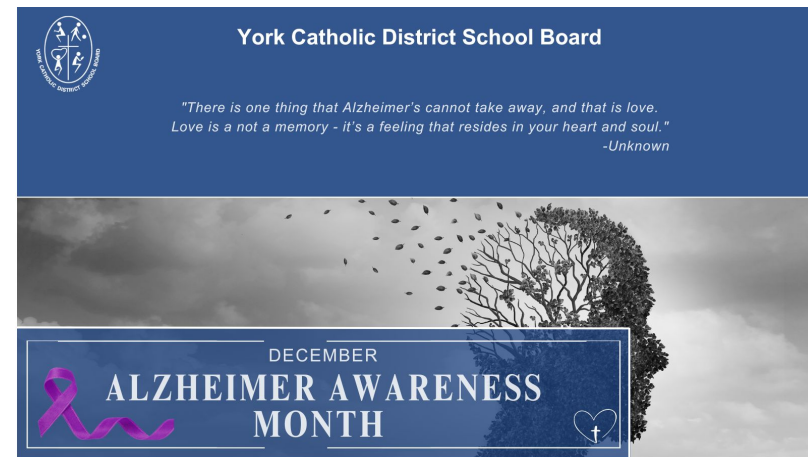




AWARENESS

SIGNIFICANT DATES:


- All YCDSB School Feast Days
- Roman Catholic & Other Religious Holidays
- International, UN, National & Other Social Justice Observances.

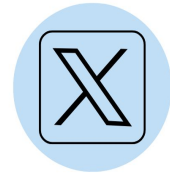




RESOURCES

COMMUNITY RESOURCES:

- Prayers
- Background Information
- School Website Content
- External Links 
- School Social Media Accounts





CUSTOMIZABLE

TWITTER:

Links to customize for school Twitter Accounts



← **YCDSB Branded**

**Customizable
for Each School**





CUSTOMIZABLE

INSTAGRAM:

Link to customize for your school Instagram

YCDSB Branded



**Customizable for
Each School**





Multi-Year Strategic Plan

Mission Statement

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

Vision Statement

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

Core Values

Catholicity
Equity, Diversity and Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Strategic Commitments

Catholic Faith
Equity and Inclusion
Student Achievement
Well-Being

Board of Trustees: Aug. 29, 2023



Where are we now?

MYSP 2023-2028 - [Promotional draft](#)

Preparing promotional material for sharing with the community

Multi-Year Strategic Plan

PLANNING OUR FUTURE TOGETHER

The York Catholic District School Board's Multi-Year Strategic Plan (MYSP) was created with the support of our community. It will guide the Board from 2023-2028 by defining our Mission, Vision, Values and Strategic Commitments. The Strategic Plan sets priorities that will ensure that York Catholic remains one of the top-performing school boards in Ontario.

Mission

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

Vision

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.



Values

Catholicity
Equity, Diversity & Inclusion
Excellence
Fiscal Responsibility
Integrity
Respect

Strategic Commitments

Catholic Faith
Equity and Inclusion
Student Achievement
Well-Being






YCDSB



Strategic Commitments

Catholic Faith

Nurture faith formation and relationships with Christ.

- Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
- Embed and prioritize the Ontario Catholic School Graduate expectations into all curriculum areas.
- Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Equity and Inclusion

Build and sustain an equitable, inclusive and accessible learning and working environment.

- Recognize, value, integrate and celebrate the dignity and diversity of all students, staff and Catholic school communities.
- Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.
- Actively promote, support and expect excellence for all students to achieve their God-given potential.

Student Achievement

Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

- Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
- Align program initiatives with the global competencies and future trends in education and the workforce.
- Offer inclusive and specialized programs that address and engage all student learner profiles.

Well-Being

Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.

- Provide equitable access to evidence-based culturally-responsive services and resources for all.
- Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
- Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.



Catholic Board Improvement Plan

Preparing for Monitoring Progress

CBIP 2023-2024

- Developing action plans for the implementation of the SMART goals
- Naming champions for goals
- Developing evaluation templates for reporting to the Board on the following schedule:
 - November 30 Data collection - December Board update
 - January 31 Data collection - February Board update
 - June 1 Data collection - June Board report



School Improvement Plans

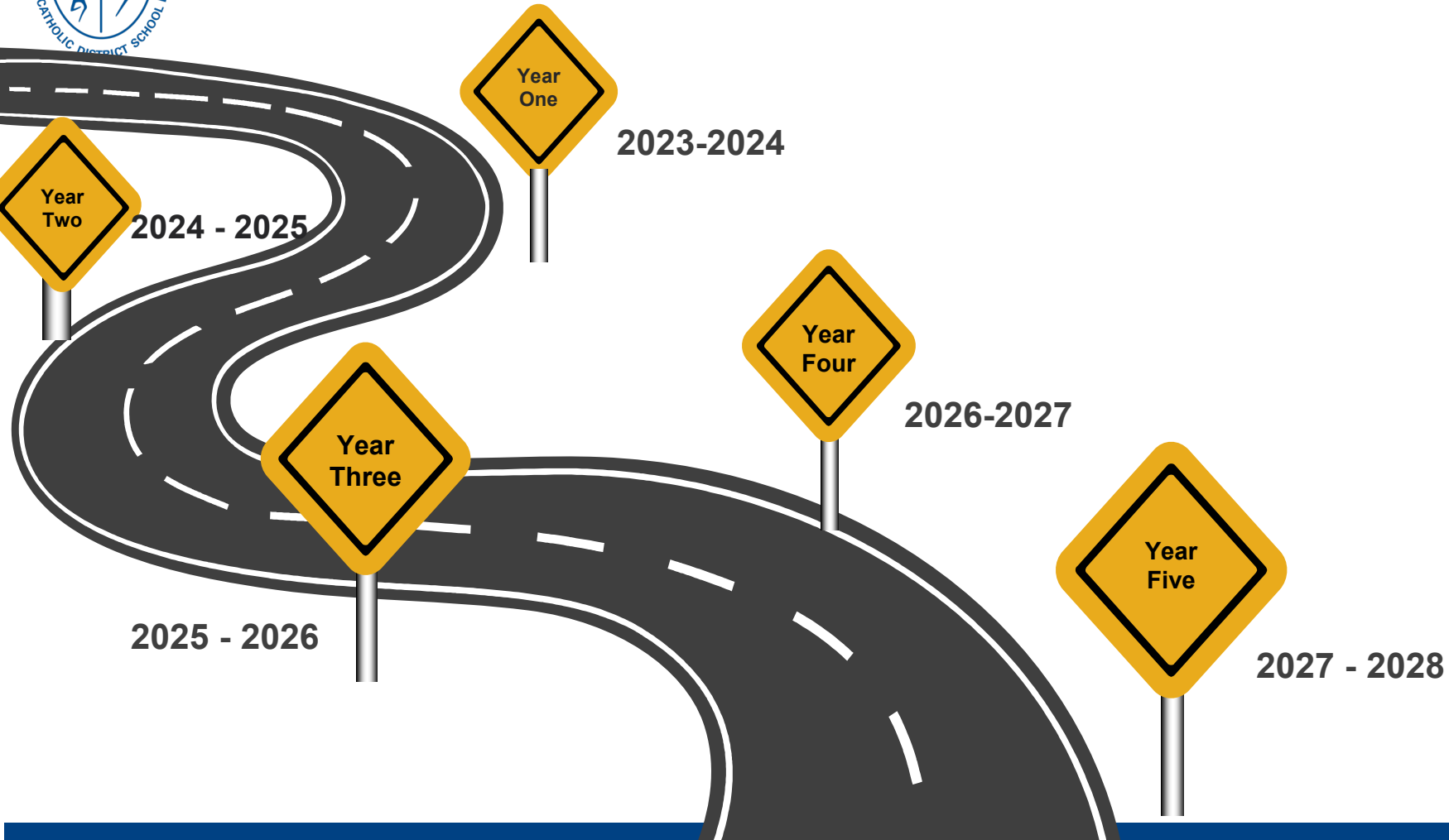
Directly connected to the SMART goals of the CBIP

[CBIP 2023-2024](#)

- Principals to reflect, assess and adjust their SILCSAW plans to align with the CBIP SMART goals
- Area Superintendents to guide and mentor at:
 - ALT meetings
 - School visits



Monitoring Progress





Planning Our Future Together



Communications



**Human
Resources**



**Information
Technology**



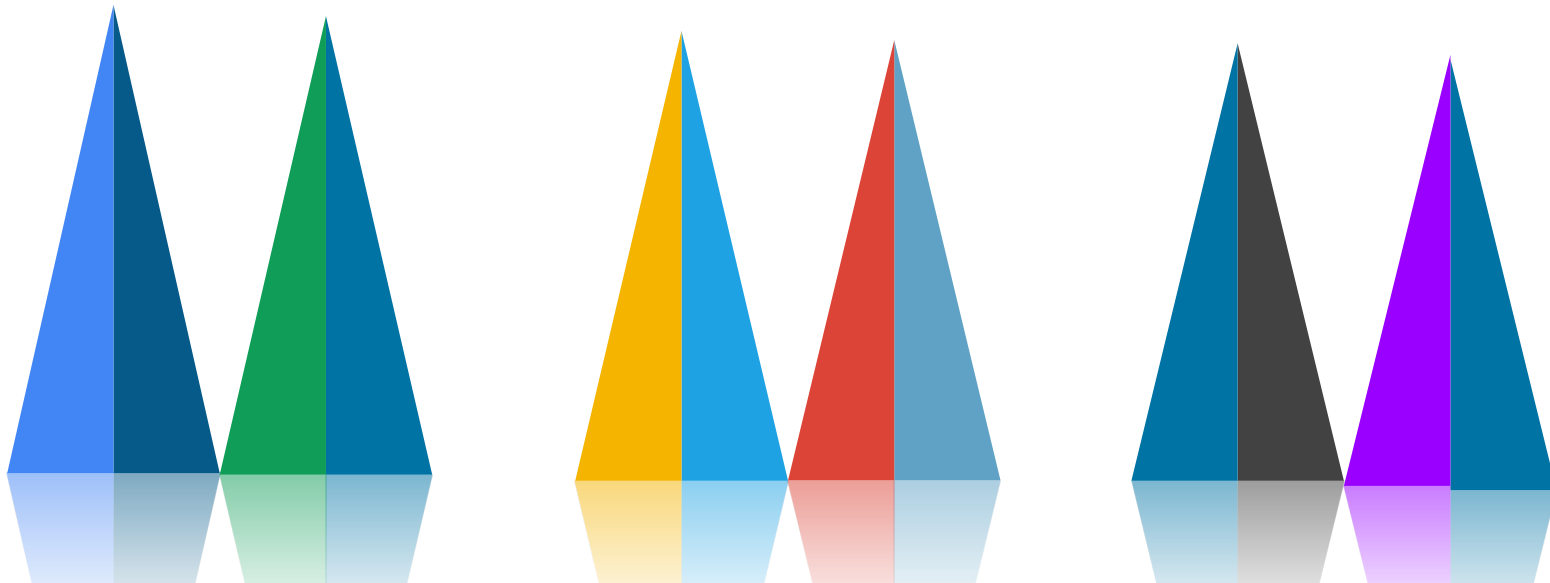
Finance



Facilities



**Board
Leadership**



Human Rights & Equity Office

Presentation on
Annual Report 2022-2023

J.M. (Michelle) Farrell, LL.B. - HREA

August 29th, 2023





Land Acknowledgment

At York Catholic District School Board, we respectfully acknowledge that we are gathered on the ancestral lands and waters of all indigenous Peoples, who have left their footprints on Mother Earth before us, those who walk on it now, and future generations who have yet to walk upon it. We work to build our capacity for intercultural understanding, empathy, and mutual respect with Indigenous peoples. In so doing, we repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and terra nullius. As educators, we accept the truth that, for too long, we did not learn from the teachings of Indigenous elders and educators. We are committed to knowing the truth, listening deeply and accompanying Indigenous people on the journey of healing.

As we reflect on our achievements of the past year, we are reminded of the interconnectedness of the fundamental tenets of Catholicity, principles of Human Rights and the well-being of Indigenous communities. We commit ourselves to the journey of truth and reconciliation, recognizing that this path is integral to fostering a community where the inherent dignity and rights of all are respected and celebrated.



Introduction

The HREA is primarily funded by a Ministry of Education grant that provides funding for Boards to employ a senior leader with expertise in human rights, dispute resolution and organizational change to work on two main objectives: building and maintaining a culture of respect for human rights; and, supporting the resolution of human rights complaints.

At York Catholic, the work of the HREA can be categorized into four main areas:

- Advice and Complaints,
- Systemic Initiatives,
- Professional Development, and
- External Activities.

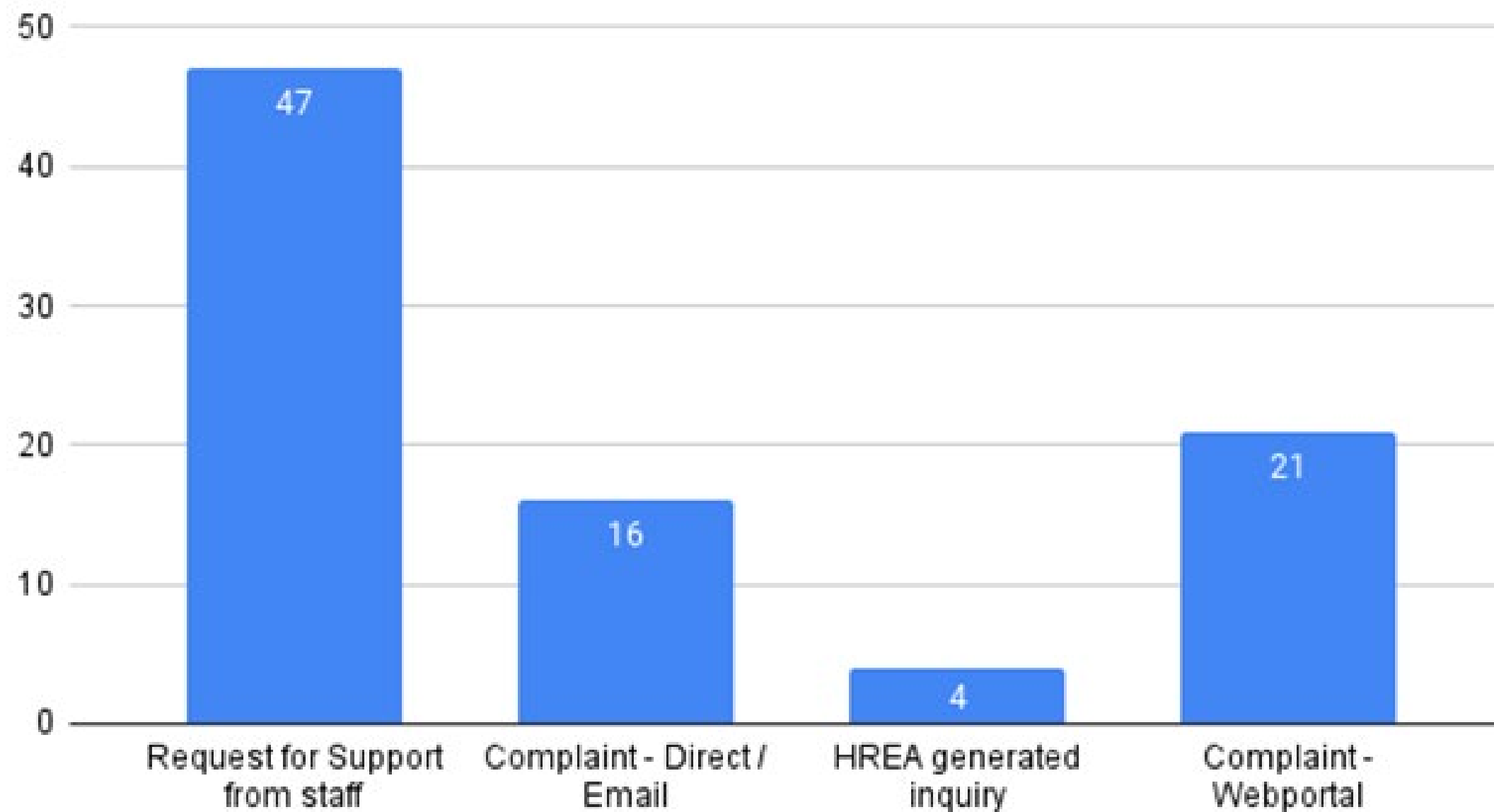


Secondary Students adding their comments to the Changemaker Conference Banner (displayed outside the CEC Boardroom)



Overview of Advice and Complaints

Advice, Consultation and Complaints Resolution (N=88)

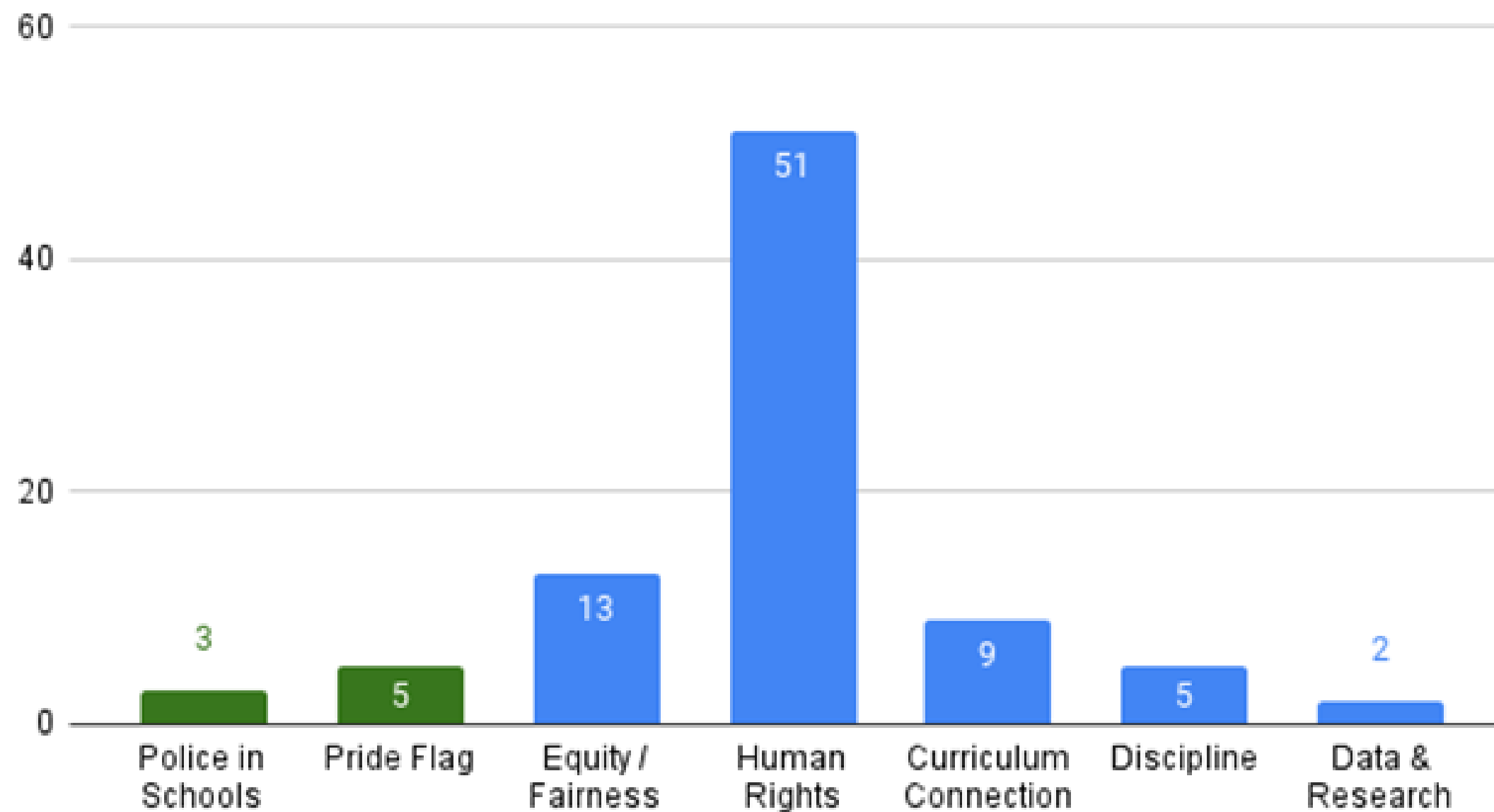


The reporting period covered by this report is from 1 September 2022 to 30 June 2023. There was a total of 88 matters opened by the office in this period, compared to 48 matters opened in 2021-2022.



Overview of Advice and Complaints - 2

Nature of Issues (N=88)



Matters related to Police in Schools and the use of OECTA stickers in classrooms and flying the Pride Flag appear separately in this data for ease of analysis (8 of 88 matters).



Prohibited Grounds

All matters are analyzed in relation to a possible human rights violation based on a prohibited ground of discrimination.

For more information about prohibited grounds and our rights and responsibilities under the *Ontario Human Rights Code*, please review the 30-minute [eLearning module](#) on the OHRC website.



