

YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, December 17, 2024
7:30 P.M.

REVISED

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

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	Faith Ambassadors	
2. ROLL CALL	J. De Faveri	
3. APPROVAL OF NEW MATERIAL	E. Crowe	
4. APPROVAL OF THE AGENDA	E. Crowe	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	E. Crowe	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	E. Crowe	
7. APPROVAL OF THE PREVIOUS MINUTES	E. Crowe	
a) Regular Board Meeting of November 26, 2024		
b) Special Board Meeting of December 12, 2024		
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	E. Crowe	
9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	E. Crowe	3
10. OCSTA BOARD OF DIRECTOR'S UPDATE	J. Wigston	3a
11. DIRECTOR'S REPORT / UPDATE	J. De Faveri	4
12. STUDENT TRUSTEES' REPORT	M. Galstyan. S. Cuesta	6
13. RECOGNITIONS / OUTSIDE PRESENTATIONS		
a) Rose of Sharon		
b) Recipient of ESRi Making a Difference Award		
14. DELEGATIONS		
a) Policy 203 Student Transportation Services	Liezl Sebial	
15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS		
a) 2023-2024 Director's Annual Report	J. De Faveri	7
b) Multi-Year Strategic Plan Update	J. Sarna	14
16. ACTION ITEM(S) (including Committee Reports)		
a) TRUSTEE MOTION: Explore Air Conditioning in All Elementary YCDSB Classrooms	J. Wigston	29
b) TRUSTEE MOTION: Audit of YCDSB Purchasing Credit Cards (PCards)	E. Crowe, M. Iafrate	30
c) Approval of Report No. 2025:03 Committee of the Whole (Dec 17)	M. Iafrate	
d) Approval of Report No. 2025:01 Policy Review Committee (Dec 2)	A. Saggese	31
e) Receipt of Report No. 2025:01 Special Education Advisory Committee (Dec 9)	A. Grella	91
f) Policy 118 Trustee Code of Conduct	J. Sarna	92
g) Policy 413 Attendance Support Program	J. Sarna	105
h) Approval of YCDSB's Honorary Chair Titles	E. Crowe, J. De Faveri	119a

17. DISCUSSION ITEM(S)

18. INFORMATION ITEM(S)

- a) Student Trustees Expenditures Report (2023-2024)
- b) January 2025 Calendar

C. McNeil **120**
121

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.)

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

E. Crowe

21. PRAYER TO ST. MICHAEL THE ARCHANGEL

E. Crowe

St. Michael the Archangel, defend us in battle, be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly Hosts, by the power of God, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

22. ADJOURNMENT

E. Crowe

**NEXT
SPECIAL BOARD MEETING**

**Tuesday, January 21, 2025
8:30 pm**

**NEXT
REGULAR BOARD MEETING**

**Tuesday, January 28, 2025
7:30 pm**



York Catholic District School Board Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Chair of the Board

Date: December 17, 2024

Re: **Chair's Report**

On the third week of Advent, we light the "Joy" candle, as a symbol of the joy we feel knowing that we will soon celebrate the birth of Jesus Christ.

At this time of year, there is infectious joy felt in schools throughout the York Catholic District School Board. It fills a person with energy to see all the Christmas concerts, the nativity scenes, the charitable fundraising drives and all the other ways our students and staff demonstrate their excitement about the coming of Christ.

Thank you to all the York Catholic staff who make this an incredible time of year. I hope you have a safe and blessed Christmas break.

On behalf of the Board of Trustees of the York Catholic District School Board, I wish everyone reading this report a blessed Christmas and a happy New Year!



York Catholic District School Board

Memo To: Board of Trustees

From: Jennifer Wigston, OCSTA Regional Director

Date: December 17, 2024

Re: OCSTA Report to Board

Short Video Contest for CDSB Students – Public Voting Starts December 12

OCSTA received almost 100 submissions for the annual OCSTA Short-Video Contest for Students. This year, videos by both St. Robert CHS and Father Michael McGivney Catholic Academy have been shortlisted! Public voting for the top 3 elementary and top 3 secondary submissions opened on December 12 and concludes on December 23. Click below to vote.

<https://www.togetherinfaith.ca/video-contest-voting/>

OCSTA Resolutions

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *12:00 p.m. EST February 7, 2025*. Therefore, any resolutions should be ready for our January board meeting in order to meet the submission deadline.

Attachments for reference

- Guidelines
- Sample Resolution
- Explanation of Committee Recommendations & Resolution Procedures
- OCSTA Mission, Vision, Strategic Priorities
- Chart of 2024 Resolutions with AGM Decisions
- Related By-Law Section 5.9 (Resolutions)

Catholic Trustees Seminar – January 17-18, 2025 – Delta by Marriott – Toronto Airport

The 2025 Catholic Trustees Seminar will include the participation of the Minister of Education, the Hon. Jill Dunlop. Delegates are invited to download the CTS program for advance review.

<https://www.ocsta.on.ca/ocsta/wp-content/uploads/2024/12/CTS-Program-Dec-2-24.pdf>

The OCSTA Board of Directors' meeting took place at 2:00 p.m. on Friday, December 6th at the Hilton Mississauga/Meadowvale Hotel. Following the meeting Mass was celebrated by OCSTA Chaplain Fr. Jim Mockler.

President Bellmore welcomed Directors to the December 2024 OCSTA Board of Directors meeting. With respect to key highlights of the recent quarter, President Bellmore commented on the success of the Regional Meetings. He reflected on the record attendance rate and added that the opportunity to receive meaningful input from OCSTA members regarding the work of the Association was extremely valuable.

President Bellmore reported that has had several positive meetings with Minister Dunlop since the last report. He and OCSTA staff have also met with MPPs from the government and opposition parties. Moving forward, President Bellmore and staff will be meeting with provincial party leaders in anticipation of an upcoming election.

The members of the Board of Directors discussed concerns regarding certain regulations flowing from Bill 98. Additional information will be shared with Catholic School Boards in the near future.

At the recent meeting of the Catholic Education & Trustee Enrichment Committee OCSTA Director of Catholic Education Anne O'Brien reported to Directors that the CVO initiative is planning for 21 additional courses this year.

Catholic Education Theme – Advance Kit

In November, Director of Catholic Education Anne O'Brien sent to all CDSBs the 2025 "Pilgrims of Hope" Advance Kit. Unlike the Resource Kit that is designed for students, the Advance Kit, sent early in the school year, is designed to help adult groups (trustees, school board staff, school staff groups, parent groups, parish groups, associations, etc.) reflect on the Catholic Education theme for the school year and especially in preparation for Catholic Education Week in the spring.

Download the Advance Kit and the season's Advent Slides:

<https://www.ocsta.on.ca/ocsta/wp-content/uploads/2024/11/2025-Advance-Kit-WORD.docx>

<https://www.ocsta.on.ca/ocsta/wp-content/uploads/2024/11/1-Advent-2024-By-Honouring-Human-Dignity.pptx>

"Wishing you a Christmas filled with the grace of the Holy Spirit and the love of Christ."



York Catholic District School Board Director's Report

Memo To: Board of Trustees

From: John De Faveri, Interim Director of Education

Date: December 17, 2024

Re: **Director's Report**

As we continue in the holy season of Advent, we are reminded of the significance of this time for Catholics. During Advent, we prepare our hearts and minds for the arrival of Christmas, celebrating the birth of Jesus Christ in Bethlehem over 2000 years ago. As Pope Francis reminds us, "*Advent is a time for us to journey towards the Lord, to awaken our hearts and to prepare for the coming of Jesus into our lives.*"

Advent in Our Schools

As was noted in Chair Crowe's report, our schools are currently alive with the spirit of Advent as we joyfully anticipate the birth of Jesus, our Saviour. I also thank all our staff for the Christmas concerts, plays and celebrations that have brought our communities together in faith. Additionally, our Luke 4:18 clubs, chaplaincies, and school communities are living out the Gospel through charitable initiatives. These initiatives embody the true meaning of Christmas and are a testament to the incredible compassion and generosity of our community. Thank you!

Protecting Our Youth: Human Trafficking and Internet Safety Information Evenings

Over the past several weeks, the YCDSB, in collaboration with York Regional Police, has hosted a series of vitally important information evenings focused on protecting youth from the dangers of human trafficking and online exploitation. These sessions, held at Our Lady Queen of the World CA, St. Maximilian Kolbe CHS and Father Bressani CHS, were all well-attended and featured engaged questions from attendees.

The positive feedback we received highlights the need to have these conversations. We are pleased to announce an additional session is planned for Thursday, January 23, 2025, at St. Brother Andre CHS in Markham. Thank you to all who attended and supported these efforts to keep our young people safe.

A Blessed Invitation: Consistory in Rome

This past month, I had the incredible privilege of attending the Consistory in Rome, where 21 Catholic Bishops, including the Most Rev. Frank Leo, Metropolitan Archbishop of Toronto, were elevated to the College of Cardinals. Alongside four of York Catholic Trustees, I witnessed this sacred ceremony, presided over by Pope Francis himself. It was an honour to represent our Board and share in this historic moment with Catholic Directors of Education from across the Archdiocese. This experience was a profound reminder of the blessings of our faith and the unity we share as a Catholic community.

Given that school boards' spending of public money has rightfully been in the news this year, I want to be transparent in saying that the Trustees and myself personally covered all of our expenses for this trip.

Frost & Fire Games: Celebrating Indigenous Heritage

We are thrilled to announce that the Frost & Fire Games will return this year with two events planned: first at Our Lady of the Lake CA in Keswick on January 13, 2025; then at St. Brother Andre CHS in Markham on March 3, 2025.

The Frost & Fire Games, formerly the Indigenous Winter Games, celebrates the rich heritage of Indigenous Peoples through sports, culture and community. Last year's games were a resounding success, and we look forward to continuing this tradition of learning, sharing and celebrating together.

Exiting X (formerly Twitter)

This month, York Catholic made the important decision to exit the X (formerly Twitter) platform in order to live our faith and protect our students. Beginning January 1, 2025, the York Catholic District School Board will no longer monitor or post on its X account. Likewise, our schools, clubs and departments will cease posting on this platform.

Unfortunately, X recently changed its "Adult Content Policy" to allow pornographic content on the platform. As a Catholic learning community entrusted with nurturing children, we cannot encourage our community to engage with us on a platform where such content is considered acceptable.

Moving forward, we are encouraging our families and community members to stay digitally connected with the York Catholic District School Board via Instagram, Threads, LinkedIn and the schools' and school boards' newly revamped websites.

Employment Equity Audit Presentation

On Thursday, January 9, 2025, at 4:30 p.m., all staff are invited to attend an Employment Equity Audit presentation, conducted by Turner Consulting Group. This important event will outline the results of the Employee Equity Audit conducted last spring and provide valuable insights into our workforce and workplace culture. Your presence and participation are encouraged as we reflect on the findings and chart a path forward.

School Visits

As always, it is such an honour and privilege to walk through the halls of our schools and meet and interact with so many of our amazing students and staff. This month, I had the privilege of visiting the following schools:

- December 3 – Our Lady of the Lake CA and Notre Dame CES
- December 11 – St. Cecelia CES
- December 13 – Father Bressani CHS
- December 17 – St. Peter CES

I am forever grateful to the students and staff who remind me of the incredible work happening every day in our classrooms and hallways. Our schools truly nourish and care for the future leaders of this world, and it is inspiring to witness their growth firsthand.



“ We are diverse. We are one in Christ. ”

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update

December 17th, 2024

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Catholic Faith: Nurture faith formation and relationships with Christ.

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

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

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

YSCPC Christmas Dinner

On Friday, December 6th, 2024, the York Catholic Secondary President's Council hosted its much anticipated annual Christmas dinner! The beautiful event invited student leaders from across our board to come together and celebrate the Christmas season through games, networking, and a delicious dinner.

Christmas Concerts

Elementary and secondary schools across the board have been welcoming the holiday season through song, dance, and overall joyous Christmas concerts. It is a pleasure to attend and perform in the displays of community in our schools and invite parents and friends to witness the overwhelming talent and spirit here at the YCDSB!

OSSLT Semester 1

At the end of November, grade 10s from all secondary schools across the YCDSB with English in their first semester wrote the Ontario Secondary Schools Literacy Test. Congratulations to all students on their continued efforts in furthering their learning!

On behalf of the student trustees, we wish everyone a safe and blessed Christmas, and look forward to seeing the amazing student activities in the new year!

2023-24 Director's Annual Report



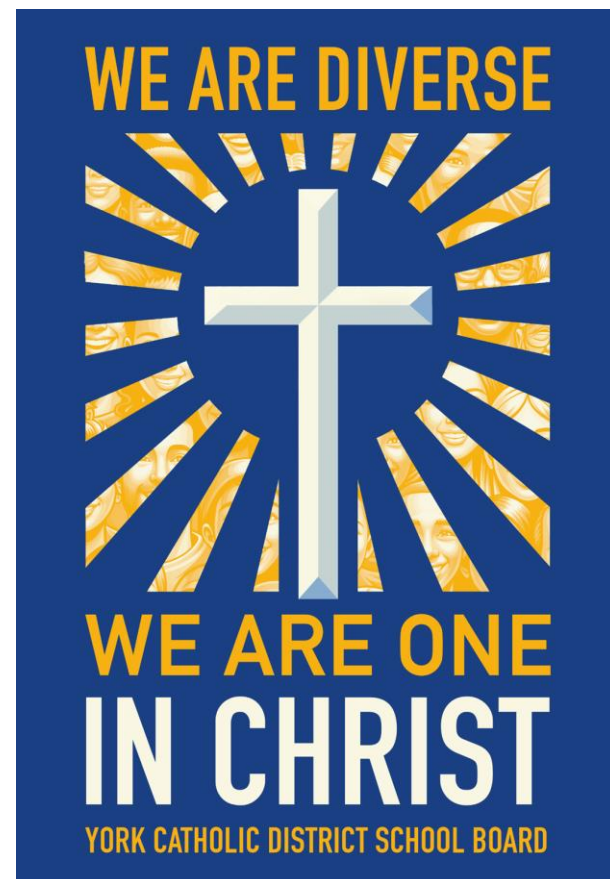
Overview

- First Year of new MYSP
- Blessed Chiara Badano CES and St. Katharine Drexel CHS welcomed staff and students
- More new schools in the future
- Restructured Senior Team



Catholic Faith

- Expanded the “We Are Diverse. We Are One in Christ” campaign
- Religion Department started offering training on the new *Growing in Faith, Growing in Christ*
- Remained a leader in charitable giving



Equity and Inclusion

- Office of the Human Rights and Equity Advisor launched a poster campaign
- Indigenous Winter Games
- Black Leadership Conference
- YCDSB Special Olympics Track and Field Event





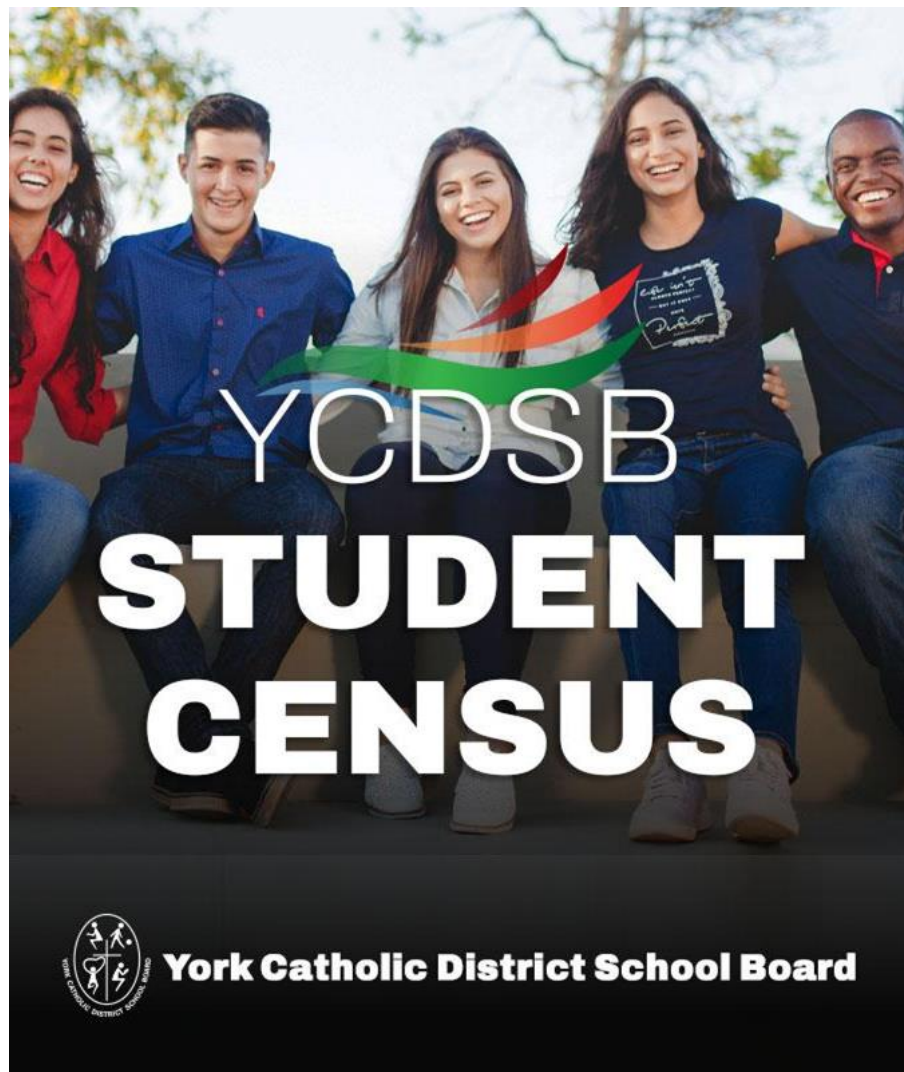
Student Achievement

- Students exceeded provincial averages in all areas of EQAO and OSSLT testing
- YCDSB students had the highest graduation rate in Ontario
- Continued to promote STREAM-inspired learning and the skilled trades

Test	Board Average	Provincial Average
Grade 3 Mathematics	69%	61%
Grade 3 Reading	78%	71%
Grade 3 Writing	73%	64%
Grade 6 Mathematics	60%	54%
Grade 6 Reading	90%	80%
Grade 6 Writing	90%	80%
Grade 9 Mathematics	70%	54%
Grade 10 Literacy Test	89%	85%

Well-being

- Continued to build a culture of positive mental health throughout our system
- Conducted a school climate survey, an exit survey and a student census
- Plant Department managed 169 capital projects as part of a \$23 million budget



Thank You...



**2023-2024
was an
incredible year!**



2024-2025 MYSP Reporting Template

Report #1 - December 17, 2024

OUR MISSION	
With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.	
OUR VISION	
A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.	
OUR VALUES	
Catholicity Equity, Diversity and Inclusion Excellence Fiscal Responsibility Integrity Respect	

Overall Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	1/33	13/33	19/33	On Target	↑


Catholic Faith - Strategic Commitment #1

Nurture faith formation and relationships with Christ.

Strategic Goals

Goal 1.1	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.
Goal 1.2	Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.
Goal 1.3	Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	0/4	0/4	4/4	On Target	

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
1. By June 2025, at least 85% of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.	On Target	↑	Survey in progress. There will be an opportunity for NTIP teachers to provide this feedback.
2. By June 2025, the number of YCDSB schools taking part in the Development and Peace Schools Program, (a Canadian Catholic program that helps students to grow in their development as critical thinkers and agents of social change who apply the Catholic Social Teachings in response to social and global justice issues) will have increased by 50% .	On Target	↑	This school year, we will have the opportunity to promote this goal through the yearlong work in preparation of our biennial boardwide Luke 4:18 Symposium.
3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in 100% of Grade 1 classrooms by June 2025	On Target	↑	School representatives will be attending professional development in services and the Religious Education team is available for ongoing support.
4. Before the end of June 2025, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by 25% .	On Target	↑	Planning is well underway for all Faith Ambassador events.

Equity and Inclusion - Strategic Commitment #2

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

Strategic Goals

Goal 2.1	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.
Goal 2.2	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.
Goal 2.3	Actively promote, support and expect excellence for all students to achieve their God-given potential.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	0/6	4/6	2/6	Monitoring	➔

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
5. Three system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2025.	On Target	↑	We are advancing several important initiatives, including the Student Census Analysis to better understand student needs, the Eradication of Poverty Fundraiser to support anti-poverty efforts, and the Tana Turner Staff Equity Audit. These efforts reflect our commitment to equity and community impact.
6. By the end of June 2025, two workshops will be offered to staff aimed at fostering a culture that recognizes and celebrates the dignity and diversity of all students, staff, and Catholic school communities with exit card surveys confirming that at least 85% of the participants report changes in their awareness, attitudes and actions moving forward.	Monitoring	↑	We are currently focused on several key initiatives, including sessions with Anima Leadership and Accessibility Partners for senior leadership, business leaders, managers and System Equity Leads as well as Early Years Operators Workshop on human rights and equity for third-party operators. These efforts aim to strengthen leadership and promote equity across our system.
7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.	On Target	↑	Key initiatives underway include the completion of the Tana Turner Staff Equity Audit, and collaboration with Accessibility Partners to conduct a Gap Analysis and update the YCDSB Multi-Year Accessibility Plan. These efforts involve staff interviews, policy reviews, training assessments, and compliance audits, culminating in an AODA compliant Accessibility Plan to drive meaningful progress.

SMART Goal	Current Status	Trend	Comment
8. By the end of June 2025, the insights gathered from the equity audit will be used to establish and fortify the Inviting and Inclusive Office, ensuring that data-driven strategies drive equitable practices and foster inclusive environments across all facets of our educational community	Monitoring	➔	Once data arrives from the various data sources listed above we are in progress.
9. By June 2025, the Office of the HREA will create and distribute a series of posters system-wide. The effectiveness of this campaign will be assessed by establishing a benchmark framework by measuring the number of individuals visiting the HREA website and tracking reports submitted through the complaints portal.	Monitoring	⬆	<p>Posters were distributed by the HREA Office to the HREA Leads at Board in services.</p> <p>November 2024 Posters distributed:</p> <ol style="list-style-type: none"> 1.“Love Thy Neighbour, Respect their Rights” 2.“Unity in Faith, Dignity in Dialogue” 3.”Diverse Abilities, Shared Faith”
10. By the end of June 2025, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented.	Monitoring	➔	<ol style="list-style-type: none"> 1. International Day of Eradication of Poverty (October 17, 2024). 2. Apple Innovation Project. 3. Tech Committee Equity Review.


Student Achievement - Strategic Commitment #3

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

Strategic Goals

Goal 3.1	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.
Goal 3.2	Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.
Goal 3.3	Offer inclusive and specialized programs that address and engage all student learner profiles.

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	0/17	7/17	10/17	On Target	

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 79% to 80%	On Target	➔	73% of students at or above provincial standard in Grade 3 writing. Well above the provincial average of 64% and still showing continued success in this area.
12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at 90%	On Target	⬆	89% of students successfully completed OSSLT, just shy of our 90% goal, and above the provincial average of 85%.
13. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 58% to 60%	On Target	⬆	60% of students at or above provincial standard in Grade 6 math, well above the provincial average of 50%. Completed.
14. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 70% to 72%	On Target	⬆	69% of students at or above provincial standard in Grade 3 math and well above the provincial average of 61%.
15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 6 to 70%	On Target	⬆	70% of students at or above provincial standard in Grade 9 math, well above the provincial average of 54%. Completed.

SMART Goal	Current Status	Trend	Comment
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%	On Target	↑	By the end of Term 1, 100% of elementary schools will have visited and engaged in learning at the STREAM Centres of Excellence.
17. Continue to maintain high levels of completion rates (over 90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).	On Target	↑	<u>Over 90%</u> completion rates in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, Focus On Youth, and Specialist High Skills Major).
18. .By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by 3%	Monitoring	→	ILIT Intensive literacy intervention teachers are providing Direct supports to students in this category.

SMART Goal	Current Status	Trend	Comment
19. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by 3% .	Monitoring	➔	Support services are taught directly through gap closing approaches and Knowledge Hook.
20. By June 2025, 100% of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.	On Target	⬆	<p>A broad range of transition resources and tools are currently being developed as part of a comprehensive Transition Framework to support students with disabilities preparing to exit high school. Since September, the following Transition resources have been developed:</p> <ul style="list-style-type: none"> • A Transition Guide for Parents intended to support students with disabilities (credit and non-credit earners) as they prepare to graduate • A module to support parents and students with the transition into post-secondary studies (university/college/polytechnic); • An internal procedure for Admin/Special Education Teachers supporting students with disabilities within a 4-7 year plan <p>Once completed, these resources will be shared as part of the training model.</p>

SMART Goal	Current Status	Trend	Comment
21. As of June 2025, the alternative placement program for special education students with alternative program goals will be implemented and provided via the special education teacher in 100 % of schools as required.	On Target	↑	As of 2024/25 school year all special education students are serviced by a Special Education teacher assigned to the school. Alternative Placement Teachers are no longer in place but we continue to support alternative learning in all of our schools.
22. By June 2025, the STAR program goals and expectations will be included in one student IEP in 100% of elementary schools where required.	Monitoring	→	IEP reviews underway in all schools.
23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by 50% as a direct result of increased OTPT consultation.	On Target	↑	We are on target as OT/PT's continue to support students.
24. By June 2025, a minimum of 75% of the educators who receive training and assistance in tailoring evidence-based literacy instruction strategies for students who use augmentative and alternative communication (AAC) will report acquiring at least one new evidence-based literacy instruction strategy.	On Target	↑	To date, 30 educators have participated in the training, with 50% of participants reporting that they have acquired at least one new evidence-based instructional strategy as a result. Based on participant feedback, the training has been updated to better address participants' needs. The team has a large training session planned for January, involving 150 staff members, and we are confident we will meet our goal

SMART Goal	Current Status	Trend	Comment
25. By June 2025, 80% of students with a BMS safety plan will have at least one function-based learning objective that addresses the underlying reason for the risk of injury behaviour (e.g., physical aggression) as measured through the audit of individual behaviour plans and/or IEP goals supported by Behaviour Resource Services	Monitor	➔	33% of students with active BMS Plans currently have received a recommendation for a function-based learning objective. (36/109 = 33%).
26. By June 2025, ABA Services will pilot an evidence-based small group social-emotional learning program for students aged 8-12 years old with social/behavioural difficulties across at least four elementary schools	Monitor	➔	<p>The SAS Social-Emotional learning pilot was initiated in two schools for Term 1 and is currently in progress. Two to four additional schools will receive this pilot program in Term 2.</p> <p>Completed: <u>0</u> schools Initiated: <u>2</u> schools Upcoming: 2-4 additional schools</p>
27. By June 2025, Itinerant Autism Intervention teachers will provide support to 60 students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.	Monitor	➔	We have almost met this goal. ASD itinerants continue to support students in FDK with appropriate evidence based strategies.


Well-Being - Strategic Commitment #4

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

Strategic Goals

Goal 4.1	Provide equitable access to evidence-based culturally-responsive services and resources for all.
Goal 4.2	Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
Goal 4.3	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

Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
Current	1/6	2/6	3/6	On Target	

SMART Goal Status

SMART Goal	Current Status	Trend	Comment
28. All elementary schools (100%) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families	Action Required	↓	Principals will be encouraged to continue to promote Active School Travel strategies under the leadership of the Academic Superintendents.
29. Throughout the 2024-2025 school year there will be a continued collaboration between BLDS and Employee Wellness to provide leadership training on staff communication and wellness initiatives.	Monitoring	→	<p>New communication initiative through the ATF to support Principal/Manager/Supervisor connection with staff on medical leaves.</p> <p>School/department staff wellness activities designed and organized by staff board-wide, and supported through the Employee Wellness Program.</p> <p>Weekly wellness communication to staff offering various wellness tips for physical and mental well being.</p>
30. The Attendance Task Force will continue its work during the 2024-2025 school year with the goal of reducing employee absenteeism and associated costs.	On Target	↑	Continued focused work on the priorities identified in the SWOT analysis with the Board's trend towards the mean- magnitude of absence benchmarking results as per the School Board's Cooperative Absence Study report.
31. As of June 2025, 100% of elementary and secondary schools will have a mental health ambassador.	On Target	↑	<p>95/103 schools</p> <p>Working with schools to recruit a staff member and/or supporting school directly.</p>

SMART Goal	Current Status	Trend	Comment
32. By June 2025, attendance at mental health literacy professional development sessions, focused on mental health literacy for administrators, teachers and school staff, will be maintained at the current level of 20%	On Target	↑	514 educators have attended a mental health focused Professional Development session to date.
33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, 67% of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.	Monitor	→	Data still to be collected through this year's climate survey.



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
Fax: 905-713-1272 • www.ycdsb.ca



October 22, 2024

NOTICE OF MOTION

EXPLORE AIR CONDITIONING IN ALL ELEMENTARY YCDSB CLASSROOMS

- Whereas** not all elementary YCDSB schools are equipped with air-conditioning in classrooms;
- Whereas** students attending schools without air-conditioned classrooms are reliant on rotation through common cooling areas to mitigate the effects of high temperatures;
- Whereas** rotation through common cooling areas is not a permanent solution for heat mitigation;
- Whereas** rising temperatures in late spring, summer and early autumn inequitably affects the learning environments for students attending schools without air-conditioned classrooms;
- Whereas** an optimal learning environment should be provided to all students regardless of geographical location;
- Whereas** multiple school boards have completed multi-year projects to install air conditioning in every classroom.

LET IT BE RESOLVED:

THAT staff investigate and report back to the Board of Trustees with an estimated financial outlay and timeframe required to equip all elementary YCDSB classrooms with air-conditioning.

Respectfully Submitted,

Jennifer Wigston
Trustee

REFERENCE No. 2024:24:1022:JW



York Catholic District School Board

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November 19, 2024

AUDIT OF YCDSB PURCHASING CREDIT CARDS (PCARDS)

- Whereas** the York Catholic District School Board is in a deficit and controls need to be in place to ensure that spending is focused on the classroom while at the same time getting the best value for money;
- Whereas** spending of Trustees and the Senior Team is being reviewed by RIAT, including the use of PCards;
- Whereas** transparency and accountability is of paramount importance and an external review of all remaining PCards in the system would help to ensure proper usage and provide additional systemic recommendations for improvement, including the enforcement of spending limits.

LET IT BE RESOLVED

THAT an outside accounting firm be hired to perform a full audit of PCards not included in the RIAT audit, including a review of any controls currently in place;

THAT the review include recommendations for any changes in policy and/or procedure needed to ensure transparency, accountability and compliance;

THAT the review include a recommendation on whether or not the number of PCards in the system should be reduced;

THAT once the recommendations are implemented, training for proper usage of PCards take place once a year with all holders.

Respectfully submitted,

Elizabeth Crowe
YCDSB Chair
Trustee, Aurora/King/Whitchurch-Stouffville

Maria Iafrate
YCDSB Vice-Chair
Trustee, Richmond Hill

Ref: 2025:01:1119:EC, MI

York Catholic District School Board

**REPORT NO. 2025:01 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

December 17, 2024

A hybrid session of the Policy Review Committee was held on December 2, 2024 starting at 6:31 p.m.

PRESENT:

Committee Members:	In person:	F. Alexander, A. Grella, J. DiMeo, A. Saggese, J. Wigston
	Virtual:	M. Barbieri, C. Cotton (6:50 p.m.)
	Absent with Notice:	N/A
Other Trustees:		E. Crowe, M. Iafrate
Administration:	In Person:	M. Brosens, A. Burnell-Gentile, J. De Faveri, K. Elgharbawy, J. Sarna
	Virtual:	A. Arcadi, A. Battick, J. Chiutsi, G. De Girolamo, A. Iafrate, T. Laliberte, L. Paonessa, J. Powers, L. Sawicky, S. Wright
	Absent with Notice:	R. Antunes, C. McNeil
Recording:		A. McMahon
Presiding:		A. Saggese, Newly Elected Chair

Election of Officers for 2024-2025:

Chair: A. Saggese

Vice-Chair: J. DiMeo

ACTION ITEMS:

1. **THAT** the Terms of Reference for the Policy Review Committee be approved
2. **THAT** the Board approve the following revised policy:
Policy 102 Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday
3. **THAT** the Board approve the following revised policy:
Policy 114 Trustee Honorarium
4. **THAT** the Board approve the following revised policy:
Policy 203 Student Transportation Services
5. **THAT** the Board approve the following revised policy:
Policy 221 Extreme Temperature
6. **THAT** the Board approve the following new policy:
Policy 230 Guest Speakers/External Presentations
7. **THAT** the Board approve the following revised policy:
Policy 307 Opening Exercises
8. **THAT** the Board approve the following revised policy:
Policy 311 Digital Discipleship (Student Use of Technology)
9. **THAT** the Board approve the following revised policy:
Policy 319 Supplementary Learning Resources
Supplementary Learning Resources Procedure

10. **THAT** the Board approve the following revised independent procedure:
Independent Procedure: Distribution of Materials
(formerly: External Organizations, Groups, or Individuals Presenting
and/or Distributing Material in our Schools)

DISCUSSION ITEMS/ INFORMATION ITEMS:

Policy 205 Student Government
Policy 220 Graduation Exercises in Elementary and Secondary Schools
Policy 413 and Procedure Attendance Support Program
Policy 616 Community Use of Schools
Policy 712 Flag Display on Board Premises (No seconder for proposed amendment)
System Memo: Cell Phones and Report Cards

FUTURE ITEMS:

Policy 119 Electronic Communications & Social Media
Policy 304A and Procedure Research
Policy 304B and Procedure Internal School Surveys
Policy 425 and Procedure Workplace Harassment
Policy 427 and Procedure Workplace Violence
Policy 431 Principal and Vice-Principal Work Year (NEW)
Policy 603A School Fundraising
Policy 603B Fundraising for External Charitable Purposes
Policy 616 and Procedure Community Use of Schools
Policy 803 and Procedure School Generated Funds

Future meeting dates for Policy Review Committee:

January 21, 2025, March 18, 2025, June 3, 2025

Adjournment – 8:56 p.m.

A. Saggese, Committee Chair

**YORK CATHOLIC DISTRICT SCHOOL BOARD
POLICY REVIEW COMMITTEE
(STANDING COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE
(2024-2025)**

The Policy Review Committee will support the York Catholic District School Board's Mission, Vision, Core Values and Strategic Commitments and good Governance as outlined within these terms of reference.

1. Purpose/Mandate:

- 1.1 To serve as a liaison between the Board and administration on policy matters;
- 1.2 To provide input and direction on Board policy;
- 1.3 To review draft policy;
- 1.4 To ensure that appropriate stakeholder input is sought during policy formation;
- 1.5 To review and update existing policies; and,
- 1.6 To bring recommendations for policy approval, development or termination to the Board.

2. Expected Outcome of the Committee's Work:

- 2.1 To ensure that the Board is governed by effective, concise and relevant policies.

3. Committee Membership:

- 3.1 The Policy Review Committee will be comprised of 7 Trustees.

4. Resource Personnel:

- 4.1 Director of Education
- 4.2 Associate Director, Strategic Leadership
- 4.3 Chief Financial Officer, Treasurer of the Board
- 4.4 Administrative Assistant, Director's Office
- 4.5 Policy Advisor to the Associate Director

5. Meeting Schedule and Time:

- 5.1 The Policy Review Committee will meet at least 3-4 times/year or as needed.

Trustee Membership:

F.Alexander
M.Barbieri
C.Cotton
J.DiMeo
A.Grella
A.Saggese
J. Wigston

Last Revision/Approval Date:
December 2, 2024



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 102
<i>Former Policy #</i> 605	<i>Page</i> 1 of 3
<i>Original Approved Date</i> April 1982	<i>Subsequent Approval Dates</i> March 25, 2008 January 28, 2014 January 29, 2019

**POLICY TITLE: RESPECTING SACRED TIME:
ASH WEDNESDAY, HOLY WEEK AND EASTER MONDAY**

SECTION A

1. PURPOSE

In anticipation of the joy of Easter, Catholic Education proclaims a view of community that is Church centered and gives thanks for God's goodness as revealed through Christ's Life, Death, and Resurrection (The Paschal Mystery). Hence, the York Catholic District School Board honours the religious significance of Ash Wednesday, the days and evenings of Holy Week and Easter Monday.

2. ~~POLICY STATEMENT~~ OBJECTIVE

The York Catholic District School Board is committed to developing school communities formed by Catholic beliefs and traditions that enable all members of our learning community to engage in their personal faith journey. In keeping with this commitment, NO meetings or school events of any kind shall occur during the evenings of Ash Wednesday, Holy Week and Easter Monday. **Additionally, no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following Ash Wednesday and Easter Monday.** The Board will **also** ensure that Winter Break does not coincide with the days of Holy Week.

3. PARAMETERS

- 3.1 There shall be no meetings on Board premises, including Catholic School Council meetings, scheduled events or tournaments during the evenings, that being at 6:00 pm or later, on Ash Wednesday and Holy Week so that Parent(s)/Guardian(s), students, school personnel and other community members are free to attend religious celebrations and obligations.
- 3.2 In determining the annual school year calendar, the Board shall maintain Monday to Thursday of Holy Week as instructional days, so that Holy Week and the Winter Break shall not be merged.

- 3.3 There shall be no overnight excursions or trips during Holy Week unless explicit approval has been received from the Director of Education. (For example, a religious trip or pilgrimage that starts or ends during Holy Week may be granted an exemption.)

- 3.4 While it is appropriate that students continue to work on projects and long term assignments, or prepare for upcoming tests/quizzes/examinations, no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following the designated days of Ash Wednesday and Easter Monday.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To determine and approve the annual school calendar to ensure that Holy Week and Winter Break shall not be merged.

4.2 Director of Education

- 4.2.1 To oversee compliance of the Respecting Sacred Time: Ash Wednesday, Holy Week and Easter Monday policy.
- 4.2.2 To ensure that annually, the entire York Catholic Learning Community is made aware of this policy.

4.3 Senior Administration/Principals

- 4.3.1 To ensure that school communities/departments are aware of the policy and respect the policy by avoiding evening activities on the designated days of Ash Wednesday, Holy Week and Easter Monday.
- 4.3.2 To ensure that no assigned dates for the completion of homework or the writing of tests shall occur on the days immediately following the designated days of Ash Wednesday and Easter Monday.

5. DEFINITIONS

5.1 Ash Wednesday

Ash Wednesday occurs forty (40) days prior to Easter and marks the beginning of the liturgical season of Lent, a period of fasting and abstinence. Ash Wednesday can fall as early as February 4 and as late as March 10.

Ash Wednesday derives its name from the practice of placing ashes on the foreheads of adherents as a celebration and reminder of human mortality, and as a sign of mourning and repentance to God. The ashes used are typically gathered from the burning of the palms from the previous year's Palm Sunday.

5.2 Easter Monday

Easter Monday is reserved for a day of celebration and reflection post the solemn observance and celebration of the Triduum (the three-days of observance from the evening of Maundy Thursday to the evening of Easter Sunday).

5.3 Holy Week

Holy Week is the week preceding Easter and the final week of Lent. It begins with Palm Sunday and ends with Holy Saturday, the day before Easter Sunday. Holy Week includes Holy Thursday (also known as Maundy Thursday) and Good Friday, which, together with Holy Saturday, are known as the Triduum.

Holy Week marks the Church's annual celebration of the events of Christ's Passion, Death, and Resurrection.

5.4 Senior Administration

For the purpose of this policy Senior Administration will include all school and centrally assigned Administrators or Designates, Superintendents of Education, Senior Managers or any other Supervisor who have direct supervisory responsibilities for a group of employees.

6. CROSS REFERENCES

YCDSB Policy 606 [Catholic School Councils](#)

YCDSB Policy 313 [Homework](#)

The Catholic Liturgical Calendar, Liturgical Press: Resources for a Worshipping World

Approval by Board	<u>January 29, 2019</u> Date
Effective Date	<u>January 30, 2019</u> Date
Revision Date	<u>January 29, 2019</u> Date
Review Date	<u>January 2024</u> Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Governance/Board	<i>Policy Number</i> 114
<i>Former Policy #</i>	<i>Page</i> 1 of 3
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
October 12, 2010	February 25, 2014 January 29, 2019 March 28, 2023

POLICY TITLE: TRUSTEE HONORARIUM

SECTION A

1. PURPOSE

The *Education Act* and related Regulation(s) permit a board to pay each of its members an honorarium. The purpose of this policy is to identify the governing regulation for honoraria paid to trustees of the York Catholic District School Board and the process by which the amounts are determined.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to pay an honorarium to trustees in accordance with the provisions of the *Education Act* and associated Regulation(s).

3. PARAMETERS

- 3.1 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins.
- 3.2 In accordance with section 2(4) of the *Ontario Regulation 357/06, Honoraria for Board Members*, beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14.
- 3.3 Trustees of the Board will be paid a Trustee honorarium for each term, including a base and enrollment amount, in accordance with the *Ontario Regulation 357/06*.
- 3.4 The Attendance amount and the Distance Amount will not apply to the annual Honorarium for Trustees.
- 3.5 The honorarium amounts for the Chair, the Vice-Chair and other Trustees will be calculated annually based on the components identified and as permitted by *Ontario Regulation 357/06*.
- 3.6 Student Trustees receive a base amount in accordance with section 9 of the *Ontario Regulation 7/07, Student Trustees*.

3.7 The honorarium amounts prescribed above may be modified subject to Ministry Acts and Regulations.

3.8 If the integrity commissioner determines, following their investigation, that the Trustee has breached the Board's Code of Conduct, the integrity commissioner may impose the following sanction:

3.8.1 Requiring the Board to reduce the Trustee's honorarium by an amount not exceeding 25 per cent of the Trustee's combined base and enrolment amount for the year of the term of office in which the breach occurred, as prescribed by *O.Reg. 357/06 Section 13*, and requiring the Trustee to return any excess already paid and authorizing the Board to recover the excess from the Trustee.

4. RESPONSIBILITIES

4.1 Ministry of Education

4.1.1 To make regulations with respect to honoraria paid to trustees.

4.2 Board of Trustees

4.2.1 To comply with expectations of the *Education Act* and related Regulation(s) with respect to the Trustee Honorarium policy.

4.3 Chief Financial Officer & Treasurer of the Board

4.3.1 To prepare and present for approval a report to Board for the Trustee honorarium prior to November 15 of the calendar year in which the term of office begins.

5. DEFINITIONS

5.1 TERM

Term refers to the annual establishment and calculation of honorarium for Trustees.

6. CROSS REFERENCES

Legislation

[Education Act s. 191](#)

[Education Act s. 218.3.1](#)

[Regulation 357/06, Honoraria for Board Members](#)

[Regulation 7/07, Student Trustees](#)

YCDSB Policy

[Policy 111 Trustee Services and Expenditures](#)

[Policy 118 Trustee Code of Conduct](#)

[Procedure 118 Alleged Breach of the Trustee Code of Conduct](#)

[YCDSB By-Law No.1 Operational By-Law](#)

Approval by Board	<u>December XX, 2024</u> Date
Effective Date	<u>January 1, 2025</u> Date
Revision Date	<u>December XX, 2024</u> Date
Review Date	<u>December 2028</u> Date

DRAFT



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 203
<i>Former Policy #</i> 203	<i>Page</i> 1 of 10
<i>Original Approved Date</i> June 1989	<i>Subsequent Approval Dates</i> December 1993 October 1995 July 2000, June 2003 March 2004, May 2005 June 4, 2013 June 20, 2017 January 30, 2018 June 16, 2020

POLICY TITLE: STUDENT TRANSPORTATION SERVICES

SECTION A

1. PURPOSE

In accordance with the *Education Act*, this policy has been developed to support and regulate the efficient provision of Transportation Services to eligible students of York Catholic District School Board.

2. ~~POLICY STATEMENT~~ OBJECTIVE

It is the policy of the York Catholic District School Board to supply transportation services to and from school to the students enrolled in its schools in accordance with the parameters outlined in this policy. ~~and the Student Transportation Services Procedures Manual as endorsed by the Joint Board Consortium.~~ The level of service provided by the Board is dependent on transportation funding grants allocated by the Ministry of Education.

Student Transportation Services of York Region (STSYR) is a joint venture between the York Catholic District School Board (YCDSB) and York Region District School Board (YRDSB) Catholic and public school boards in York Region. The mandate of STSYR is to provide safe, efficient and on time transportation for all eligible students.