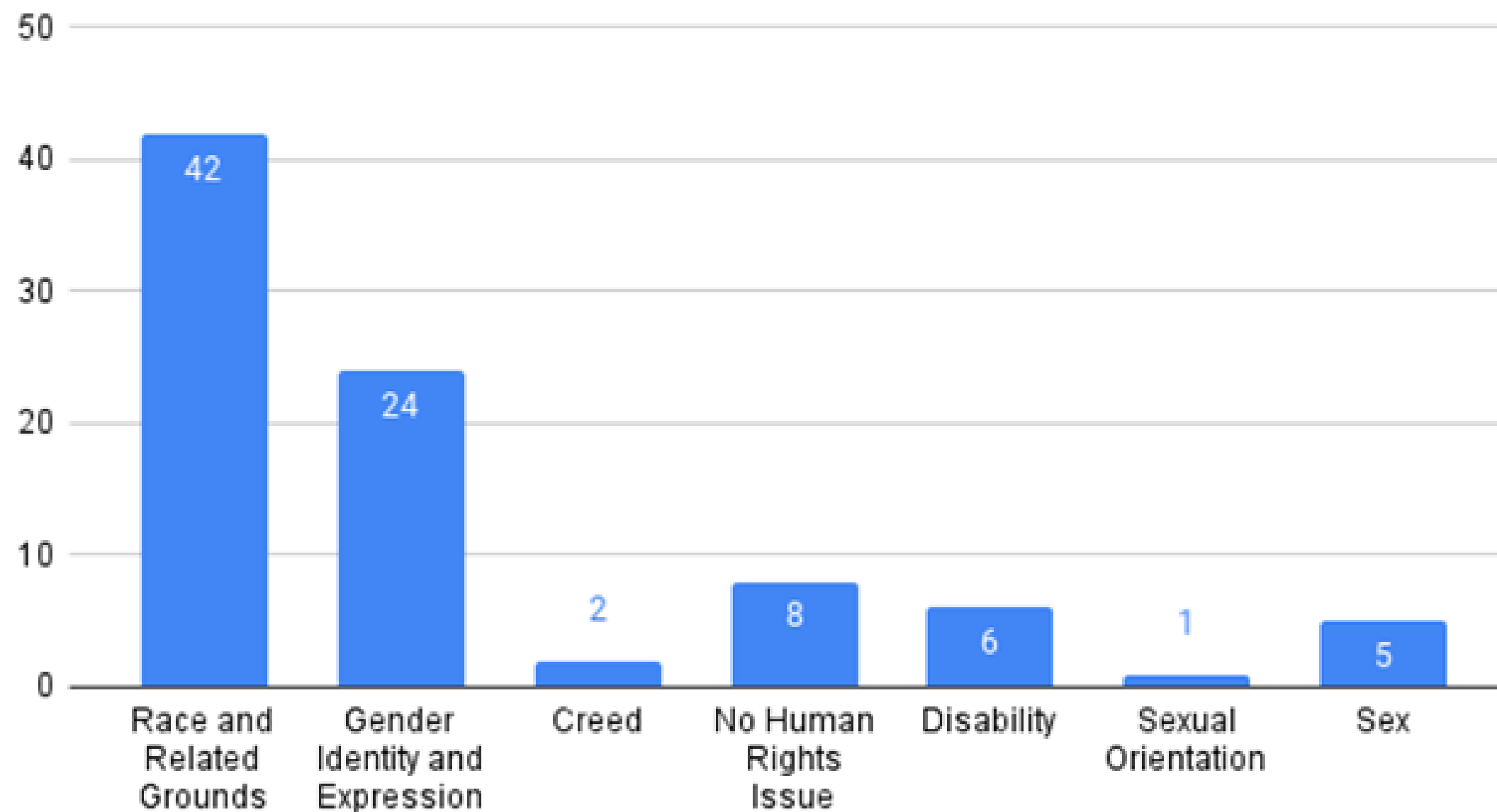
**Ontario
Human Rights Commission**

**Commission ontarienne des
droits de la personne**



Overview of Advice and Complaints - 3

All Matters by Prohibited Ground (N=88)

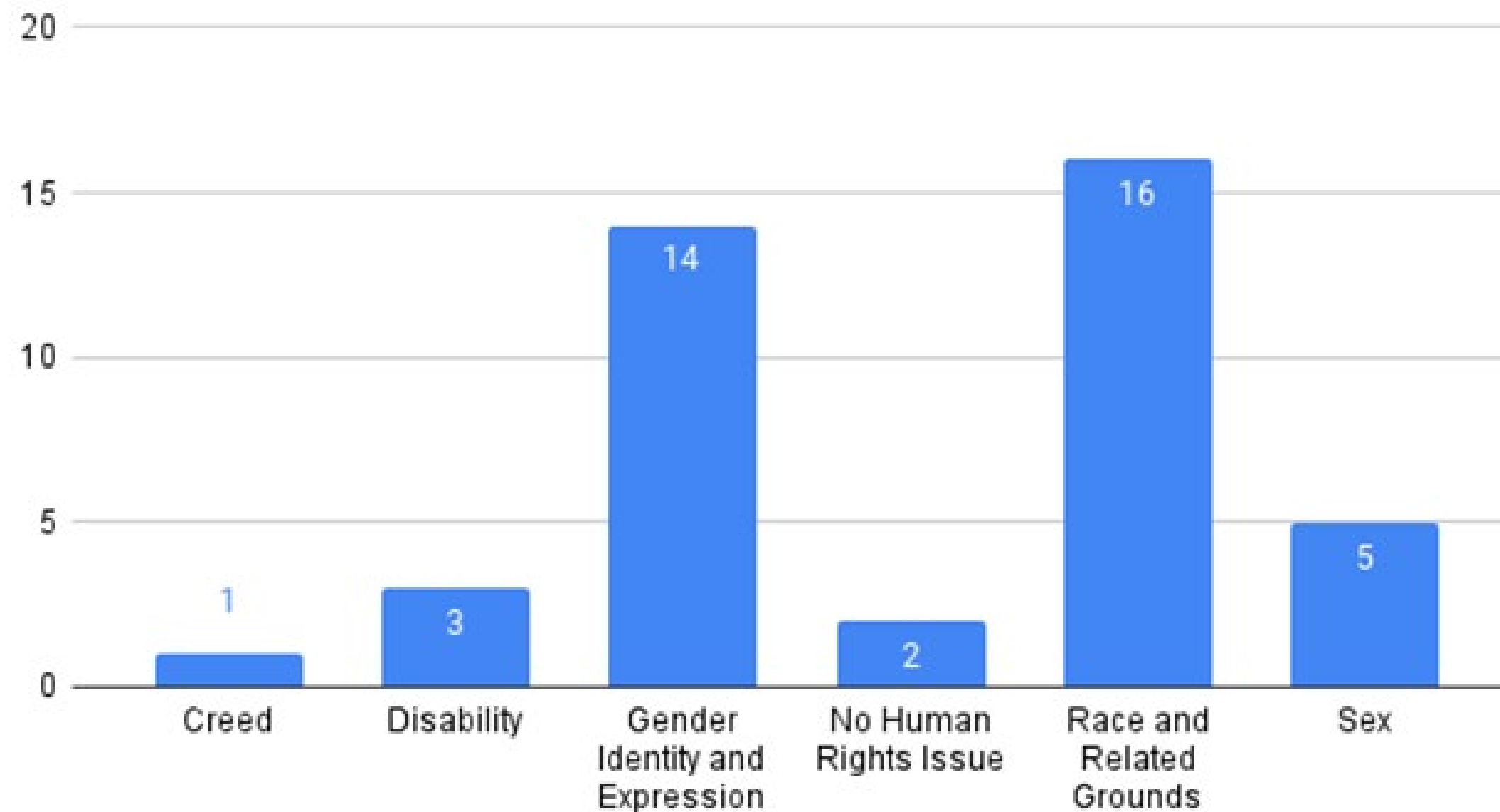


By far, “Race and Related Grounds” and “Gender Identity and Expression”, are the two grounds for which assistance from the HREA is sought regardless of whether the matter rises to the level of a formal complaint.



Complaints Resolution

Complaints by Prohibited Grounds (N=41)

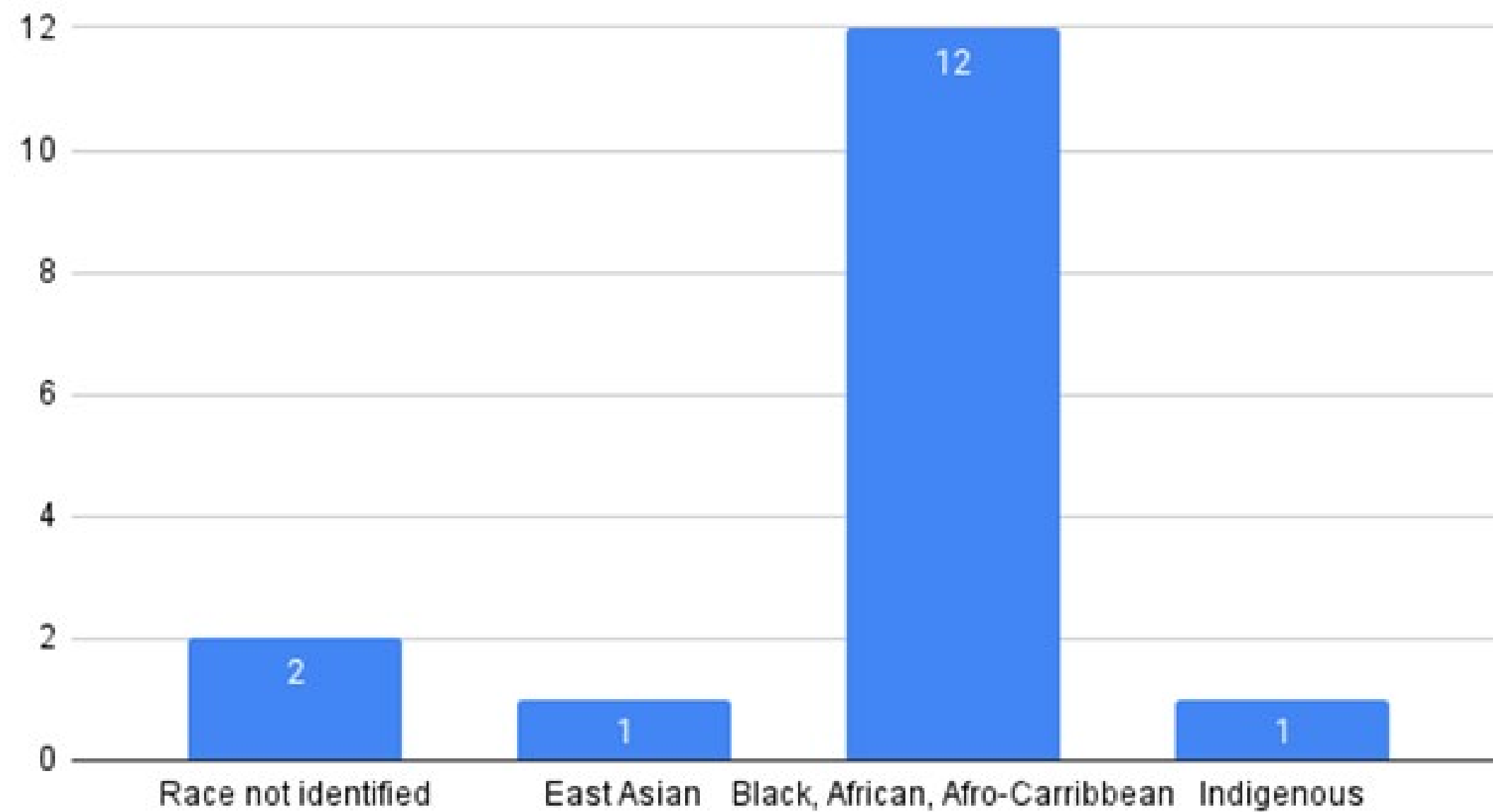


There was a total of 41 complaints received in 2022-2023 compared to 13 complaints received in 2021-2022. Thirty-three (33) complaints were resolved and 8 are pending resolution. The largest number of complaints (21) were filed by parents.



Complaints Resolution

Race and Related Grounds by Identified Race (N=16)



As has been reported throughout the province in numerous ways, anti-Black racism continues to be a factor that impacts students and staff in the education sector. This data shows that 75% of race-based complaints at York Catholic identify anti-Black racism as the prohibited ground of discrimination.



Human Rights Accountability Framework

Creating an environment free of discrimination, harassment, and hate requires both dedication and transparent mechanisms for accountability.

Key components of an accountability framework:

1. Advisory Committee on Human Rights & Equity
2. Tracking and Data Analysis
3. Intersecting Systems Analysis
4. Public Transparency & Communication
5. Training & Recruitment
6. Review and Evaluation

Recommendation: That the YCDSB create an Advisory Committee on Human Rights & Equity.



Advisory Committee on eradicating anti-Black racism (ABRC)

A thriving Catholic education system that is enriched by the lived experiences of Black students, families and staff, free from the perils of systemic racism, and driven by the tenets of inclusivity, accessibility, and equity for every student.

- Act as a liaison between the Board of Trustees and the broader Black parent community.
- Develop platforms where Black parents can openly discuss concerns, celebrate achievements, and collaborate on both community events and systemic initiatives.
- Support the operationalization of the Board's MYSP and Equity Action Plan

Recommendation: That the YCDSB create an Advisory Committee on eradicating anti-Black racism (ABRC).



Systemic Initiatives

Professional Development & Training

External Activities

- Professional development, training and education are key to enhancing the ability of the York Catholic community to address human rights concerns promptly and effectively. These events happen everywhere and at all levels and, thus we require strong leadership everywhere and at all levels – from our students to our most senior leadership.
- The HREA participates in meetings of the York Region Municipal Diversity and Inclusion Group, the Catholic Equity Network, the HREA community of practice and the Ontario Human Rights Commission anti-Black racism in education Advisory group. These engagements provide a platform for collaboration where challenges are discussed, and best practices exchanged.

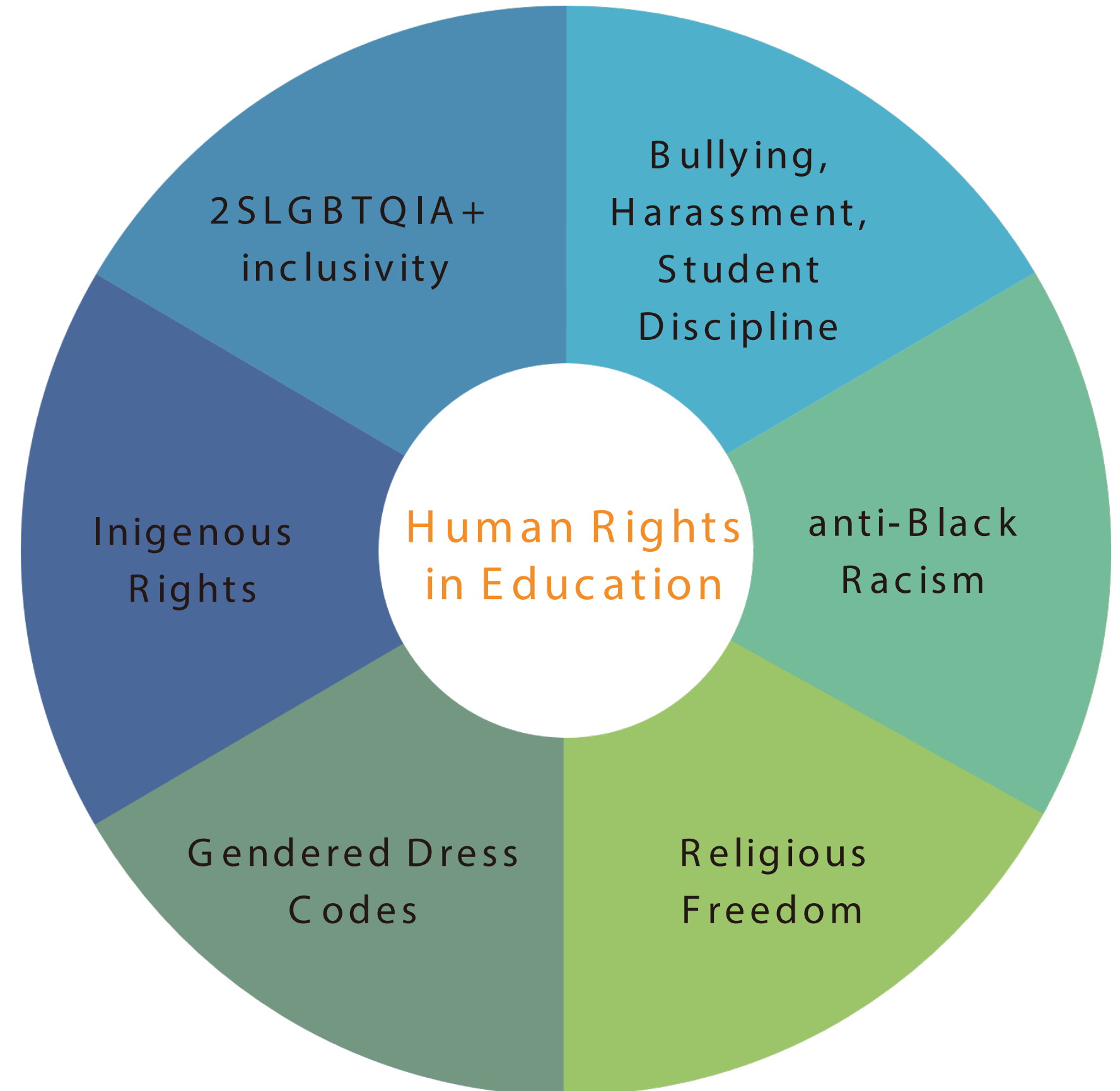


Thank-you

"Equity isn't a destination but an unwavering commitment to a journey. It can be easy to focus on where we hope to land and lose sight of the deliberate daily actions that constitute the process."

~ Jamila Dugan

coauthor of Street Data: A Next
Generation Model for Equity,
Pedagogy, and School
Transformation
(Corwin, 2021)





Questions?

J.M. (Michelle) Farrell
michelle.farrell@ycdsb.ca
905-713-1211 x 13800

[YCDSB Human Rights Complaint Portal](#)

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: August 29, 2023

Report: HREA Annual Report

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with information about the activities of the Human Rights and Equity Advisor.

BACKGROUND INFORMATION:

The role of the Human Rights and Equity Advisor holds significant importance within a school board. This position not only serves as a pivotal point for fostering an environment of inclusivity and fairness but also plays a crucial role in upholding York Catholic's commitment to human rights obligations. This annual report, which is intended to be a public-facing document, provides a comprehensive overview of efforts made and results achieved by the HREA in the past year. The report offers an overview of the work achieved thus far and proposes areas for future work.

Two new committees are proposed, which are the reason this document is presented first at CTW. There is merit in providing advance notice of the intention to solicit membership and to deal with any questions that may arise from the community. Whether Trustees will participate in these committees and in what capacity must be determined.

SUMMARY:

There is no shortage of good ideas and possible strategies for improving equitable outcomes in education. The challenge continues to be a lack of dedicated resources. This is particularly true at York Catholic where most departments are working with a skeleton staff that is spread thin. By embracing systems thinking, the senior team is working towards embedding change strategies to achieve multiple outcomes where possible. In this way, we engage the greatest number of people in the change effort, build capacity and support students.

Prepared by:

J. Michelle Farrell, HREA

Endorsed by:

Domenic Scuglia, Director of Education



2022 - 2023 Annual Report



Human Rights and Equity Office

At York Catholic District School Board, we respectfully acknowledge that we are gathered on the ancestral lands and waters of all indigenous Peoples, who have left their footprints on Mother Earth before us, those who walk on it now, and future generations who have yet to walk upon it. We work to build our capacity for intercultural understanding, empathy, and mutual respect with Indigenous peoples. In so doing, we repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and terra nullius. As educators, we accept the truth that, for too long, we did not learn from the teachings of Indigenous elders and educators. We are committed to knowing the truth, listening deeply and accompanying Indigenous people on the journey of healing.

As we reflect on our achievements of the past year, we are reminded of the interconnectedness of the fundamental tenets of Catholicity, principles of Human Rights and the well-being of Indigenous communities. We commit ourselves to the journey of truth and reconciliation, recognizing that this path is integral to fostering a community where the inherent dignity and rights of all are respected and celebrated.

INTRODUCTION

The Human Rights and Equity office supports members of the YCDSB community to identify and address human rights issues in a Catholic context. The Human Rights and Equity Advisor (the “HREA”) collaborates with other departments (i.e., Human Resources, Curriculum, Student Services) to impact change. The HREA provides thought leadership, guidance, and expertise to those who are uncertain about how best to fulfill their obligations. This early intervention work aims to create and support an education culture that centres the dignity of all people and reduces the escalation of human rights issues to

Secondary Students adding their comments to the Changemaker Conference Banner (displayed outside the CEC Boardroom)



formal complaints and grievances. It is important to note that not all requests for assistance rise to the level of a complaint. The HREA is primarily funded by a Ministry of Education grant that provides funding for Boards to employ a senior leader with expertise in human rights, dispute resolution and organizational change to work on two main objectives: building and maintaining a culture of respect for human rights; and, supporting the resolution of human rights complaints.

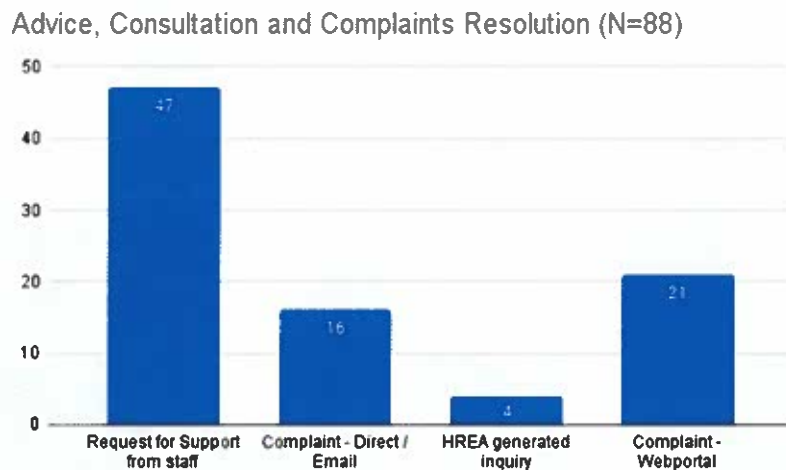
At York Catholic, the work of the HREA can be categorized into four main areas:

1. Advice and Complaints,
2. Systemic Initiatives,
3. Professional Development, and
4. External Activities.

I. Overview of Advice and Complaints

The reporting period covered by this report is from 1 September 2022 to 30 June 2023. There was a total of 88 matters opened by the office in this period, compared to 48 matters opened in 2021-2022. Whether a matter is categorized as a complaint depends, primarily, on how the information was initially received by the HREA – either through the [Complaint Portal](#), via a direct email or as part of the process that has been developed with the advocacy group [Parents of Black Children](#).

Chart 1: Advice, Consultation and Complaints Resolution

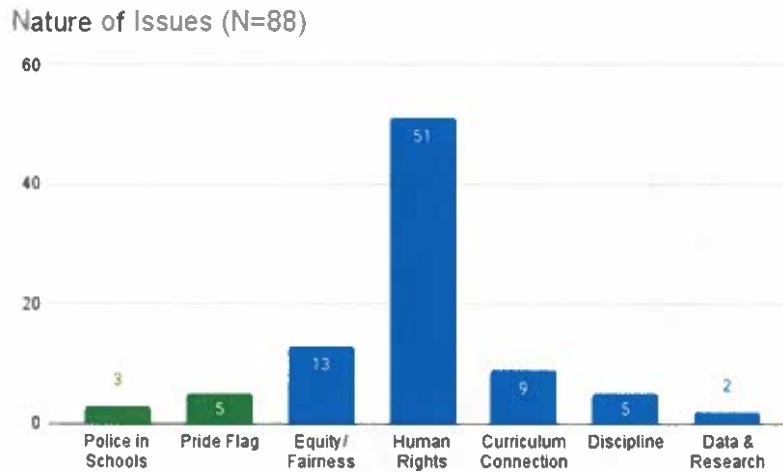


Because there is some fluidity between concepts of human rights and equity, it is helpful to consider the nature of the issues for which support is requested. There were some particularly contentious issues dealt with by the Board during this reporting period. Matters related to Police in Schools and the use of OECTA stickers in classrooms and flying the Pride Flag appear separately in this data for ease of analysis (8 of 88 matters). The separation does not suggest that these are



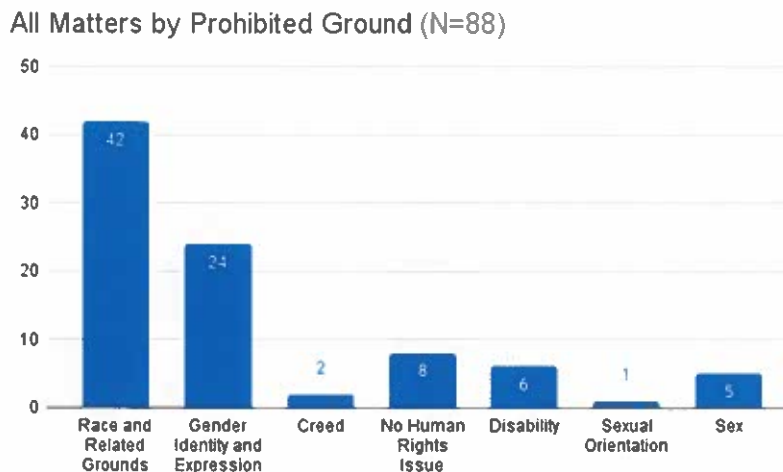
also matters that raise important human rights concerns. Similarly, 9 matters were connected to Curriculum, 5 to student/staff discipline and 2 to data & research.