Transportation for students is a privilege. The Board reserves the right to withdraw transportation services at any time.

3. PARAMETERS

3.1 Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:

- i) Junior Kindergarten to Grade 3 – a student whose residence is more than 1.2 kilometres from their home school is eligible for Board-provided transportation;
 - ii) Grades 4 to 8 - a student whose residence is more than 1.6 kilometres from their home school is eligible for Board-provided transportation; and
 - iii) Grades 9 to 12 –
 - A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation.
 - A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.
- 3.2 A student's residence address is used to determine their home school. ~~and eligibility for transportation.~~
- 3.2.1 A ~~student's residence address, or a caregiver's address (for elementary), may be used (to determine collector point) to determine eligibility for Board-provided transportation only if as long as~~ it is used consistently and is also within the eligible transportation zone for the home school.
- 3.2.2 ~~In cases of shared custody arrangements, multiple addresses may be used providing they are within the same school boundary and usage follows a consistent schedule.~~
- 3.3 Students attending school outside the Board's jurisdiction shall not be entitled to Board-provided transportation services.
- 3.4 Students attending a school and/or program outside their home school attendance area are not eligible for Board-provided transportation services, as stated in the Transportation Acknowledgement/Agreement included in the application process for out of boundary/ out of region admission.
- 3.5 In circumstances where students are deemed to be ineligible to receive Board-provided transportation, as noted above, it is the responsibility of Parents/Guardians and/or students to determine and provide the most appropriate and safe means of arrival to and/or departure from school.
- 3.6 Transportation may be provided for:
- 3.6.1 Physically challenged students. ~~Requests shall be made on an S9 form.;~~
 - 3.6.2 Students requiring a special education program as identified by the Superintendent of Student Services or the Director of Education; ~~Requests shall be made on an S9 form.;~~
 - 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 and appropriate documentation supportive of such request(s).~~ ~~Requests shall be made on an S9 form accompanied by an S9A form;~~
 - 3.6.4 Optional programs as determined by the Board of Trustees through the ~~budgeting process~~ **Board motion.**
 - 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 5.14~~3~~) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply.

Note: This eligibility is designed to equitably match the YRDSB Transportation policy.

- 3.7 Section 23 students who are not resident students of the Board may be offered transportation to a Section 23 program within the region in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate. Attempts will be made to accommodate service level requests in the most cost efficient manner. In such situations a signed S10 is required for each year the student requires transportation.
- 3.8 Transportation may be provided to programs and/or facilities outside the Region of York in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or the Director of Education deems appropriate. In such situations a signed S10 is required for each year the student requires transportation.
- 3.9 Transportation to a Provincial School shall be provided in accordance with the documented request from a provincial school in accordance with the funding that is received from the Ministry of Education or other Ministry. In such situations a signed S10 is required for each year the student requires transportation.
- 3.10 Temporary Transportation
- 3.10.1 Requests for temporary transportation may be approved ~~for a temporary period~~ due to extenuating medical needs, injury or medical procedures to the student's home school, if such service is available and can accommodate the request. Requests for temporary transportation shall be made on an S9 form accompanied by an S9A form via their school administration to the Coordinating Manager of Planning & Operations.
- 3.10.2 Other temporary transportation for care or treatment outside the home school boundary shall be provided in accordance with the funding that is received from the Ministry of Education or other Ministry or as the Superintendent of Student Services or Director of Education deems appropriate.
- 3.10.3 The Principal may approve one (1) day emergency transportation for a student in extenuating circumstances in accordance with the Student Transportation Services Procedures ~~Manual~~ to facilitate the student's safe arrival to a home or caregiver, providing there is an existing route for that address.
- 3.10.4 Requests for temporary transportation may be approved due to compassionate grounds by the Director of Education.
- 3.11 Walking distances to ~~school bus~~ collector points (~~bus stops~~) are targeted at 400 metres for elementary students and 600 metres for secondary students. Walking distances are measured by STSYR using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.
- 3.11.1 Collector points may be added/ adjusted to address unique circumstances such as:

- 3.11.1.1 A physical hazard, or barrier associated with the collector point, and/or pedestrian route to the collector point, or;
- 3.11.1.2 A student's disability 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 and appropriate documentation supportive of such request(s).
- 3.12 Ride time is the time a student spends on ~~a bus~~ **Board-provided transportation** from ~~a collector point~~ to school, **or school to collector point**. The walking time to and from collector points is not included. Ride times on Board provided transportation exceeding 60 minutes would be considered exceptional circumstances.
- 3.13 Concerns regarding ~~bus routes~~, location of ~~bus stops~~ **collector points**, consistently late ~~running busses~~ **transportation**, or Driver behaviour should be reported to the Principal who will forward concerns to Student Transportation Services **of York Region**.
 - 3.13.1 ~~Bus drivers~~ **Drivers of Board-provided transportation** do not have the authority to modify routes or ~~bus stops~~ **collector points**.
- 3.14 All Board Employees, students on placement, Volunteers, Third Party Providers (Transportation Service Providers), ~~Bus Drivers~~ **of Board-provided transportation**, and/or any other person in a position of trust or authority who have reasonable grounds to suspect that a child is or may be in need of protection, shall **immediately** report the suspicion and, the information on which it is based, to a Children's Aid Society directly in accordance with Policy 204 *Child Protection & Abuse and Police & School Boards Protocol*. The duty to make a report overrides the provisions of any other provincial statute, including those legislative provisions that would otherwise prohibit the individual from disclosing confidential or privileged information. The individual shall make the report directly to the Children's Aid Society, in respect of a child up to the age of the 18th birthday, and shall not rely on any other person to report on his or her behalf.
- 3.15 Transportation service may be cancelled from time to time due to inclement weather and/or poor road conditions. In these cases, parents and students should develop alternate ~~care~~/transportation arrangements.
- 3.16 **Distance calculations shall be determined by Student Transportation Services of York Region. Variations of +/- 100 meters may be applied to provide for logical breaks in service levels.**
- 3.17 **Transit served students shall be determined by Student Transportation Services of York Region utilizing data provided by York Region Transit.**

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To ensure Trustee representation on the Joint Board Consortium.
- 4.1.2 To refer operational concerns and eligibility issues to the Coordinating Manager of Planning & Operations.
- 4.1.3 To review the provision of transportation to optional programs through the Board's annual budgeting process.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Student Transportation Services policy and procedures.
- 4.2.2 To ensure that appropriate decisions are made with respect to new and/or emerging transportation issues.
- 4.2.3 To ensure that unique and extenuating circumstances requiring consideration on compassionate grounds are examined and approved annually as appropriate.
- 4.2.4 To report transportation exceptions to the Board Semi-annually (October and February).

4.3 Senior Administration

- 4.3.1 To support the implementation of and compliance with the Student Transportation Services policy and related procedures.

4.4 Coordinating Managers of Planning & Operations

- 4.4.1 To establish the criteria for and management of a procedure for temporary transportation and approval as appropriate in consultation with the appropriate Superintendent, who will advise the school Principal.
- 4.4.2 To review issues and make appropriate decisions regarding safety and non-transportation zones as required in the best interests of the students.
- 4.4.3 To be the main communicator between and among Student Transportation Services of York Region, Principals, Trustees and the community.
- 4.4.4 To notify the Director's Office of any behaviour which affects the safety and/or well-being of a student in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
- 4.4.5 To respond to concerns raised by Trustees, Superintendents, School Administrators, Parents/Guardians and community members.
- 4.4.6 To ensure the appropriate implementation of the Student Transportation Services policy and procedures.
- 4.4.7 To cancel buses Board-provided transportation in circumstances of inclement weather in consultation with York Region District School Board and Student Transportation Services of York Region.
- 4.4.8 To investigate and notify the Director's Office, as appropriate, in situations where a Board provided transportation service is involved in an accident or the safety/well-being of a student(s) is a concern.

4.5 Principals

- 4.5.1 To address discipline issues on Board-provided transportation vehicles.
- 4.5.2 To communicate the policy and procedures to students, parents and the community.
- 4.5.3 To manage the daily school related operational issues and report any concerns to Student Transportation Services of York Region.
- 4.5.4 To ensure only eligible riders access transportation provided by Student Transportation Services of York Region.
- 4.5.5 To notify Student Transportation Services of York Region of any concerns regarding a school bus driver Drivers of Board-provided transportation.
- 4.5.6 To notify the Coordinating Manager of Planning & Operations of any concerns regarding service from Student Transportation Services of York Region.
- 4.5.7 To notify the Superintendent of Education of any behaviour which affects the safety and/or well-being of a student, in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
- 4.5.8 To ~~notify~~ communicate with bus Drivers of Board-provided transportation

- drivers' of students who have been approved for temporary transportation.
- 4.5.9 To be available to Student Transportation Services of York Region for any unforeseen circumstance which may result in the return of student(s) to the school, or require communication to Parents/Guardians.
 - 4.5.10 To identify to Student Transportation Services of York Region any students with known health conditions that may require special consideration during transportation, and as deemed necessary, supply the student's individualized student health plan to the driver.
 - 4.5.11 To refer any requests for (multi-day) Temporary Transportation to the appropriate School Superintendent of Education (Forms S9 & S9a).
 - 4.5.12 To approve one (1) day emergency transportation for a student in extenuating circumstances in accordance with the Student Transportation Services Procedures Manual to facilitate the student's safe arrival to a home or caregiver, providing there is an existing route for that address.
 - 4.5.13 To ensure the forms are completed and submitted for approval, for students attending a school other than their home school. (S9, S9a, TCH19, Service Exception form).

4.6 Manager of Student Transportation Services

- 4.6.1 To notify the Coordinating Manager of Planning & Operations of any behaviour which has been reported to Children's Aid in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol* and the Student Transportation Services policy and procedures.
- 4.6.2 To implement the appropriate elements of the Student Transportation Services policy and procedures.
- 4.6.3 To recommend ~~bus~~ the cancellation of Board-provided transportation in circumstances of inclement weather to the Coordinating Manager of Planning & Operations.
- 4.6.4 To promptly notify the Coordinating Manager of Planning & Operations in situations where a Board provided transportation service is involved in an accident or the safety well-being of a student is a concern.
- 4.6.5 To validate that Drivers are appropriately trained and licensed.

4.7 Student Transportation Services Transportation Planners

- 4.7.1 To notify the Coordinating Manager of Planning & Operations and the Manager of Student Transportation Services of any behaviour which has been reported to Children's Aid Society in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
- 4.7.2 To provide transportation to eligible student(s) to and from school in adherence with this policy.
- 4.7.3 To understand and adhere to eligibility requirements as outlined in this policy.
- 4.7.4 To provide safe, efficient and on time transportation for students.
- 4.7.5 To establish and manage ~~bus~~ transportation routes based on Board criteria.
- 4.7.6 To ensure the seating capacity of a school vehicle is limited to the manufacturer's rating.
- 4.7.7 To make adjustments and alterations to ~~bus~~ transportation assignments or routes as required.
- 4.7.8 To promptly notify the school Principal, Superintendent of Education, ~~Manager of Communications~~ Senior Manager: Brand, Marketing and Communications and the Coordinating Manager of Planning & Operations when a ~~bus~~ vehicle is involved in an accident or the safety or well-being of a student is a concern.
- 4.7.9 To ensure the appropriate approval forms are provided for special

transportation requests (S9, S9a, S10, Safe Schools and Service Exceptions).

4.8 Transportation Service Provider

- 4.8.1 To adhere to the contractual obligations with Student Transportation Services of York Region.
- 4.8.2 To ensure Drivers review ~~Bus~~ Transportation Evacuation Procedures.
- 4.8.3 To ensure Drivers are appropriately trained and licensed.
- 4.8.4 To ensure Drivers drive in a safe manner, act responsibly and courteously and adhere to the schedule established for the route.
- 4.8.5 To promptly update the late bus report.
- 4.8.6 To promptly notify Student Transportation Services of York Region when a ~~bus~~ vehicle is involved in an accident or the safety or well-being of a student is a concern.
- 4.8.7 To ensure Drivers and Employees of the Service Provider are aware of applicable school board policies and procedures as they pertain to Student Transportation Services of York Region.
- 4.8.8 ~~To The Transportation Service Provider will ensure its Drivers acknowledge and confirm their understanding of the School Bus Driver Drivers of Board-provided transportation responsibilities as identified in~~ 4.9.

4.9 School Bus Drivers of Board-Provided Transportation

- 4.9.1 To drive in a safe manner, to act responsibly and courteously. To adhere to the schedule established for the route.
- 4.9.2 To maintain proper conduct on a ~~school bus~~ their vehicle at all times and report to the Principal any problems of discipline on their ~~bus~~ vehicle.
- 4.9.3 To ensure that all students remain seated while on their ~~ir~~ vehicle ~~bus~~ and that all students have exited by the end of the ~~bus~~ route.
- 4.9.4 To permit students to exit their ~~ir~~ vehicle ~~bus~~ only when the situation is considered safe. If the driver considers the situation at a ~~bus stop~~ collector point to be unsafe or unusual for the student, the school will be notified and the student shall be returned to the school, at the end of the route and placed under the Principal's care. If transportation/dispatch is not able to make contact with the school and/or Principal, the Transportation Service Provider must contact STSYR Transportation Planner, who will notify the Superintendent in order to make arrangements for the child.
- 4.9.5 To promptly notify the Transportation Service Provider when a ~~their~~ vehicle ~~bus~~ will be late.
- 4.9.6 To promptly notify the Transportation Service Provider when a ~~their~~ vehicle ~~bus~~ is involved in an accident or the safety or well-being of a student is a concern.
- 4.9.7 To notify the Manager of Student Transportation Services of any behaviour which has been reported to Children's Aid Society in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
- 4.9.8 To ensure their ~~bus~~ vehicle is maintained in a clean and sanitary condition.

4.10 Parent(s)/Guardian(s)

- 4.10.1 To ensure safe, age-appropriate methods of travel to/from school for students deemed **ineligible** for transportation.
- 4.10.2 To ensure safe, age-appropriate methods of travel to/from collector points for students **eligible** for transportation.
- 4.10.3 To ensure their child(ren) arrives at the collector points on time for pick up.
- 4.10.4 To ensure the safety and behaviour of their child(ren) prior to pick-up and following drop-off at the end of the school day.
- 4.10.5 To ensure that only their child(ren) who are eligible for transportation are riding **on Board-provided transportation** ~~the bus~~.

4.11 Students

- 4.11.1 To behave appropriately while riding ~~the school bus~~ **on a vehicle** in accordance with Board policies and procedures and the school's Code of Conduct.
- 4.11.2 To ride ~~a school bus~~ **on Board-provided transportation** only when eligible in accordance with the Board policy or when special permission has been granted by the Principal.
- 4.11.3 To arrive at the collector point on time for pick up.

5. DEFINITIONS

5.1 Collector Points (~~Bus Stops~~)

Centralized designated locations for the pick-up and drop-off of students. The factors to define collector points are student safety, ~~bus~~ route efficiency and economy and are determined by Student Transportation Services **of York Region**.

5.2 Caregiver's address

An alternate address for **elementary** student pick up and drop off. This address may be used to identify an alternate collector point **for elementary but not for secondary**. ~~The address is not used to determine eligibility for transportation.~~

5.3 Home School

Refers to the Catholic elementary or secondary school that is located in the same Board defined boundary area as the residential address of the Parent or Guardian of the student. Students may be directed to an alternate designated school if enrolment is capped at their home school, or to access specialized programs such as Gifted or French Immersion.

5.4 Eligible Rider

Students who qualify for transportation as outlined within this policy.

5.5 Inclement Weather

Road or weather conditions which make it ~~impossible~~ **hazardous** to operate a ~~bus~~ **or other Board approved transportation vehicle safely.**

5.6 Joint Board Consortium

The Joint Board Consortium consists of representatives from the York Region District School Board, York Catholic District School Board and Student Transportation Services of York Region who are responsible for overseeing the transportation of school children in York Region.

5.7 Non-Transportation Zone

An area designated by the Board as ~~an area~~ where students are not eligible to receive home to school transportation.

5.8 Optional Programs

Programs approved by the Board to operate in specific locations which students may choose to attend, are not Ministry mandated and are not offered at all YCDSB schools. Examples of some optional programs are Regional French Immersion, International Baccalaureate (IB) and Regional Arts Program (RAP).

5.9 ~~Other Transportation Service Providers~~

~~School bus operators who have not been contracted by Student Transportation Services of York Region and provide transportation services to students i.e., public transit service, charter service or other arrangements.~~

5.10 ~~School Attendance Area~~

~~Refers to the Catholic school that is located in the same Board defined boundaries as the residential address of the Parent or Guardian of the student.~~

5.11 Student's Residence Address

The legal municipal address of where the student lives. This address is used to determine **the student's home school.** ~~transportation eligibility.~~

5.12 Student Transportation Services of York Region (STSYR)

A consortium formed through an agreement between the YCDSB and YRDSB for the purpose of providing a common administration of Student Transportation Services throughout York Region. STSYR administers each of the Board's transportation policies and procedures and implements all aspects of home-to-school transportation services.

5.13 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~~ 60 minutes or less travelling to or from school; and,
- Requires three vehicles or less travelling to or from school

5.14 Transportation Service Providers

Third party service providers that have been contracted by Student Transportation Services of York Region ~~through a Request for Proposal process~~ to provide transportation services to students in York Region. Transportation Service Providers provide the equipment, maintenance and trained drivers and operate on routes designed and supervised by Student Transportation Services of York Region.

5.15 Transportation Zone

An area designated by the Board where students are eligible to receive home to school transportation, as approved by the Board.

5.16 Travel Time

The time a student is on the bus. This does not include time walking or waiting for a bus.

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Human Rights Code](#)

YCDSB Policies & Procedures

YCDSB Policy 202 [Safe Schools - Student Discipline](#)

YCDSB Policy 204 [Child Protection and Abuse](#)

YCDSB Policy 248 617 [Code of Conduct](#)

~~YCDSB Policy 429 Human Rights and Equity~~

YCDSB Policy 613 [Equity and Inclusive Education](#)

[YCDSB Inclement Weather Notification](#)

[Police & School Boards Protocol](#)

Student Transportation Services (STS) Procedures, www.schoolbuscity.com

7. RELATED FORMS

S9 Request for Special Transportation

S9A Medical Form for Special Transportation

Approval by Board	<u>June 16, 2020</u> <i>Date</i>
Effective Date	<u>June 17, 2020</u> <i>Date</i>
Revision Date	<u>June 16, 2020</u> <i>Date</i>
Review Date	<u>June 2025</u> <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 221
<i>Former Policy #</i> 221	<i>Page</i> 1 of 9
<i>Original Approved Date</i> June 6, 2006	<i>Subsequent Approval Dates</i> September 24, 2013 October 1, 2019

POLICY TITLE: EXTREME TEMPERATURE

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that extreme temperature conditions have a negative impact on the health and safety of students and employees. Through the implementation of this policy and related guidelines, the Board directs employees to put into action steps which will minimize, to the greatest extent possible, risks associated with extreme temperatures including frostbite, sunburn, heat stress and heat exposure while supporting the Ministry of Education's directive for daily physical activity for students.

~~2. POLICY STATEMENT~~ **OBJECTIVE**

It is the policy of the York Catholic District School Board that during periods of extreme cold or heat elementary schools shall follow the guidelines and action plans as outlined so as to minimize the health risks associated with extreme temperatures.

3. PARAMETERS

- 3.1 No later than the second Catholic School Council meeting of a new school year the newly elected Catholic School Council, will give input to the Principal related to the extreme cold set temperature, which triggers indoor routine.
 - 3.1.1 The extreme cold set temperature with wind chill shall range from -15 degrees Celsius to -20 degrees Celsius. When the extreme cold set temperature is reached, the Principal has the option to implement recess routine, dependent on local community conditions, as outlined in accordance with the Cold Weather Action Plan (CWAP) in the guidelines of this policy.
 - 3.1.2 The decision of the Principal related to the extreme cold set temperature is final and shall remain in effect for the current school year.
- 3.2 When an extreme temperature of 32 degrees Celsius or higher is reached for a period of three days or more, or when a humidex reading of 35 degrees Celsius is reached at any time, then the Principal has the option to implement a recess routine, dependent on local community conditions, as outlined in accordance with the Hot Weather Action Plan (HWAP) in the guidelines of this policy.

- 3.3 A Hot Weather Action Plan (HWAP) and a Cold Weather Action Plan (CWAP) shall be implemented upon the occurrence of extreme temperature conditions. Monitoring of contributing factors will assist in making informed decisions with the implementation of the plans.
- 3.4 The Hot Weather Action Plan (HWAP) and the Cold Weather Action Plan (CWAP) shall be communicated to the staff and school community annually by the Principal.
- 3.5 The implementation of strategies relating to extreme temperatures will be in accordance with those outlined in the guidelines of this policy, and communicated to the school community as seasonally appropriate.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Extreme Temperature policy.

4.2 Senior Administration

- 4.2.1 To support Principals and Vice Principals with the implementation of and compliance with the Extreme Temperature policy.

4.3 Principals

- 4.3.1 To finalize and communicate the school's extreme cold and high heat temperature to the students, staff and school community on an annual basis.
- 4.3.2 To review the extreme temperature guidelines at appropriate times throughout the year (refer to Section B: Guidelines - Appendices A & B).
- 4.3.3 To maintain an appropriate link with a weather agency for current conditions in the local community (refer to Section B: Guidelines – website link).
- 4.3.4 To take appropriate action in response to weather conditions in accordance with the guidelines in this policy (i.e.: indoor/outdoor routine or modified routine).
- 4.3.5 To communicate routines for extreme temperature conditions to the school community as seasonally appropriate.
- 4.3.6 To monitor the UV index and remind staff to refer to the UV guidelines within this policy.
- 4.3.7 To raise awareness through regular communication practices (i.e., newsletters, morning announcements) and to remind parents and students about UV rays and proper sun protection.

4.4 Catholic School Council

- 4.4.1 To offer input, as an advisory body, to the Principal when discussing extreme temperatures. Voting on the matter shall not occur.
- 4.4.2 To respect the decision and discretion of the Principal relating to the implementation of extreme temperature routines.

4.5 Employees

- 4.5.1 To monitor students as closely as possible during extreme temperature conditions for signs of physical discomfort or distress, i.e.: frostbite, heat exhaustion, heat stress or difficulty breathing.

4.6 Students

- 4.6.1 To wear proper protective clothing (i.e.: winter boots gloves/mittens and hats during cold weather months and sun hats/visors, sunscreen etc. during high heat temperature months) for maximum protection from seasonal temperatures.
- 4.6.2 To monitor their level of activity and take frequent breaks for water during high heat temperature months in order to remain adequately hydrated.

5. DEFINITIONS

5.1 Extreme Cold Temperature

For the purpose of this policy when the temperature and/or wind chill are within a range of -15c to -20c or when an extreme cold temperature alert is communicated on the weather network website for the geographical location of the school.

5.2 Extreme Heat Temperature

For the purpose of this policy:

- 5.2.1 When heat waves occur during 3 consecutive days reaching temperatures of 32°C or higher; and/or
- 5.2.2 When the humidex reaches or exceeds 35°C.

5.3 Extreme Cold or Heat Temperature Routines

Strategies implemented under the direction of the Principal relating to indoor, outdoor or modified routines (i.e. shortened indoor/outdoor routine).

6. CROSS REFERENCES

YCDSB [Policy 606 Catholic School Councils](#)

YCDSB Memorandum #51—Inclement Weather Emergency Procedures

Environment of Canada [Weather Information Appendices A & B](#)

Environment Canada [Wind Chill Index](#)

Environment of Canada [UV index and Sun Safety](#)

Ontario Ministry of Labour, Immigration, Training and Skills Development [Managing Heat Stress at Work](#)

Ministry of Education [Policy/Program Memorandum 138 Daily Physical Activity](#)

The Weather Network website (www.theweathernetwork.com)

Approval by Board	<u>October 1, 2019</u> Date
Effective Date	<u>October 2, 2019</u> Date
Revision Dates	<u>October 1, 2019</u> Date
Review Date	<u>October 2024</u> Date

POLICY TITLE: EXTREME TEMPERATURE

SECTION B: GUIDELINES

York Region covers a large geographical area, and conditions at schools may vary throughout the region. School administrators need to monitor local conditions and make the necessary adjustments, keeping in mind the following guidelines.

Weather conditions can change throughout the day. When weather conditions are questionable, Principals will review www.theweathernetwork.com for the local forecast and potential extreme weather alerts. The weather network website is available on each school website and the board website for ease of reference.

In support of the Ministry of Education's directive for daily physical activity, children need an opportunity to get exercise and free play time outdoors. However, weather conditions sometimes warrant indoor routines or a reduced activity level. Conditions requiring changes in normal practice, at the direction of the Principal, are:

1. Rain, freezing rain, thunderstorms, lightning, hail, ice, extreme winds - require indoor routines
2. Extreme Hot Temperature see Appendix A, Hot Weather Action Plan (HWAP)
3. Extreme Cold Temperature see Appendix B, Cold Weather Action Plan (CWAP)

~~(Environment Canada's web site at www.weatheroffice.gc.ca provides a valuable reference on all weather related topics — go to "FAQ" and choose "Weather". Environment Canada provides resources for teachers and students).~~

HOT WEATHER ACTION PLAN (HWAP)

To be Initiated when the humidex is over 35 degrees Celsius or when heat waves occur during 3 consecutive days reaching temperatures of 32°C or higher. ~~on any day when the temperature reaches 30 degrees Celsius. When humidex reaches 30 degrees Celsius, an alert will be sent out to all staff to have them monitor for signs of heat stress.~~

Principal has the option to determine recess routine dependent on local community conditions.

STRATEGIES TO BE IMPLEMENTED

- ⇒ Refer to Environment Canada information on humidity, humidex and guide to summer comfort, UV index
- ⇒ Personal water bottles will be allowed at student desks and outside if necessary
- ⇒ Staff and students must monitor their level of activity and take frequent breaks for water in order to remain adequately hydrated, especially during lunch hours
- ⇒ Where possible, keep perimeter doors and windows open and lights off
- ⇒ Avoid exposure to direct sunlight, especially during high heat periods of the day
- ⇒ Through regular communication practices (i.e., newsletters, morning announcements), remind parents and students to wear light weight and light coloured clothing and other hot weather necessities – hats, sun visors, sunscreen etc.
- ⇒ Where there is air conditioning in libraries or specialty classrooms rotate groups of students into those rooms
- ⇒ Provide classrooms with fans by utilizing available funds (possible sources: Catholic School Councils, GSB, fundraising)
- ⇒ Remind students not to overexert themselves outdoors

Heat and Humidity

Humidity is the amount of water vapour in the air. High humidity makes people feel hotter than they would on a drier day. This is because the perspiration that cools us down cannot evaporate as quickly in moist, saturated air. To better describe how hot it feels in such circumstances, Canadian meteorologists developed the Humidex, a parameter that combines temperature and humidity in order to reflect the perceived temperature.

Relative Humidity

Relative humidity is the amount of moisture that the air contains compared to how much it could hold at a given temperature. A figure of 100 per cent would mean that the air has become saturated. At this point, mist, fog, dew and precipitation are likely.

Relative humidity is normally at its maximum when the temperature is at its lowest point of the day, usually at dawn. Even though the absolute humidity may remain the same throughout the day, the changing temperature causes the ratio to fluctuate.

Humidex

The humidex is a Canadian innovation, first used in 1965. It was devised by Canadian meteorologists to describe how hot, humid weather feels to the average person. The humidex combines the temperature and humidity into one number to reflect the perceived temperature. Because it takes into account the two most important factors that affect summer comfort, it can be a better measure of how stifling the air feels than either temperature or humidity alone.

The humidex is widely used in Canada. However, extremely high readings are rare except in the southern regions of Ontario, Manitoba and Quebec. Generally, the humidex decreases as latitude increases. Of all Canadian cities, Windsor, Ontario has had the highest recorded humidex measurement: 52.1 Celsius on June 20, 1953. The hot, humid air masses which cause such uncomfortable weather usually originate in the Gulf of Mexico or the Caribbean.

Guide to summer comfort

Range of humidex: Degree of comfort

- Less than 29 Celsius: Little discomfort
- 30 to 39 Celsius: Some discomfort
- 40 to 45 Celsius: Great discomfort; avoid exertion
- Above 46 Celsius: Dangerous; possible heat stroke

An extremely high humidex reading can be defined as one that is over 40 Celsius. In such conditions, all unnecessary activity should be curtailed. If the reading is in the mid to high 30s, then certain types of outdoor exercise should be toned down or modified, depending on the age and health of the individual, physical shape, the type of clothes worn, and other weather conditions.

UV Index

INTERPRETATION OF THE UV INDEX:

The UV index is included in Environment Canada's weather forecasts whenever it is expected to reach 3 (moderate category) or more. This table outlines the sun protection actions recommended at different levels of the UV index. Remember that the amount of UV you receive depends on both the strength of the sun's rays (UV Index) and the amount of time you spend in the sun.

What does UV Index mean?

UV Index	Category	Sun Protection Actions <i>(in detail)</i>
0 - 2	Low	Minimal protection for normal activity
3 - 5	Moderate	Cover up. Wear hat, sunglasses, sunscreen if outside for 30 min.
6 - 7	High	Protection required. Reduce time in sun between 11AM and 4PM
8 - 10	Very High	Take full precautions and avoid sun between 11AM and 4PM
11+	Extreme	Take full precautions and avoid sun between 11AM and 4PM

Proper sun protection includes wearing a broad-rimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 15+ SPF (sun protection factor) that offers protection against both UV-A and UV-B rays. Apply generously before going outside and reapply often, especially after swimming or exercise.

COLD WEATHER ACTION PLAN (CWAP)

To be Initiated when the School's extreme cold set temperature* (including wind chill) is reached.

Principal has the option to determine recess routine dependent on local community conditions

***School Set Temperature:**

The Principal shall decide upon a temperature (including wind chill) between -15c and -20c at which cold weather strategies shall be implemented.

As an advisory body, the Catholic School Council will give input to the Principal annually prior to this decision being made. No voting shall occur.

The decision of the Principal is final and the set temperature shall remain in effect for the current school year.

STRATEGIES TO BE IMPLEMENTED

- ⇒ Principal may operate an indoor routine or a shortened outdoor routine of 20 minutes
- ⇒ Students are monitored for signs of frostbite, frostnip or difficulty breathing
- ⇒ Students are reminded to stay dry, dress in layers of warm clothing with an outer layer that is wind resistant, wear proper head coverings, gloves and winter boots
- ⇒ Through regular communication practices (i.e.; newsletters, morning announcements....) parents will be reminded to ensure their children wear appropriate warm and waterproof winter clothing and boots
- ⇒ Refer to Environment Canada's Wind Chill Program – [Wind Chill: The Chilling Facts](#)

Environment Canada Wind Chill

SOURCE: Environment Canada's Wind Chill Program (access information through Environment Canada website's "frequently asked questions" and choosing question on wind chill.) ([Environment Canada Wind Chill Index](#))⁴

Wind Chill Hazards and Risk of Frostbite			
Wind Chill	Risk of frostbite	Health Concern	What to do
0 to -9	Low	- Slight increase in discomfort	- Dress warmly, with the outside temperature in mind.
-10 to -27	Low	- Uncomfortable - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Wear a hat, mittens and scarf. - Keep active.
-28 to -39	Increasing risk: exposed skin can freeze in 10 to 30 minutes	- Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Cover exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Keep active.
-40 to -47	High risk: exposed skin can freeze in 5 to 10 minutes*	- Check face and extremities (fingers, toes, ears and nose) for numbness or whiteness (frostbite) - Risk of hypothermia if outside for long periods without adequate protection	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Cover all exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Keep active.
WARNING LEVEL** -48 to -54	High risk: exposed skin can freeze in 2 to 5 minutes*	- Check face and extremities frequently for numbness or whiteness (frostbite) - Serious risk of hypothermia if outside for long periods	- Be careful. Dress very warmly in layers of clothing, with an outer layer that is wind-resistant. - Cover all exposed skin: wear a hat, mittens and a scarf, neck tube or face mask. - Be ready to cut short or cancel outdoor activities. - Keep active.
-55 and colder	High risk: exposed skin can freeze in less than 2 minutes	DANGER! - Outdoor conditions are hazardous	- Stay indoors.

* In sustained winds over 50 km/h, frostbite can occur faster than indicated.

This document [Wind Chill: The Chilling Facts](#), is published by authority of the Minister of the Environment. Copyright Minister of Supply and Services Canada. Catalogue Number En56-222/2-2014E. ISBN 978-0-662-47625.2.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 230
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>

POLICY TITLE: GUEST SPEAKERS / EXTERNAL PRESENTATIONS

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes the significant role guest speakers/ ~~and external presentations organizations~~ have in enriching the learning experience for students. This policy outlines clear guidelines to ensure that all guest speakers/ ~~and external presentations~~ align with the Board's Catholic values and educational priorities, supporting student achievement, well-being, and faith development. It ensures that all ~~guest speakers/ external presentations~~ are thoughtfully integrated into the curriculum while promoting transparency with parents/guardians and upholding the Board's commitment to equity, inclusion, and respect for diverse perspectives.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to ensure that all ~~guest speakers/ external presentations and guest speakers~~ align with the Board's Mission, Vision, Values and Strategic Commitments, enhancing the educational experience while maintaining clear communication with parents/guardians.

3. PARAMETERS

- 3.1 ~~Guest speakers/external~~ presentations shall support the Catholic teachings and values of our Faith, and align with the Mission, Vision and Strategic Commitments for student achievement and well-being of the Board.
- 3.2 ~~Guest speakers/external~~ presentations shall remain impartial, and reflect the Board's commitment to equity and inclusion.
- 3.3 All ~~guest speakers/external~~ presentations shall directly connect with the Ontario Curriculum.

- 3.4 Schools shall provide parents/guardians with detailed notice at least **14 calendar days** before any guest speaker/~~or~~ external presentation.
- 3.5 The notification requirement shall apply to any school event that occurs during the school day and involves:
- 3.5.1 A third-party guest speaker or group (e.g., guest speakers, live performances).
 - 3.5.2 Presentations organized by a school, department, staff member, school council, or student group.
 - 3.5.3 Events addressing all students, multiple classes, or specific student groups.
- 3.6 The notification to parents/guardians shall include the following details:
- 3.6.1 Date and time of the event.
 - 3.6.2 Name(s) of the guest speaker(s) and any associated organization(s) **and a biography (if available)**.
 - 3.6.3 Topic or focus of the presentation, with connections to the curriculum or educational purpose.
 - 3.6.4 Details of any handouts, give-aways, or literature to be distributed.
- 3.7 The notification requirements outlined in this policy may not apply to third-party groups or individuals who are integral to the school community and are actively engaged in daily operational and educational activities. Examples of these exceptions include:
- 3.7.1 Visits from the local Parish, Catholic Masses, and other liturgical events.
 - 3.7.2 Members of the school community who contribute to faith formation within the York Catholic District School Board.
 - 3.7.3 Contributions from members of the school community, such as School Health Managers from Public Health Units.
- 3.8 Principals in consultation with their school Superintendent shall determine which individuals/groups are considered essential based on local needs and priorities.
- 3.9 The Principal shall be responsible for gathering the required information for proposed guest speakers/**external presentations** and submitting it to their Area Superintendent for approval at least **one month** before the scheduled presentation.
- 3.10 The following information shall be submitted to the Area Superintendent:
- 3.10.1 Name of the school and Principal.
 - 3.10.2 Name(s) of all presenters/performers involved.
 - 3.10.3 Name of the organization or agency represented by the guest speaker.
 - 3.10.4 Social media or website links for the speaker/organization (e.g., X, Instagram, TikTok, YouTube).
 - 3.10.5 Topic of the presentation.
 - 3.10.6 Intended audience (grade levels, number of classes, estimated audience size).
 - 3.10.7 Connection to the Ontario Curriculum (with reference).
 - 3.10.8 Planned date, time, and location of the presentation.
 - 3.10.9 Presentation materials (e.g., slides, handouts, exit cards).
 - 3.10.10 Fee for the presentation.
 - 3.10.11 Proof of Professional Liability or General Liability insurance.
 - 3.10.12 Consideration for vulnerable or at-risk students.
 - 3.10.13 Confirmation that the presentation aligns with the YCDSB Catholic values.
- 3.11 The Principal shall use the designated Laserfiche Form to submit the required guest

- speaker/**external presentation** information to their Area Superintendent. This form shall be completed and submitted **one month prior** to the scheduled event.
- 3.12 If there is a change to the planned event or if the 14-day notice period cannot be met, the school shall provide this information to parents/guardians as soon as final arrangements are confirmed.
- 3.13 The Principal (or an appointed designate) shall be present at each guest speaker/**external presentation** to ensure that it aligns with the expectations outlined.
- 3.14 Where during the **guest speaker/external** presentation a concern arises related to the appropriateness/ acceptability of the presentation, the Principal or designate **shall immediately stop the presentation.**
- 3.15 ~~If a presentation is occurring outside of the instructional day, the Principal shall comply with the Community Use of Schools guidelines (Policy 616 Community Use of Schools).~~

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee the implementation and compliance of the Guest Speakers/**External Presentations** Policy across the York Catholic District School Board.

4.2 Superintendent of Education: School Leadership

- 4.2.1 To review and approve proposed guest speakers/ **and external** presentations submitted by Principals.
- 4.2.2 To provide guidance and support to Principals in the decision-making process regarding guest speaker/**external presentation** selections.

4.3 Principals

- 4.3.1 To gather and submit the required information for proposed guest speakers/**external presentations** to the Area Superintendent at least one month prior to the scheduled presentation.
- 4.3.2 To ensure that all guest speakers/**external presentations** align with the Board's Mission, Vision, Values, and Strategic Commitments.
- 4.3.3 To attend or appoint a designate to attend each approved **guest speaker/external** presentation to oversee its execution and address any immediate concerns.
- 4.3.4 To communicate effectively with parents/guardians about upcoming **guest speakers/external** presentations, ensuring compliance with the 14-day notice requirement.
- 4.3.5 To stop any **guest speakers/external** presentations deemed inappropriate or unacceptable and report the incident to the appropriate Superintendent.

5. DEFINITIONS

5.1 Guest Speaker

An individual invited to speak or present at a school event or program, who is not a regular member of the school staff. This includes representatives from community groups, external organizations, or other entities that provide educational content.

5.2 External Presentations

Any formal communication or performance delivered by a ~~guest speaker~~ **a third-party guest speaker or group**, which may include lectures, workshops, **live** performances, or interactive sessions aimed at educating or engaging students.

6. CROSS REFERENCES

Legislation

[Education Act](#)

Ministry of Education's Memo to school boards "*Strengthening Academic Achievement and Transparency. Attachment 1 – Parent Accountability and Transparency: Communication Requirements for Guest (Third Party) Speakers and Presentations in Ontario Schools.*"

~~YCDSB Policies~~

~~YCDSB Policy 616~~ [Community Use of Schools](#)

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 307
<i>Former Policy #</i> 612	<i>Page</i> 1 of 3
<i>Original Approved Date</i> October 23, 2001	<i>Subsequent Approval Dates</i> November 18, 2008 January 28, 2014 January 30, 2019 June 18, 2024

POLICY TITLE: OPENING EXERCISES

SECTION A

1. PURPOSE

Catholic Education proclaims a view of life that is God centered, a view of person that is Christ centered and a view of community that is Church centered. In keeping with these belief statements, the York Catholic District School Board endorses prayer, scripture reading and relevant Catholic reflection(s) that focus on the richness, understanding, and appreciation of our Catholic Faith in Opening Exercises for the school day. The Board also endorses the importance of good citizenship and commitment to our country, Canada, through the singing of our National Anthem. In addition, the Board supports Land Acknowledgements as a means to recognize Indigenous Peoples and the ancestral lands upon which a school is situated, as part of our commitment to Truth and Reconciliation. The purpose of this policy is to provide direction to schools for all Opening Exercises.

2. OBJECTIVE

In keeping with the York Catholic District School Board's commitment to develop school communities formed by Catholic beliefs and traditions, and to demonstrate respect for our country, it is the policy of the Board that each school shall conduct Opening Exercises on a daily basis.

3. PARAMETERS

- 3.1 Opening Exercises shall follow the following order:
 - 3.1.1 "O Canada";
 - 3.1.2 Prayer;
 - 3.1.3 Scripture reading and/or relevant Catholic reflection; and a
 - 3.1.4 Land Acknowledgement as per Parameter 3.3.

3.2 The version of "O Canada" used shall be arranged in a respectful manner. Versions used ~~may~~ **will** consist of a **balanced** mix/variety of the following:

- 3.2.1 English;
- 3.2.2 French;
- 3.2.3 Indigenous; and/or
- 3.2.4 Instrumental.

3.3 The Land Acknowledgement shall be delivered once a week at the start of each week, in addition to the following dates:

- Every day during the month of September;
- National Aboriginal Veterans Day (November 8th);
- Every day during Treaties Recognition Week (Each year during the first week of November);
- Every day during the month of June.

3.4 Schools shall use the York Catholic District School Board Land Acknowledgement or an approved School Specific Land Acknowledgement.

3.5 The implementation of this policy shall be in accordance with the *Education Act, s. 304*, and *Ontario Regulation 435/00*.

3.6 All "Rush Songs" or any other music played before the Opening Exercises shall be vetted and approved by the School Principal.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance of the Opening Exercises policy and relevant parameters.

4.2 Superintendent of Schools

4.2.1 To support Principals with the implementation of this policy.

4.3 Superintendent of Education: Curriculum and Assessment

4.3.1 To ensure that School Specific Land Acknowledgements are thoughtfully and accurately developed in consultation with Indigenous community partners.

4.4 Principals

4.4.1 To ensure that Opening Exercises, as per the parameters of this policy, are included within the daily schedule of each school day.

4.4.2 To approve all "Rush Songs" or any other music played prior to the Opening Exercises.

5. DEFINITIONS

5.1 Opening Exercises

The time of day when, through a formal announcement made to the entire school, the school participates in the singing of "O Canada", followed by a prayer, scripture reading, and/or relevant Catholic reflection and a Land Acknowledgement.

5.2 York Catholic District School Board Land Acknowledgement

A statement that acknowledges that Indigenous Peoples have lived on this land since time immemorial. The York Catholic District School Board Land Acknowledgement honours those who have walked this land, in the past, present, and those who will walk it in the future.

It reads:

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.

5.3 School Specific Land Acknowledgement

A statement recognizing Indigenous Peoples and their ancestral lands upon which a school is situated. School Specific Land Acknowledgements must be developed in consultation with Indigenous community partners.

6. CROSS REFERENCES

YCDSB Policy 315 [Prayer - Our Gift from God](#)

YCDSB Daily Prayers for Children (Elementary)

YCDSB Daily Prayers for Children (Secondary)

[Education Act](#)

[Ontario Regulation 435/00](#)

[Indigenous Education YCDSB](#)

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YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 311
<i>Former Policy #</i> 220	<i>Page</i> 1 of 8
<i>Original Approved Date</i> January 15th, 2002	<i>Subsequent Approval Dates</i> October 11th, 2011 November 26, 2013 October 29, 2019

**POLICY TITLE: DIGITAL DISCIPLESHIP
STUDENT USE OF TECHNOLOGY**

SECTION A

1. PURPOSE

The York Catholic District School Board (the “Board”) is committed to safe, secure, equitable and effective use of technology to enhance learning for all students within a Christ-centered school environment. In support of its ongoing commitment to excellence in Catholic Education and to ensure that all become responsible digital disciples of the 21st century, the Board regulates the use of technology on all school board premises, and during sanctioned activities.

2. ~~POLICY STATEMENT~~ OBJECTIVE

It is the policy of the York Catholic District School Board to regulate the use of technology including personal devices while fostering a healthy learning environment using good digital discipleship in a safe, respectful and positive manner, guided by gospel values that are consistent with the Board’s Mission, Vision, Core Values and Ontario Catholic School Graduate Expectations.