Chart 2: Nature of Issues



By far, “Race and Related Grounds” and “Gender Identity and Expression”, are the two grounds for which assistance from the HREA is sought regardless of whether the matter rises to the level of a formal complaint.

Chart 3: All Matters by Prohibited Ground



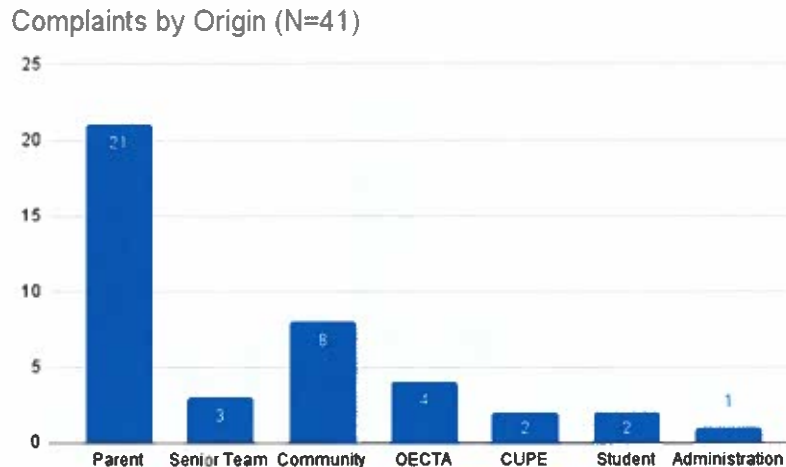
I.I. The Complaints Resolution

There was a total of 41 complaints received in 2022-2023 compared to 13 complaints received in 2021-2022. Thirty-three (33) complaints were resolved and 8 are pending resolution. The



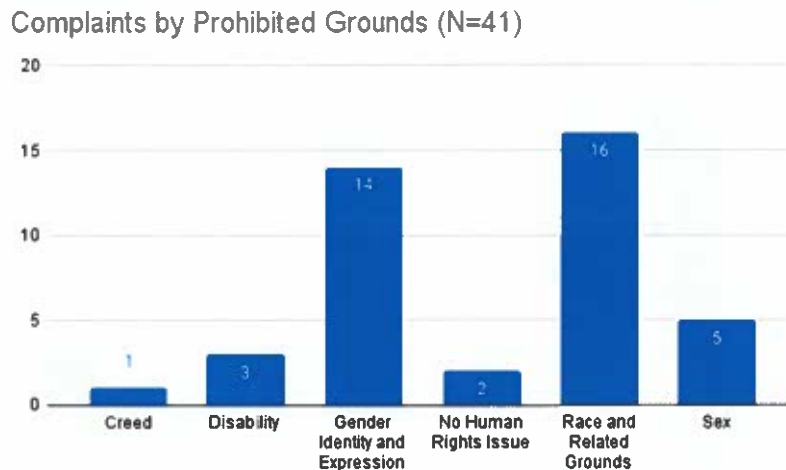
largest number of complaints (21) were filed by parents. Complaints filed by staff who are members of OECTA (Ontario Elementary Catholic Teachers' Association) and CUPE are identified in the following chart.

Chart 4: Complaints by Origin



All complaints are analyzed as an allegation of a human rights violation based on a prohibited ground of discrimination. For more information about prohibited grounds and our rights and responsibilities under the *Ontario Human Rights Code*, please review the 30-minute [eLearning module](#) on the OHRC website.

Chart 5: Complaints by Prohibited Ground

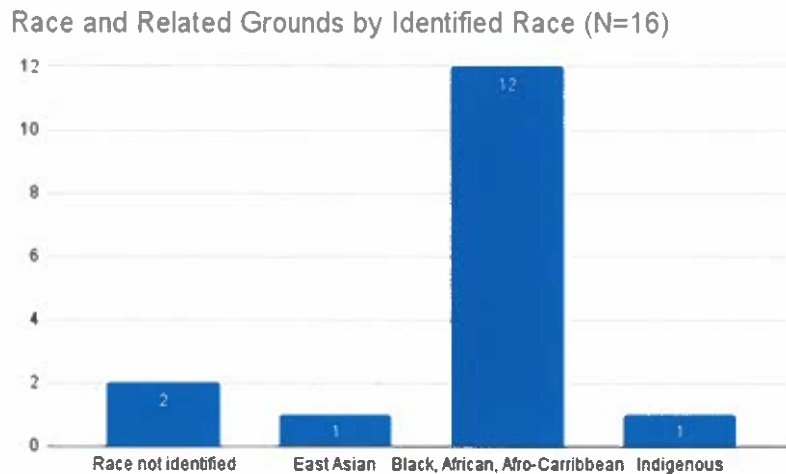


As has been reported throughout the province in numerous ways, anti-Black racism continues to be a factor that impacts students and staff in the education sector. This data shows that 75% of race-based complaints at York Catholic identify anti-Black racism as the prohibited ground of



discrimination. The Systems Navigators with the advocacy group Parents of Black Children have supported York Catholic families in 7 of these complaints.

Chart 6: Race and related grounds by Race



1.2. Future Work

The York Catholic commitment to promoting and safeguarding human rights and equity must be supported with systems for monitoring and reporting, prioritizing continuous engagement and communication with community partners. In a world echoing with loud voices of intolerance, racism and division, our schools stand as arenas of change. Maximizing transparency around the resolution of human rights concerns is imperative. The effectiveness of our human rights related policies, practices and procedures must understood and evaluated by the York Catholic community. A proposal for a **Human Rights Accountability Framework** will be brought forward with a recommendation that a Human Rights Advisory Committee be created in the Fall of 2023 (see Appendix A).



2. SYSTEMIC INITIATIVES

2.1. Systemic Equity Committee

Committee Logo



FROM HIM THE WHOLE BODY, JOINED AND
HELD TOGETHER BY EVERY SUPPORTING
LIGAMENT, GROWS AND BUILDS ITSELF UP
IN LOVE, AS EACH PART DOES ITS WORK.
EPH 4:16

The HREA created the Systemic Equity Committee, bringing people together from diverse functions in the Board, for the purpose of harnessing various perspectives, skills and insights to inform proposed change efforts. This committee shares a sense of ownership around supporting equity efforts and seeks to

ensure these efforts are aligned across the Board. The committee is convened on an ad hoc basis for the purpose of supporting the HREA in creating a culture of respect for human rights. Participants include: Superintendent of Curriculum, Superintendent of Education: Exceptional Learners, Principal Student Success, Principal Religion, Mental Health Lead, Research Manager, Manager – Accounting and Finance.

2.2. Other Committees

It is often argued that important issues of equity and human rights exist in all business lines of an organization. Understandably therefore, the HREA was invited to participate on several committees, providing human rights expertise tailored to the specific mandate of the committee. She is a member of the Gender, Sexuality and Catholic Education Committee and serves as Chair of its Professional Education Sub-Committee. In addition, she served on the Distinguished Alumni, GSB, Police in Education and Student Mental Health Committees.



2.3. AKOMA & Black Excellence Coaches

In response to data received in climate surveys, student surveys and parent inputs showing that many of our Black students experience anti-Black racism while at school, the HREA advocated for the creation of an Africentric camp held in the month of July. The inaugural **AKOMA** camp experience was in 2021-2022. In collaboration with community partners, the camp provided an identity affirming experience for elementary students and the YCDSB education workers who supported them. In 2022-2023, AKOMA was successfully added to the roster of regular programs offered by the Continuing Education department and will continue to grow and evolve to leverage all available opportunities. In partnership with Superintendent of Education, Joel Chiutsi, the HREA provides leadership for AKOMA and for the Black Excellence Coach program, which added a second coach in 2022-2023.



Art from the Mental Health Classroom at AKOMA, "My Black is Beautiful"

Details of these programs will be reported on elsewhere. It is, however, appropriate to make the explicit connection between these programs and the human rights issues faced at York Catholic in this annual report. Strategies to eradicate anti-Black racism and to ensure equitable access to opportunity for students and staff are ongoing. However, progress is too slow to protect the students currently in our care from the label of "different" that they are assigned when growing up in York Region. For one month of their academic year, a group of students are taught in a YCDSB building by Black education workers and Black community partners who are guided by Black leaders. Students are encouraged to cultivate their genius in an environment where they can be themselves with relief from the extra burden of being othered. The joy that students exhibit through their participation, work products and friendships made at AKOMA is overwhelming evidence of the necessity of this program. Parents comment that they wished that such a program existed when they attended York Catholic schools.



The following excerpt from Michelle Obama's book *The Light we Carry: Overcoming in Uncertain Times*, is provided to illustrate the point of the wounds that York Catholic parents complain of when they ask us to do better. There are many other examples.

I have a friend – I'll call her Andrea – who grew up as an "only" in a bedroom community of New York, a town richly dotted with country clubs and hilly forest, where fathers rode the train to work in the city and mothers mostly stayed home with their children. Her own parents were successful Black professionals, educated and deeply ambitious. They lived in a nice house and drove nice cars. When it came to wealth, the family fit in plenty well. But this did little to offset the extent to which their Black bodies stood out inside the homogeneity of a white town. Andrea was very young when she started noticing the small hesitations of people around her, the split-second pause that came as someone new tried to reconcile the sight of a little Black girl in a privileged space, that tiny extra thought: How'd she get here? What's this all about? It's not to say that Andrea didn't end up with friends who loved her for herself, or to suggest that she grew up unhappy as a result of where she lived; it was just that from an early age, she was contending with the label of differentness, picking up on the signals of not -belonging, the quiet, beneath-the-surface suggestions that she was somehow trespassing in her own hometown. These messages of not-belonging create wounds, and the wounds don't easily go away.

2.4. Future Work

It is well understood that employment and human resources systems play a pivotal role in promoting organizational equity. These systems, when effectively designed and implemented, ensure that talent acquisition, development, and retention strategies prioritize fairness, diversity and inclusion. These systems can also collect and analyze data to monitor progress and uncover hidden disparities. A proposal for an **Employment Systems Review** will be brought forward.

A thriving education system at York Catholic will be enriched by the lived experiences of Black students, families and staff and will be free from the perils of systemic racism. To achieve this vision, the inputs from Black parents and community advocates are necessary. A proposal for a **Advisory Committee on eradicating anti-Black Racism (ABRC)** will be brought forward with a recommendation that the committee be created in the Fall of 2023 (see Appendix B).



3. PROFESSIONAL DEVELOPMENT, TRAINING, EDUCATION

3.1. Trustees

In collaboration with colleagues from other departments (i.e., Religious Education, Research, Mental Health and Communications), the HREA presented to the Board of Trustees in March on “2SLGBTQIA Students and Families”.

3.2. Principals

In 2021-2022, York Catholic Principals joined the HREA in a conversation about dismantling systems of oppression, which began with a shared reading of the book *Me and White Supremacy*, by Layla Saad. This work was continued in peer group discussions and continued in 2022-2023 with opportunities to share reflections.

At the invitation of the secondary and elementary Principals’ Associations, the HREA co-presented at their annual conferences on “*Human Rights and Equity: Considerations for YCDSB Principals*” with Njeri Damali Sojourner-Campbell, counsel from Hicks Morley. Feedback was positive with requests to continue this in-depth training for system leaders.

The HREA regularly makes presentations Director’s Council. These presentations include case studies, analysis of current events and leadership best practices.

Research shows that the recognition and celebration of wins along a journey of change is essential to building momentum. This year, the senior team took the time to celebrate the remarkable contributions of system leaders through the HREA Principal Recognition Awards and conferred the first of many awards yet to come.

Excerpt from HREA’s speech at the awards presentation:

Because I have asked everyone to return often to the book, *Me and White Supremacy*, to support their self-reflective leadership practice, I took my own advice. I watched the video for Day 23 and heard the beautiful testimony of our Superintendent of Curriculum, Anthony Arcadi. Anthony reminds us that human rights and equity work is intrinsically connected to the Catholic faith. As leaders, we have the power to make a big difference in the world and, when we do so, we are actively engaged in God’s work.

This first group of Principals to be recognized has been selected because, simply, your extraordinary work has come to my attention. Some of you have done very big things. All of you have done little things every day. Let me identify four ways in which this group has made a difference and encouraged a culture of human rights & equity at York Catholic:



1. By supporting your peers when they face challenges. Nobody can move a school forward with just knowledge. You need a multi-faceted understanding of the theory behind many things. You also need support. And I know that many of our principals turn to you for that support, which you give despite your own heavy loads.
2. By not being afraid of the student voice. Our students have lots to say and they don't always say it gently. You have been willing to listen, ask questions, and find ways to support and respond to this most important focus group.
3. By recognizing your mistakes and learning from them. Unfortunately, too many people are more afraid of making mistakes than they are afraid of what will happen when they do nothing. In other words, if you are committed to doing equity work, mistakes will happen. Identifying those mistakes and using them as a catalyst for further inquiry and continued learning is easier said than done. But this group has demonstrated that ability.
4. By speaking out to disrupt what you know to be wrong. It requires a particular strength of character - a combination of inner calm and courage - to call people out and call them in with respect and love. Where there is fragility, this is particularly important. This group continues to demonstrate that they have what it takes to challenge the status quo.

3.3. Teachers

Human Rights and Equity Leads from both secondary and elementary schools (99 education workers) attended a full day of in service. Feedback was unequivocally positive and many thoughtful suggestions for future work were shared.

In partnership with OECTA, approximately 120 teachers participated in a full day learning session on eradicating anti-Black racism. The HREA and Research Manager presented data on various aspects of the York Catholic experience.

In addition, the HREA was invited to present on Human Rights at the in-service for guidance counsellors.



3.4. Students



Layla Saad life-streaming to auditorium at St. Elizabeth CHS

The inaugural Changemakers Conference highlighted the importance of becoming a changemaker in our schools and communities. It was held on May 17, 2023 at St. Elizabeth Catholic High School. The conference was organized to create space for learning and discussing Human Rights and Equity topics such as: Dismantling Antiracism, Climate Change & Equity, Disrupting Colonization with a

focus on Indigenous Education, 2SLGBTQIA, New to Canada Student Experience, Faiths of the World and Human Rights : Focusing on the Intersections.



Layla Saad's Instagram post after the event

The conference was preceded by a Professional Development session held on February 28 where one teacher from each high school participated in building their understanding of human rights and equity topics and working with the book "*Me and White Supremacy, the Young Readers Edition*" by Layla Saad. Teachers received copies of the book to take back to the school. Teachers then organized book clubs with their students. The format of the book club was different at each school and teachers were encouraged to customize their offerings to their students.

Layla Saad joined us remotely in a fireside chat moderated by students who posed questions. The two student interviewers were chosen via nominations submitted by their teachers. Questions were collected prior to the conference and were chosen by the organizing committee.

Every secondary school at YCDSB was represented. In total, 131 students attended the conference accompanied by 32 teachers. Our afternoon keynote speaker was York Catholic's own Cynthia Bettio, Department Head of Canadian World Studies at Our Lady Queen of the World Catholic Academy and 2022 Governor General's History Award for Excellence in Teaching award recipient.

Feedback included requests to repeat the conference each year with greater opportunities for students to collaborate across schools and to convene the conference earlier in the academic year to facilitate school-based activities based on student input.



Co-hosts Amira Zamanifar and Michelle Farrell





YCDSB Changemakers Conference '23 - Participants

3.5. Future Work

Professional development, training and education are key to enhancing the ability of the York Catholic community to address human rights concerns promptly and effectively. These events happen everywhere and at all levels and, thus we require strong leadership everywhere and at all levels – from our students to our most senior leadership. The HREA will continue to create opportunities and allocate resources to build greater knowledge and capacity to uphold our human rights obligations and, thereby, build a more safe, equitable and inclusive school community.

4. EXTERNAL ACTIVITIES

The HREA participates in meetings of the York Region Municipal Diversity and Inclusion Group, the Catholic Equity Network, the HREA community of practice and the Ontario Human Rights Commission anti-Black racism in education Advisory group. These engagements provide a platform for collaboration where challenges are discussed, and best practices exchanged. Being part of these groups ensures that York Catholic is at the forefront of current human rights and equity discussions. They provide networking opportunities with key stakeholders that have the potential to lead to valuable future partnerships.



CONCLUSION

Throughout this year, the HREA has undertaken a diverse range of activities, not merely to fulfill a mandate, but to deeply understand and ascertain the most effective paths towards impactful change. It's been a year of listening, of learning, and, most importantly, of forging connections. From building relationships within the organization to cultivating partnerships in the wider community, from engaging in meaningful dialogues with students to acting decisively in response to their valuable inputs - every step has been instrumental in shaping a vision of what is possible.

While we can take a moment to acknowledge the progress we've made, we must also recognize the mountain of work that still lies ahead. In an era where the very principles of equity are often contested and undermined, our mission becomes more pressing. The path to profound transformation is neither short nor easy. However, its acceleration is directly proportional to the number of hands that join in the effort. By rallying more advocates, champions, and allies who align with our purpose, we can, and will, expedite the change we wish to see.



APPENDIX A

Human Rights and Equity Advisory Committee - Accountability Framework

I. INTRODUCTION:

The commitment to promoting and safeguarding human rights and equity within the York Catholic District School Board (YCDSB) is imperative. Creating an environment free of discrimination, harassment, and hate requires both dedication and transparent mechanisms for accountability. This framework aims to establish a comprehensive system for monitoring, reporting, and recommending impactful methods to address human rights concerns within YCDSB.

Data, when interpreted with precision, provides evidence-based insights that can pinpoint areas of concern, validate the experiences of students and staff, and offer tangible metrics to gauge the success of interventions. Embedding the use of existing data sources into the heart of the accountability framework ensures that the YCDSB's strategies are not based on assumptions but on concrete evidence. Further, collaboration with external partners will be essential. Given limited resources, it is imperative that York Catholic draw from the wide pool of knowledge and experience held in other school boards, community organizations and expert bodies. An intentional early focus on this issues that arise in Indigenous, Black and 2SLGBTQIA+ communities is appropriate.

2. PURPOSE:

To establish a robust and transparent system that ensures:

- Adherence to human rights and equity principles.
- Prompt resolution of human rights concerns.
- Engaging the community in monitoring and feedback.



3. COMPONENTS OF THE ACCOUNTABILITY FRAMEWORK:

a. Advisory Committee on Human Rights and Equity:

- Comprised of representatives from different ethnicities, backgrounds, students, staff, and parents.
- Recruit members for the advisory committee through open calls and community consultations.
- Meet monthly to review reports, assess the efficacy of human rights strategies, and recommend improvements.
- Report annually on trends, challenges, and recommendations.

b. Tracking & Data Analysis:

- Develop a centralized system to log all human rights complaints and concerns.
- Integrate with the existing safe school tracking system.
- Analyze data annually to identify patterns, trends, and areas requiring further intervention.
- Engage the school community in interpreting and understanding the data, ensuring that lived experiences complement empirical evidence.
- Collaborate with data analysts and experts to ensure data interpretation is unbiased, accurate, and insightful.
- Identify specific groups that might be at a higher risk of discrimination or inequity.
- Develop targeted programs and interventions to address identified needs.
- Measure the impact of these interventions over time through subsequent censuses.

c. Intersecting Systems Analysis:

- Examine how other institutional structures, including student and staff discipline, intersect with human rights concerns.
- Propose changes to ensure these systems do not inadvertently perpetuate discrimination or inequity.

d. Public Transparency & Communication:

- Release an annual Human Rights and Equity Report detailing the number of incidents, resolutions, and systemic changes implemented.



- Highlight any high-profile incidents and the board's response.
- Update the YCDSB website to ensure prominence of a dedicated space for updates, resources, and avenues for complaint submission.

e. Training & Recruitment:

- Ensure that Principals and Vice-Principals receive rigorous training on human rights and equity principles.
- Conduct annual training sessions for staff and teachers.

f. Review & Evaluation:

- Conduct an annual review of the human rights procedure's effectiveness.
- Solicit feedback from the school community and advisory committee for continuous improvement.
- Adjust policies and strategies based on the findings.

4. CONCLUSION:

Accountability is not a one-time commitment but an ongoing endeavor. By implementing a formal structure like this framework, YCDSB can demonstrate its unwavering commitment to human rights and equity. Through transparency, data-driven insights, community involvement, and rigorous evaluation, we can ensure that the spirit of inclusivity and justice pervades every corner of our educational system.



APPENDIX B

Advisory Committee on eradicating anti-Black racism (ABRC)

VISION:

A thriving Catholic education system that is enriched by the lived experiences of Black students, families and staff, free from the perils of systemic racism, and driven by the tenets of inclusivity, accessibility, and equity for every student.

MISSION:

The ABRC strives to harness the collective insights, concerns, and aspirations of parents & guardians of Black children and Black staff to fortify the school board's commitment to an inclusive, equitable, and God-centered educational landscape. Through a collaborative approach, the committee will recommend and implement actionable solutions aligned with the Multi-Year Strategic Plan and the Equity Action Plan that directly address the challenges faced by Black students and promote their God-given potential.

MANDATE:

I. Consultation & Collaboration:

- Act as a liaison between the Board of Trustees and the broader Black parent community.
- Coordinate and support events that celebrate the diverse experiences and contributions of Black students, staff, and families.
- Collaborate with the Human Rights and Equity Advisory Committee to ensure alignment and cohesiveness in initiatives.
- Develop platforms where Black parents can openly discuss concerns, celebrate achievements, and collaborate on both community events and systemic initiatives.



2. Feedback & Reporting:

- Gather and analyze feedback from Black parents regarding their children's experiences within the school system.
- Work closely with the Research Manager and relevant teams to assess data on racial disparities and its impact on Black students.
- Advocate for ongoing data collection to inform responsive instruction and interventions that specifically cater to the unique challenges faced by Black students.

3. Systemic Initiatives:

- Contribute to identifying and eliminating barriers to equity of access, opportunity, and outcomes for Black students.
- Offer recommendations to enhance resource allocation, especially for schools that primarily serve low-income communities, ensuring an equitable educational experience for all Black students.
- Collaborate on strategies to reduce behavioral incident reports and improve levels of engagement and acceptance among Black students.
- Work to promote the inherent dignity and excellence of Black students and create an environment where all Black students can flourish and achieve their God-given potential.

The BPAC is committed to being a transformative force, ensuring that York Catholic not only addresses but actively dismantles systemic anti-black racism, fulfilling its strategic priorities in a manner that resonates deeply with the lived experiences and aspirations of Black students and their families.

4. Membership:

- Chairperson: 1
- Vice-Chairperson: 1
- Parent Representatives: 9-11
- Student Representative: 1
- Community Leader/Activist: 2-3



5. Direction:

Initial Meeting:

- The first meeting will be scheduled in the first week of October: introductions, an overview of the committee's purpose, and setting initial goals.
- Discuss the vision, mission, and mandate in depth to ensure alignment.
- Identify immediate concerns and goals for the academic year.
- Create sub-committees aligned with strategic priorities in the Multi Year Strategic Plan

Communication Tools:

- Set up communication norms for committee members.
- Create a shared calendar to schedule meetings and events.

Stakeholder Engagement:

- Plan a town hall in late October where the larger Black parent community can meet the committee, share initial concerns, and provide input.
- Promote participation in the School Climate / Equity committees.

6. Milestone Checkpoints:

December 2023:

- Evaluate the progress against set objectives.
- Gather feedback from the broader parent community on the effectiveness and visibility of the committee.

February 2024:

- Review the goals set at the beginning of the year and adjust strategies if necessary.
- Share an interim report with the Board of Trustees highlighting achievements, challenges, and future plans.

June 2024:

- Present a comprehensive report to the Board of Trustees, detailing the year's achievements, case studies, and areas of improvement for the next year.



REPORT

York Catholic District School Board

Report To: Committee of the Whole
From: Administration
Date: August 29, 2023
Report: **HREA Report on Complaints and Incidents of Concern regarding *Ontario Human Rights Code* protected grounds**

PURPOSE:

The Human Rights and Equity Advisor reports to the Board of Trustees on the following:

1. Number and nature of new incidents of concern that are brought to the attention of the Office of the HREA either through (1) requests for consultations from Academic Superintendents or (2) through the Education Systems Navigator from Parents of Black Children. Not all incidents trigger the intervention of the HREA and will not be reflected in this report.
2. Number and nature of new complaints that have been escalated to the Office of the HREA and for which a formal resolution has been requested.

BACKGROUND INFORMATION:

It is necessary for the Board of Trustees to have information regarding the human rights concerns that arise in order to best support system initiatives that ensure safe and inclusive learning environments. Emphasizing risk mitigation will not adequately address issues rooted in systemic inequalities and, therefore, these metrics should be understood as part of a bigger picture. The information presented in this report covers the period from June 2023 - August 2023. This report is updated monthly.

SUMMARY:

There were no new complaints or consultations.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	106
<i>Former Policy Number</i>	803
<i>Total Pages</i>	3
<i>Original Approved Date</i>	May 1969
<i>Subsequent Approval Dates</i>	May 1988, June 22, 1999, January 2003, March 2008, February 25, 2014 November 29, 2016 January 31, 2017 June 15, 2021 March 29, 2022

DELEGATIONS TO THE BOARD

1. PURPOSE

The Board recognizes that all stakeholders ~~need to~~ have a voice in the decision making process of the Board and **need** to have their concerns heard. This policy is intended to provide the guidelines under which the above may occur. This policy is consistent with all applicable legislation, including the *Education Act*, The *Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act* (MIFIPPA), and *Occupational Health and Safety Act* (OHSA).

2. OBJECTIVE

The York Catholic District School Board values the input ~~members~~ of **the members of the** community ~~may provide into issues~~ where they have a particular concern or interest. ~~subject to approved guidelines.~~ **The purpose of this policy is to ensure that** delegations to the Board enable members of the YCDSB community to ~~give timely input on items to be discussed on a Board Agenda.~~ **provide input of items that may appear on Board Agendas and fall within the governance role of the Board of Trustees.**

3. PARAMETERS

In the interest of engaging our communities, the Board is committed to providing stakeholders with opportunities to provide input and/or feedback that supports or informs Board decision-making through delegations received at Regular, **In Camera**, Special Meetings of the Board or Committee Meetings. All delegations may be made in person or virtually.
~~In an Effort to Conducting Efficient Board Meetings:~~

~~All approved delegations will be heard and Trustees may ask questions for clarification purposes only. There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.~~

- 3.1 An individual or group wishing to make a delegation to the Board shall submit Form Admin 29(a) [see attached] to the *Administrator to the Director and Trustee Services*. Form Admin 29(a) must be fully completed and received at least **fourteen (14) days prior to the date of the Executive Meeting**.
- 3.2 Upon receipt of a public request to make a delegation in accordance with the parameters outlined in this policy, the Executive Committee of the Board will:
- i) Review the request and determine whether the presentation will be heard. (Presentations contrary to directives by the Ministry of Education, Ministry of Labour, Ministry of Health and our local and provincial Health Units will not be heard).
 - ii) Determine if the **an** approved delegation request will be heard before the whole Board, in a private (**In Camera**) session of the Board, referred to a committee of the Board, or referred to the Director of Education to determine appropriate action(s). **The topic of the delegation shall determine at which Committee the presentation will be heard.**
 - iii) Approve up to three (3) delegations for any Regular Board meeting.
 - iv) Determine whether a Special Board meeting shall be scheduled to hear multiple delegations on a particular matter.
 - v) Determine whether to defer a request for a delegation.
- 3.3 Additional delegations may be added to a Regular Board meeting agenda at the discretion of the Committee.
- 3.4 All delegates must submit a written copy of their deputation (**verbatim speech**) and presentation to the *Administrator to the Director and Trustee Services* by end of Saturday (11:59 pm) prior to the scheduled Board meeting. If this written copy is not submitted within the timeline, the delegation will be removed from the agenda.
- 3.5 Where the matter brought before the Board requires a decision, the Board will **conduct debate as necessary and** notify the official spokesperson through written communication of the decision, or of the date of the meeting at which a decision is to be made.
- 3.6 An individual or delegation wishing to make a presentation to the Board, requesting the development of a proposed policy, or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the Administrator to the Director and Trustee Services as outlined in parameter **3.4**.
- 3.7 An individual or delegation wishing to make a presentation to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: Pupil Accommodation Review.

4. RESPONSIBILITIES

4.1 Executive Committee

- 4.1.1 To receive, review and approve requests to make a presentation before the Board.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Delegations to the Board and Input to Agenda Items policy.

4.3 Administrator to the Director and Trustee Services

- 4.3.1 To manage requests to make a public presentation, present a petition, give input related to an item on the agenda or a pupil accommodation review to the Board.

5. DEFINITIONS

5.1 Delegation

A formal presentation made to the whole Board at a Regular or Special Meeting of the Board or in a private session of the Board relating to a specific issue or matter as outlined in Section 3: *Parameters* of this policy.

5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such requests will be presented in the form of a typewritten document containing original signatures only, written directly on the face of the petition, printed and **electronic** names, addresses, postal codes and email addresses. Email, faxed, or photocopied, or **incomplete** petitions are **shall** not be accepted and will not be presented.

6. CROSS REFERENCES

Legislation

YCDSB [Policy 101 Meta Policy: Policy Management and Governance](#)

YCDSB [Policy 713 Pupil Accommodation Review](#)

Appendices

[Admin 29\(a\)](#) Public Request to Make a Presentation or Present a Petition

[Admin 29\(c\)](#) Public Request to Make a Presentation Related to a Pupil Accommodation Review

[Appendix 4](#) Rationale for the Development, Review or Revision of a Policy



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: DELEGATIONS TO THE BOARD

Addendum to: Policy 106 Delegations to the Board

**Effective:
Revised:**

1. PUBLIC PRESENTATIONS

- 1.1 Following approval to hear the **delegation**, before the full Board or a committee of the Board, the spokesperson for the group (or individual) shall be notified of the meeting date and time and shall be apprised of the expectations for the presentation.
- 1.2 A maximum of five (5) minutes is allowed to present a delegation irregardless if it is an individual or group presenting. This time period may be extended slightly at the discretion of the Chair.
- 1.3 Up to two (2) individuals may serve as spokespersons for any delegation and no other members of the delegation shall address the Board, except by the request/permission of the Chair. The number of spokespersons will not change the maximum delegation allotment of five (5) minutes.
- 1.4 In an effort to conduct efficient Board meetings, once approved delegations have been heard, Trustees may ask questions for clarification purposes only. There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.
- 1.5 All delegation presentations must agree to be livestreamed during the meeting.
- 1.6 Virtual accommodations shall be provided to delegates upon request.
- 1.7 Delegates shall present concerns in a constructive manner and maintain a level of decorum which will allow meetings to proceed effectively. Delegates are not permitted to make negative or derogatory statements.
- 1.8 During a deputation, should the delegate use offensive language or the name/title/ position of any person in a negative, critical or derogatory manner, directly or indirectly, the Chair of the meeting shall advise the delegate to refrain from using pejorative language. Should it continue, the Chair has the authority to terminate the delegate's presentation.
- ~~3.23 An individual or delegation wishing to make a presentation to the Board requesting the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta-Policy: Policy Management and Governance along with Form Admin. 29(a) to the Administrator to the Director and Trustee Services as outlined in parameter 3.12.~~
- ~~3.3 4 An individual or delegation wishing to make a presentation to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools*.~~
- ~~3.45 No more than three (3) delegations will be approved for any Regular Board meeting by the Executive Committee of the Board.~~
- ~~3.56 During the budget development process, the Board explicitly solicits stakeholder input and as such, more than three delegations may be approved by the Executive Committee for Board meetings in May and June.~~

~~3.67 At the discretion of the Chair, additional delegations may be added to a Board agenda in the event of a time sensitive situation.~~

~~3.78 The Chair reserves the discretion to defer a request for a presentation.~~

~~3.89 Following approval to hear the presentation, before the full Board or a committee of the Board, the spokesperson for the group (or individual) shall be notified of the meeting date and time and shall be apprised of the expectations for the presentation.~~

~~3.910 Up to two (2) individuals may serve as spokespersons for any individual delegation, and no other members of the delegation shall address the Board, except by request of a Trustee and permission of the Chair.~~

~~3.10.11 Written material in support of the presentation, including PowerPoint, will be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting.~~

~~3.11.12 If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting.~~

~~3.1213 A maximum of ten (10) minutes per delegation is allowed to make a presentation. The Chair may choose to extend the time.~~

~~3.13.14 If there are numerous delegation requests on a particular matter, the Executive Committee reserves the right to reduce the delegation time to 5 minutes and/or call a special board meeting to hear the delegations.~~

~~3.11.14 All delegation presentations must agree to be livestreamed during the meeting.~~

2. PRESENTATION OF A PETITION

2.1 An individual or delegation wishing to present a petition as part of their delegation to the Board shall present a written copy of the petition to the Administrator to the Director and Trustee Services at least fifteen (15) minutes prior to the start of the Board Meeting. Receipt of the petition will be noted by the Chair on behalf of the Board and noted in the minutes of the meeting by the recording secretary .

2.1.1 For the purpose of a virtual presentation the original petition must be to the Catholic Education Centre prior to the meeting to the Administrator to the Director and Trustee Services.

2.2 An individual or delegation wishing to present a petition to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools*.

2.3 Paper petitions shall contain original signatures only, written directly on the face of the petition, along with printed names, addresses, postal codes and email addresses.

2.3.1 Electronic petitions shall ~~not be accepted~~ be accepted and will require a name, valid email address which may only be associated with one signatory, resident address, telephone number and postal code.

2.3.2 For certification, the threshold for valid signatures is 25 for paper petitions and 500 for electronic petitions. To be valid, the signature must be that of a resident of York Region. There is no minimum age requirement for anyone signing a petition, and one person

cannot sign for a group.

- 2.4 If a Trustee wishes to present a petition to the Board on behalf of their community, they should process it through the Executive Committee for placement on a Board agenda.

3. PRESENTATIONS RELATED TO A PUPIL ACCOMMODATION REVIEW OF SCHOOLS

- 3.1 All public delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at the Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and this policy.
- 3.2 Members of the public will be given the opportunity to provide feedback on a *Final Staff Report with Community Consultation (Report 2)* through public delegations to the Board of Trustees at a Special Meeting of the Board no later than ten (10) business days after a *Final Staff Report with Community Consultation (Report 2)* is publicly posted.
- 3.3 The Special Meeting of the Board to receive public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be announced and advertised publicly by the Board through a range of communication methods and shall be posted on the Board's website.
- 3.4 In accordance with Ministry *Guidelines* and in alignment with Board Policy 713: *Pupil Accommodation Review of Schools*, there is no limit to the number of delegations approved for presentation at the Special Meeting of the Board as it is designated solely to receiving input to a *Final Staff Report with Community Consultation (Report 2)*. There may be occasions where the number of delegation requests received exceeds the time allotment of the Special Meeting of the Board. If this occurs a date and time for the Board to reconvene the Special Meeting of the Board will be confirmed by the Chair of the Board and communicated to community stakeholders.
- 3.5 An individual or delegation wishing to give input to the Board related to a *Final Staff Report with Community Consultation (Report 2)* may notify the Administrator to the Director and Trustee Services to the Director's Office: Trustee Services at any time prior to the start of the Special Meeting of the Board or notify designated personnel at any time during the Special Meeting of the Board. A copy of Admin 29(c) for completion will be distributed to the individual or delegation.
- 3.6 One person shall serve as spokesperson for a group. Additional written material in support of the presentation may be provided to Trustees at the meeting, but shall be provided to the Administrator to the Director and Trustee Services to the Director's Office for inclusion in the *Final Staff Report with Public Delegations Addendum (Report 3)*.
- 3.7 Each presentation of input shall be limited to a maximum of five (5) minutes.
- 3.8 Feedback received through the presentation of public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be included in the *Final Staff Report with Public Delegations Addendum (Report 3)*.

DELEGATIONS TO THE BOARD: PRESENTATIONS ON "IN-CAMERA" MATTERS

- ~~3.27 Items should be forwarded to the Executive Committee of the Board for consideration.~~

**YORK CATHOLIC DISTRICT SCHOOL BOARD****PUBLIC REQUEST TO MAKE A PRESENTATION OR PRESENT A PETITION****Please Note:**

Each individual/group is allowed a maximum of ~~40~~ **five (5)** minutes to make a presentation. ~~and to answer questions from Trustees. In the interest of operating efficient Board meetings there will be occasions when delegations shall be limited.~~

1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Address:			
Contact Number:		Email Address:	
Name of group being represented (if applicable):			
Name of home school being represented:			
Are you a York Catholic District School Board employee? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Is this request related to a motion and/or decision of the Board? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Agenda Topic:			

2) SPOKESPERSON(S) - Not to exceed 3 2 people

Name:			
Address:			
Contact Number:		Email Address:	

Name:			
Address:			
Contact Number:		Email Address:	

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

5) IF APPLICABLE, YOUR KEY RECOMMENDATIONS/SUGGESTIONS TO ADDRESS THE PROBLEM/ISSUE:

Form prepared by: _____

Date: _____

I am aware that my delegation presentation will be livestreamed during the Board Meeting.

Signature: _____

EQUIPMENT REQUIREMENTS

If your presentation is in an electronic format (PowerPoint, Slides, Audio, Video) the information you provide will help us support you during the presentation. Please email a copy of the electronic presentation by end of day Saturday (11:59pm) prior to the scheduled Board meeting. Email Presentation to board.delegations@ycdsb.ca

Please specify technology requirements needed:

- ☐ Presentation (PowerPoint, Google Slide, Keynote) **with no audio** and video embedded
- ☐ Presentation (PowerPoint, Google Slide, Keynote) **with audio** and video embedded
- ☐ Internet Needed (Example: playing YouTube video or reference to a website)

Other: _____

Please Note:

Presenters should ensure that the completed Admin. 29(a) form is received by the Administrator to the Director and Trustee Services Office at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or email at board.delegations@ycdsb.ca at least **7** days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.

HIGHLIGHTS OF POLICY 106 – DELEGATIONS TO THE BOARD:

~~Presenters should ensure that a completed Admin. 29(a) form is received by the Administrator to the Director and Trustee Services Office at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 7 days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.~~

~~Written material (**verbatim speech**) in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting.~~

~~Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix 4 (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.~~

~~Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.~~



YORK CATHOLIC DISTRICT SCHOOL BOARD



**PUBLIC REQUEST TO MAKE A PRESENTATION RELATED TO A
PUPIL ACCOMMODATION REVIEW**

Please Note:

Each individual/group is allowed a maximum of 5 minutes to present input related to a Pupil Accommodation Review. Input received from presenters will become the property of the Board and will be included as an addendum to Report 3 (refer to Policy 713: School Pupil Accommodation Reviews). This form must be submitted to designated Board personnel for inclusion in the Report immediately following the presentation.

1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Address:			
Contact Number:		Email Address:	
Name of home school being represented:			
Identify the applicable geographical area being addressed (insert geographical area):			

2) SPOKESPERSON (an individual or one designated person to represent a group of individuals, if applicable):

Name:			
Address:			
Contact Number:		Email Address:	

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

5) IF APPLICABLE, YOUR KEY RECOMMENDATIONS/SUGGESTIONS TO ADDRESS THE PROBLEM/ISSUE:

Form prepared by: _____

Date: _____

HIGHLIGHTS Please Note:

A presenter who uses the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated by the Committee Chair.

A presenter(s) is not required to supply a complete text of their remarks in advance of the meeting. At the presenter's discretion, they may elect to prepare, copy and distribute their text to trustees/staff at the meeting (35 copies).

If presenters submit all presentation materials to the Administrator to the Director and Trustee Services, no later than 6 calendar days prior to the scheduled Board Meeting they will be included in the Special Board meeting agenda package.



YORK CATHOLIC DISTRICT SCHOOL BOARD

RATIONALE FOR THE DEVELOPMENT, REVIEW OR REVISION OF A POLICY

NAME: _____

INDICATE ONE (1) OF THE FOLLOWING: ☐ STAFF
☐ STAKEHOLDER

1) THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:

2) THE OBJECTIVE OF THE PROPOSED OR REVISED POLICY/PROCEDURE -

**INDICATE HOW THE PROPOSED OR REVISED POLICY WOULD SUPPORT THE
BOARD'S MISSION, VISION AND ENHANCE STUDENT/STAFF ACHIEVEMENT AND
WELLBEING:**

**3) INDICATE WHO WOULD BE DIRECTLY OR INDIRECTLY AFFECTED BY THE
PROPOSED OR REVISED POLICY? HOW?**

**4) INDICATE WHO SHOULD BE INVOLVED IN DEVELOPING THE PROPOSED POLICY
OR REVISING THE EXISTING POLICY.**

5) **WHAT WILL BE NEEDED FOR IMPLEMENTATION, EVALUATION, REVIEW PROCESS?**

6) **WHO WILL ORGANIZE ONGOING MONITORING OF THE NEW POLICY AND HOW WILL IT BE EVALUATED?**

7) **WHAT ARE THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY** (i.e. financial, human resources, awareness, other)?

8) **WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?**

9) **ADDITIONAL COMMENTS:**

Signature Requestor: _____

Date: _____

Please Note:

York Catholic District School Board Staff are to submit this completed Form to the Policy Steering Committee one week in advance of the next scheduled Committee meeting.

Stakeholders are to submit this completed Form along with the Delegation to Board Form as per the procedures outlined in Policy 106: *Delegations to the Board*. ~~and Input on Agenda Items.~~



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	118
<i>Former Policy Number</i>	
<i>Total Pages</i>	5
<i>Original Approved Date</i>	January 27, 2015
<i>Subsequent Approval Dates</i>	November 27, 2018 March 28, 2023

TRUSTEE CODE OF CONDUCT

1. PURPOSE

The York Catholic District School Board confirms that the role of Trustee is one where public trust and confidence is essential because Trustees are elected to represent all stakeholders in the Board. The York Catholic District School Board believes that personal commitment to high ethical standards is required by all individuals elected to the role of Trustee. This will ensure that the Board can responsibly fulfill its obligations and discharge its duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ. Trustees of the York Catholic District School Board are expected to fulfill their duties and responsibilities consistent with Gospel Values, the teachings of the Catholic Church, the Board's By-Laws and the *Education Act*.

2. OBJECTIVE

This policy has been established to ensure that the Board of Trustees, including Student Trustees will, at all times conduct themselves in a manner consistent with the Mission, Vision and Values of the York Catholic District School Board. Furthermore, Trustees commit themselves to ethical, professional, respectful and lawful conduct in the promotion of Gospel values and the provision of quality faith-based Catholic education for its students.

3. PARAMETERS

3.1 Trustees shall support a shared commitment to excellence in Catholic education that promotes the integration of our Catholic faith as well as the continuous improvement of student achievement and well-being through the delivery of effective and appropriate education programs, services and effective stewardship of the Board's resources and engagement of our communities.

3.1.1 Trustees shall demonstrate a public commitment to the York Catholic District School Board's Trustee Code of Ethics at each Inaugural Meeting of the Board.

3.2 CATHOLIC FAITH, COMMUNITY AND CULTURE

Trustees acknowledge that Catholic schools are an expression of the teaching mission of the Church and shall, within the duties prescribed in the *Education Act* and its Regulations:

- 3.2.1 Provide an example to the Catholic Community that reflects the teaching of the Church;
- 3.2.2 Ensure the Board provides the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the Provincial Minister of Education;
- 3.2.3 Recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- 3.2.4 Respect the confidentiality of the Board;
- 3.2.5 Ensure the affairs of the Board are conducted with openness, justice and compassion;
- 3.2.6 Work to improve personal knowledge of current Catholic educational research and practices;
- 3.2.7 Affirm a strong sense of Christian Catholic Community; and,
- 3.2.8 Provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education.

3.3 RESPECT, CIVILITY AND COMMUNICATION

Trustees share in the responsibility of creating a positive working and learning environment that is safe, harmonious, comfortable, inclusive and respectful. Trustees shall:

- 3.3.1 Respect and comply with all applicable federal, provincial and municipal laws;
- 3.3.2 Uphold and abide by all Board policies, procedures, protocols and the York Catholic District School Board Trustee Code of Ethics (Appendix "A");
- 3.3.3 Demonstrate honesty and integrity;
- 3.3.4 Treat others fairly and with dignity and respect at all times, especially when there is disagreement;
- 3.3.5 Employ appropriate language and professionalism in performing their duties as Trustees, and in all matters of communication (oral and written) including email, social media, telephone and in person meetings with staff, parents, other stakeholders and members of the community at large.

3.4 COMPLYING WITH LEGISLATION

Trustees shall comply with all Federal and Provincial legislation and any contractual obligations of the Board in conducting the business of the Board. Trustees shall:

- 3.4.1 Familiarize themselves and comply with the duties of Board members as set out in Section 218.1 of the *Education Act* including any applicable regulations.
- 3.4.2 Familiarize themselves with duties and/or requirements applicable to them in the *Municipal Freedom of Information and Protection of Privacy Act*, the *Municipal Conflict of Interest Act*, and YCDSB by-laws and policies.

3.5 CONFIDENTIALITY

Trustees acknowledge that as part of their duties they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data, inventions, trade secrets or other work produced,

developed by or for the Board, confidential student and personnel information, legal matters and opinions.

- 3.5.1 Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, form, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee. Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to Section 122 of the *Criminal Code*.
- 3.5.2 The confidentiality of personal information received in the course of duties shall be respected and protected. Trustees shall keep all information received, including but not limited to, in-camera discussions and actions in complete confidence. Information received shall not be discussed in public where another person not privy to the information could accidentally overhear or read such information.
- 3.5.3 A Trustee's duty of confidentiality survives their term of office.

3.6 ENFORCEMENT

- 3.6.1 Trustees will at all times conduct themselves in a manner consistent with the Code of Conduct outlined in this policy.
- 3.6.2 Only a Trustee can allege that the Board's Code of Conduct has been breached by another Trustee.
- 3.6.3 A Trustee who has reasonable grounds to believe that a member of the Board has breached the Board's Code of Conduct may notify the following person(s) in writing of the alleged breach:
 - (i) The Director of Education, if the notice relates to the conduct of the Board's Chair or Vice-Chair,
 - (ii) In all other situations, the Board's Chair.
- 3.6.4 Trustees may, in some circumstances, want to respond to inappropriate statements or behavior at a meeting at which the inappropriate conduct takes place. Roberts Rules of Order may assist as Trustees can call for a point of order. The Chair of the Meeting may also call a recess, or caution a Trustee or Trustees about conduct which is contrary to the expectations outlined in the Trustee Code of Conduct.
- 3.6.5 If a Trustee also, or instead, wishes to preserve their right to subsequently make a complaint in accordance with the Procedures, it may be appropriate to ask the Secretary of the Board to note a particular comment or action in the minutes, or to give the Trustee notice at the meeting that a formal complaint will be forthcoming, noting the conduct and/or comments which are believed to be a breach of the Trustee Code of Conduct.
- 3.6.6 A complaint of Trustee conduct that is contrary to this policy shall be addressed in a timely manner according to the Procedure: *Alleged Breach and Complaint Protocol*, an addendum to this Policy.
- 3.6.7 If the complaint, including any supporting documentation, is not, on its face, a contravention of the Board's Code of Conduct, or more applicable to other legislation, then the complainant shall be informed in writing. The following

matters shall not be dealt with through the Procedure: *Alleged Breach and Complaint Protocol*:

3.6.7.1 Criminal matters

3.6.7.2 *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA): the complainant will be referred to the Board's Privacy Manager if appropriate.