3. PARAMETERS

- 3.1 The Board recognizes the importance of maintaining the confidentiality of all users of its Information Technology facilities and assets without compromising the ability to regulate, enforce and promote acceptable use guidelines.
- 3.2 The York Catholic District School Board reserves the right to monitor, access and disclose all data and information created, sent and received, processed or stored on Board information technology systems to ensure compliance with Board policies.

- 3.3 Students using technology and personal devices:
- 3.3.1 Shall abide by the York Catholic District School Board Policy 248 617 Code of Conduct and respect the need of others to work in an environment that is conducive to learning and teaching;
 - 3.3.2 Are prohibited from engaging in inappropriate or unlawful activities whose examples are listed in, but not limited to Appendix A. Allegations of unlawful or unacceptable use of technology will be addressed through established York Catholic District School Board policies and procedures and, where necessary, disciplinary actions taken in accordance with Safe Schools (Policy 202 Safe Schools - Student Discipline).
- 3.4 The responsibility to keep all board technology and personally owned electronic devices secure and maintained shall rest with the owner. York Catholic District School Board is not liable for any personal device lost, stolen or damaged.
- 3.5 Use of personally owned electronic devices on Board/School Premises and during Board/School sanctioned events shall be as outlined:
- 3.5.1 For health and medical purposes;,,
 - 3.5.2 To support special education needs;,,
 - 3.5.3 For educational purposes, as directed by an educator.
- 3.6 For grades 7 to 12 students' personal mobile devices shall be stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined in 3.5.
- 3.7 For students in grade 6 and below, students' personal mobile devices shall be stored out of view and powered off or set to silent mode throughout the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined in 3.5.
- 3.8 Students using technology, whether downloading, uploading or sharing information at school or remotely, shall observe and respect any material that is protected by copyright, patent, trademark, service mark and other applicable laws and adhere to strict ethical and lawful conduct in compliance with the Board's Mission, Vision, and Core Values.
- 3.9 Access to the York Catholic District School Board ~~wireless~~ networks is a privilege, not a right. Any use of the ~~wireless~~ networks shall entail personal responsibility and compliance with all York Catholic District School Board policies and school expectations or guidelines.
- 3.10 Access to the York Catholic District School Board ~~wireless~~ networks shall be **authenticated and** content filtered to safeguard against inappropriate content.
- 3.11 Users of **board provided technology and/or** personally owned devices shall make no attempts to circumvent the school's network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security **controls**.
- 3.12 With respect to personal devices, including personal medical devices (PMDs), the Board cannot guarantee the availability of Internet services or security of devices. PMD users should not rely upon the security and availability of the District's internet connections and ~~wireless~~ network services. PMD users with continuous, critical needs should arrange for their own redundant, secure communication systems.

- 3.13 Students and Parent(s)/Guardian(s) shall sign the technology consent form prior to accessing Board technology, either at school or remotely on an annual basis.
- 3.14 Students accessing technology and resources understand that the Board retains ownership of intellectual property, where the Board's resources or expertise are used to create a product or practice that may have commercial significance.
- 3.15 All electronic communications and social media interactions between students and staff must be directly related to coursework or school sanctioned activities.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Digital Discipleship, Student Use of Technology Policy.

4.2 Superintendent of Curriculum & Assessment

- 4.2.1 To support the implementation and compliance with the Digital Discipleship, Student Use of Technology policy.
- 4.2.2 To review annually the Digital Discipleship, Student Use of Technology policy, with school administrators.
- 4.2.3 To provide resources that will support the appropriate and ethical use of information technology by students.

4.3 Chief Information Officer

- 4.3.1 To oversee, in collaboration with the Superintendent of Curriculum & Assessment the implementation and compliance with the Digital Discipleship, Student Use of Technology policy.
- 4.3.2 To oversee, in collaboration with relevant services such as legal, privacy and risk management, appropriate procedures and guidelines are established to assist board employees to fulfill their responsibilities as set out in this policy.

4.4 Manager of Employee Relations & Privacy

- 4.4.1 To oversee, in collaboration with the Chief Information Officer, appropriate implementation of and compliance with the Digital Discipleship, Student Use of Technology policy.

4.5 Senior Administration

- 4.5.1 To work with school administrators to ensure that all sections of the Digital Discipleship, Student Use of Technology policy are implemented.

4.6 Instructional Services

- 4.6.1 To provide resources that will support the appropriate and ethical use of information technology by students.

4.7 Principal

- 4.7.1 To communicate with school staff, students and Parent(s)/Guardian(s) the Digital Discipleship, Student Use of Technology policy.
- 4.7.2 To require all students and Parent(s)/Guardian(s) to sign the annual Technology Consent Forms.
- 4.7.3 To retain records of the Technology Consent Forms.
- 4.7.4 To inform all staff that electronic communication and interaction between staff and students must be directly related to school based activities.

- 4.7.5 To ensure that school staff are aware of their responsibilities for supervising and monitoring student use of technology and electronic communications.
- 4.7.6 To review and approve school-based online social media activities and groups that are linked to instructional plans and supervised by school staff.
- 4.7.7 To ensure that school-based online social media groups have at least one staff member with administrative privileges to review, screen, monitor and modify contents to conform to the Digital Discipleship, Student Use of Technology policy.
- 4.7.8 To inform the staff supervising online social media activities and groups to adhere to ethical standards for the teaching profession in the same manner as in a traditional school environment.
- 4.7.9 To offer support to students who accidentally accessed unacceptable internet content. Administrators will offer school/area/board support, based on the developmental needs of the student.
- 4.7.10 To report any security, safety or privacy related breach or issue relating in any unacceptable activities and violations that may have been committed.
- 4.7.11 To cooperate fully with ongoing investigation by Board staff, the police and other authorities into unacceptable activities and violations that may have been committed while using the technology systems of the Board.
- 4.7.12 To model the standards of respect, civility and responsible citizenship, as we are called to do in our Catholic virtues.

4.8 Staff

- 4.8.1 To link the use of the internet and related applications such as interactive websites and social media groups to ongoing coursework, unit plans and curriculum-related learning. Prior to permitting students to use the internet as part of an ongoing lesson, the teacher should ensure that there is clear written instruction outlining the goal for such a use and that the students understand the parameters.
- 4.8.2 To review and evaluate the suitability of internet learning resources and websites prior to permitting students to have access online.
- 4.8.3 To monitor school related online internet use within interactions and social media activities of all students under supervision.
- 4.8.4 To provide students with instruction at the beginning of each school year on the safe and acceptable use of technology and the internet.
- 4.8.5 To communicate clearly to students the consequences of inappropriate unacceptable use of technology that may include discipline by the school, the Board and Police services.
- 4.8.6 To be responsible technology users who take necessary online safety and security precautions when sharing information with others online or on Cloud Drives such as Google Drive.
- 4.8.7 To report to the school principal when they become aware of any security, safety or privacy related breach or issue.
- 4.8.8 To report to the school principal any breach of the policy, and inappropriate use of technology.
- 4.8.9 To model the standards of respect, civility, and responsible citizenship, as we are called to do in our Catholic virtues. This includes modeling appropriate use of personal mobile devices.
- 4.8.10 To maintain the confidentiality, integrity and availability of Board technologies and data

4.9 Students

- 4.9.1 To adhere to the Digital Discipleship, Student Use of Technology policy at all times when in school and/or when using school computers and internet.
- 4.9.2 To be responsible for their personal mobile device, how they use it and the consequences of not following the school board's digital discipleship use policy.
- 4.9.3 To report to staff in the school when they become aware that another student is hacking or illegally/inappropriately using technology resources.
- 4.9.4 To report to staff in the school when they become aware of a security, safety or privacy related breach, compromise or issue.
- 4.9.5 To be responsible digital disciples who take necessary safety and security precautions when sharing information with others online or on Cloud Drives such as Google Drive.
- 4.9.6 To be respectful digital disciples who care about equipment and about other students who use the same technology.
- 4.9.7 To report to staff in the school when images, material or information on the internet make them uncomfortable.
- 4.9.8 To report to staff in the school when pornographic sites are accidentally accessed.
- 4.9.9 To report to staff in the school when a stranger attempts to initiate contact, interaction or conversation on the internet.

4.10 Parent(s)/Guardian(s)

- 4.10.1 To review with their child the Annual Technology Consent Forms and to sign and submit them to the school in a timely manner.
- 4.10.2 To cooperate with the school to ensure that their child complies with this policy and the use of personal electronic devices only as directed by teachers/Principal.
- 4.10.3 To understand that any violation may result in the loss of privileges as well as disciplinary action.
- 4.10.4 To discuss with the Principal any extenuating circumstances where their child is required to have access to a personal electronic device, such as a cellphone, outside of educational purposes, including the use of personal medical devices (PMD).

4.11 Volunteers, Third Party Providers and Visitors

To be aware and comply with the Digital Discipleship, Student Use of Technology policy.

5. DEFINITIONS

5.1 Cloud Drive

Digital technology, any of several, often proprietary, parts of the Internet that allow online processing and storage of documents and data as well as electronic access to software and other resources.

5.2 Digital Discipleship

Guided by our Catholic values, one who uses technology ethically and responsibly to advocate for local and global issues, act in solidarity and stewardship and promote human dignity.

5.3 Hacking

The unauthorized practice of accessing, modifying or altering computer software, hardware, or networks to accomplish a goal that is considered to be a security breach and outside of the creator's original objective.

5.4 Illegal activity

Any illegal use of the York Catholic District School Board technology. Examples are listed in, but not limited to, Appendix A.

5.5 Technology

Includes, but is not limited to, personal electronic devices, personal medical devices (PMD), board network and infrastructure, electronic communication equipment such as laptops, desktops, mobile devices, robotics, printers and audio/video equipment.

5.6 Intranet

The internal network of communication servers owned, operated and regulated by the York Catholic District School Board.

5.7 Personal Electronic Device

Includes any device in the possession of a student which electronically communicates, sends, receives, stores, reproduces, or displays voice, text, and/or digital communications or data. This includes, but is not limited to, cellular phones, pagers, smart phones, music and media players, gaming devices, tablets, laptop computers, cameras, video cameras, smart watches, headphones, earbuds, personal medical devices (PMDs), and personal digital assistants. In this policy, the word “technology,” may be used as a synonym for personal electronic device.

5.8 Sanctioned Activities

The legitimate and authorized use of a personally owned electronic device during activities which may include, but are not limited to, specific programming purposes, lengthy bus excursions, co-curricular events, inclement weather and/or, legitimate medical reasons. Such use must be authorized by Administration and/or staff.

5.9 Social Media

Any interactive online where people are talking, participating, sharing, networking, and may be accessed by the wider internet community.

6. CROSS REFERENCES

Legislation

[Child and Family Services Act](#)

[Copyright Act](#)

[Criminal Code](#)

[Education Act](#)

[Human Rights Act](#)

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

[Policy/Program Memorandum 128](#)

YCDSB Policies

YCDSB Policy 112 [Privacy and Personal Information Management](#)

YCDSB Policy 113 [Intellectual Property](#)

YCDSB Policy 116 [Copyright](#)

YCDSB Policy 347 **119** [Electronic Communications & Social Media](#)

YCDSB Policy 202 [Safe Schools - Student Discipline](#)

YCDSB Policy 223 [Bullying Prevention & Intervention](#)

YCDSB Policy 408 [Digital Discipleship: Acceptable Use of Technology](#)

YCDSB Policy ~~248~~ **617** [Code of Conduct](#)

YCDSB Procedures

YCDSB [Procedure Policy 202 Safe Schools – Student Discipline](#)

YCDSB Digital Discipleship Framework

YCDSB Visual Identity and Branding Manual

7. RELATED FORMS

YCDSB Annual Technology Consent Form

Approval by Board	<u>October 29, 2019</u> <i>Date</i>
Effective Date	<u>October 30, 2019</u> <i>Date</i>
Revision Dates	<u>October 29, 2019</u> <i>Date</i>
Review Date	<u>October 2024</u> <i>Date</i>

DRAFT

Appendix A

Unacceptable/Illegal Use of York Catholic District School Board Electronic Communications & Social Media

The following is a partial list of examples that includes but is not limited to activities considered unacceptable or illegal.

Bullying	An attempt to intimidate an individual through cruel and humiliating behaviour, including 'cyber-bullying' which is used to send threatening, obscene, sexually explicit and violent messages that threaten emotional and physical safety of recipient(s).
Child pornography	Accessing, downloading, storing, sharing and distributing any child pornography
Copyright or trademark infringement	Infringing on another person's copyright, trademark, patent, trade secret, without lawful permission.
Defamatory libel	A defamatory libel is matter published, without lawful justification or excuse, that is likely to injure the reputation of any person by exposing him/her to hatred, contempt or ridicule, or that is designed to insult the person of or concerning whom it is published. <i>Libel and Slander Act</i> .
Disclosing or gathering personal Information	Disclosing or gathering personal information in a manner inconsistent with the <i>Municipal Freedom of Information and Protection of Privacy Act</i> .
Gambling and lotteries	Uploading funds to online gambling or lottery sites, making bets or playing the games that they offer, and then cashing out any winnings.
Hacking and other unauthorized access	Includes but not limited to using the computer technology to carry out sabotage, gain illegal entry into encrypted sites, acquiring and disseminating private information, creating and disseminating computer viruses, stealing information and trade secrets, intentionally breaching protected internet sites or network resources that compromises the safety of others.
Harassment	The sending of electronic messages and information that causes the recipient(s) to fear for personal safety and that of others.
Hate propaganda	Communicating messages that promote or incite hatred against an identifiable group that is likely to lead to a breach of the peace—e.g. homophobic messages, racist comments and jokes, violent gender-specific messages.
Inappropriate communication with minors	Communicating, soliciting or sending sexually suggestive, emotionally laden, and intrusive personal messages to minors for any reason.
Intellectual property	Infringing on another person's property without lawful permission.
Interception of private communication or electronic mail	Unauthorised entry into the password protected email and/or the interception of private electronic communication intended for someone else.
System Security/Account Security	Users are responsible for the use of their individual account and should take reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
Obscenity	Creating, acquiring, sharing, publishing and distributing any obscene material including but not limited to pornography.
On-line Video Gaming/Gambling	Participating in on-line "video gaming," which is not associated to classroom learning is prohibited; and/or all on-line gambling, while using information technology.
Personal financial gains	Any use of Board information technology for commercial transactions, advertising, solicitation and financial gain.
Threat	Communication through the use of mail, email, telephone, telegram, or other instrument of commerce; the willful making of any threat; or the malicious conveyance of false information knowing the same to be false which concerns an attempt being made, or to be made; to kill, injure, intimidate any individual; or unlawfully to damage or destroy any building, vehicle, or other real or personal property by means of an explosive.
Vandalism	Deliberately damaging or causing to be damaged Board information technology, for example routers, modems, wireless, etc., including but not limited to physical technology equipment, internet /intranet resources, online traffic flow, internet filters and firewalls, distributed denial of service (DDOS), websites etc...
Technology/Equipment	York Catholic District School Board Information Technology and/or Personal Electronic Devices used for anything outside of educational purposes is prohibited.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 319
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date</i> June 17, 2014	<i>Subsequent Approval Dates</i> June 17, 2014 June 21, 2022

POLICY TITLE: SUPPLEMENTARY LEARNING RESOURCES

SECTION A

1. PURPOSE

The York Catholic District School Board, in partnership with family and Church, provides students with a Catholic education which fosters and enhances their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world. The purpose of this policy is to ensure that supplementary learning resources support the aims and objectives of the [Ontario Ministry of Education](#) and the [Ontario Catholic School Graduate Expectations](#), as well as the distinctive nature of Catholic education as presented in the Board's Mission statement.

2. OBJECTIVE

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect the diversity within the Board. Such supplementary learning resources shall support:

- 2.1 The teachings of the Catholic Church and principles of equity which acknowledges the diversity of the human experience and the dignity and worth of all persons;
- 2.2 The [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#) outlining Character Education Traits and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*; and,
- 2.3 York Catholic District School Board's global competencies: *Catholic Character, Communication, Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, and Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations*.

3. PARAMETERS

- 3.1 The selection and approval of all supplementary learning resources shall be guided by the [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#) outlining Character Education Traits and Catholic Virtues embedded in the *Ontario Catholic School Graduate Expectations*,

- the [Ontario Ministry of Education's Guidelines for Approval of Textbooks](#) where applicable and appropriate, and the Independent Procedures as an addendum to this policy.
- 3.2 Supplementary learning resources shall support and be consistent with the priority educational goals of the York Catholic District School Board, namely, promoting well-being for all students, improved levels of student achievement, reduced gaps in student achievement, and increased public confidence and support for public education in a Christ-centered environment.
 - 3.3 Supplementary learning resources shall support and be consistent with the Board Improvement Plan and the School Improvement Plan for Student Achievement and Well-Being.
 - 3.4 In consultation with teachers, the responsibility for coordinating the selection of supplementary learning resources and approving the recommendation for purchases shall rest with the school Principal or in the case of system learning resources, the Superintendent with portfolio responsibility and in accordance with the [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) and [Policy 308 Textbooks](#).
 - 3.5 Selected and approved supplementary learning resources shall take into consideration students' identities, abilities, readiness, interests, learning preferences and accessibility needs, and include a variety of formats (print, non-print, audio and electronic).
 - 3.6 The selection, maintenance, and de-selection of supplementary learning resources shall be an ongoing process based on the criteria outlined in the Independent Procedures as an addendum to this policy.
 - 3.7 All copyright laws shall be adhered to when purchasing or providing any format of supplementary learning resources.
 - 3.8 Any student (age 18 and beyond), parent/guardian, staff member, or member of the Catholic School Council (herein referred to as the "applicant") shall have the right to request a formal reconsideration of a supplementary learning resource currently being used in an educational program. Such a request shall be communicated, in writing (TCH40a), to the Principal who will then consult with the Superintendent of the school where the supplementary learning resource is currently being used.
 - 3.9 Any offer of donated supplementary learning resources directly to the School shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Principal. The Principal may confer with the appropriate School Superintendent for advice and/or direction.
 - 3.10 Any offer of donated supplementary learning resources directly to the Board shall be subject to the selection criteria outlined in the Independent Procedures as an addendum to this policy and at the discretion of the Superintendent of Curriculum and Assessment in consultation with other Superintendents of Education and/or central staff as deemed appropriate.
 - 3.11 Schools should recover the costs for the replacement or repair of lost, damaged or broken materials such as books, videos, electronic media, or any loaned materials. These charges shall not exceed the replacement or repair cost of the materials ([Ontario Ministry of Education: Fees for Learning Materials and Activities Guideline](#)).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the Supplementary Learning Resources Policy and Independent Procedures.

4.2 Superintendent of Education: Curriculum and Assessment

- 4.2.1 To coordinate professional development for administrators and teacher librarians regarding “supplementary learning resources” collection development, specifically, the selection, approval and de-selection procedures for such resources.

4.3 Superintendents of Education: School Leadership

- 4.3.1 To support the implementation of the Supplementary Learning Resources Policy and Independent Procedures.

4.4 Principals

- 4.4.1 To annually review the policy with staff to ensure familiarization with the policy, independent procedures and [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) related to the selection, approval and de-selection of supplementary learning resources.
- 4.4.2 To determine, in consultation with teachers, the selection and recommended purchase of supplementary learning resources ensuring that such purchases include a variety of formats (print, non-print and electronic) and take into consideration the students’ identities, abilities, readiness, interests, accessibility needs and learning preferences.

4.5 Teachers

- 4.5.1 To familiarize themselves with the policy and independent procedures when making recommendations for the selection, approval and de-selection of supplementary learning resources.
- 4.5.2 To consult and collaborate with the Principal and other staff in the selection of supplementary learning resources reflective of the diversity within each school community.
- 4.5.3 To provide supplementary learning resources to students which foster and enhance their spiritual, intellectual, aesthetic, emotional, social, mental and physical development so they may participate fully in their world.
- 4.5.4 To familiarize themselves with the [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#) and utilize it in the selection and deselection of supplementary learning resources.

5. DEFINITIONS

5.1 Catholic Virtues

By practicing virtue, we become virtuous and our conduct reflects the teachings of the Catholic Church and the principles of equity, diversity and inclusion. Virtues are categorized as Theological, Cardinal and Moral. The Theological Virtues of Faith, Hope and Love are nurtured as the foundation of healthy and vibrant Catholic persons and communities. These also undergird the Cardinal Virtues of Prudence, Justice, Temperance and Fortitude that in turn enable us to be people and communities of virtue and grace. The [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#) focuses on the Moral Virtues of unity, wisdom, perseverance, reverence, responsibility, integrity, courage, compassion, justice and hope that are embedded in the [Ontario Catholic School Graduate Expectations](#) and serve to:

- 5.1.1 Affirm our human dignity;

- 5.1.2 Promote the well-being and happiness of the individual;
- 5.1.3 Serve the common good; and,
- 5.1.4 Protect and preserve our Separate School Rights in accordance with section 19 (1) of the Human Rights Code which states, “This Human Rights Act shall not be construed to adversely affect any right or privilege respecting separate schools enjoyed by separate school boards or their supporters under the Constitution Act, 1867 and the Education Act. R.S.O. 1990, c. H.19, s. 19 (1).

5.2 Character Education (Traits)

Character Education can be defined as the development of positive character traits within persons that are infused into the climate and daily routine of our Catholic schools. Character Education draws on scripture, Catholic tradition, and the community as sources of inspiration, knowledge, practice and resources. Character Education is inextricably linked to Catholic virtues and is expressed and celebrated in liturgical celebrations and spiritual formation. The [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#) focuses on the character traits of inclusiveness, initiative, perseverance, respect, responsibility, honesty, courage, compassion, fairness and optimism that are embedded in the [Ontario Catholic School Graduate Expectations](#). The infusion of positive character traits into the climate and daily routines of our Catholic schools also serves to:

- 5.2.1 Affirm our human dignity;
- 5.2.2 Promote the well-being and happiness of the individual;
- 5.2.3 Serve the common good; and,
- 5.2.4 Define our rights and obligations.

5.3 Culturally Responsive and Relevant Pedagogy

Culturally Responsive and Relevant Pedagogy (CRRP) refers to a multidimensional, student-centered approach that promotes equitable excellence and serves to validate and affirm the experiences and contributions of students from all cultures and backgrounds.