3.6.7.3 *Municipal Conflict of Interest Act*.

3.6.7.4 Outstanding complaints under another process such as civil litigations or a matter at the Human Rights Tribunal, in which case timelines outlined within the procedure will be suspended pending the outcome of the other proceeding.

3.6.8 The Board of Trustees does not have the authority to impose sanction(s) other than those specifically defined by the *Education Act*.

3.6.9 The Board shall undertake the following, by way of a resolution, held at a meeting of the Board, and the vote on the resolution shall be open to the public:

(i) Make a determination that a Trustee has breached the Code of Conduct.

(ii) Impose a sanction(s).

(iii) Confirm or revoke the determination

(iv) Confirm, vary, or revoke a sanction.

3.6.9.1 If a Trustee exits a Board meeting during the voting process, their vote will be recorded as an affirmative vote (in favour).

3.6.9.2 A Trustee who is alleged to have breached the Board's Code of Conduct shall not vote on a resolution.

3.6.9.3 The resolution shall be recorded in the minutes of the meeting.

3.6.10 In accordance with the *Human Rights Code* and the *Trustee Code of Ethics*, every Trustee of the York Catholic District School Board in discharging their duties to the Board shall ensure the right to equal treatment of every person including but not limited to, fellow Trustees, members of the public and staff without discrimination and harassment.

3.6.10.1 Provision 3.6.8 applies to all forms of written and oral communication, including via social media platforms.

3.7 INTEGRITY COMMISSIONER

3.7.1 A Trustee shall not obtain counsel directly from the Integrity Commissioner without authorization from the Board of Trustees through a voting process.

3.7.1.1 A Trustee who is alleged to have breached the Board's Code of Conduct shall not vote on obtaining counsel from the Integrity Commissioner.

3.7.1.2 If a Trustee obtains counsel directly from the Integrity Commissioner without authorization, the Trustee shall be responsible for all expenses incurred for obtaining counsel and will be subject to sanction(s) determined by the Board of Trustees.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To oversee the compliance with the Trustee Code of Conduct Policy.

4.2 Student Trustee

4.2.1 To abide by the parameters of this policy in the fulfillment of their elected duties.

4.3 Trustee

4.3.1 To make the declaration and oath of office prior to commencing ~~his/her~~ role as Trustee.

5. DEFINITIONS

5.1 Conflict of Interest

All Trustees must abide by the rules and regulations defined within the *Municipal Conflict of Interest Act*. It is solely the personal responsibility of the individual Trustee to make any declaration of a conflict.

5.2 Student Trustee

A full-time student enrolled in the senior division of a school of the board elected by the students of the board.

5.3 Trustee

A person elected or acclaimed to the office of trustee of the Board pursuant to the provisions of the *Municipal Elections Act* or appointed to the office of trustee pursuant to the provisions of the *Education Act*.

6. CROSS REFERENCES

YCDSB Policies

[YCDSB Policy 423 Conflict of Interest for Employees](#)

[YCDSB Procedure *Alleged Breach and Complaint Protocol*](#)

Legislation

[Education Act](#)

[Municipal Conflict of Interest Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Ontario Regulation 7/07 Student Trustee](#)

TRUSTEE CODE OF ETHICS

Preamble:

The Trustees of the York Catholic District School Board believe that personal commitment to high ethical standards is required to ensure that the board can responsibly fulfill its obligations and discharge its duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ. Board members recognize that Trustees occupy positions of public trust and confidence and are dedicated to serving the community in a professional, impartial and Catholic manner.

Accordingly, as a Catholic School Trustee:

- ☐ I will strive to serve my local electorate while maintaining a system-wide perspective that upholds the principles of equity and fairness.
- ☐ I will accept that authority rests with the board and that I have no individual authority outside of the board. I will abide by the majority decisions of the board once they are made, but shall be free to explain the position that I upheld when the decision was made provided it does not undermine the authority of the board.
- ☐ I will strive to develop and implement Board policies that are equitable and consistent with the YCDSB Mission, Vision and Core Values.
- ☐ I will act with integrity and work to ensure that all business of the board is conducted with openness, fiscal accountability and compassion.
- ☐ I will accept my obligation to attend and prepare for all board and assigned committee meetings. I will work with other board members and staff in a spirit of respect, collaboration and proper decorum in spite of any differences of opinion that arise during debate.
- ☐ I will respect and nurture the human and divine nature of each individual without judgment or reproach and will strive to reflect Gospel values in all that I say and do.
- ☐ I will not discuss confidential information obtained in my capacity as a board member. I will not discuss those matters outside the meetings of the board or the board's committees. I will not use privileged information for either personal gain or to the detriment of the board.
- ☐ I will report to the Board alleged breaches, frauds, improprieties and/or conflicts which come to my attention.
- ☐ I will accept my responsibility for understanding legislation pertaining to the *Municipal Conflict of Interest Act*. I will not use my position for personal advantage or to the advantage of any other party not representing the total interest of the YCDSB. I will resist outside pressure to make such use of my position.
- ☐ I will endeavour to participate in professional development opportunities which enrich my faith life and/or enhance my ability to serve our Catholic school communities.
- ☐ I will treat fellow Trustees, members of the public, and staff with dignity and respect to ensure a safe and equitable work environment free from abuse, bullying, intimidation, discrimination and harassment.



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: ALLEGED BREACH AND COMPLAINT PROTOCOL

Addendum to Policy 118: Trustee Code of Conduct

Revised:

Effective:

The Board has established a Trustee Code of Conduct (“Code of Conduct”) to govern the conduct of Trustees and to provide transparency, accountability, and public confidence in its governance. This complaints protocol supports the implementation of the Code of Conduct, particularly as related to the complaints process, including the reporting, investigation and resolution of complaints.

1. COMPLAINT PROTOCOL

The Complaint Protocol describes informal and formal ways for members of the Board of Trustees to address complaints concerning the Code of Conduct and members of the Board. The Complaint Protocol provides a number of ways to resolve complaints in addition to the process described in section 218.3(2) of the *Education Act* which permits a member to bring an alleged breach directly to the attention of the Board of Trustees. The Complaint Protocol is intended to ensure that there is an opportunity to resolve complaints as fairly, expeditiously, and meaningfully as possible.

2. INFORMAL COMPLAINT PROCESS

- 2.1 Trustees are encouraged to engage in an informal process to address conduct prohibited by the Code of Conduct.
- 2.2 The purpose of the Informal Complaint process is to bring the allegation of the breach directly to the attention of the Trustee who is alleged to have breached the Code of Conduct and to discuss possible remedial measures to rectify the situation.
- 2.3 Trustees who have identified or witnessed conduct by a member of the Board that they believe is in contravention of the Code of Conduct may address the prohibited conduct as follows:
 - i) advise the member of the Board that the conduct contravenes the Code of Conduct;
 - ii) encourage the member of the Board to stop the prohibited conduct;
 - iii) discuss remedial measures to correct the offending behaviour with the Trustee who is alleged to have breached the Code of Conduct;
 - iv) if applicable, confirm to the Trustee who is alleged to have breached the Code of Conduct, the satisfaction with the response of the Trustee; or, if applicable, advise the Trustee of the dissatisfaction with the response;
 - v) keep a written record of the incidents including dates, times, locations, other persons present, and any other relevant information;
- 2.4 If the Trustee is not satisfied with the outcome and the response from the Trustee who is alleged to have breached the Code of Conduct, the member may notify the following persons in writing of the alleged breach:
 - i) the Director of Education, if the notice relates to the conduct of the Board's Chair or Vice-Chair;
 - ii) in all other situations, the Board's Chair.
- 2.5 The Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether the member has breached the Board's Code of Conduct.
- 2.6 An informal complaint must be made within 60 days of the alleged violation or no action shall be taken on the complaint.
- 2.7 Once the alleged breach is given to either the Chair, Vice-Chair, or Director of Education they will:
 - (i) immediately provide a copy of the written notice to the member whose conduct is the subject of the alleged breach to the entire board;
 - (ii) refer the alleged breach to the formal process, if the matter is not resolved within 10 days,

following receipt of the notice.

- 2.8 Anonymous complaints will not be considered by the Chair, Vice-Chair, Director of Education and/or the Integrity Commissioner.

3. FORMAL COMPLAINT AND REQUEST FOR INQUIRY PROCESS

- 3.1 A written complaint shall set out reasonable and probable grounds for the allegation that the member has contravened the Code of Conduct. The complaint should include the name of the alleged violator, the provision allegedly contravened, the facts constituting the alleged contravention, the names and the contact information of witnesses, and contact information of the complainant during regular business hours.
- 3.2 All written complaints shall be signed by an identifiable individual.
- 3.3 In the formal complaint process, the Chair, Vice-Chair or Director of Education shall,
- (i) review the written complaint from the complainant;
 - (ii) bring the case to Board;
 - (iii) allow both parties, the complainant and the trustee who is alleged to have breached the Code of Conduct, to present their case.
- 3.3.1 The trustees shall vote on whether the trustee has breached the Code of Conduct.
- 3.3.2 If required, the Board of Trustees vote to proceed with the Integrity Commissioner.
- 3.4 Through the approved vote by the Board of Trustees, the Complainant may submit a formal complaint (see Appendix A) to the Integrity Commissioner.
- 3.5 The Trustee who files the Formal Complaint always has the right to withdraw the complaint or to return to the Informal Complaint procedure at any point in the process.
- 3.6 In a municipal election year, a Code of Conduct complaint respecting a member who is seeking re-election will not be received by the Integrity Commissioner and any open complaint investigation shall be suspended during the period starting on Civics Monday and ending when a new Board is deemed organized under section 6 of the *Municipal Elections Act*.
- 3.7 A formal complaint must be made within 60 days of the alleged breach.

4. DUTY OF THE BOARD

- 4.1 If the Board determines that the member has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:
- (i) Censure of the member.
 - (ii) Barring the member from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
 - (iii) Barring a member from sitting on one or more committees of the Board, for the period of time specified by the Board.
- 4.2 If the Board determines that a member has breached the Code of Conduct,
- (i) the Board shall give the member written notice of the determination and any sanction(s) imposed by the Board;
 - (ii) the notice shall inform the member that they may make written submissions to the Board in respect of the determination or sanction(s) by a date specified in the notice that is at least 14 days after the notice is received by the member; and
 - (iii) the Board will consider any submissions made by the member and will confirm or revoke the determination within 14 days after the submissions are received.

- 4.3 The part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the following matters:
- (i) the security of the property of the board;
 - (ii) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - (iii) the acquisition or disposal of a school site;
 - (iv) decisions in respect of negotiations with employees of the board; or
 - (v) litigation affecting the board.

4.4 The Board shall do the following by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- (i) make a determination that a member has breached the Board's Code of Conduct.
- (ii) Impose a sanction as described in subsection 4.1.
- (iii) confirm or revoke the determination as described in subsection 4.2.
- (iv) confirm, vary or revoke a sanction.

4.4.1 A member who is alleged to have breached the Board's Code of Conduct cannot vote on any of the resolutions described in section 4.4.

4.4.2 The resolution must be recorded in the minutes of the Board meeting.

5. DUTY OF THE INTEGRITY COMMISSIONER

5.1 *Classification of Complaints*

5.1.1 The original written complaint shall be filed with the Integrity Commissioner for initial classification to determine if the matter is a complaint with respect to non-compliance with the Code of Conduct and not covered by other legislation or other policies.

5.1.2 If the complaint is not a complaint with respect to non-compliance with the Code of Conduct or the complaint is covered by other legislation or complaint procedure under another Board policy, the Integrity Commissioner shall advise the complainant in writing as follows:

- (i) if the complaint is an allegation of a criminal nature consistent with the *Criminal Code of Canada*, the complainant shall be advised that if the complainant wishes to pursue any such allegation, the complainant must pursue it with the appropriate police force;
- (ii) if the complaint is with respect to non-compliance with the *Municipal Conflict of Interest Act*, the complainant shall be advised to review the matter with the complainant's own legal counsel;
- (iii) if the complaint is with respect to non-compliance with the *Municipal Freedom of Information and Protection of Privacy Act*, the complainant shall be referred to the Governance and Board Services department;
- (iv) if the complaint is with respect to non-compliance with a specific Board policy with a separate complaint procedure, the complainant shall be advised to pursue the complaint under that procedure; and
- (v) in other cases, the complainant shall be advised that the matter, or part of the matter, is not within the jurisdiction of the Integrity Commissioner to consider, with any additional reasons and referrals as the Integrity Commissioner considers appropriate.

5.2 *Reports from the Integrity Commissioner: No Jurisdiction or Inquiry*

5.2.1 The Integrity Commissioner may report to the Board of Trustees that a specific complaint is not within the jurisdiction of the Integrity Commissioner.

5.2.2 The Integrity Commissioner shall report annually to the Board of Trustees on complaints not within the jurisdiction of the Integrity Commissioner, but shall not disclose information that could identify a person concerned.

5.2.3 Other than in exceptional circumstances, the Integrity Commissioner will not report to the Board of Trustees on any complaint described in section 5.1.2 except as part of annual or other periodic reports.

5.3 *Investigation*

5.3.1 The Integrity Commissioner will commence an investigation into an alleged breach of the Board's code of conduct no later than 14 days after being appointed and will provide the member with the opportunity to respond to the allegations, as well as a right to reply, where appropriate.

5.3.2 An Integrity Commissioner may refuse to commence an investigation into an alleged breach if,

- (i) the complaint was made more than 60 days after the alleged breach occurred or was discovered, whichever is later, unless the Integrity Commissioner is satisfied the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay; or
- (ii) in the opinion of the Integrity Commissioner, the complaint is made in bad faith or is frivolous or vexatious.

5.3.3 The Integrity Commissioner will provide written notice of a refusal to commence an investigation to the member who is the subject of the complaint to the Board.

5.3.4 In the course of conducting the investigation, the Integrity Commissioner may,

- (i) require the production of any records that may in a way relate to the investigation;
- (ii) examine and copy any records required;
- (iii) require any member of the Board or any other person to appear before them and give evidence, an oath or affirmation, relating to the investigation.

5.3.5 The Integrity Commissioner will make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, unless the Integrity Commissioner notifies the Board and the member who is subject of the complaint that an extension is necessary and the reasons for the extension.

5.3.6 Once the investigation is conducted, a decision of an Integrity Commissioner is final.

5.3.7 The Integrity Commissioner will give a copy of the report to the complainant and the member of the Board whose conduct is concerned.

5.3.8 The Integrity Commissioner will bring the report before the next available meeting of the Board of Trustees.

5.3.9 The Board of Trustees will consider and respond to the Integrity Commissioner's report within 90 days after the report is placed on the board agenda.

5.3.10 In responding to a report from the Integrity Commissioner, the Board of Trustees may accept, reject, or amend the Integrity Commissioner's recommendation to impose a sanction or it may refer the recommendation back to the Integrity

5.4 Sanctions

- 5.4.1 If the Integrity Commissioner determines that the member breached the Board's Code of Conduct, the Integrity Commissioner may impose one or more of the following sanctions:
- (i) Censure of the member
 - (ii) Requiring the Board to reduce the member's honorarium by an amount not exceeding the prescribed amount, requiring the member to return any excess already paid to the member and authorizing the board to recover the excess from the member.
 - (iii) Barring the member from attending all or part of one or more committees of the board or one or more meetings of a committee of the Board, for the period of time specified by the Integrity Commissioner up to a maximum of 90 days or the balance of the member's term of office, whichever is less.
 - (iv) Barring the member from sitting on one or more committees of the Board, for the period specified by the Integrity Commissioner, up to a maximum of 90 days or the balance of the member's term of office, whichever is less.
 - (v) Barring the member from becoming the Chair or Vice-Chair of the Board or of any committee of the Board, or removing the member from any of those positions.
 - (vi) Barring the member from exercising the privileges of a Board member or acting as a board member representative, or removing the member from a position the member holds as a Board representative.
 - (vii) Subject to any other limits set out in previous parameters, any other sanction that, in the opinion of the Integrity Commissioner, is reasonable and appropriate in the circumstances.
 - (viii) Subject to any other limits set out in previous parameters, any other sanction that, in the opinion of the Integrity Commissioner, would promote compliance with the Board's code of conduct.
- 5.4.2 A member of the Board who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to members of the public.
- 5.4.3 Where a member is barred from attending all or part of a meeting of the Board the member's absence is deemed to be authorization for the member to be absent from the meeting.
- 5.4.4 The Integrity Commissioner shall provide the member whose conduct was the subject of the complaint and the Board written notice of a determination that the member has or has not breached the Board's Code of Conduct and of any sanctions imposed.
- 5.4.4.1 The written notice must include:
- (i) the reasons for the determination;
 - (ii) the reasons for any sanctions; and
 - (iii) information about the right to appeal.

5.5 Appeal

- 5.5.1 Either the Board or the member whose conduct was the subject of the Integrity Commissioner's determination may appeal the determination, the sanctions imposed, or both, and the Board and the members are the parties to such an appeal.

- 5.5.2 The member whose conduct was the subject of the Integrity Commissioner's determination cannot vote on a Board's vote to determine whether the Board will appeal the determination.
- 5.5.3 The Board or the member who appeals the Integrity Commissioner's determination must give written notice of the appeal to the other party and the Deputy Minister no later than 14 days after receiving written notice of the Integrity Commissioner's determination.
- 5.5.4 The appeal will be heard by a panel of three Integrity Commissioners appointed by the Deputy Minister or their delegate. The panel will not include the Integrity Commissioner whose determination is the subject to the appeal. If the panel:
- (i) overturns the determination made by the Integrity Commissioner, any sanction imposed by the Integrity Commissioner will be revoked.
 - (ii) upholds the determination made by the Integrity Commissioner, the panel will, uphold, vary or overturn the sanction.
- 5.5.5 The decision of the panel respecting the determination of the Integrity Commissioner is final.

6. PAYMENT OF COSTS

- 6.1 In circumstances where a legal or procedural issue arises in the course of a complaint, a Trustee may find it necessary to seek legal counsel or file an application under the *Judicial Review Procedure Act*. The Board of Trustees may, at its discretion, approve for reimbursement in whole or in part such costs accrued. The decision for reimbursement of such expenses must be by a recorded vote and recorded in the minutes of the Board meeting.
- 6.2 Trustees obtaining outside legal counsel will be at their personal expense.
- 6.3 Costs shall also be reimbursed to the Trustee at the discretion of the Board of Trustees and the Director of Education and under the following circumstances:
- (i) if the Integrity Commissioner concludes that there has been no contravention of the code of conduct by the member of that the member is not blameworthy, and the Integrity Commissioner's conclusion is not overturned by judicial review; or
 - (ii) if the member is successful, in whole or in part, on any judicial review application either an applicant or intervenor.

7. CONFIDENTIALITY AND FORMAL COMPLAINTS

A formal complaint will be processed as follows:

- (i) All reports from the Integrity Commissioner to the Board of Trustees will be made available to the public. The report may be redacted appropriately to reflect the requirements in section 207(2) of the *Education Act*.
- (ii) Any references by the Integrity Commissioner in an annual or other periodic report to a complaint or an investigation shall not disclose confidential information that could identify a person concerned.
- (iii) The Integrity Commissioner in a report to the Board of Trustees on whether a member of the board has breached the code of conduct shall only disclose such matters as in the Integrity Commissioner's opinion are necessary for the purposes of the report.

COMPLAINT OF

I, _____[full name], of
the _____

STATE THE FOLLOWING:

-

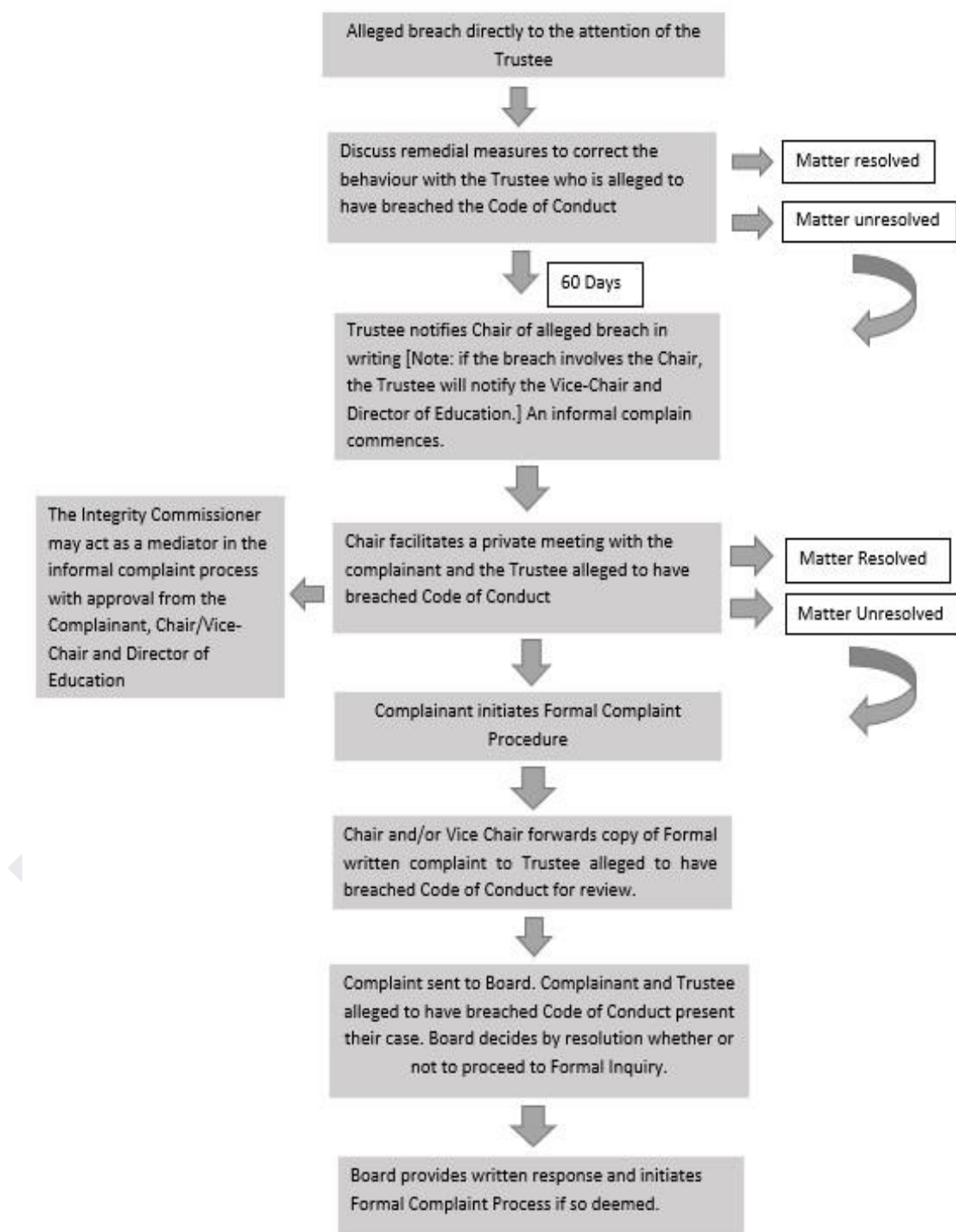
2. I have reasonable and probable grounds to believe that _____ [specify name of Trustee] a member of the York Catholic District School Board, has contravened section(s) _____ [specify section(s) of Trustee Code of Conduct .

- [Set out the description of the complaint in the space below, with each paragraph being confined as far as possible to a particular statement of fact. If you require more space, please attach an additional sheet of paper. If you wish to include copies of documents to support this complaint, please refer to the exhibits as Exhibit A, B, etc. and attach them to this form.]

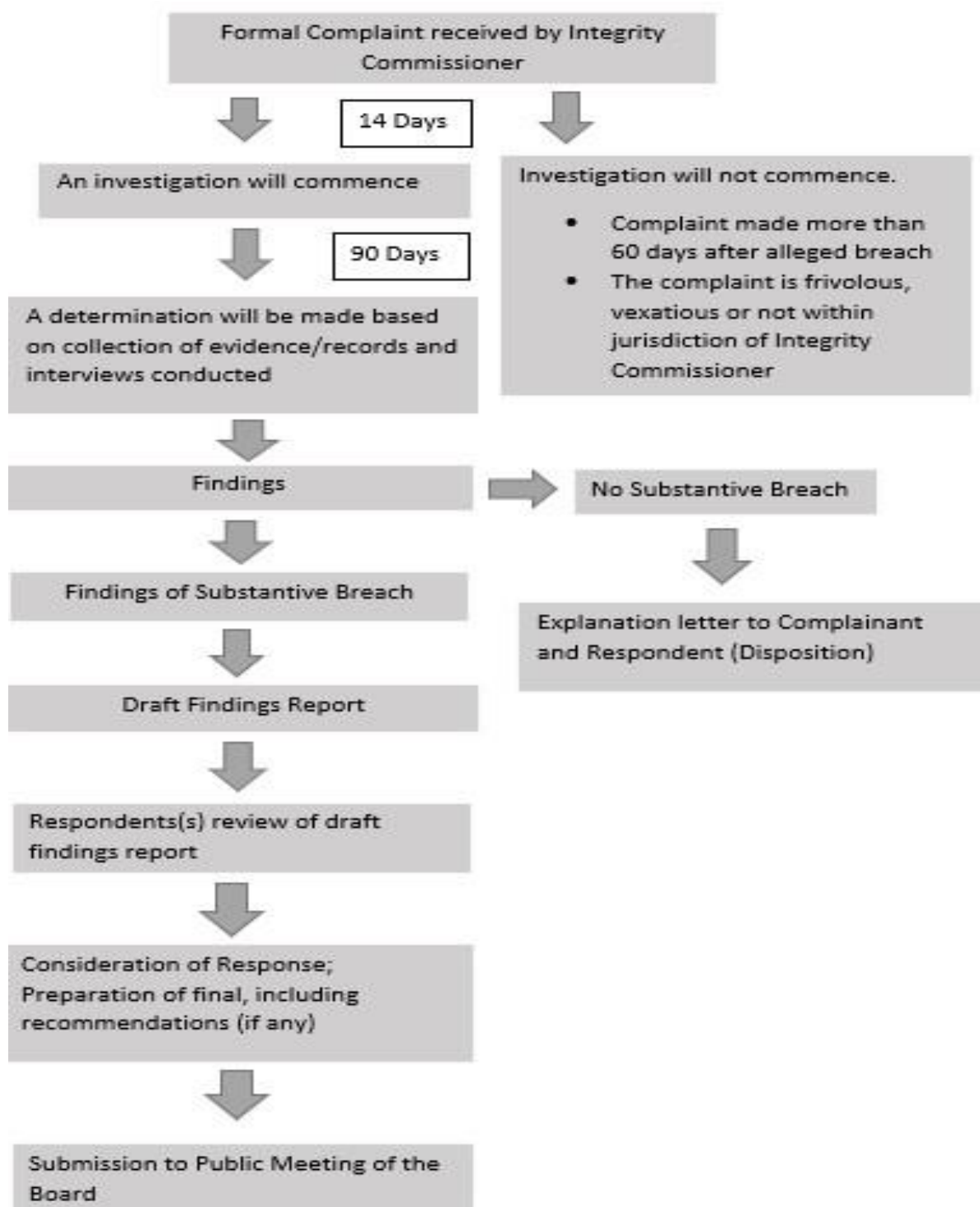


Date: _____

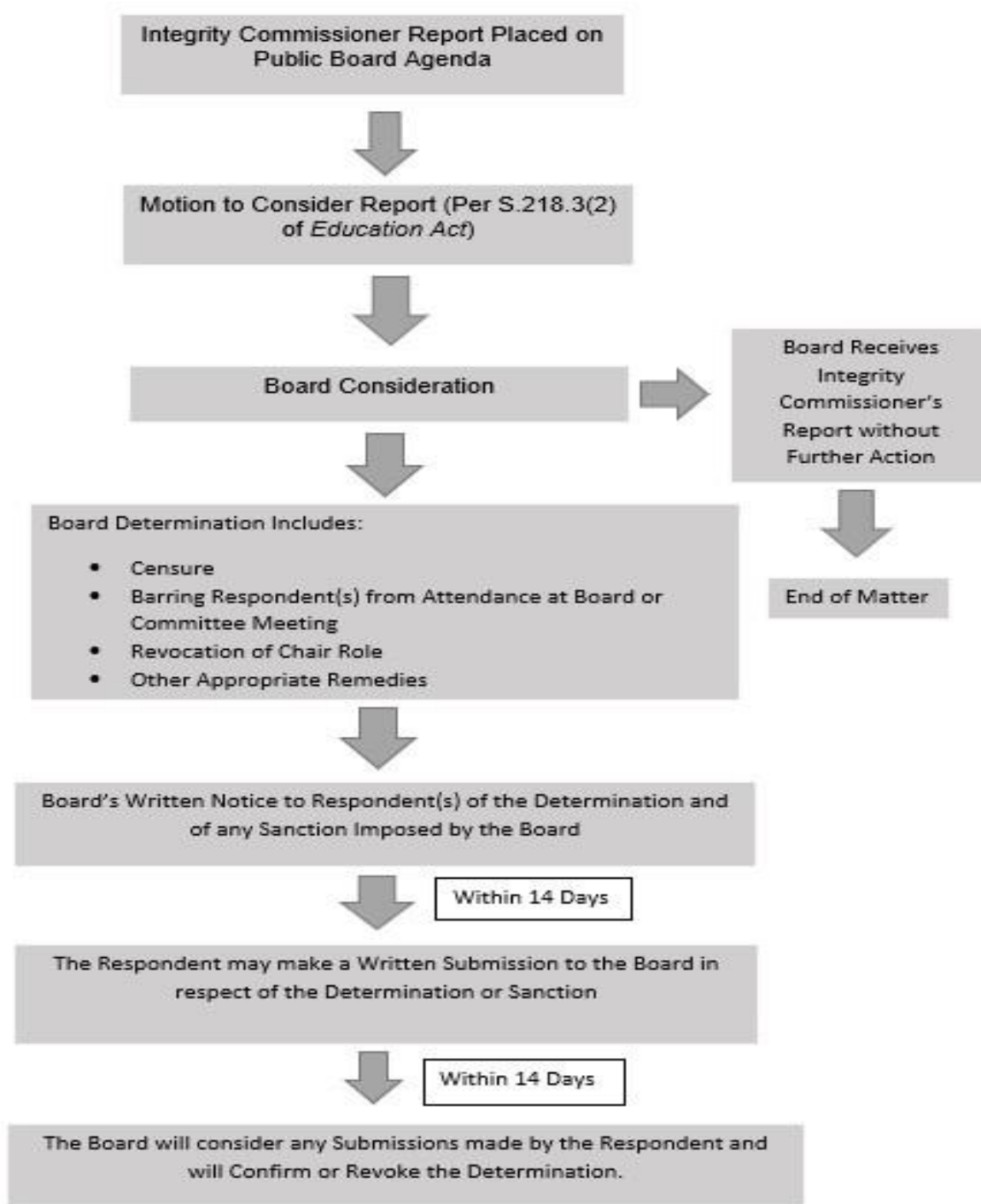
INFORMAL TO FORMAL COMPLAINT PROCESS



INTEGRITY COMMISSIONER PROCESS



BOARD REVIEW PROCESS





YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Finance
<i>Policy Number</i>	809
<i>Former Policy Number</i>	
<i>Total Pages</i>	3
<i>Original Approved Date</i>	May 8, 2012
<i>Subsequent Approval Dates</i>	May 8, 2012 June 17, 2014

STAFF USE OF EXTERNAL LEGAL RESOURCES

1. PURPOSE

The York Catholic District School Board acknowledges that there will be occasions when the services of external legal resources may need to be retained ~~by the Senior Team Administration~~. The purpose of this policy is to clarify the conditions under which external legal services will be acquired.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that legal advice and representation be retained when necessary in the delivery of education services and/or management and/or control of Board resources. Funds shall be allocated in the annual budget for legal expenses.

3. PARAMETRES

3.1 Board funds may be allocated for acquiring external legal services related to **routine (standard operational)** matters of the Board including, but not limited to:

3.1.1 Property [Review of Contracts / Purchases / Leases / Education Development Charges (EDC)]

3.1.2 Safe Schools (Suspensions, Expulsions)

3.1.3 Insurance Claims

3.1.4 Procurement of Goods and Services for the Board (Bids, Contracts, Claims, Statutory Compliance requirements)

3.1.5 Labour relations related matters (e.g. collective bargaining, grievance arbitrations, employee disciplinary matters, employment contracts and human rights).

~~3.2 Board funds may be allocated for acquiring external legal services related to Labour matters such as Grievances, Human Rights and Bargaining as directed by and reported to the Labour Relations Committee of the Board.~~

3.3. Board funds may be allocated, with **prior** Board **of Trustees** approval, for acquiring external legal services related to **non-routine** matters **or issues** ~~which could set a significant precedent in policy and/or procedure.~~

- 3.4 With respect to matters pertaining to the position or performance of the Director of Education, the Chair of the Board may acquire legal services through the Chief Financial Officer and the Treasurer of the Board as directed by the Board of Trustees.
- 3.45 For routine operational matters, the Director of Education shall be responsible for approving the acquisition of external legal services.
- 3.56 The Director of Education shall report to the Board of Trustees in private session, no less than ~~quarterly~~ semi-annually, the status of all legal matters and associated legal costs.
- 3.67 Invoices for all external legal services shall be approved by the appropriate Senior ~~Administrator~~ team member whose department initiated the request for service.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To approve the use of legal resources for non-routine matters in a timely manner;
- 4.1.2 To authorize the Chair of Board to obtain legal services with matters pertaining to the Director of Education; and
- 4.1.3 To submit receipt of legal expenses to the Chief Financial Officer and Treasurer of the Board.

4.2 Director of Education

- 4.2.1 To oversee compliance of the Staff Use of External Legal Resources Policy.
- 4.2.2 To present to the Board matters requiring approval.
- 4.2.4 To retain the services of external legal counsel in accordance with this policy.

4.3 Senior ~~Team~~ Administration

- 4.3.1 To acquire external legal resources for routine (standard operational) matters as required or directed.
- 4.3.2 To provide information or prepare reports for legal counsel as requested by the Director of Education in a timely manner.

4.4 Chief Financial Officer and Treasurer of the Board

- 4.4.1 To obtain legal resources as directed by the Board of Trustees for matters pertaining to the Director of Education.
- 4.4.2 To approve the annual legal budget and to monitor budget compliance through receipt of legal expense reports.

5. DEFINITIONS

5.1 Senior ~~Team~~ Administration

For the purpose of this policy Senior ~~Team~~ Administration refers to:

- 5.1.1 Director of Education;
- 5.1.2 Associate Director of Education;
- 5.1.3 Chief Financial Officer and Treasurer of the Board ~~Corporate Services~~
- 5.1.4 Supervisory Officers; and,
- 5.1.5 Corporate Senior Leaders.

~~Treasurer of the Board, Supervisory Officers and/or Senior Managers
Departments initiate a request for external legal resources, provide information
and/or prepare reports as requested by the Director of Education.~~

6. CROSS REFERENCES

Legislation

[Human Rights Code](#)

YCDSB Policies

[Policy 423 Conflict of Interest](#)

DRAFT



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17132
Fax: 905-713-1272 • www.ycdsb.ca

NOTICE OF MOTION

August 23, 2023

STUDENT TRUSTEE REPORT TO BOARD

- Whereas** YCDSB Operational Bylaw No. 1 requires all board agendas to be provided 72 hours in advance of Board or Committee meetings;
- Whereas** *Policy 107 Student Trustees*, Parameter 3.13.1 requires Student Trustees' Reports to Board be received by the Superintendents, for review/approval one week prior to the meeting;
- Whereas** Trustees have been receiving all reports, including discussion items, information items, and action items in agenda packages except the Student Trustees' Reports as required by Policy 107 and Operational Bylaw No.1 through regular course of action.

LET IT BE RESOLVED

THAT the Student Trustees' Report to Board gets sent to the Trustees as well as the Superintendent overseeing Student Trustees, for approval, prior to including in the Board agenda package.

THAT the Student Trustees' Report to Board be included in the monthly Board Agenda package and received within 72 hours in advance of Board Meetings.

Respectfully submitted,

Michaela Barbieri
Trustee
Vaughan (Area 2, Ward 2)

Reference No. 2024:01:0823:MB



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17133
Fax: 905-713-1272 • www.ycdsb.ca



August 23, 2023

TRANSPORTATION TO ST. BROTHER ANDRE CATHOLIC HIGH SCHOOL

- Whereas** In accordance with YCDSB *Policy 203 Student Transportation Services*, eligibility for transportation to and/or from a student's school/ program and home is a function of the eligibility requirements outlined in the policy;
- Whereas** YCDSB *Policy 203 Student Transportation Services* paragraph 3.6 provides for transportation for Secondary French Immersion transportation to students within the host secondary school's boundary and those students who are not "transit served";
- Whereas** Students attending the St. Francis Xavier CES French Immersion program have identified the lack of transportation as a barrier to their continued participation in the French Immersion program at the secondary level. (see attached petition);
- Whereas** Students of the Markham South Community deserve additional support and resources to overcome systemic barriers to their success.
- Whereas** Administration is currently evaluating the new Pupil Transportation Funding from the province, with expectations of proposing policy changes to the Board of Trustees this fall.

LET IT BE RESOLVED:

THAT a Transportation exception, as has been granted St. Cecilia CES, be granted for the area known as South Markham (St. Francis Xavier CES, French Immersion Boundary) to provide student transportation to students attending St. Brother Andre CHS, for French Immersion, effective September 2023 to June 30, 2024.

Respectfully submitted,
Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2024:02:0823:FA

Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8
(Milliken/Markham/Unionville)
frank.alexander@ycdsb.ca • Home: 905-479-8285

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: August 29, 2023

RE: Transportation Policy Exception: South Markham FI Students

Executive Summary:

This report is intended to provide the Board of Trustees with background and a proposal for temporary transportation for St. Brother Andre CHS Students residing within the St. Francis Xavier CES French immersion boundary./ Father Michael McGivney school boundary (South Markham).

Background:

With the implementation of the secondary French immersion program the Board of Trustees approved the addition of paragraph 3.6.4.2 in ***Policy 203 Student Transportation Services, Secondary French Immersion Students***. This addition identified the eligibility requirements for secondary French immersion (FI) students to qualify for board provided transportation. Specifically, students living within the school boundary of the host FI secondary school and outside of the Non Transportation Zone (NTZ) of the host FI school, and those students within the French Immersion Service Area Map, who are not “Transit Served” would be eligible (see below for policy excerpt).

Policy 203: Student Transportation Services:

3.6 Transportation may be provided for:

3.6.1 Physically challenged students;

3.6.2 Students requiring a special education program as identified by the Superintendent of Student Services or the Director of Education;

3.6.3 Medical reasons as certified by a doctor and approved by the Coordinating Manager of Planning & Operations or the Director of Education, in accordance with the Student Transportation Services procedures manual and appropriate documentation supportive of such request(s).

3.6.4 Optional programs as determined by the Board of Trustees through the budgeting process.

3.6.4.1 Elementary French Immersion (F.I) students residing within the defined F.I. boundary of their designated school are eligible for transportation. In all cases Non-Transportation Zones apply.

3.6.4.2 Secondary French Immersion students

3.6.4.2.1 Who reside within the regular track boundary of the French Immersion School they attend are eligible for transportation as per 3.1iii.

3.6.4.2.2 Who reside outside the regular track boundary of the French Immersion School they attend, in non-transit served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply.

5.11 Transit Served Student

A student who:

- ***Can access public transit to and from school;***
- ***Lives within 1 kilometer of a public transit stop;***
- ***Spends 75 minutes or less travelling to or from school; and,***
- ***Requires three vehicles or less travelling to or from school.***

Community Request:

Over the past year, a number of comments have been received from the St. Francis Xavier CES FI graduating students/ community regarding the challenges of accessing St. Brother Andre CHS given the Board's existing transportation eligibility requirements and requests for additional support. To date the families requesting additional service reside outside of the St. Brother Andre CHS boundary and are "Transit Served", therefore they do not receive transportation from the Board. In March 2023 members of the South Markham community submitted a petition formally articulating a request for board provided transportation for this area (Appendix 1). The correspondence identifies a lack of reliable public transportation and distance between school and home and the main reasons for the request.

Analysis:

Enrolment- As of October 2022, there were a total of 23 FI students (9 - 12) attending St. Brother Andre CHS, who resides within the St. Frances Xaveir CES FI /Father Michael McGivney

catchment area. In October 2022 of the total 789 secondary FI students attending YCDSB secondary schools, 406 (51%) FI students attended a FI secondary school from outside the host school's attendance boundary. Secondary FI enrolment by school of attendance and the home school where the students reside (October 2022) is summarized in Table 1. As of last October, 22% of the St. Brother Andre CHS FI students reside outside of the St. Brother Andre CHS school boundary.

Funding- Administration is currently in the process of assessing the impacts of the new Provincial funding model for transportation given the most recent direction provided by the Province of June 29, 2023. At this point due to the net minimal increase in funding and the downloading of the Driver Retention Program (DRP) to school Boards, additional funding for secondary french immersion transportation on par with regular home to school transportation is not available.

Administration continues to assess the impacts of the new model and intends to bring suggested policy modifications to Policy 203 to the Board in the fall. It is anticipated any significant policy changes would be effective September 2024.

Community Request - Currently the St. Cecilia CES community is the only example of a group of students receiving transportation via a transportation policy exception as those students would not otherwise be eligible. This provision has remained in place temporarily pending the outcome of a boundary review process.

Similar to the St. Cecilia CES example, the St. Francis Xavier CES FI community is requesting transportation outside of the existing policy eligibility requirements.

In 2022 the Region of York released the “Community Safety and Well-Being Plan of York Region 2022-2026”. The Plan is intended to help foster communities where “everyone is safe, has a sense of belonging, opportunities to participate, and where individuals and families are able to meet their needs for education, healthcare, food, housing, income and social and cultural expression”. Based on the data (see appendix II for a summary), of all the communities evaluated in York Region, South Central Markham (which includes the St. Francis Xavier CES FI Community) was identified as one of 4 areas (appendix III) that would most benefit from community safety and well-being initiatives. A community profile is provided in Appendix IV highlighting some of the Region of York's findings.

Transportation

Student Transportation Services of York Region staff have verified that all students identified on the petition are considered “transit served” by the Policy 203 definition. St. Brother Andre CHS is a PACE school, therefore there may be some limited capacity on bus units operating with the area identified, however any additional units which may be required will further impact bus driver shortages and cost.

Options:

The following options have been developed as “temporary” accommodation solutions for the 2024-2024 school year for trustee consideration.

Option	Description	Est. Annual Cost	Pros	Cons
1	Home to school bussing via yellow school bus or minivan consistent with regular home to school service for eligible students	Approx. \$20k to \$70k	<ul style="list-style-type: none"> -Highest level of service, consistent service delivery with regular home to school transportation for eligible students. -Consistent with the community's request, and likely to be well received. -Consistent with the exception made for the St. Cecilia CES school community attending St. Joan of Arc. - Potential to leverage PACE buses in the area. 	<ul style="list-style-type: none"> -Difficult to restrict ridership to FI qualified students only. -Supports a precedent for regular home to school transportation for transportation accommodations outside of policy eligibility. -Highest potential cost -May require additional units (costs and driver shortage)
2	Shuttle Service (or hub model) where eligible students are picked up from common collection points and transported to and from St. Brother Andre CHS.	Approx. \$15k to \$40k	<ul style="list-style-type: none"> -Provides yellow bus or minivan from specific locations with the community to/from St. Joan of Arc. - Potential to leverage PACE buses in the area. 	<ul style="list-style-type: none"> -New unproven model, and possible unintended consequences. -Students may have similar challenges accessing the collection points. -May not address the community's concerns. -May require additional units (costs and driver shortage)
3	Transit Pass The provision of a transit pass for each eligible student and inquiries with YRT for a School Special.	Approx. \$1,000/student (\$23k)	<ul style="list-style-type: none"> -Eliminates the financial burden on the family for a transit pass. -Reinforces Public Transit as an appropriate transportation option -Consistent with the provision of transportation for other programs (ie. St. Luke) -Does not require an additional STS Supported route, and applicable bus driver, given current shortages 	<ul style="list-style-type: none"> - The community has identified concerns with the availability and time requirement for Public Transit . Providing bus passes creates additional administrative work for school and STS. - unable to monitor the use of the presto cards (for school travel only)

Summary:

French immersion at both the Elementary and Secondary panel is considered an optional program, similar to IB, HPA, and RAP. Given the current transportation funding, or lack thereof, any additional service is difficult to provide without a corresponding decrease in service of another group, or subsidization from other funding sources.

Although multiple communities have expressed concerns with the lack of board provided transportation for the secondary French immersion program, the South Markham community has been identified as a one of 4 communities regionally which would be best served by an additional resources and attention from various public agencies.

Recognizing this need, and the Board's desire to assist disadvantaged communities, Administration recommends the subsidizing of transit passes and the encouragement of a school special (Option 3) for the 2023-24 school year. Although this option will not necessarily address the concerns raised about unreliable YRT service, this option does provide some additional level of support above the existing policy, as well as reinforces public transit as an appropriate model of transportation. The provision of bussing in the form of Options 1 and Option 2 are not supported by Administration at this time.

Recommendation:

THAT the Board of Trustees authorize a Transportation Policy Exception for all french immersion students attending St. Brother Andre CHS who resides within St. Francis Xavier CHS french immersion boundary / St. Michael McGivney CHS boundary.

THAT the policy exception will be in effect for the 2023-2024 school year, and will expire June 30, 2024.