5.4 Ontario Catholic School Graduate Expectations

All personnel selecting supplementary learning resources for schools will be guided by the Ontario Catholic School Graduate expectations as choices are made to support the success of each student as:

- 5.4.1 A discerning believer formed in the Catholic Faith community;
- 5.4.2 An effective communicator;
- 5.4.3 A reflective and creative thinker;
- 5.4.4 A self-directed, responsible, life-long learner;
- 5.4.5 A collaborative contributor;
- 5.4.6 A caring family member; and,
- 5.4.7 A responsible citizen.

5.5 Supplementary Learning Resources

A learning resource that supports the [York Catholic Communities of Faith](#) document [YCDSB Monthly Virtues Resource Chart](#), the [Ontario Catholic School Graduate Expectations](#), the educational goals of the Ontario Ministry of Education, the Independent Procedures as an addendum to this policy, curriculum expectations and the Board’s global competencies. Such a learning resource may be intended for use by an entire class, a group of students or individual students. Examples include, but are not limited to, classroom or library books, spelling programs, dictionaries, atlases, computer software, instructional guides, videos, electronic media, as well as guest speakers or presentations for the school.

Supplementary learning resources may be acquired or locally produced with instructional content or function that is used for formal or informal teaching and learning purposes, and/or co-instructional activities and events.

6. CROSS REFERENCES

Ontario Ministry of Education: [Fees for Learning Materials and Activities Guideline](#)
Ontario Ministry of Education, [Guidelines for Approval of Textbooks](#)

YCDSB Policy 308 [Textbooks](#)
YCDSB Policy 613 [Equity and Inclusive Education](#)

YCDSB [Procedure Supplementary Learning Resources](#)

YCDSB Global Competencies

~~YCDSB Library Services Curriculum Connections Resource Document, 2004~~

YCDSB *Valuing Diversity: A Framework for Equity and Inclusive Education in the Curriculum*
~~[York Catholic Communities of Faith](#) Document, 2006~~ [YCDSB Monthly Virtues Resource Chart, 2024](#)

[Ontario Catholic School Graduate Expectations](#)

7. APPENDIX

Appendix 1: [Culturally Relevant and Responsive Pedagogy \(CRRP\) Toolkit](#)

Approval by Board	<u>June 21, 2022</u> Date
Effective Date	<u>June 22, 2022</u> Date
Revision Date(s)	<u>June 21, 2022</u> Date
Review Date	<u>June 2026</u> Date



CULTURALLY RESPONSIVE AND RELEVANT PEDAGOGY (CRRP) TOOLKIT

The purpose of the CRRP toolkit is to help educators in our system identify and vet resources that are accessible, reflect diversity, and conducive to facilitating meaningful learning experiences for our students. In doing so, this will ensure accountability and transparency in embedding the principles of human rights, equity and inclusion within all YCDSB practices. To inform this process, guiding questions are provided below according to three interconnected focal areas.

A

Accessing the Curriculum

- Does the resource connect to applicable curriculum expectations and learning goals of the grade/course?
- Does the resource offer different formats and alternative versions for accessing the content (e.g., film, audio, adapted texts, dual language books)?
- Does the resource allow students to access the content with sufficient difficulty (prior knowledge, reading level, ELL Steps framework, age-appropriateness)?
- Does the resource account for students' interests, backgrounds, cultures, and experiences?
- Does the resource selection involve other stakeholders aside from the teacher (e.g., students, parents/guardians, community partners, etc.)?



B

Representation & Identities

- Is the resource consistent with the values and teachings of the Catholic faith in terms of its overriding message?
- Does the resource provide a representation of your students' identities and lived experiences?
- Does the resource foster a positive sense of self and respect for the dignity and welfare of others?
- Does the resource present potentially triggering content that may be sensitive or traumatic to students?
- Does the resource make visible the author's perspectives, beliefs, and identities?
- Does the resource validate the histories of students' families and communities?



C

Critical Literacy

- Does the resource silence or omit the perspectives related to the history, cultural heritage and pluralism of today's contemporary society?
- Does the resource portray specific groups (e.g., Black, Indigenous, People of Colour; 2SLGBTQ+; etc.) in society in a tokenistic, stereotypical, or derogatory manner?
- Does the resource exclusively portray Western worldviews at the expense of other ways of knowing?
- Does the resource promote equality, democracy, and solidarity for a just, peaceful and compassionate society?
- Does the resource provide opportunities for students to act in light of gospel values by respecting the rights, responsibilities, and contributions of self and others?





YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: SUPPLEMENTARY LEARNING RESOURCES

Addendum to Policy 319: Supplementary Learning Resources

Effective: June 22, 2022

PURPOSE

This Independent Procedure is designed in conjunction with YCDSB Policy 319 – *Supplementary Learning Resources* and specifies the criteria to be applied for the selection, approval and de-selection of supplementary learning resources, as well as, the request for formal reconsideration of a supplementary learning resource.

The main purpose is to ensure that supplementary learning resources support the aims and objectives of the York Catholic District School Board's Multi-Year Strategic Plan, the Ontario Catholic Curriculum Policy Documents, the *Ontario Catholic School Graduate Expectations*, the ~~York Catholic Communities of Faith~~ document *YCDSB Monthly Virtues Resource Chart*, as well as the distinctive nature of Catholic education as presented in the Board's Mission statement.

SELECTION CRITERIA

It is the policy of the York Catholic District School Board to provide a balanced collection of quality supplementary learning resources in schools which reflect our multi-faceted society and the uniqueness of the school community. Such supplementary learning resources shall support the York Catholic District School Board's global competencies: *Catholic Character, Communication, Critical Thinking, Creativity, Collaboration, and Discipleship* which are rooted in the *Ontario Catholic School Graduate Expectations* and support the principles of equity acknowledging the diversity of the human experience and the dignity and worth of all persons especially students from racialized and equity seeking groups.

York Catholic District School Board acknowledges:

- 1.1 The responsibility to promote the selection, approval and purchase of supplementary learning resources in accordance with the teachings of the Catholic Church.
- 1.2 The selection of supplementary learning resources shall be consistent with the Ministry of Education goals and directives and with the Board's Mission statement.
- 1.3 The need to provide a balanced collection of supplementary learning resources in a variety of formats appropriate for the diverse interests, abilities, learning styles and developmental levels of students.
- 1.4 The selection of supplementary learning resources shall promote the spiritual, religious, and moral, growth of all members of the Catholic Learning Community.
- 1.5 That preference shall be given to Canadian authors, publishers, illustrators and producers, including the perspectives of Indigenous, racial and ethno-cultural groups and their contributions to Canada's heritage, in the selection of supplementary learning resources.
- 1.6 The selection of supplementary learning resources shall be consistent with the [Culturally Relevant and Responsive Pedagogy Toolkit](#).
- 1.7 That concerns for a supplementary learning resource may arise despite the careful selection of such.

The following criteria shall be applied when selecting supplementary learning resources to support student achievement:

1. Catholicity

- 1.1 Supportive of the teachings of the Catholic Church, the Ontario Catholic Curriculum Policy Documents, the *Ontario Catholic School Graduate Expectations*, the ~~York Catholic Communities of Faith~~ document *YCDSB Monthly Virtues Resource Chart*, the Board's global competencies and the principles of equity.
- 1.2 May be representative of differing viewpoints for the purpose of teaching our students about events and/or actions that have occurred so they are able to think and respond critically as discerning believers formed in the Catholic faith.

2. Content

- 2.1 Pertinent to the curriculum and the objectives of the instructional program.
- 2.2 Accurate, up to date and authoritative in content and relevance.
- 2.3 Reflective of the pluralistic nature of a global society.
- 2.4 Free of bias and stereotype.
- 2.5 Acceptable in literary style quality and appropriateness.
- 2.6 Appropriate for students with varying abilities, developmental levels, interests and learning styles.
- 2.7 Serving a variety of needs and curriculum expectations.
- 2.8 Relevant to a Canadian audience (i.e., metric measurements, Canadian spelling, etc.)

3. Cost

- 3.1 Affordable and cost effective based on the number of students the supplementary learning resource(s) will support and the quantity being purchased.

4. Copyright

- 4.1 Will be used in a manner that is compliant with copyright laws and regulations.

5. Accessible Formats

- 5.1 May include, but are not limited to, large print, recorded audio and electronic formats, braille and other formats accessible by persons with disabilities when and where available to support a student with a disability.

6. Terms of Agreement (Contracts)

- 6.1 Has terms of agreement that are acceptable (i.e. student safety and privacy), and will be used in a manner that respects the terms of agreement.

DE-SELECTION CRITERIA

Maintaining supplementary learning resources involves knowledge based expertise of teachers when analyzing data from inventory. This helps to ensure the ongoing development of a balanced, quality supplementary learning resources collection to support subject specific Ontario Ministry Curriculum Expectations, the *Ontario Catholic Curriculum Expectations for Religious Education*, the *Ontario School Catholic Graduate Expectations*, and ~~York Catholic Communities of Faith document~~ the [YCDSB Monthly Virtues Resource Chart](#).

Inventory and de-selection requires the ongoing review of the collection in relation to the curriculum, student interests, representation and identities, as outlined in the [Culturally Relevant and Responsive Pedagogy Toolkit](#).

The de-selection of resources involves the physical removal of resources as well as the updating of catalogue records.

The process of de-selecting inventory is a key function of assessing the collection and helps to keep supplementary learning resources culturally relevant, responsive, accurate and engaging. Additionally, the de-selection of resources helps to facilitate more effective use of space in the school.

Materials shall be de-selected when:

- 1.1 They are found to no longer meet the selection criteria.
- 1.2 They are out of date.
- 1.3 They are unused and likely to remain unused.
- 1.4 They are in poor condition.
- 1.5 They are in an obsolete format.

REQUEST FOR FORMAL RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE

The communication of a concern about a supplementary learning resource, may be directed to the Principal by the students, staff or parents/guardians of students in York Catholic District School Board.

The following steps are designed to ensure that the focus on student learning remains integral when the reconsideration of a supplementary learning resource is applied.

SCHOOL LEVEL PROCESS

1. A concern about a Supplementary Learning Resource is raised at the school level through the completed submission of the TCH40A (Request for Formal Reconsideration of a Supplementary Learning Resource) form to the Principal by the student, staff or parent/guardian, herein referred to as the applicant(s).
2. The Principal and appropriate Staff Member(s) will meet with the applicant(s) to discuss and clarify the concern in order to resolve the matter.
NOTE: Local schools shall not unilaterally remove a supplementary learning resource from circulation unless it is a resource that was purchased solely by the individual school and not included on the Trillium List or the YCDSB Elementary Recommended Resource List.
3. The Principal will complete the "Summary" section of the TCH40A after the request and recommendations for the reconsideration of the supplementary learning resource have been discussed with the applicant(s).
4. An alternative "grade/level appropriate" resource **may** be provided by the Principal, in consultation with appropriate Staff, where such an alternative supplementary learning resource is available.
5. If the concern cannot be resolved at the local school level, the TCH40A will be forwarded by the Principal to the appropriate Superintendent of Education: School Leadership for review.

BOARD LEVEL PROCESS

1. Upon receipt of the TCH40A, the appropriate Superintendent of Education: School Leadership shall review the request and recommendations with the Principal and convene a Review Committee.
2. The composition of the Review Committee shall be as follows:
 - a) The Superintendent of Education: School Leadership as Chair;
 - b) The Superintendent of Curriculum and Assessment; and,
 - c) One or two Staff members of the Board-level Curriculum and Assessment Department and/or Religious Education Department.
3. The Review Committee may consult other support staff and community persons with related professional knowledge, as necessary.
4. The Review Committee shall:
 - a) Review and discuss with the Principal the rationale for the selection and approval of the supplementary learning resource, the request for reconsideration and the response of the school (TCH40A) to the applicant(s);
 - b) Familiarize themselves with the selection criteria for supplementary learning resources as per Policy 319 and the related Independent Procedures;
 - c) Review the supplementary learning resource in question;
 - d) Discuss the supplementary learning resource in question within the context of the Ontario Ministry Curriculum, the *Ontario Catholic Curriculum Documents*, the *Ontario School Catholic Graduate Expectations*, and the ~~York Catholic Communities of Faith document~~ **YCDSB Monthly Virtues Resource Chart**;

- e) Meet with the applicant(s) if elaboration or further information is required;
 - f) Prepare a response to the applicant(s) request for reconsideration of a supplementary learning resource and recommendations regarding the supplementary learning resource in question (TCH40B);
5. The Superintendent of Education: School Leadership and Principal shall advise the applicant(s) of the Review Committee's recommendations, in a timely manner.
 6. The recommendations of the Review Committee (TCH40B) shall be given to the Director of Education whose decision is final.

DRAFT



**SCHOOL LEVEL: REQUEST FOR FORMAL RECONSIDERATION OF A
SUPPLEMENTARY LEARNING RESOURCE**
(To be completed by the person submitting the request, herein referred to as the "applicant")

This form with relevant attachments is to be sent to the attention of the School Principal.

Applicant's Name: _____ Phone #: _____

Address _____

City/Town _____ Postal Code: _____

E-mail Address: _____

Name of school: _____

The applicant represents: Self Organization or Group

Name of group (if applicable): _____

Title of Supplementary Learning Resource: _____

Author: _____

Publisher: _____ Date of Publication: _____

1. Rationale (specific concern) for the reconsideration of the supplementary learning resource. (Add extra pages, if necessary)

2. What alternatives/solutions/strategies would you consider to resolve this concern?

Signature: _____ Date: _____

Summary to be completed by the School Principal after the request for reconsideration has been discussed with the applicant.

Signature: _____ Date: _____



**BOARD LEVEL: REPORT RELATED TO A REQUEST FOR FORMAL
RECONSIDERATION OF A SUPPLEMENTARY LEARNING RESOURCE**
(To be completed by the Review Committee Chair)

This form with relevant attachments and the original TCH40A, is to be sent to the attention of the School Principal.

Applicant's Name: _____ Phone #: _____

Name of school: _____

The applicant represents: Self Organization or Group

Name of group (if applicable): _____

Title of Supplementary Learning Resource: _____

Author: _____

Publisher: _____ Date of Publication: _____

The Review Committee has reviewed the TCH40A wherein the rationale for the reconsideration of a supplementary learning resource, alternatives/solutions/strategies suggested by the applicant(s) and the School's response to the request for reconsideration have been documented.

The supplementary learning resource requested for reconsideration has been reviewed by the Review Committee.

The Review Committee's response and recommendation(s) are as follows:

The recommendations of the Review Committee have been shared with the Director of Education whose decision is final.

Review Committee Members

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature of Review Committee Chair

Date

Signature of the Director of Education

Date

c.c. Applicant(s)
 Principal



YORK CATHOLIC DISTRICT SCHOOL BOARD

INDEPENDENT PROCEDURE:

DISTRIBUTION OF MATERIALS

Effective:

TITLE: **Distribution of Materials Procedure**

PURPOSE

This procedure outlines the steps schools and external organizations shall take to ensure compliance with the Distribution of Materials Process regarding the dissemination of external materials within the York Catholic District School Board.

The Distribution of Materials Process is intended to clarify the approval requirements and provide guidance to staff when evaluating and distributing external materials, ensuring alignment with the Board's Mission, Vision, Core Values, and Strategic Commitments, in accordance with Board policies and *Canada's Anti-Spam Legislation (CASL)*.

DISTRIBUTION OF MATERIALS PROCESS

- 1.1 All permissions and approvals to distribute material in a school of the York Catholic District School Board shall be processed through the Communications Department.
- 1.2 In order to receive pre-approval to distribute material within the York Catholic District School Board, **all of** the following criteria must be met:
Criteria for Pre-Approval:
 - must concur with the teachings of the Roman Catholic Church;
 - must support the [Mission, Vision, Core Values and Strategic Commitments](#) for student achievement and well-being of the Board;
 - must support all policies and procedures of the Board;
 - must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status; **or** material from any level of government (municipal, regional, provincial or federal) and/or Ministry, and/or public sector organization.
- 1.3 **Requests that do not qualify for Pre-Approval contain the following shall not qualify for approval:**
 - material that is contrary to the Board's Mission, Vision and Strategic Commitments for student achievement and well-being;
 - material that is contrary to the Board's policies and procedures;
 - material or messages related to political parties or groups;
 - material from for-profit organizations;
 - material that contains logos of political or for-profit organizations;
 - material from organizations that do not provide a valid charitable registration number or proof of non-profit status;
 - materials from permit holders or service providers unless they meet the criteria **for approval outlined in 1.2**;
 - material related to tutors or any tutoring organizations;
 - requests that send a student to a private home (i.e., home childcare, tutor, home music lessons).
- 1.4 ~~Distribution requests for elementary schools may be for students to take home, for staff, or for display at the school, if the School Principal deems appropriate.~~

- 1.5 ~~Distribution requests for secondary schools may be disseminated to staff, or for displayed in guidance offices, department office, or any other area in the school the School Principal deems appropriate.~~
- 1.6 The Communications Department will review all distribution requests from external organizations. ~~It is preferred that s~~Submissions **must be** sent electronically **through the Distribution Request Form** for consideration. ~~External organizations should allow at least 20 business days for their request to be reviewed~~ **Requests are reviewed and approved within five days of receipt.**
- 1.7 ~~During the first three weeks of a new school year, distribution requests from external organizations can be submitted for review, but will not be granted approval for distribution during this time.~~ **External organizations may submit distribution requests any time during the September - June school year.**
- 1.8 ~~Pre-approval is granted if qualifying criteria is met. Pre-~~Approval only applies to the materials submitted and is valid for a one-time distribution only. **External organizations may re-submit their new materials through the Distribution of Materials Request, or they can email the Communications Department directly with their updated flyer.**
- 1.9 ~~External organizations will receive a confirmation letter if their requests are given pre-approval. The Board maintains the right to deny requests or remove pre-approval at any time.~~
- 1.10 The Communications Department will ~~produce a Pre-Approved Flyer Distribution List~~ **disseminate the "Community Flyers" memo via the School Messenger bi-weekly once a week** notifying schools **and YCDSB community members** of materials that have been pre-approved for distribution. **The "Community Flyers" memo shall also appear on the front page of the school and board websites.** ~~The Board may add to the pre-approved lists as it deems necessary and maintains the right to remove organization's pre-approval at any time. School Principals **will not** distribute any material that is not on the list, with the exception of School principal approved fundraising which must be in accordance with Board policy 603A *School Fundraising*, 603B *Fundraising for External Charitable Purposes*, Policy 607 *Sponsorships*.~~
- 1.11 **The "Community Flyers" memo disseminated bi-weekly by the Communications Department shall be in accordance with Canada's Anti-Spam Legislation (CASL) which took effect July 1, 2014. This new-law prohibits the sending of any type of electronic material that is commercial in nature unless the recipient has provided expressed consent. Recipients of the memo shall have the option to opt out of bi-weekly emails at any time.**
- 1.12 ~~Pre-approval of a request to distribute material only allows an external organization to directly contact School Principals for permission to distribute their material through their schools. School Principals hold the final decision and will use their discretion regarding the distribution of any pre-approved material.~~

- 1.13 ~~If an external organization receives Board pre-approval, it must share the confirmation letter with the School Principal as proof that pre-approval was received at the time of contact with the School Principal. It should also confirm with the School Principal that he/she is willing to distribute their material before printing and delivering the materials to the school.~~
- 1.14 ~~School Principals will not accept any electronic copies of material for the purpose of printing. It is the sole responsibility of pre-approved external organizations to print and deliver their pre-approved materials to schools if a School Principal approves distribution. The maximum number of printed materials will be up to the School Principal. If applicable, enrolment information will be provided. A list of schools with addresses is on the Board's website at www.ycdsb.ca. The Board's internal courier service will only distribute material that has been given specific pre-approval from the Communications Department for mailroom distribution.~~
- 1.15 ~~Distribution of political advertising/material by an outside agency that promotes a specific party, group, person or personal point of view **shall not** be permitted on school property or school buildings.~~
- 1.16 ~~Materials that promote a school as a polling place may be used.~~
- 1.17 The York Catholic District School Board's name and logo should **not** be referenced or used on any materials without prior permission from the Communications Department. In addition, these materials must not suggest or claim the support or endorsement of the York Catholic District School Board or Board staff. As per Policy 113 *Intellectual Property*, the name York Catholic District School Board, YCDSB, the logo of the Board, as well as any derivatives, related names and graphics are trademarks and the property of the York Catholic District School Board. They must not be duplicated or used without permission.

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2025: 01

To: Regular Board Meeting

December 17, 2024

A meeting of the Special Education Advisory Committee was held on **December 09, 2024** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	A.Carter*, N, Byrne*, A. Connolly*, A. Grella, D. Legris, S. Leckey*, M. Xue Y. Zhou*
Association Representatives:	J. Akleh*, M. Marcello*, C. Sandig*
Administration:	A.Cabraja, L.Lausic, J. Powers, E. Strano
Regrets:	J. Man, N. Welch, J. Wigston
Recording	C. Mong
Guests:	J. Barilla, <i>Itinerant Autism Intervention Teacher YCDSB</i> L. Cipollone, <i>Itinerant Autism Intervention Teacher YCDSB</i> P. Evanoff, <i>Itinerant Autism Intervention Teacher YCDSB</i> J. Rea, <i>Parent of Alumni</i> T. Rousseau, <i>Itinerant Autism Intervention Teacher YCDSB</i>

**Denotes Virtual attendance*

1. **ACTION ITEM(S):** NIL
2. **CORRESPONDENCE:**
 - LDSB SEAC Letter to Ontario College of Teachers
3. **PRESENTATIONS/DISCUSSIONS/INFORMATION:**
 - Itinerant Austims Intervention Teacher Team Presentation
4. **ASSOCIATION REPORTS:**
 - LDAYS: Winter programs and Monthly Report
5. **ITEMS FOR FUTURE AGENDA:**
 - Mental Health Department Updates
 - ABA Team Projects
6. **NEXT MEETING:** January 13, 2025

A. GRELLA, CHAIR, SEAC

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: December 17, 2024
RE: **Policy 118 Trustee Code of Conduct and the Alleged Breach of the Trustee Code of Conduct Procedure**

EXECUTIVE SUMMARY

This report is presented to Trustees to outline the rationale for the revisions to Policy 118 *Trustee Code of Conduct* and the *Alleged Breach of Trustee Code of Conduct Procedure*. The attached versions have been reviewed by legal counsel to ensure they comply with relevant legislative requirements and standards.

Policy 118 *Trustee Code of Conduct* and the *Alleged Breach of Trustee Code of Conduct Procedure* are to be in effect January 1, 2025.

BACKGROUND INFORMATION

The policy and procedure have been revised to align with regulatory changes under the *Education Act*. *O. Reg. 246/18: Members of School Boards – Code of Conduct* has been revoked and replaced with *O. Reg. 312/24*, to establish a consistent, mandatory Code of Conduct for Trustees across the province. Additionally, new provisions under the *Education Act* for resolving Trustee Code of Conduct complaints will take effect on January 1, 2025. To support these changes, *O. Reg. 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct* outlines rules for appointing qualified Integrity Commissioners and standardizes the investigation process.

Daniela Corapi has been appointed to the role of Integrity Commissioner for the York Catholic District School Board as of December 2nd, 2024.

RECOMMENDATION

That the Board approve the updates to Policy 118 *Trustee Code of Conduct* and the *Alleged Breach of the Trustee Code of Conduct Procedure*.

ATTACHMENTS

- (1) Revised Policy 118 *Trustee Code of Conduct*.
 - (2) Revised *Alleged Breach of the Trustee Code of Conduct Procedure*.
-

Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 118
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
January 27, 2015	November 27, 2018 March 28, 2023 October 30, 2023 August 27, 2024 December XX, 2024

POLICY TITLE: TRUSTEE CODE OF CONDUCT

SECTION A

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 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.

This Policy is effective January 1, 2025. All matters related to the Trustee Code of Conduct arising before this date shall be determined in accordance with the version of this Policy approved August 27, 2024 and the version of [the Procedure: Alleged Breach of the Trustee Code of Conduct effective October 2023](#).

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.

3.1.2 When acting or holding themselves out as a Board member,

- Trustees shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.
- 3.1.3 Trustees shall not use or permit the use of Board resources for any purpose other than the business of the Board.
- 3.1.4 Trustees shall not accept a gift from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the member when performing their duties unless,
- i) the gift is of nominal value,
 - ii) the gift is given as an expression of courtesy or hospitality, and
 - iii) accepting the gift is reasonable in the circumstances.

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 comply with the Board's Code of Conduct Policy, its By-Laws, resolutions of the Board, and any applicable policies, and procedures as well as 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.
- 3.3.6 Foster a harassment-free workplace by refraining from any form of harassment and ensuring all communication, including on social media, aligns with the *Human Rights Code* and *Trustee Code of Ethics*.
- 3.3.7 Treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
- 3.3.8 Not act as a spokesperson to the public on behalf of the Board unless authorized to do so under clause 218.4 (e) of the Act and/or the Board's bylaws.

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 or by the Board, 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*.
3.5.1.4 Trustees shall not use information described in ~~Parameter~~[paragraph](#) 3.5.1 in a manner that would be detrimental to the interests of the Board or for the purpose of personal gain or for the gain of the member's parent, spouse or child.
- 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,~~ The Vice-Chair, if the notice relates to the conduct of the Chair;
 - (ii) ~~In all other situations, the Board's Chair.~~ Another member of the Board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-Chair; and
 - (iii) In all other situations, the 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~~Robert's 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~~Procedure: Alleged Breach of the Trustee Code of Conduct, 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 of the Trustee Code of Conduct*, 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 of the Trustee Code of Conduct:~~

~~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.~~

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

3.6.7 ~~3.6.9~~ No board member shall give notice of an alleged breach of the ~~code of conduct~~Code of Conduct under subsection 218.3 (1) of the Act if the allegation is frivolous or vexatious or the notice is given in bad faith.

3.6.8 ~~3.6.10~~ No board member shall engage in reprisal or the threat of reprisal against,
3.6.8.1 ~~3.6.10.1~~ A member who gave notice of an alleged breach of the ~~code of conduct~~Code of Conduct under subsection 218.3 (1) of the Act, or
3.6.8.2 ~~3.6.10.2~~ Any person who provides information about the alleged breach to the integrity commissioner appointed under clause 218.3 (3) (b) of the Act.

3.7 INTEGRITY COMMISSIONER

3.7.1 A Trustee shall not obtain ~~counsel directly from the Integrity Commissioner~~individual counsel or legal advice from an integrity commissioner appointed by the Board under clause 218.3 (3) (b) of the Act.

~~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 the Trustee shall be responsible for all expenses incurred for obtaining counsel.~~

4. RESPONSIBILITIES

4.1 Board of Trustees

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

4.2 Trustee

4.2.1 To make the declaration and oath of office prior to commencing 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 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

Legislation

[Education Act](#)

[Municipal Conflict of Interest Act](#)

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

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

[Ontario Regulation 312/24](#)

YCDSB Policies

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

[YCDSB Procedure Alleged Breach of Trustee Code of Conduct](#)

Approval by Board	<u>August 27 December XX, 2024</u> Date
Effective Date	<u>August 28 January 1, 20242025</u> Date
Revision Date	<u>August 27 December XX, 2024</u> Date
Review Date	<u>No later than May 15, 2027 (Reg 312/24)</u> Date

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 OF THE TRUSTEE CODE OF CONDUCT

Addendum to Policy 118: Trustee Code of Conduct

Effective: January 1st, 2025

ALLEGED BREACH OF THE TRUSTEE CODE OF CONDUCT: PROCEDURE AND ENFORCEMENT

PURPOSE

The *Alleged Breach of the Trustee Code of Conduct* procedure is designed in conjunction with YCDSB Policy 118 *Trustee Code of Conduct* and outlines the complaint resolution process that is to apply to any alleged breach of the Code of Conduct.

All participants in an investigation of an alleged breach of the Code of Conduct, including Trustees who make a report, witnesses, and the Trustee alleged to be responsible for the breach, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation.

1) ALLEGATION OF A BREACH OF THE TRUSTEE CODE OF CONDUCT

In the spirit of collegiality, the Board of Trustees strongly encourages Trustees to resolve any conflict between Trustees by engaging in open, respectful dialogue. When a Trustee feels that another Trustee may have breached the Code of Conduct, it is hoped that the Trustees will meet to discuss the concern thereby possibly resolving the situation.

It is recognized that from time to time a contravention of the Code of Conduct may occur that is committed through inadvertence or an error of judgement made in good faith. In the spirit of collegiality and in the best interests of the Board, the purpose of notifying a Trustee of an alleged breach of the Code of Conduct is to assist the Trustee in understanding their obligations under the Code of Conduct. Generally speaking, only serious and/or reoccurring breaches by a Trustee should be referred to the Integrity Commissioner for investigation and adjudication.

2) NOTIFICATION OF ALLEGED BREACH

A Trustee who has reasonable grounds to believe that another Trustee has breached the Board's Code of Conduct may notify the following persons in writing of the alleged breach:

- a) The Vice-Chair, if the notice relates to the conduct of the Chair;
- b) Another member of the Board who is neither the complainant nor the subject of the complaint, if the notice relates to the conduct of both the Chair and Vice-Chair; and
- c) In all other situations, the Chair.

A Trustee who gives such a notification shall provide a copy of the notification to the Director of Education.

A notification alleging a breach of the Code of Conduct shall include,

- (a) The name and contact information of the Trustee alleging the breach;
- (b) The name and contact information of the Trustee whose conduct is the subject of the notification;
- (c) The date of the alleged breach;
- (d) A description of the alleged breach; and
- (e) The provision of the Code of Conduct that was allegedly breached.

If notification of an alleged breach is given, the person to whom the notification was made shall immediately provide a copy of the written notice to the Trustee whose conduct is the subject of the alleged breach and to the entire Board.

3) INFORMAL COMPLAINT PROCEDURE

Within twenty (20) business days after the Trustee whose conduct is the subject of the alleged breach received the notification, the Chair shall facilitate a meeting between the two Trustees to discuss remedial measures to resolve the concern. The Chair may invite the Vice-Chair to attend the meeting. The intent of this process is to address alleged breaches in a timely manner and meetings shall occur at mutually convenient times. If the complaint is with regards to the Chair or Vice-Chair, the Director of Education shall facilitate this meeting instead.

If the matter is resolved within the 20 business day period prescribed by [O.Reg. 306/24 Section 5\(1\)](#), written notice shall be given to the entire Board, including the specifics of resolution. The Director of Education shall be copied on all such notifications.

If the matter is not resolved within the 20 business day period, the person to whom the notification of alleged breach was made shall refer the matter to an integrity commissioner appointed by the Board.

4) APPOINTMENT OF INTEGRITY COMMISSIONER

The Minister of Education may create a roster of integrity commissioners, following consultation with each trustees' association identified in the definition of that term in subsection 2 (1) of the *School Boards Collective Bargaining Act, 2014*. If the Minister has created a roster of integrity commissioners, any appointment of an integrity commissioner shall be from the roster.

As prescribed by section 2 of [O. Reg. 306/24](#), a person is qualified to be appointed by an English-language Roman Catholic Board as an integrity commissioner if,

- a) the person has a total of at least three years experience working as an integrity commissioner, a judicial or quasi-judicial adjudicator, an investigator or in a similar role in a legal context;
- b) in working in the role or roles mentioned in clause (a), the person applied professional ethics rules and the principles of natural justice and fairness; and
- c) the person demonstrates understanding of the rights set out in section 23 of the *Canadian Charter of Rights and Freedoms* and section 93 of the *Constitution Act, 1867*; and
- d) they are an English-language Roman Catholic board supporter.

The integrity commissioner appointed by the Board shall commence an investigation into the alleged breach of the Board's Code of Conduct no later than 14 days after being appointed, and shall provide the Trustee with the opportunity to respond to the allegations, as well as a right of reply, where appropriate. The integrity commissioner to whom an alleged breach is referred may define the scope of the investigation commenced.

5) REFUSAL TO COMMENCE INVESTIGATION

An integrity commissioner may refuse to commence an investigation into an alleged breach if,

- (a) the complaint was made more than 60 days after the day 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
- (b) in the opinion of the integrity commissioner, the complaint is made in bad faith or is frivolous or vexatious.

This decision is final.

If a breach relates to a series of incidents, the 60-day period runs from the day the last incident in the series occurred or was discovered. A breach is discovered on the earlier of,

- (a) the day on which the Trustee notifying the Board first knew that the breach had occurred; and
- (b) the day on which a reasonable person with the abilities and in the circumstances of the Trustee notifying the Board first ought to have known of the matters referred to in clause (a).

The integrity commissioner shall provide written notice of a refusal to commence an investigation to the Trustee who is the subject of the complaint and to the Board.

6) INVESTIGATION PROCESS

In the course of conducting the investigation, the integrity commissioner may,

- a) require the production of any records that may in any way relate to the investigation;
- b) examine and copy any records required under clause (a); and
- c) require any officer of the Board or any other person to appear before them and give evidence, on oath or affirmation, relating to the investigation.

Section 33 of the *Public Inquiries Act, 2009* applies to an investigation.

The integrity commissioner shall make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, or within such other time period as may be prescribed by regulation, unless the integrity commissioner notifies the board and the Trustee who is the subject of the complaint that an extension is necessary and of the reasons for the extension.

7) LEGAL EXPENSES

The Board shall pay all fees charged by an integrity commissioner appointed under the *Education Act*.

A Trustee has a right to be represented by legal counsel in relation to a Trustee Code of Conduct complaint against them. The costs of such legal counsel, both for proceedings under the *Alleged Breach of the Trustee Code of Conduct* procedure and applications under the *Judicial Review Procedure Act*, shall be at the Trustee's sole expense.

The Board will not reimburse the Trustee for their legal expenses (in whole or in part) unless extraordinary circumstances are determined by Board motion approved by two-thirds vote of all Trustees eligible to vote whether present or absent. The Trustee seeking reimbursement shall not be entitled to vote on any such motion. The Board's decision shall be final.

A Trustee seeking reimbursement must raise the matter with the Board in a timely manner.

8) SANCTIONS

If the integrity commissioner determines, following their investigation, that the Trustee has breached the Board's Code of Conduct, the integrity commissioner may impose one or more of the following sanctions:

- a) Censure of the Trustee.
- b) Requiring the Board to reduce the Trustee's honorarium by an amount not exceeding 25 per cent of the Trustee's combined base and enrolment amount for the year of the term of office in which the breach occurred, as prescribed by [O. Reg. 357/06 Section 13](#), and requiring the Trustee to return any excess already paid and authorizing the Board to recover the excess from the Trustee.
- c) Barring the Trustee from attending all or part of one or more meetings 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 Trustee's term of office, whichever is less.
- d) Barring the Trustee from sitting on one or more committees 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 Trustee's term of office, whichever is less.
- e) Barring the Trustee from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the Trustee from any of those positions.
- f) Barring the Trustee from exercising the privileges of a Board member or acting as a Board representative, or removing the member from a position the member holds as a Board representative.
- g) Subject to any other limits set out in paragraphs a) to f), any other sanction that, in the opinion of the integrity commissioner, is reasonable and appropriate in the circumstances.
- h) Subject to any other limits set out in paragraphs a) to f), any other sanction that, in the opinion of the integrity commissioner, would promote compliance with the Board's Code of Conduct.

For greater certainty, the imposition of a sanction under paragraph c), barring a Trustee from attending all or part of one meeting of the Board shall be deemed, for the purpose of clause 228 (1) (b) of the *Education Act*, to be authorization for the Trustee to be absent from the meeting.

A Trustee 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 and that are not available to members of the public.

The integrity commissioner shall provide the Trustee whose conduct was the subject of the complaint and the Board written notice of a determination that the Trustee has or has not breached the Board's Code of Conduct and of any sanctions imposed. The written notice must include,

- a) the reasons for the determination;
- b) the reasons for any sanctions; and
- c) information about the right to appeal under section 218.3.2 of the *Education Act*.

Any sanctions imposed on a Trustee arising from a breach of the Code of Conduct may only be served while the Trustee is in active service as a Trustee. Where a Trustee is on a statutory or Board-approved leave of absence, any sanctions imposed on the Trustee shall be deemed not to be served during the duration of their leave of absence.

9) APPEAL

Either the Board or the Trustee whose conduct was the subject of the integrity commissioner's determination under section 218.3.1 of the *Education Act* may appeal the determination, the sanctions imposed, or both, and the Board and the Trustee are the parties to such an appeal. The Trustee whose conduct was the subject of the integrity commissioner's determination shall not vote on a Board resolution to determine whether the Board will appeal that determination.

The Board or the Trustee who appeals the integrity commissioner's determination shall give written notice of the appeal to the other party and the Deputy Minister no later than 15 business days after receiving written notice of the integrity commissioner's determination.

The appeal shall be heard by a panel of three integrity commissioners appointed by the Deputy Minister or their delegate no later than 15 business days after the Deputy Minister or their delegate receives the notice of appeal, but the panel shall not include the integrity commissioner whose determination is the subject of the appeal. If a roster of commissioners was created under subsection 218.3 (4) of the *Education Act*, the members of the panel shall be appointed from the roster. The panel shall hold a hearing in accordance with the regulations outlined in [O.Reg.306/24](#).

If the panel overturns the determination made by the integrity commissioner, any sanction imposed by the integrity commissioner is revoked. If the panel upholds the determination made by the integrity commissioner, the panel shall, within the time required by the regulations, uphold, vary or overturn the sanction. If a sanction is varied or overturned, the variation or overturning shall be deemed to be effective as of the date the original determination was made under section 218.3.1 of the *Education Act*. The decision of a panel respecting the determination of the integrity commissioner is final.

10) RECORDS AND INFORMATION

A Board shall keep records and publish information on its website about each of the following:

- a) A matter referred to an integrity commissioner under Sections 3 and 4 of this Procedure (subsection 218.3 (3) of the *Education Act*).
- b) A decision of the integrity commissioner to refuse to commence an investigation under Section 5 of this Procedure (subsection 218.3 (8) of the *Education Act*).
- c) A determination of an integrity commissioner under Section 8 of this Procedure (section 218.3.1 of the *Education Act*).
- d) A determination by a panel under Section 9 of this Procedure (subsection 218.3.2 (7) or (8) of the *Education Act*).

Where the alleged breach of the Board's Code of Conduct or the determination regarding the breach involves any of the matters described in clauses 207 (2) (a) to (e) of the *Education Act*, the Board shall publish only such information as is appropriate. The matters described in clauses 207 (2) (a) to (e) of the *Education Act* are:

- a) the security of the property of the board;
- b) 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 student or their parent or guardian;
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the board; or
- e) litigation affecting the board.

11) GENERAL

The *Statutory Powers Procedure Act* does not apply to anything done under this Procedure (or anything done under sections 218.3, 218.3.1, or 218.3.2 of the *Education Act*).

The powers under this Procedure (or the powers under sections 218.3, 218.3.1, and 218.3.2 of the *Education Act*) shall be exercised in a manner that is consistent with the denominational aspects of a Roman Catholic board.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: December 17, 2024
REPORT: **Policy & Procedure 413 Attendance Support Program**

EXECUTIVE SUMMARY

Policy and Procedure 413 were presented and discussed at the December 2nd Policy Review Committee meeting. Trustees requested that they be referred to the Human Resources Committee (HRC) for further clarification on the role of the Absenteeism Task Force (ATF) Committee. As a result, Parameter 4.2 has been revised following the HRC's review.

BACKGROUND INFORMATION

The policy and procedure had been revised to reflect updates to Stage 1 of the Attendance Support Program. Employees will continue to receive email notifications when they exceed the sporadic absence threshold and are entered into the program. However, Principals, Managers, and Supervisors will no longer conduct Stage 1 meetings. Upon entry into the program, employees will now receive a detailed record of their sporadic absences for the current school year, along with an optional Google form.

RECOMMENDATION

That the Board approve the updates to Policy & Procedure 413 *Attendance Support Program*.

ATTACHMENTS

- (1) Revised Policy 413 *Attendance Support Program*.
- (2) Revised Procedure 413 *Attendance Support Program*.

Prepared By: Alexandra Burnell-Gentile, Policy Advisor
Endorsed By: Jennifer Sarna, Associate Director



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 413
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
December 4, 2012	January 30, 2016 May 31, 2022 October 30, 2023

POLICY TITLE: ATTENDANCE SUPPORT PROGRAM

SECTION A

1. PURPOSE

In keeping with the Board's Mission, Vision, Core Values, and Strategic Commitments, the purpose of the Attendance Support Program is to provide a comprehensive and positive approach to assist Board employees in the maintenance of regular and consistent attendance at work. The program integrates three supportive practices: disability support, attendance support and wellness.

2. OBJECTIVE

The York Catholic District School Board is committed to promoting and maintaining a healthy workplace. The Board believes that individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to the administration of their duties and responsibilities. The Attendance Support Program combines preventions and interventions to achieve the goals of personal and workplace wellness.

3. PARAMETERS

3.1 Promotion

Individual and organizational health are important factors that affect the ability of all employees to attend work and to contribute fully to the Board's Mission, Vision and Core Values and Strategic Commitments. The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health of Board employees and our organization.

3.2 Reporting Absences

All employees are expected to make every reasonable effort to attend work as scheduled. Reporting absence procedures will apply to all York Catholic District School Board employees. It is the responsibility of each employee to enter her/his own absence correctly at the time of the absence when possible.

3.3 **Managing Attendance**

The intent of Attendance Support is to provide supportive assistance to employees who exceed the York Catholic District School Board's established sporadic absence threshold due to non-occupational illness and/or additional medical appointments. Should a disability be identified that requires support or accommodation at any time, the York Catholic District School Board will support the employee's transition into the Disability Support program.

3.4 **Managing Culpable Absenteeism**

Employees with culpable absences will be subject to the Board's progressive discipline policy and procedures.

3.5 **Disability Support**

Is a partnership among employees, supervisors, administrators, unions and health care providers that supports employees to attend work as scheduled. The Attendance Support Program fosters the understanding of early intervention and support as a best practice to reduce the incidence(s) and duration of an employee's absences.

3.6 **Training and Communicating**

Recurrent training will be provided to Principals/Managers/Supervisors to support the awareness and understanding of the program as requested or deemed necessary. Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program.

3.7 **Employee and Family Assistance Program (EFAP)**

The Board offers an Employee and Family Assistance Program (EFAP), which includes free confidential counselling services and resources to support the maintenance of optimal health and address life/health issues.

3.8 **Wellness**

The YCDSB Employee Wellness Program will:

3.8.1 Create awareness about relevant health matters;

3.8.2 Make it simple to access tools and programs that support wellness interests and goals; and,

3.8.3 Foster a caring and supportive culture, where employees are encouraged to "be their best".

3.9 **Confidentiality**

The personal and/or medical information exchanged between the employee and the Board, or with employees' treating practitioner(s) and the Board will be kept strictly confidential. All such information will be documented and stored electronically in the Board's Parklane System with access restricted to the staff members in Employee Health and Safety Services.

4. **RESPONSIBILITIES**

4.1 **Director of Education**

4.1.1 To promote this policy as a joint responsibility of all Board stakeholders partners.

4.1.2 To oversee compliance with the Attendance Support Program policy and procedures.

4.2 ~~Attendance Support Advisory Committee (ASAC)~~ Absenteeism Task Force (ATF) Committee

4.2.1 ~~Committee will To meet annually to provide recommendations, advice and information to the Board pertaining to the Attendance Support Program policy and procedures. The ASAC ATF Committee is comprised of representatives of all Board stakeholders including the Superintendent of Human Resources in the role as Committee Chair, Superintendents of Elementary and Secondary Schools, Principals/Managers/Supervisors and Employee Labour Groups.~~

4.2.1 To meet annually with the entire committee, which is comprised of representatives of all Board partners including the Superintendent of Human Resources in the role as Committee Chair, Superintendents of Elementary and Secondary Schools, Principals/Managers/Supervisors and Employee Labour Groups.

4.2.2 To meet monthly with the working group to discuss absenteeism and strategic priorities. The ATF Committee provides recommendations, advice, and information, and reports on the efficiency of the Attendance Support Program to the Board.

4.3 Superintendent of Human Resources

4.3.1 To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.

4.3.2 To ensure the appropriate and consistent administration and monitoring of the Attendance Support Program for appropriate and consistent implementation.