Prepared By: Tom Pechkovsky, Coordinating Manager, Planning & Operations
Submitted and Endorsed By: Domenic Scuglia, Director of Education & Secretary of the Board

Frank S.D. Alexander
Chair of Board
Trustee - Markham
Area 2: Wards 4,5,7 & 8
(Milliken/Markham.Unionville)

Subject: Petition for School Bus Services for French Immersion Students

To whom it may concern,

We, the undersigned parents, guardians, students, and concerned community members, are writing to request your urgent attention and support in providing school bus services for high school students enrolled in the special French Immersion program at Saint Brother Andre Catholic High School. It has come to our attention that these dedicated students face significant challenges in commuting to school due to the lack of reliable public transportation options in the south part of Markham and the considerable distance between their homes and the school.

The French Immersion program at Saint Brother Andre Catholic High School has been a vital part of our educational system, fostering bilingualism and a deeper understanding of the French language and culture. Many of these students have been committed to this program since elementary school, investing years of hard work and dedication to achieve proficiency in French. However, the unfortunate reality is that the majority of these students do not have a feasible means of transportation to school, putting their continued participation in the French Immersion program at risk.

The French Immersion program at Saint Brother Andre Catholic High School holds a special significance for our community. Many of these students have been enrolled in French Immersion since elementary school, specifically at St. Francis Xavier, where they were the first French Immersion graduates. They have demonstrated exceptional commitment and dedication to their education, language proficiency, and cultural understanding.

While Father McGivney Catholic High School is conveniently located near their homes, these students have made a conscious choice to pursue and continue their education in the special French Immersion program. However, the lack of school bus services has created an unfortunate situation where these motivated students are now burdened with an arduous and time-consuming commute to Saint Brother Andre Catholic High School, which is far from their residences.

As parents and community members, we strongly believe that no student should be forced to abandon their educational pursuits and the language skills they have developed due to transportation barriers. Public transport, though available, does not provide a reliable or efficient means of commuting, particularly considering the early school start time of 8:20 am. This creates an unrealistic burden for students who would need to take multiple buses, often resulting in long travel times and increased stress levels.



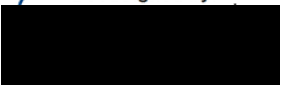


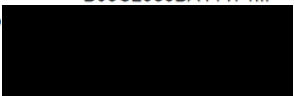
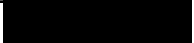













By implementing a dedicated school bus service for French Immersion students, we can provide these young individuals with a practical and dependable mode of transportation, ensuring their continued access to quality education. Such a service would not only alleviate the logistical challenges faced by these students but also demonstrate our commitment as a community to supporting their academic aspirations.

We understand that budget constraints and logistical considerations are important factors in decision-making. However, we kindly request that you explore all possible avenues to secure funding and develop a transportation plan that accommodates the needs of French Immersion students. We believe that investing in their education is an investment in the future of our community, promoting cultural diversity, linguistic proficiency, and global awareness.

We, the undersigned, urge you to consider our petition and take immediate action to implement a school bus service for French Immersion students at Saint Brother Andre Catholic High School. By doing so, you will ensure that these students can continue their educational journey with the same dedication and enthusiasm they have shown thus far.

Thank you for your attention to this matter. We look forward to your positive response and commitment to supporting the educational needs of our French Immersion students.

Student Name	Grade	Program	Parents Name	Signature
<div></div>	9	French Immersion & AP	<div></div>	<div></div>

	9	French Immersion		<div>DocuSigned by: </div>
	9	French Immersion		<div></div>
	9	French Immersion		
	9	French Immersion		
	9	French Immersion		
	9	French Immersion		
	9	French Immersion & AP		
	9	French Immersion & AP		

Appendix II

Table 1: Summary of Secondary FI students by School of Attendance, Secondary School Boundaries and Grade as of October 31, 2022

School of Attendance	Home Secondary School	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total	Total Students Attending from outside the Host School Boundary	Total Students Attending from within the Host School Boundary
FATHER BRESSANI	CARDINAL CARTER			1		1		
	Dual Feeder - BREBEUF/HOLY CROSS / FATHER BRESSANI	6	7	3	6	22		
	Dual Feeder - HOLY CROSS / FATHER BRESSANI	3	8	1		12		
	Dual Feeder - ST. JOAN OF ARC / CARDINAL CARTER	3	2	3		8		
	Dual Feeder - ST. JOAN OF ARC / ST. ELIZABETH	2		1		3		
	FATHER BRESSANI	8	16	12	10	46		
	HOLY CROSS	9	10	11	5	35		
	ST. ELIZABETH			1		1		
	ST. JEAN DE BREBEUF	17	13	9	9	48		
	OUTSIDE YORK REGION	2	1			3		
FATHER BRESSANI Total		50	57	42	30	179	99	80
							55%	45%
OUR LADY QUEEN OF THE WORLD	CARDINAL CARTER	8	8	17	15	48		
	Dual Feeder - ST. JOAN OF ARC / CARDINAL CARTER	5	2		3	10		
	Dual Feeder - ST. JOAN OF ARC / ST. ELIZABETH	4	8	1	5	18		
	Dual Feeder - ST. MAXIMILIAN KOLBE / SACRED HEART	1				1		
	Dual Feeder - ST. THERESA / OUR LADY QUEEN OF THE WORLD	1		1		2		
	OUR LADY QUEEN OF THE WORLD	19	21	23	18	81		
	SACRED HEART				1	1		
	ST. AUGUSTINE		3		2	5		
	ST. ELIZABETH	2	2	2	1	7		
	ST. JEAN DE BREBEUF		1			1		
	ST. ROBERT	2	9	16	4	31		
	ST. THERESA OF LISIEUX	16	21	26	27	90		
	OUTSIDE YORK REGION		1		1	2		
OUR LADY QUEEN OF THE WORLD Total		58	76	86	78	298	217	81
							73%	27%
ST. BROTHER ANDRE	FATHER MICHAEL MCGIVNEY	12	5	4	2	23		
	ST. AUGUSTINE	2	5	3	7	17		
	ST. BROTHER ANDRE	43	42	29	36	150		
	ST. MAXIMILIAN KOLBE			1		1		
	ST. THERESA OF LISIEUX					1		
ST. BROTHER ANDRE Total		57	52	37	46	192	42	150
							22%	78%
ST. MAXIMILIAN KOLBE	CARDINAL CARTER	12	5	5	7	29		
	Dual Feeder - ST. MAXIMILIAN KOLBE / SACRED HEART		1	2	1	4		
	OUR LADY OF THE LAKE	4		2		6		
	SACRED HEART	2	3	5	2	12		
	ST. MAXIMILIAN KOLBE	22	15	16	15	68		
	UNGEOCODED	1				1		
ST. MAXIMILIAN KOLBE Total		41	24	30	25	120	48	72
							40%	60%
Grand Total		206	209	195	179	789	406	383
							51%	49%

As a Percentage of the Grade Total

Estimated cost for 2023-2024

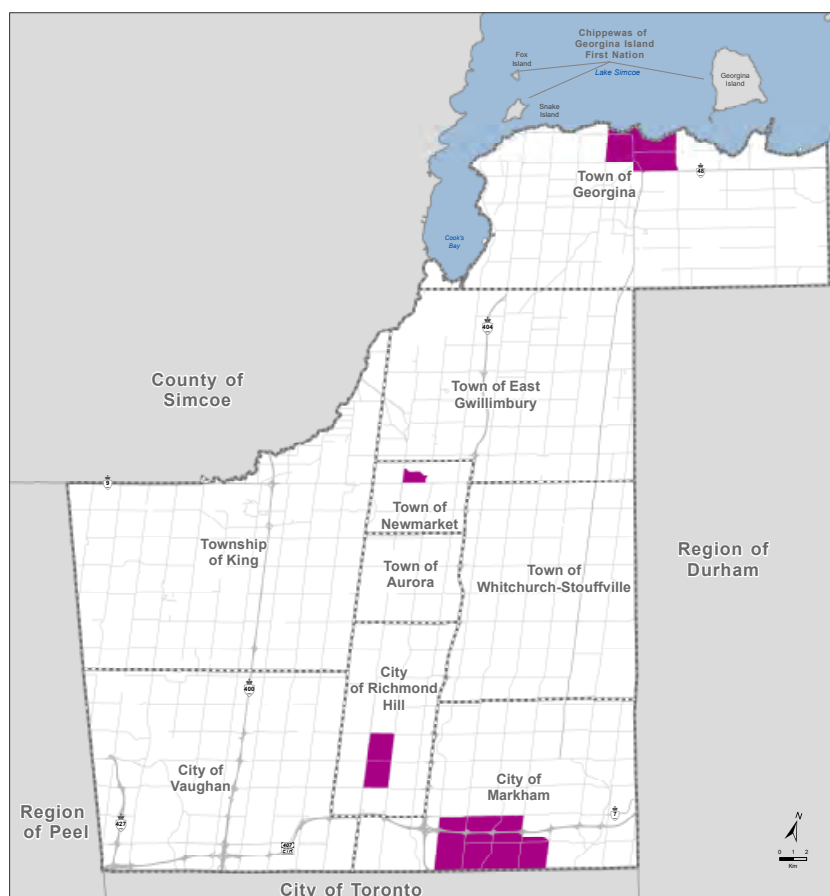
Option 1 Option 2 Option 3

School of Attendance	Home Secondary School	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
FATHER BRESSANI	CARDINAL CARTER			2%		1%
	Dual Feeder - BREBEUF/HOLY CROSS	12%	12%	7%	20%	12%
	Dual Feeder - HOLY CROSS / FATHER BRESSANI	6%	14%			7%
	Dual Feeder - ST. JOAN OF ARC / CARDINAL CARTER	6%	4%	7%		4%
	Dual Feeder - ST. JOAN OF ARC / ST. ELIZABETH	4%	0%	2%		2%
	FATHER BRESSANI	16%	28%	29%	33%	26%
	HOLY CROSS	18%	18%	26%	17%	20%
	ST. ELIZABETH	0%	0%	2%	0%	1%
	ST. JEAN DE BREBEUF	34%	23%	21%	30%	27%
	OUTSIDE YORK REGION	4%	2%			2%
FATHER BRESSANI Total		50	57	42	30	179
OUR LADY QUEEN OF THE WORLD	CARDINAL CARTER	14%	11%	20%	19%	16%
	Dual Feeder - ST. JOAN OF ARC / CARDINAL CARTER	9%	3%	0%	4%	3%
	Dual Feeder - ST. JOAN OF ARC / ST. ELIZABETH	7%	11%	1%	6%	6%
	Dual Feeder - ST. MAXIMILIAN KOLBE / SACRED HEART	2%	0%	0%	0%	0%
	Dual Feeder - ST. THERESA / OUR LADY QUEEN OF THE WORLD	2%	0%	1%	1%	1%
	OUR LADY QUEEN OF THE WORLD	33%	28%	27%	23%	27%
	SACRED HEART	0%	0%	0%	1%	0%
	ST. AUGUSTINE	0%	4%	0%	3%	2%
	ST. ELIZABETH	3%	3%	2%	1%	2%
	ST. JEAN DE BREBEUF	0%	1%	0%	0%	0%
	ST. ROBERT	3%	12%	19%	5%	10%
	ST. THERESA OF LISIEUX	28%	28%	30%	35%	30%
	OUTSIDE YORK REGION	0%	1%	0%	1%	1%
OUR LADY QUEEN OF THE WORLD Total		58	76	86	78	298
ST. BROTHER ANDRE	FATHER MICHAEL MCGIVNEY	12	5	4	2	23
	ST. AUGUSTINE	2	5	3	7	17
	ST. BROTHER ANDRE	43	42	29	36	150
	ST. MAXIMILIAN KOLBE					1
	ST. THERESA OF LISIEUX					1
ST. BROTHER ANDRE Total		57	52	37	46	192
ST. MAXIMILIAN KOLBE	CARDINAL CARTER	12	5	5	7	29
	Dual Feeder - ST. MAXIMILIAN KOLBE / SACRED HEART		1	2	1	4
	OUR LADY OF THE LAKE	4		2		6
	SACRED HEART	2	3	5	2	12
	ST. MAXIMILIAN KOLBE	22	15	16	15	68
	UNGEOCODED	1				1
ST. MAXIMILIAN KOLBE Total		41	24	30	25	120
Grand Total		206	209	195	179	789

What we have done and can build on:

- We analyzed population and program data and consulted with the community to identify areas to focus on for the first iteration of the Plan
- The focus areas identified and approved by Council are northern Georgina, central Newmarket, south-central Richmond Hill and south-central Markham, highlighted in Figure 1.6. Information about these communities can be found in Appendices 1 to 4

Figure 1.6: Community safety and well-being focus areas



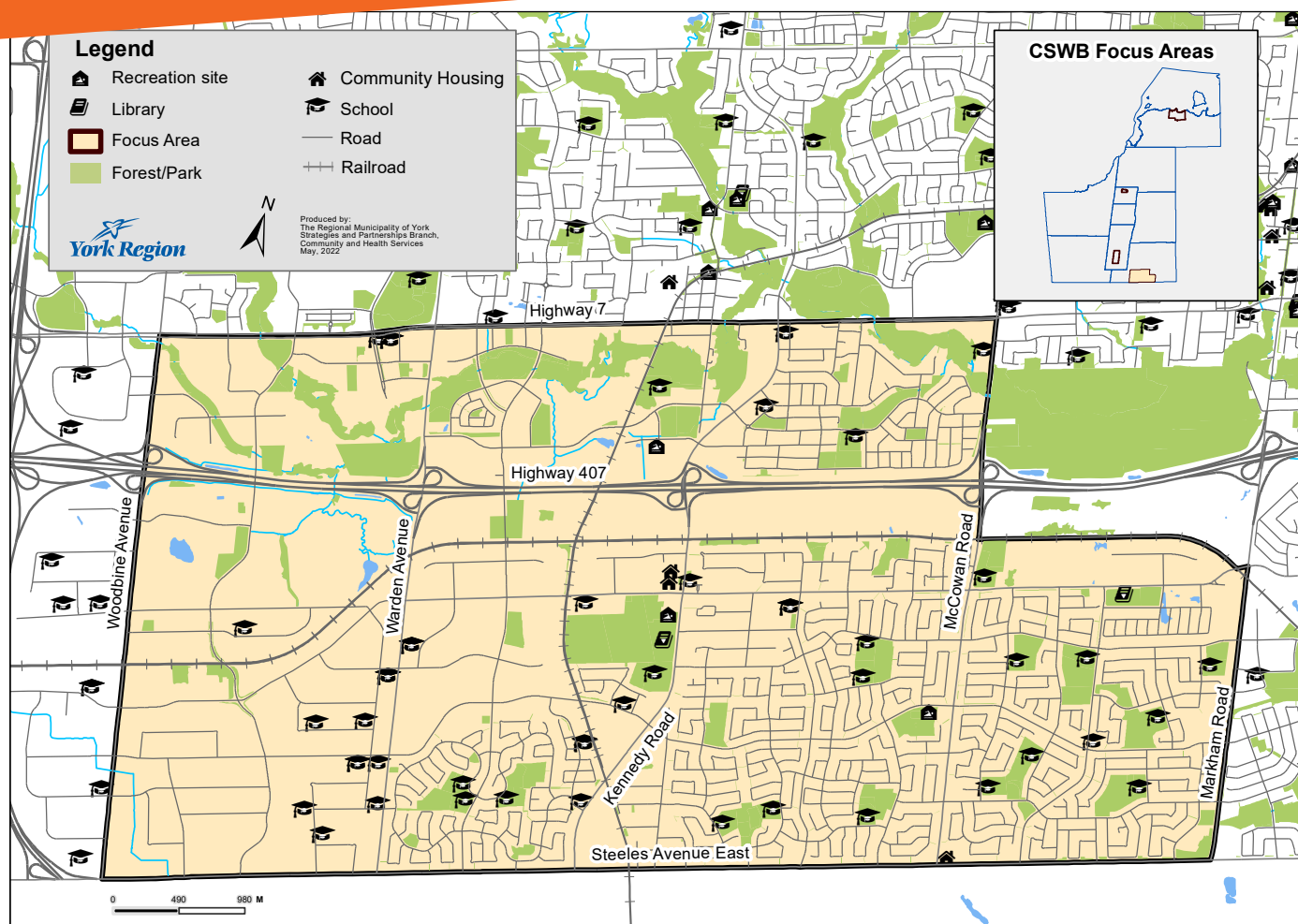
What's ahead and how we will make progress:

- Place-based planning and actions will be driven by the work of the Community Action Table in each of the focus areas, engaging with key partners and leveraging assets to address local issues
- As the Plan is rolled out, we will monitor the performance of place-based initiatives and look for opportunities to scale up successful projects to other York Region communities. This will help increase impact across the Region
- We will use evidence from data and community surveys, supported by consultations with community partners, to inform consideration of new focus areas for future iterations of the Plan

APPENDIX 4

SOUTH-CENTRAL MARKHAM

Community Profile



South-central Markham (SCM) is a community of 79,561 people. Data shows that the largest age group is adults aged 25 to 54. Almost 93% of residents self-identify as visible minorities. The number of residents without knowledge of either of Canada's official languages is 12 percentage points higher than the York Region average, which may contribute to social/cultural isolation. Additionally, almost 29% of the population in this area lives with low income.

Population



TOTAL

1,109,909

**SOUTH-CENTRAL
MARKHAM**

79,561

BY AGE

YR	SCM
17.6%	14.6%
13.2%	13.7%
41.4%	42.4%
13.2%	14.3%
14.6%	14.9%



% OF INDIGENOUS PERSONS

YR **0.5%**
SCM **0.2%**

CITIZENSHIP STATUS



**SELF-IDENTIFIED
VISIBLE MINORITIES** **92.8%**

All data covered in this profile is from Statistics Canada, 2016 Census.

KNOWLEDGE OF OFFICIAL LANGUAGES



English Only
French Only
English & French
No English or French

YR
87.7%
0%
6.6%
5.6%

SCM
78.8%
0.1%
3.5%
17.7%

TOP 5 NON-OFFICIAL LANGUAGES

SPOKEN MOST OFTEN AT HOME



Cantonese Mandarin Tamil Urdu Punjabi

Housing



AVERAGE NUMBER OF PEOPLE PER HOUSEHOLD

York Region

3.1

South-central
Markham

3.5

HOUSING OWNERSHIP

Owned Households
Tenant Households

YR
85.8%
14.2%

SCM
81%
19%

% PAYING 30% OR MORE ON HOUSING

Owned
Households
Tenant
Households

YR
28.1%
51.8%
SCM
36.4%
49.8%

SELECTED FAMILY CHARACTERISTICS

Lone-Parent Households
Multiple Family Households

YR
13.8%
5.7%

SCM
16.2%
15.5%

RESIDENTS RECEIVING SOCIAL ASSISTANCE BENEFITS

YR
4.5%
SCM
6.5%

Income



AVERAGE INDIVIDUAL INCOME

YR
\$50,997

SCM
\$33,867

LOW INCOME RESIDENTS



York Region

South-central
Markham

16.9%
28.8%

Education



AGED 25-64 YEARS

Less than High School
High School or Equivalent
Post-Secondary Certificate
Diploma or Degree

YR
7.5%
19.5%
73%

SCM
27.1%
28.3%
51.4%

All data covered in this profile is from Statistics Canada, 2016 Census.

South-central Markham - Community Action Plan 2022 to 2026

Actions*	ST	MT	LT
Mental Well-Being			
1. Conduct asset mapping to create an inventory of services and identify those that are culturally specific	●		
2. Implement a communication strategy to raise awareness of services and service navigation tools, such as FindHelp Information Services (211) and York Region's Access York	●		
3. Engage residents of all cultures to better understand and address barriers to service access	●		
4. Explore the use of community space for programs and networking		●	
5. Help residents find services by creating a System Navigator role		●	
6. Find a centralized place where the System Navigator can connect residents to services		●	
7. Develop or enhance existing Student and Parent Ambassador Programs to support service navigation and build connections		●	
8. Enhance service coordination between community partners to support warm transfers			●
9. Host focus groups with service providers to develop new models of virtual/in-person service delivery	●		
10. Work with service providers to improve triage, reduce waitlists and provide rapid follow-up supports			●
11. Reduce stigma around mental well-being through public education and awareness		●	
12. Host events to bring people together and improve the community's sense of belonging	●		
13. Identify and understand relationships across cultures (resident to resident) and develop a Culturally Diverse Stories Project about mental wellness	●		
14. Strengthen partnerships with faith-based and cultural organizations to better engage the community			●
15. Build resident civic engagement skills	●		
16. Advocate/create/support opportunities for community agencies and residents to participate in government decision-making			●
Housing Stability			
17. Create a platform to improve community outreach using social media		●	
18. Share information on resources and services at existing hubs, faith-based centres and libraries	●		
19. Educate tenants on their rights and build awareness of eviction prevention programs	●		
20. Host education and awareness building sessions on housing issues, (e.g., documenting lived experiences along the housing continuum)	●		
21. Examine service pathways to better understand and address barriers	●		
22. Initiate a Community Watch Program for vulnerable populations to complement police services		●	
23. Create opportunities for tenant-led initiatives and resident capacity building	●		
24. Conduct research to better understand issues surrounding second suite apartments	●		
25. Explore the use of spare bedrooms for temporarily housing community members		●	
26. Explore what is the long-term effect on infrastructure, revenue generation, etc. with illegal rentals			●
27. Examine how to integrate Community Action Table work with other organizations that have similar mandates (e.g., Affordable Housing Coalition)	●		
28. Advocate to implement the Rights to Housing Framework and bylaws to support housing affordability		●	

*Short-term (ST) actions are intended to be initiated in the focus area within the first year of the 4-year planning cycle, medium-term (MT) within 2 years, long-term (LT) within the last 3-4 years. Once initiated, actions may be ongoing. Details on how the CAT will deliver some early actions in 2022 can be found on the next page.

South-central Markham – Early Actions for 2022

Action	Action Description	Performance Measures
Mental Well-Being		
Host focus groups with local service providers to develop new models of virtual/in-person service delivery	Engage residents and service providers to identify lessons learned and impacts of virtual mental health services. Create a best practice guide to support service providers in their planning as we transition out of COVID-19 response	# agencies engaged # residents engaged # of engagement sessions Development and distribution of best practice guide
Create an inventory and develop an ethno-specific service guide of mental well-being resources and services	Engage residents to learn about their experiences and knowledge of mental health and ethno-specific mental health services. Bring together York University research students/faculty, community ambassadors and agencies to support the creation of a community service guide	# of Outreach Activities # of residents engaged Development of Inventory, updated as appropriate # of residents engaged with service guide # of agencies engaged with service guide Development and distribution of service guide
Housing Stability		
Community Led Housing Stability Summit	Building off the annual City of Markham Housing Summit, host a Community Led Housing Summit, bringing together resident leaders, grassroots organizations for a day of action	# of grassroots organizations involved in planning # of grassroots organizations attended # of residents involved in planning # of residents attended # of agencies engaged/attending
Housing and Homelessness Awareness Building Campaign	Engage those with lived experience along the housing continuum through storytelling, where various materials will be created (e.g., videos, print, etc.) to raise awareness of these issues	# of Residents engaged in planning process # of residents reached # of materials/tools created and made available
Housing Support Workshops	Connect residents, partners and agencies to information about tenant rights and housing supports (e.g., eviction prevention and rent supplement programs)	# of workshops held # of residents reached # of partners engaged
Capacity Building to Support Civic Engagement	Build civic engagement skills to support community voices in informing policy decision making through workshops	# of workshops held # of residents reached # of partners engaged
Use community spaces, identified through asset mapping, for resident/grassroot developed engagement tools in relation to housing supports	Consolidate resources and services into one large poster/flyer foldout/visual which supports housing knowledge without taking away multiple program flyers	# of spaces utilized # of resources consolidated # of residents reached



York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17133
Fax: 905-713-1272 • www.ycdsb.ca



May 23, 2023

MOTION TO ENRICH YCDSB CATHOLICITY

- Whereas** Christ is at the center of our Faith;
- Whereas** We are all one in Christ;
- Whereas** This oneness is intended to bring us all in unity and peace with one another;
- Whereas** Unity and peace have been severely fractured;
- Whereas** Unity and peace can only be found in the Prince of Peace;
- Whereas** Infusing the Prince of Peace in our lives and the life of our schools will bring us that peace.

LET IT BE RESOLVED

THAT the York Catholic District School Board adopt the **Order of Daily Prayer and Recitations** and **Prayer before and after each class**; (Appendix A)

THAT the Policy on Prayer be amended to include **Order of Daily Prayer and Recitations** and **Prayer before and after each class** .

Respectfully submitted,

Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2023:12:0523:FA

Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8
(Milliken/Markham/Unionville)
frank.alexander@ycdsb.ca • Home: 905-479-8285

APPENDIX A

ORDER OF DAILY PRAYERS AND RECITATIONS

1. ACT OF CONTRITION
2. A SHORT READING FROM THE NEW TESTAMENT
3. SONG OF PRAISE:
 Praise to You Lord Jesus
 King of endless glory
 Saviour of the world
 Saviour of the world
4. BOARD'S LAND ACKNOWLEDGEMENT
5. NATIONAL ANTHEM
6. ANNOUNCEMENTS

PRAYER BEFORE AND AFTER EACH CLASS

1. Ensure a prayer asking Jesus's help and guidance precedes every class
2. Ensure that students are asked to offer their intentions
3. Ensure that every class ends with thanksgiving to Jesus

Report To: Board of Trustees
From: Administration
Date: August 29th, 2023
Report: Motion to Enrich YCDS Catholicity

EXECUTIVE SUMMARY:

This report was developed for the purpose of reviewing the Board Motion titled *Enriching YCDSB Catholicity*, proposed at the YCDSB Board Meeting on May 23rd, 2023. It details considerations to assist the Board of Trustees as it discusses the motion.

BACKGROUND INFORMATION:

The Trustee Motion below was put forth by Chair Alexander.

Motion Name: An Annual Day of Celebration of All Saints

*Whereas Christ is at the center of our Faith; Whereas We are all one in Christ;
Whereas This oneness is intended to bring us all in unity and peace with one another;
Whereas Unity and peace have been severely fractured;
Whereas Unity and peace can only be found in the Prince of Peace;
Whereas Infusing the Prince of Peace in our lives and the life of our schools will bring us that peace.*

LET IT BE RESOLVED

THAT the York Catholic District School Board adopt the Order of Daily Prayer and Recitations and Prayer before and after each class;

THAT the Policy on Prayer be amended to include Order of Daily Prayer and Recitations and Prayer before and after each class.

(See also Appendix A)

The Religious Education, Family Life, Adult Faith, & Equity department has provided the following information for consideration, pursuant to the above-named motion. Please note that these comments are informed by conversations and consultation with the Auxiliary Bishop of Toronto, Northern Region, and Vicar of Education, His Excellency Bishop Boissonneau, as well as by a brief conversation with His Excellency Archbishop Leo.

BACKGROUND:

This motion's focus on prayer as an integral component of our faith will help stress its importance to the faith life of all Catholics, as well as foster discussion which will encourage engagement with our faith.

Prayer is a foundational element of every school day at YCDSB. Schools have built-in time for school-wide prayers, as an integral part of both the opening and closing announcements of each school day. School communities have numerous additional opportunities to engage in prayer throughout the school day, including Grace Before Meals, assemblies and Mass, and during religion and family life classes, for example. At the elementary level, the package of the aforementioned daily prayers are provided by the Religious Education department, while in the secondary panel, the Chaplaincy Teams are responsible for creating these monthly, and are approved by the Religious Education Department.

Prayers for Children incorporate many forms of prayer including New Testament readings, the Act of Contrition, Our Father, Hail Mary, psalms of praise, and schools and individual classrooms sharing personal intentions on a regular basis. *These* prayers and reflections are read over morning announcements and in classrooms. They are intended to weave together the school year and the Catholic liturgical year. Our daily reflections and prayers reflect all our various communities to which staff and students belong but also their personal communities: family, friends, class, and clubs and school groups.

The liturgical calendar is the main thread around which all the prayers of the church are woven. The prayers recited in our schools are not only spiritually nourishing but also educational. Teaching students the rhythm of the liturgical seasons, the language of liturgy, and traditional prayers is an important function of a Catholic school. Our current resources bring the prayer of the Church to the students and staff by:

- ❖ celebrating the major seasons of the church year such as Advent, Christmas, Lent and Easter;
- ❖ recognizing memorials and feast days of saints as well as other important church events;
- ❖ using familiar prayers of the Church in month long blocks to facilitate the learning of the prayers by memory and to unite students with Catholics around the world and in history;
- ❖ using scriptural readings extensively that reflect the themes of the month

CHALLENGES:

While recognizing the importance of prayer as an integral part of our faith, as discussed above, implementing prayers before and after every class would present challenges. At the secondary level, this additional practice may compromise the amount of instructional minutes per period required in order to meet ministry guidelines. In addition to opening and closing daily prayers, best practices in schools currently allows for individual teachers and departments to collaborate on the specific prayer life of their classrooms. There are concerns that prescribing additional prayer every period may distance students from the value of faith practice.

At the elementary level, there are 6-7 classes per day, and to recite the order of daily prayers, as per the motion, may prove time consuming, as well. Specifically, the prayer *Act of Contrition* is a very meaningful one with a very deliberate purpose, and that is, to serve as a short prayer of penance and mercy to show remorse for sinful behaviour. By virtue of reciting the Act of Contrition, there is a concern that if the daily starting point of our encounter with God is to focus on sin and failure in our lives, then we can never enter into a loving relationship with God. Especially when dealing with young students, it may not be advisable that our love and reverence for God coexist with fear, which may undermine a healthy relationship with our faith and with God.

Prayers should educate, uplift and inspire our students and staff, and serve as a reminder every day that God's love for them is unconditional, and God loves us for who we are. The Church reminds us we are children of God, that we are the body of Christ. Our young people need to be reminded that they are Sacred. Their memories of their time in Catholic Education should instill in them this message. The legacy of Catholic education should be one whereby our students feel that they are holy and they are sacred rather than that they are sinners pleading for God's mercy on a daily basis in order to be loved. Reciting the *Act of Contrition* may re-reinforce a message that they are unable to be good followers of Jesus. In a healthy spirituality, until we recognize our own innate goodness, we will never truly understand why our faith venerates the cross on Good Friday. We are called to ensure our young people are not focused on their personal shortcomings, but rather to inspire them to recognize that they are precious and holy by nature. Faith must be infused with joy! Our focus should be to reiterate that children are and will always be Sacred to God.

Other questions to ponder are:

- Which *Act of Contrition* is being considered, as there are a number of forms?
- Is the song of praise just that one line, and how is this chosen?
- Does the New Testament selection need to be chosen for unity among all the schools?

There are two additional points: first, concern that this motion would support a model in which the school takes on functions meant to be provided by the parish which could subsequently appear to diminish the role of the parish in the faith formation of our children; and secondly, that schools, especially high schools, continue to have the discretion to share prayers that reflect each community's diverse needs.

Prepared by: David Pimentel, Principal of Religious Education, Family Life, Adult Faith, & Equity

Reviewed & Submitted by: Anthony Arcadi, Superintendent of Curriculum & Assessment Department

Endorsed by: Jennifer Sarna, Associate Director
Domenic Scuglia, Director of Education



CURRICULUM & ASSESSMENT DEPARTMENT

ANTI-BLACK RACISM & CRRP

To: Board of Trustees
From: Administration
Date: August 29, 2023
Re: OHRCL Anti-Black Racism in Education

The Curriculum and Assessment Department is committed to taking actions that are informed by the following:

- OCT's [Professional Advisory on Anti-Black Racism](#) which emphasizes “learning more about Black history and the positive contributions made by people of African descent and includ[ing] these learning in the curriculum”
- Ontario Human Rights Commission’s recent [What We Heard Report: Anti-Black Racism in Education Roundtables](#) where importance was given “for educators to encourage learning about Black people in various contexts and subjects, promoting a more inclusive and equitable curriculum.”

The Curriculum and Assessment Department recognizes the need to address anti-Black racism and all forms of discrimination. Indeed, the department has proactively undertaken many actions that are conducive to promoting equitable outcomes for all students. Given the department’s instructional mandate, these efforts are reflected through our strategic approach to supporting culturally responsive and relevant pedagogy (CRRP) across all YCDSB schools. This report provides a summary of the extensive CRRP-related work that has recently been done and/or is ongoing to positively impact student achievement.

CRRP Toolkit

The [CRRP Toolkit](#) provides guidelines and considerations on how to identify and vet resources that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for students. Key information has been shared with educators on how to effectively utilize the CRRP Toolkit when considering resources (e.g., an introductory video was made available to demonstrate the process of reviewing a specific resource) and awareness of relevant policy (i.e., [Board Policy 319](#)).

As a supplement to the CRRP Toolkit, further criteria were also developed to assist with the selection of resources pertaining to Indigenous Education. A corresponding presentation and video made available to inform these processes.

Equity-related Learning Materials

The Curriculum Department continues to prioritize resources that are written by diverse authors and focus on equity. This entails strategically incorporating these resources into the professional learning that is offered to teachers. Some of the resources that are available at all of our schools include:

- *Cultivating Genius* by Gholdy Muhammad
- *Culturally and Linguistically Responsive Teaching and Learning* by Sharroky Hollie
- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- *Equity by Design* by Mirko Chardin and Katie Novak
- *Grading for Equity* by Joe Feldman

Black Heritage Month

A comprehensive Twitter campaign was enacted this year to showcase esteemed Black Canadians and Black Catholics using the hashtag [#BHMycdsb](#). Also, a guiding resource for teacher planning was also made available to support educators as they planned activities and lessons for Black History Month (and throughout the school year). Information regarding various Black-focused resources was shared with educators (e.g., Little Friends Storyhouse, ABC's of Canadian Black History Kit, L'histoire des Noirs, etc.) and all elementary schools were invited to participate in a live-streamed event that featured read-aloud presentations of books written by Black authors.

Spark Reading

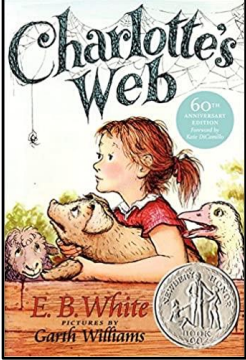

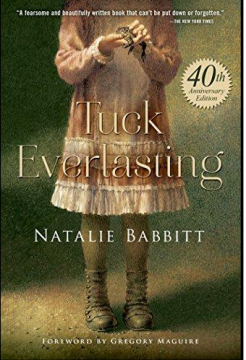
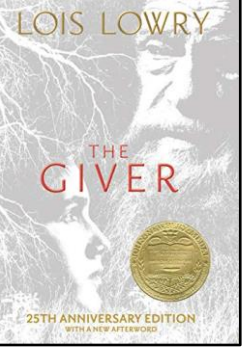

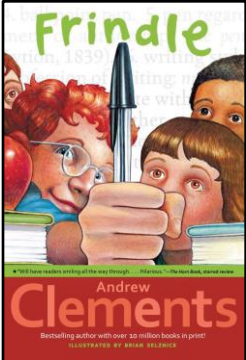
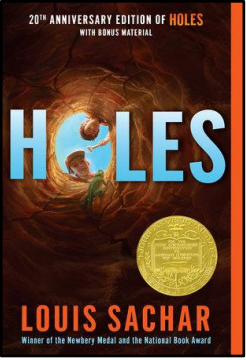

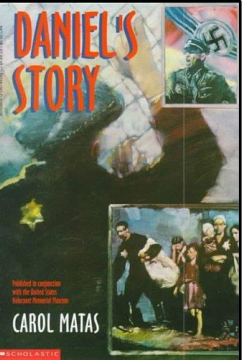
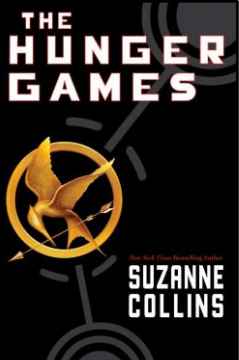
Pearson Spark Reading is a digital library that comprises a diverse selection of books, including extensive Canadian and Indigenous content. This tool is available to classroom teachers of K-5 and supports literacy programming and engages students in learning and applying reading comprehension strategies. Through our advocacy, Pearson introduced 12 new books into Spark Reading that celebrate diversity in Canada and were written by Black Canadian authors or authors of colour. We also conveyed to educators why this tool is considered more conducive for CRRP compared to other popular platforms.

Curriculum Audit

To determine which novels were being prioritized for novel study in Junior/Intermediate classes across our system, the Curriculum Department requested all of our elementary schools share their novel study choices. There was credence to conducting a curriculum audit of this sort. First, something of this sort had never been done centrally before at this scale. Second, as per the *Educators' Combating Anti-Black Racism Toolkit* by Parents of Black Children Canada, which the Director of Education made available to all administrators, one of the key recommendations from this toolkit was to engage in a curriculum audit.

The table below, in rank order fashion, highlights the top three novels that are used for novel study across our system. Please note that the year listed for each book refers to when the novel was first published. Aside from these novels being published decades ago, their pervasive use and content exemplify the need for more diverse titles.

Rank	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1	 <p><i>Tales of a Fourth Grade Nothing</i> by Judy Blume (1972)</p>	 <p><i>Bridge to Terabithia</i> by Katherine Paterson (1977)</p>	 <p><i>Holes</i> by Louis Sachar (1998)</p>	 <p><i>The Outsiders</i> by S.E. Hinton (1967)</p>	 <p><i>The Giver</i> by Lois Lowry (1993)</p>

2					
	<i>Charlotte's Web</i> by E.B.White (1952)	<i>Wonder</i> by R.J. Palacio (2012)	<i>Tuck Everlasting</i> by Natalie Babbitt (1975)	<i>The Giver</i> by Lois Lowry (1993)	<i>The Outsiders</i> by S.E. Hinton (1967)
3					
	<i>Frindle</i> by Andrew Clements (1996)	<i>Holes</i> by Louis Sachar (1998)	<i>Wonder</i> by R.J. Palacio (2012)	<i>Daniel's Story</i> by Carol Matas (1993)	<i>The Hunger Games</i> by Suzanne Collins (2008)

Sankofa Black Heritage Collection

To be responsive to the findings of the Curriculum Audit, the Curriculum Department has been committed to elevating and promoting ways of knowing or lived experiences where that type of representation is lacking in school literature. In particular, we are embracing pathways devoted to enhancing the curriculum by centering the Black experience and Black-specific resources (i.e., [Sankofa Black Heritage Collection](#)). Two titles from the Sankofa Black Heritage Collection were made available this past year to all schools with grades 7 and 8 classes. With one of these titles focusing on *Science and Technology* and the other on *The Business World*, these resources were ideally suited for addressing aspects of the [new elementary science curriculum](#) and the [revised elementary mathematics curriculum](#). In-servicing was also provided to the system around these resources and cited the scholarship of Black educators and researchers. In particular, attention was given to Ghody Muhammad's *Historically Responsive Literacy (HRL) Framework*. Additionally, curriculum personnel involved in the in-servicing had the benefit of receiving specialized training from Gholy Muhammad herself. For this upcoming school year, a third title, *Rights and Equality*, will be made available to YCDSB schools.

PA Days

In elementary, the February 3rd, 2023 PA Day addressed through a CRRP lens the power of storytelling in mathematics with Sunil Singh as our keynote. Historical connections in mathematics were explored and not limited to Western ways of knowing in order to promote an appreciation and curiosity for the beauty of mathematics from a more fulsome perspective. Also, to promote Africentric math connections, tangible lessons

were made available to highlight how Adinkra symbols connect with the math curriculum (a timely endeavour that coincided with Black Heritage Month).

In secondary, the September 23rd, 2022 PA day made connections to CRRP in order to support de-streamed classrooms. Educators were able to explore the key tenets of Culturally Relevant and Responsive Pedagogy through the examination of the Ministry's monograph on *Culturally Responsive Pedagogy*. Teachers also had the opportunity to review the CRRP Toolkit and how it applies to the de-streamed classroom.

Curriculum Leads

Math Lead Role	De-stream Lead Role
Math leads were designated at each secondary school and participated in in-servicing that focused on CRRP strategies showcased in the book <i>Culturally Responsive Teaching & The Brain</i> by Zaretta Hammond. They were given release time to share the knowledge with their departments as well as create material, such as open questions, multiple points of entry assessments, and differentiated instruction activities that are culturally appropriate and designed around the thinking classroom to implement within their respective classes.	De-stream leads were designated at each secondary school and participated in in-servicing that focused on the HRL Framework in the book <i>Cultivating Genius</i> by Gholdy Muhammad. Teachers were able to apply their learning with time for planning collaboratively with other leads at their school. Professional learning also accounted for a presentation by Peter Liljedahl related to diversity and equity in the "Thinking Classroom" and how these practices allow all learners to access the curriculum. In particular, de-streamed leads contributed to the development of a <i>De-streaming Reflective Toolkit</i> which details strategies that encompass CRRP.

The Festival of Literacy Diversity (FOLD)

The Curriculum Department procured a board pass for the Festival of Literacy Diversity (FOLD) for both panels. This festival is dedicated to celebrating underrepresented children's authors, illustrators and storytellers. Through the FOLD's online platform, teachers were able to access a virtual clubhouse to watch and re-watch workshops, panels, and interviews. Workshop topics included climate change and social justice.

Subject Council

Subject Council was leveraged as an effective communication conduit for relaying key messaging associated with anti-black racism and CRRP to all departments. For instance, some of the information imparted addressed the CRRP Toolkit (and supplemental criteria for Indigenous-focused resources), the Ministry's monograph on *Culturally Responsive Pedagogy*, and key points from the *Supporting De-streamed Classrooms* in-service.

Next Steps

By acknowledging the historical and contemporary contributions of Black people and communities, we aspire to enrich our curriculum and empower students with a comprehensive understanding of the world around them. Existing initiatives and new ones will strive to exemplify this commitment. Future reports detailing this work, and progress being made toward fulfilling the OHRC's recommendations, will be presented to the Board of Trustees.

Prepared by: Daniel LaGamba, Elementary Co-Ordinator of Programmes
Cristina Mazzeo, Secondary Co-Ordinator of Programmes

Reviewed & Submitted by: Anthony Arcadi, Superintendent of Curriculum & Assessment Department

Endorsed by: Jennifer Sarna, Associate Director
Domenic Scuglia, Director of Education

SEPTEMBER 2023

TRUSTEE SERVICES



St. Peter's Basilica

Monthly Virtue: Courage

October 2023

Oct 4—Director's Council
 Oct 4—YCDSB Retirement Evening
 Oct 9—Thanksgiving
 Oct 16—SEAC 7pm
 Oct 18—Joint Board 4pm
 Oct 18—HRC 5pm
 Oct 20—PA Day—E/S
 Oct 23—Student Success & Pathways 6:30 pm
 Oct 24—Executive 3pm (Public)
 Oct 24—Executive 4pm (Private)
 Oct 24—Corp Services Private 6:30 pm
 Oct 24—Corp Services Public 8:00 pm
 Oct 26-27 —WFMP
 Oct 30—Committee of the Whole 6:30 pm
 Oct 30—Regular Board 7:30 pm

November 2023

Nov 1—All Saints Day
 Nov 1—Take Our Kids to Work Day
 Nov 2—All Souls Day
 Nov 8—Director's Council
 Nov 11—Remembrance Day
 Nov 13—SEAC 7pm
 Nov 14—Audit (Public) 5pm
 Nov 14—Special Board 6:30 pm
 Nov 17—PA Day—E/S
 Nov 20—Inaugural Mass 6:30 pm
 Nov 20—Inaugural Board Meeting 7:30 pm
 Nov 21—Executive 3pm (Public)
 Nov 21—Executive 4pm (Private)
 Nov 27—YCPIC 7pm
 Nov 28—Committee of the Whole 6:30 pm
 Nov 28—Regular Board 7:30 pm

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
					1	2
3	4 LABOUR DAY	5 First Day of School	6	7	8	9
10	11	12	13 Director's Council	14	15 8:45 S.A.L.	16
17	18 9:30 am OCSTA Fall Regional Mtg 7pm SEAC	19 3pm Exec—Public 4pm Exec—Private	20	21	22 PA Day E/S	23
24	25 5:00pm—Policy Review 7pm YCPIC	26 4:30pm Audit—Public 5:30pm Audit—Private 6:30 pm CTW 7:30 pm Regular Board	27	28	29	30 National Day of Truth & Reconciliation Orange Shirt Day



York Catholic District School Board

REPORT

Report To: Board of Trustees
From: Administration
Date: August 29, 2023
Re: Pope Francis CES Portapak Relocation Update

EXECUTIVE SUMMARY

This report offers an update regarding the relocation of a 10-classroom portapak from St. Agnes of Assisi to Pope Francis School. The goal is to replace the 10 portables currently stationed at Pope Francis.

BACKGROUND

On November 3, 2022, the school staff requested the Ministry to use the Proceeds of Disposition (“POD”) for funding the acquisition of a new portapak for Pope Francis School. This was to replace the existing 10 portables at the school. The Ministry responded favorably on May 5, 2023, granting the Board permission to purchase the new portapak.

Subsequent inquiries for updated pricing for a new 10-classroom portapak revealed a notable price increase from the initial 2022 estimate to the revised May 2023 figure.

As a result of this increase, it was proposed that an unoccupied portapak from St. Agnes of Assisi be relocated, offering an estimated cost savings of around \$700,000. A subsequent request concerning this proposal was sent to the Ministry on May 5, 2023. Authorization to move forward was given on June 23, 2023.

UPDATE - POPE FRANCIS

NRB Modular Solutions was officially hired on June 29, 2023, to commence the disconnection of services to the portapak at St. Agnes of Assisi. This was in anticipation of dismantling and moving the 16 sections to Pope Francis School. By the week of July 24, 2023, all portapak sections had been transported to Pope Francis, and the reassembly process began.

Presently, refurbishment of both the interior and exterior is ongoing, with all requisite service reconnections within the portapak proceeding smoothly. Arrangements to integrate all services (Fire alarm, Fire Sprinkler, Hydro, PA, Data) with the school's existing infrastructure

are in place. These will be finalized upon delivery and installation of the link connecting the school to the portapak.

The 42' link is slated for delivery and installation at Pope Francis from October 9 to October 21, 2023, depending on the weather. The Portapak's occupancy is contingent upon the final inspections by YCDSB consultant engineers and the City of Vaughan Building Inspections Department. Following the Portapak's occupancy, the removal and relocation of the 10 existing portables will commence.

UPDATE – ST. AGNES OF ASSISI

After disconnecting all services and the portapak's removal from St. Agnes of Assisi, a substantial restoration effort was needed for the grounds. Currently, the area has been temporarily backfilled for safety. Efforts are now focused on returning the space to a softscape, providing students with additional green space for recreation.

APPENDIX - PHOTOS



Pope Francis - Portapak Exterior After Painting



View Of Future Link Connection From School To Portapak at Pope Francis



Elevated View Of Portapak at Pope Francis