4.3.3 To report regularly to the Board on the effectiveness of the Attendance Support Program.

4.3.4 To report to the Board, regularly at each of the Human Resources Committee meetings, the financial impact of the aAttendance sSupport pProgram.

4.3.5 To lead Stage 3 and 4 Meetings of the Attendance Support Program.

4.4 Manager of Employee Health and Wellness

4.4.1 To develop and update the Board's Attendance Support policy and procedures while adhering to the York Catholic District School Board's mission and vision.

4.4.2 To support the implementation and maintenance of the Attendance Support Program by monitoring program effectiveness and reporting to the Superintendent of Human Resources.

4.4.3 To oversee all Attendance Support Program activities as determined by the Superintendent of Human Resources.

4.4.4 To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.

4.5 Attendance Support Specialist

4.5.1 To communicate attendance expectations and the established absence threshold to all employees and their unions through an annual review of the Attendance Support Program.

4.5.2 To review absence reports of employees and initiate the attendance support process when an employee has exceeded the absence threshold as outlined in the procedure, an addendum to this policy.

4.5.3 To identify absenteeism trends or patterns, including but not limited to:

4.5.3.1 Frequent absences of short duration.

4.5.3.2 Absenteeism in excess of the absence threshold.

4.5.3.3 Absences due to doctor appointments or scheduled treatment.

4.5.3.4 A pattern of repeated days of absence taken in proximity to weekends/P.A. Days and Statutory or Board holidays.

- 4.5.4 To address all absenteeism issues using discretion.
- 4.5.5 To support employees and act as a resource.
- 4.5.6 To advise employees of available resources i.e. Employee and Family Assistance program (EFAP).
- 4.5.7 To participate in all meetings as outlined in this procedure and provide guidance to support and promote improved attendance for each employee involved in the process.
- 4.5.8 To provide ongoing positive reinforcement to those working towards their attendance goals.
- 4.5.9 To support Principals/Managers/Supervisors in relevant program application.

4.6 Disability Support Coordinator

- 4.6.1 To review and determine if cases referred from the Attendance Support Program require support under the Disability Support Program.
- 4.6.2 To offer employees disability support resources to support and promote regular attendance.
- 4.6.3 To offer and facilitate when medically indicated and documented, workplace accommodations to support regular attendance.
- 4.6.4 To consult and collaborate with the Attendance Support Specialist where appropriate a plan to support an employee to achieve attendance goals.

4.7 Principals/Managers/Supervisors

- 4.7.1 To participate in all meetings as outlined in the procedures, an addendum to this policy.
- 4.7.2 To support **and engage with** employees in the Attendance Support Program.
- 4.7.3 To ensure the daily maintenance of accurate, up-to-date records regarding employees' absences as designated by Human Resources.
- 4.7.4 To support and engage with employees to achieve their attendance goals.

4.8 Employee

- 4.8.1 To maintain regular and consistent attendance. If necessary, to request accommodations in order to maintain regular and consistent attendance.
- 4.8.2 To participate actively in all stages of the Attendance Support process, which may include medical documentation (as per Collective Agreements) to describe the nature of the illness/injury and relevant restrictions/limitations to support an absence.
- 4.8.3 To forward all relevant medical documentation to the Board's Employee Health and Wellness Services.
- 4.8.4 To enter her/his own absence correctly at the time of the absence when possible.

5. DEFINITIONS

5.1 Absenteeism

5.1.1 Non-Culpable (Innocent) or conventional absenteeism

Relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. The employee is supported through the Attendance Support Program or the Disability Support Program.

5.1.2 Culpable Absenteeism

Relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness or leaving early and abuse of leave including the use of sick days for reasons unrelated to personal illness are examples of culpable absences. These absences are not addressed by the Attendance Support program. Employees with culpable absences are subject to progressive discipline, in accordance with the Board's progressive discipline policy and procedures. ⁴

5.2 Disability

A physical or mental condition that limits a person's movements, senses or activities as defined by the Accessibility for Ontarians with Disabilities Act (AODA).

5.3 Wellness

A state of complete physical, mental and social well-being.

6. CROSS REFERENCES

Legislation

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

[Policy/Program Memorandum 171 Attendance Support Programs \(ASP\)](#)

YCDSB Policies

YCDSB Policy 112 [Privacy and Freedom of Information](#)

YCDSB Policy 412 [Progressive Discipline of Employees](#)

YCDSB Procedure 413 [Attendance Support Program](#)

Approval by Board

October 30, 2023

Date

Effective Date

October 31, 2023

Date

Revision Date

October 30, 2023

Date

Review Date

October 2027

Date



York Catholic District School Board

**~~PROCESS~~ PROCEDURE:
ATTENDANCE SUPPORT PROGRAM**

Addendum to Policy 413: Attendance Support Program

Effective: October, 2023

PURPOSE

York Catholic District School Board (YCDSB) is committed to fostering a healthy workplace environment where employees feel safe, supported and encouraged to be at their best. The Board believes that individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to the administration of their duties and responsibilities.

Employee health and well-being supports a learning environment that is conducive to supporting student achievement. When employees live well, their colleagues and the students under our care benefit. Employee Wellness is supported by the YCDSB Employee Wellness Program which will:

- Create awareness about relevant health matters;
- Make it simple to access tools and programs that support wellness interests and goals; and,
- Foster a caring and supportive culture, where employees are encouraged to be their best

The Attendance Support Program (ASP) combines preventions and interventions to achieve the goals of personal and workplace wellness. The program provides supportive assistance to employees who exceed the York Catholic District School Board's established absence threshold for sporadic absences due to Code 01: Personal Illness and Code 30: Additional Medical Appointment.

The program aims to understand the reasons for absenteeism, provide timely support and encourage regular attendance and proactive use of preventative measures. The intent of the program is for employees to feel supported and engaged in an effort to attend work regularly and contribute to the Board's priorities, including student learning and achievement.

The following procedure is applicable to all full-time, part-time, temporary and casual employees at YCDSB. The program is non-disciplinary and is administered in an equitable, fair and transparent manner. When an employee's sporadic absences due to illness and/or additional medical appointments exceed the established absence threshold the following procedures apply.

1. TYPES OF ABSENCES

- 1.1. **Non-Culpable, innocent or conventional absenteeism** relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. The employee is supported through the Attendance Support Program or the Disability Support Program.
- 1.2. **Culpable absenteeism** relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early and inappropriate use of leave including the use of sick days for reasons unrelated to personal illness are examples of culpable absences. These absences are not dealt with through the Attendance Support Program. Employees with culpable absences are subject to the Board's progressive discipline policy and procedures.
- 1.3. **Sporadic Absences** are absences that are less than (5) five consecutive days in length.
- 1.4. Non-occupational absences due to personal illness and/or injury that are (5) five or more consecutive days in length are supported through the Disability Support Program.
- 1.5. Absences that may be considered within the Attendance Support Program:

ABSENCES MAY INCLUDE

Innocent (Non-culpable)

- Code 01 - Personal illness / injury absences that are less than (5) five consecutive days in length and where those absences are not managed within the Board's Disability Support program.
- Code 30 - Additional Medical Appointments

ABSENCES NOT INCLUDED

- Culpable absenteeism
- Family medical leaves as defined by the Employment Standards Act
- Pre-approved prolonged leaves of absence
- Bereavement leave
- Jury or subpoena leave
- Pregnancy/parental leave
- Union business leave
- Examinations and convocations
- Code 9: Quarantine & Code 117: COVID-19 absences
- Observance of recognized religious holy days
- Inclement Weather Day
- Suspensions
- Approved Long Term Disability absences
- Approved WSIB Absences
- Pending WSIB Approval
- Paid or Unpaid Personal leaves (including paternity and adoption leaves)
- Emergency leaves under the Employment Standards Act not due to personal illness/injury
- Vacation, Personal or Family Assistance absences
- Code 01: Personal Illness absences that are (5) five or more consecutive days in length

- 2.1 The Attendance Support program addresses non-culpable, innocent absenteeism in a supportive manner. The intent is to understand the reasons for absenteeism, discuss the impact of absences, provide timely support and encourage regular attendance and proactive use of preventative measures.
- 2.2 **Absence Threshold** – is the established number of absences per school year that may initiate entry into the Attendance Support Program. The absence threshold is used as a mechanism to initiate non-disciplinary and supportive intervention.
- 2.2.1 The absence threshold will be reviewed periodically by the Board. Employees and their union shall be notified of threshold changes.
- 2.2.2 Absence threshold is based on the number of months worked by an employee in a year.
- 2.3 **Important:** Should a medically supported disability or relevant medical information be identified that requires support or accommodation at any time during the Attendance Support Program, the York Catholic District School Board shall review and where required, support the employee's transition into the Disability Support Program. Disability Support will refer the employee back to the Attendance Support Program if/when appropriate. Sporadic absences may continue to be considered within the Attendance Support Program.
- 2.4 All employees are supported and individual circumstances are reviewed on a case- by-case basis.
- 2.5 The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.
- 2.6 Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance. Unions will be copied on exit emails after an employee exits the program at Stage 2,3 or 4 of the Attendance Support Program.
- 2.7 The Attendance Support Program includes 4 distinct stages: Stage 1, 2, 3, and 4.
- 2.8 **STAGE 1**
The employee shall enter Stage 1 as ~~he/she has~~ **they have** exceeded the absence threshold, unless the employee is already in the program.
- Stage 1 consists of an email to the employee from the Attendance Support Specialist that will include the following information:
- Attendance Support Policy and Procedure;
 - Assistance and supports available to the employee, including the Employee and Family Assistance Program (EFAP);
 - Concern about employee's absence history;
 - Importance of regular attendance;
 - ~~Meeting with their supervisor / manager / principal; and~~ **An optional Google Form which allows employees to:**
 - Report any absence coding errors;**
 - Identify any barriers preventing regular attendance at work;**
 - Review the Attendance Support Policy and Procedures.**
- Responses remain confidential between the employee and the Attendance Support Specialist. Employees may choose to share responses with their Union representative.**

- f) Sporadic absence goal over the next 12 consecutive months from the date of the email, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal.
- g) The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

The Supervisor / Manager / Principal will be copied on the email to the employee. and will schedule a timely Stage 1 meeting with the employee to:

- a) ~~Identify concern about the employee's absences and offer support;~~
- b) ~~Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;~~
- c) ~~Ensure that the employee is using proper absence coding;~~
- d) ~~Inquire, listen, discuss with the employee about any barriers that may be preventing them from regularly attending work and review options for support.~~
- e) ~~If the employee reports a medical issue, the employee will be referred to the Disability Support Program; and~~
- f) ~~Affirm employee's responsibilities in the process.~~

~~Following the meeting, the supervisor / manager / principal will send a completed meeting checklist to the employee and Attendance Support Specialist. If required, the Attendance Support Specialist will provide the employee with a referral to the Disability Support Program.~~

2.8.1 Stage 1 - Coaching

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include ~~his/her~~ **their** union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

2.9

STAGE 2

The employee may enter Stage 2 as ~~he/she has~~ **they have** been unable to meet the attendance goals established in Stage 1. The Board may apply discretion due to personal extenuating circumstances of the employee.

Stage 2 begins with an invitation to a meeting led by the Attendance Support Specialist and attended by the employee, Principal/ Manager/ Supervisor and union representative. The meeting will:

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support; **115**
- e) If the employee reports a medical issue, the employee will be referred to the

- Disability Support Program;
- f) Identify the sporadic absence goal over the next 12 consecutive months from the date of the meeting, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- g) Affirm employee's responsibilities in the process; and
- h) The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.

Following the meeting, the Attendance Support Specialist will send an email to the employee outlining the agreed upon goal discussed at the meeting or provide a referral to the Disability Support Team.

2.9.1 **Stage 2 - Coaching**

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include ~~his/her~~ **their** union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

2.10 **STAGE 3**

The employee may enter Stage 3 as they ~~has~~ **have** been unable to meet the attendance goals established in Stage 2.

Stage 3 begins with an invitation to a meeting led by the Superintendent of Human Resources and attended by the employee, Principal/Manager/Supervisor, Attendance Support Specialist and union/association representative to:

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- d) If the employee reports a medical issue, the employee will be referred to the Disability Support Program;
- e) Determine the sporadic absence goal over the next 12 consecutive months from the date of the meeting. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- f) Affirm employee's responsibilities in the process;
- g) The employee shall be advised that the continued lack of improved attendance may progress to Stage 4 and may require review of employment status up to and including termination for innocent absenteeism; and

- h) If the employee reports a medical issue, the employee will be referred to the Disability Support Program.

2.10.1 Stage 3 - Coaching

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

2.11 STAGE 4

The employee may enter Stage 4 as they **has have** been unable to meet the attendance goals established in Stage 3. Stage 4 consists of a meeting led by the Superintendent of Human Resources and attended by the Employee, Principal/Manager/Supervisor, Attendance Support Specialist and the union/association representative. If the employee reports a medical issue, the employee will be referred to the Disability Support Program. The meeting shall include a comprehensive review of the employee's attendance history and the employee will be asked for an explanation of their absences and actions they have taken to improve attendance.

The Board will make every reasonable effort to support and assist the employee and may determine that further coaching and/or a repeat of the prior stage is required.

The Board shall determine that:

- It has fulfilled its obligations under the applicable collective agreement and/or policies and procedures, the Workplace Safety and Insurance Act, Ontario Human Rights Code, and any other applicable legislation; and
- The employee's absenteeism has repeatedly exceeded the absence threshold and there is no likelihood that the employee shall be able to attend work regularly in the foreseeable future; the employee shall be advised that employment may be terminated for non-disciplinary reasons (frustration of contract due to innocent absenteeism).

3. COMMUNICATION

- 3.1 Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program. Results from the implementation of the Attendance Support Program shall be reported to the Board annually.

4. TRAINING

- 4.1 Knowledge and awareness of the program shall be shared with the Trustees at Board committee meetings.
- 4.2 Recurrent training shall be provided to all Principal/Managers/Supervisors. ~~through a 3rd party service provider.~~

5. REFERENCES

[Employment Standards Act](#)

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

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

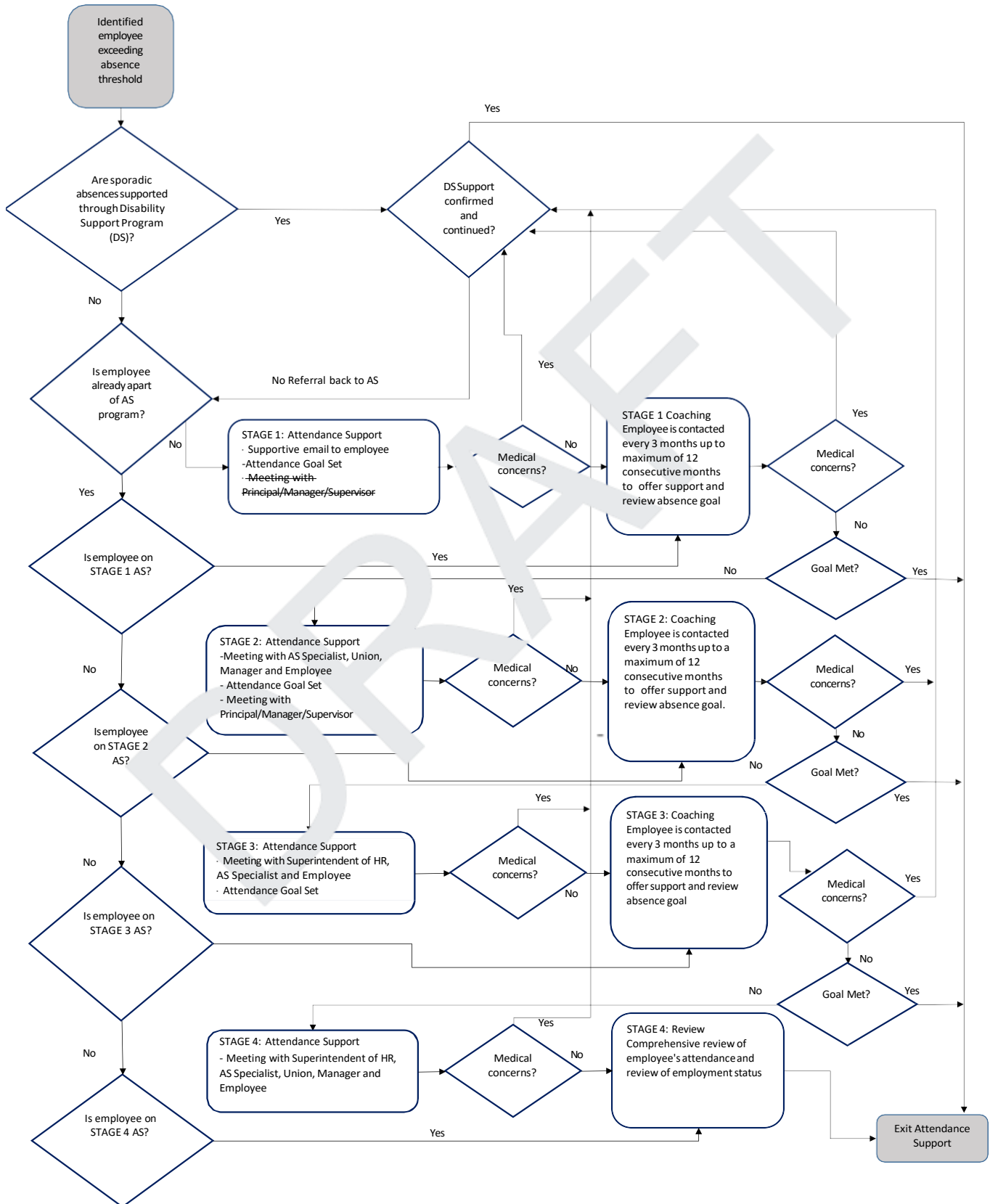
[Workplace Safety and Insurance Act](#)

[Attendance Support Program Flowchart](#)

YCDSB [Policy 413 Attendance Support Program](#)

DRAFT

Attendance Support Program



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Elizabeth Crowe, Chair of the Board
John De Faveri, Interim Director

DATE: December 17, 2024

RE: **Updating YCDSB's Honorary Chair Titles**

EXECUTIVE SUMMARY:

The purpose of this report is to approve the appointment of the Honorary Chair and Honorary Chair Emeritus for the York Catholic District School Board.

BACKGROUND:

At the November 21, 2022 Inaugural Board Meeting, the Board of Trustees reaffirmed Thomas Cardinal Collins as the York Catholic District School Board's Honorary Chair for a term ending November 14, 2026. Cardinal Collins retired in March 2023 and now has the title of Archbishop Emeritus Thomas Cardinal Collins;

Frank Cardinal Leo is now the Archbishop of Toronto and was elevated to the College of Cardinals earlier this month. As a Catholic learning community, we are deeply grateful for both Cardinal Collins and Cardinal Leo's ongoing shepherding of the faithful.

RECOMMENDATIONS:

THAT Frank Cardinal Leo be named Honorary Chair of the York Catholic District School Board for the term ending November 14, 2026;

THAT Archbishop Emeritus Thomas Cardinal Collins be named Honorary Chair Emeritus for the term ending November 14, 2026.

Submitted by: Elizabeth Crowe, Chair of the Board
John De Faveri, Interim Director

York Catholic District School Board

Report

Report To: Board of Trustees
From: Administration
Date: December 17, 2024
Subject: Student Trustee Expenditures Report

Pursuant to Board *Policy 107 Student Trustees*, an expenditures report for each Student Trustee for the time period from September 1 to August 31 is to be presented in an open public session and posted on the Board website.

The following table is the Student Trustee Expenditures Report for the period from September 1, 2023 to August 31, 2024.

Expenditures	Jonah James	Monica Galstyan	Amira Zamanifar	Total
Cell Phone Allowance	362	434	362	1,158
Professional Development	4,453	4,877	3,344	12,674
Accommodation/Travel/Meals	923	1,485	1,876	4,284
	\$ 5,738	\$ 6,795	\$ 5,583	\$ 18,117

Prepared by: Kim Scanlon, Budget Manager and Dwight Kerr, Budget Specialist
Submitted by: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed by: John De Faveri, Interim Director of Education and Secretary of the Board



JANUARY 2025

TRUSTEE SERVICES

Monthly Virtue: Unity

February 2025

Feb 3—Policy Review
 Feb 5—Director's Council
 Feb 7—Renaming Ceremony for BSI
 Feb 10—SEAC 7pm
 Feb 11—Corporate Services 6:30 pm (Public)
 Feb 11—Corporate Services 8pm (Private)
 Feb 17—Family Day—HOLIDAY
 Feb 19—Executive 3pm (Public)
 Feb 19—Executive 4:00 pm (Private)
 Feb 19—Human Resources Committee 5pm
 Feb 24—Student Success & Pathways 6:30 pm
 Feb 25 —Committee of the Whole 6:30 pm
 Feb 25—Regular Board 7:30 pm

March 2025

Mar 3—SEAC 7pm
 Mar 4—Director's Council
 Mar 5—Ash Wednesday
 Mar 5—Joint Board Consortium 4 pm
 Mar 10-14—March Break
 Mar 18—Executive 3pm (Public)
 Mar 18—Executive 4pm (Private)
 Mar 18—Policy Review 6:30 pm
 Mar 24—Audit Committee 6:30 pm (Private)
 Mar 24—Audit Committee 7:30 pm (Public)
 Mar 25—Committee of the Whole 6:30 pm
 Mar 25—Regular Board 7:30 pm
 Mar 27—Board-Wide Lenten Mass 1:15 pm
 Mar 28—SAL—10 am
 Mar 31—YCPIC 6:30 pm

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1 NEW YEAR'S DAY	2	3	4
5	6 Epiphany of Our Lord	7	8 Director's Council	9	10	11
12	13 Frost & Fire Games 7pm SEAC	14	15	16 2pm YCDSB Archives Committee	17 P.A. Day (E) OCSTA Trustee Seminar 9 am to 4pm	18 OCSTA Trustee Seminar 9 am to 12pm
19	20 3pm Exec Public 4pm Exec Private 6:30 pm YCPIC	21 6:30 pm Policy 4pm Executive (Public) 5pm Executive (Private) 6:30 pm Spec CTW 8:30 pm Spec Board	22	23	24 10am SAL	25
26	27	28 6:30 pm CTW 7:30 pm Regular Board	29	30	31 PA Day (E/S)	