

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

POLICY REVIEW COMMITTEE

Board Room, Catholic Education Centre

Tuesday, February 17, 2015

6:30 P.M.

Trustee Members:

Chair, C. Ferlisi Vice-Chair, M. Marchese T. Ciaravella E. Crowe C. Cotton D. Mazzotta

Senior Admin: P. Preston F. Bagley

Recorder: J. Di Bratto

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| March 2015, April 2015, June 2015 | |

ADJOURNMENT

IMPORTANT NOTICE

There is an expectation that trustees and all committee members will have read/reviewed reports included in Board/Committee agendas and that they will endeavour, where possible, to seek clarification of questions/concerns with the board/staff resource person prior to the meeting.

York Catholic District School Board
MINUTES
POLICY REVIEW COMMITTEE

January 21, 2015

Attending:

Committee Members: C. Cotton, C. Ferlisi, M Marchese, D. Mazzotta

Other Trustees Attending: E. Crowe

Absent with Notice: T. Ciaravella

Administration:

F. Bagley, L. Coulter, M. Nasello, J. Porter, T. D'Acunto

Other Guests: S. Fennell, F. Zeppieri

Recording: J. Di Bratto

Presiding: F. Bagley, Coordinating Superintendent (Preceding Policy Review Committee Elections)

1. Election of Officers for 2014:

C. Ferlisi - Chair

M. Marchese - Vice Chair

2. Presiding: C. Ferlisi, Committee Chair

3. Terms of Reference for the Policy Review Committee (reviewed and approved).

MOTION Mazzotta/Crowe

CARRIED

4. Approval of the Agenda

F. Bagley added the following four items:

1. Delegations to the Board (Admin 29A Form: Delegations to the Board may now be completed and submitted online)
2. Policy 316 Secondary School Post-Examination Review
3. Whistleblower Policy, Draft to be presented at the February 17th Policy Review meeting.
4. OASBO Archival Draft Document, F. Bagley will provide the draft to the Policy Review Committee on February 17th for direction.

THAT the agenda be approved with the additions noted above.

MOTION Crowe/Mazzotta

CARRIED

2. Approval of the Previous Minutes – November 4, 2014

That the minutes be approved.

MOTION Crowe/Mazzotta

CARRIED

3. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING

N/A

4. STAFF PRESENTATIONS

N/A

5. ACTION ITEMS

Report: Policy 303 Educational Out-of-Classroom Activities (revisions to Emergency procedures)

F. Bagley introduced the rationale for minor revisions to this policy. In light of recent tragic events in Ottawa and Quebec, as well as the political unrest that is present in various parts of the world at this time, the suggested revisions

provide another measure of safety for students and staff while participating in overnight excursions both in and outside of Canada (Level II and Level III excursions). M. Nasello explained the revisions in depth. With some discussion the committee requested the inclusion of a phone tree/Synrevoice.

With minor revisions Policy 303 was approved.

MOTION Crowe/Cotton

CARRIED

Occupational Health and Safety Policies Cover Memo

F. Bagley introduced the memo and welcomed L. Coulter to address the committee. L. Coulter explained the legislative requirements for the annual review of three policies 409, 501 and 504. All policies were reviewed with the appropriate department(s) and Joint Health and Safety Committee. With some discussion the committee requested that the three policies be reformatted using Policy 212: Concussions as a reference guide. With discussion and suggested revisions to the three policies:

Policy 409 Occupational Health & Safety will be revised and presented at a future committee meeting;

Policy 501 Respectful Workplace and Policy will be revised and presented at a future committee meeting; and,

Policy 504 Workplace Violence will be revised and presented at a future committee meeting.

DISCUSSION ITEMS:

Report: Before & After School Childcare Program Enrolment Summary Report

As requested, F. Bagley presented the report compiled by F. Zeppieri, Manager of Child Care Services relating to Before & After School Childcare Program Enrolment. The committee commended F. Zeppieri on the detailed report and requested the report be presented to policy review on an annual basis.

Report: Policy 604: Child Care: Early Years, Extended Day, Before and After School Programs

F. Bagley presented the report and policy status and welcomed T. D'Acunto and F. Zeppieri to address the suggested revisions. The committee suggested revisions to the purpose and policy statement, and suggested that guidelines be developed. The committee also recommended the inclusion of legislation as it relates to offering a child care program in every school, as well as defining the role of the Board as it relates to the provision of space and the maintenance of facilities. The policy review committee directed senior staff to establish a working "focus" group to create a streamlined template for a partnership agreement between the Board and Child Care Operators. F. Bagley confirmed that T. D'Acunto and F. Zeppieri would establish a working "focus" group to revise the policy and create guidelines for presentation at a future committee meeting. Trustee E. Crowe will participate in this work group.

Policy 604 Before and After School Programs (rename to include all Child Care programs & procedures)

Policy 605 Child Care (TERMINATE due to integration with Policy 604)

As stated above, this policy will be revised and presented at a future committee meeting.

The recommendation to terminate Policy 605 will be deferred until Policy 604 is approved.

Policy 118 Trustee Code of Conduct (NEW)

Further to the November 4th Policy Review Meeting, F. Bagley presented the updated, revised policy.

With minor revisions, Policy 118 was approved.

MOTION Crowe/Mazzotta

CARRIED

Policy 601 Accessibility Standards in Customer Service (Deferred from previous meeting)

F. Bagley introduced the updated policy with brief history of the initial policy developed by L. Wilson and requested feedback from the committee. The committee requested information regarding other boards and meeting the 2021 date of compliance with the accessibility standards legislated in the AODA. F. Bagley expressed that the annual report outlined what the Board has accomplished related to the accessibility standards. The committee directed that the policy be revised to define the accessibility services offered to "customers", remove all references to students as accommodation requests are attended to through Policy 208: Student Disability Accommodation, and to elaborate on the legislated training requirements.

Policy 601 will be revised and presented at a future committee meeting.

6. INFORMATION ITEMS

Extreme Cold Weather Temperature: Elementary School Survey

F. Bagley presented the report which provided information to the committee related to the identification of the “extreme cold weather temperature” for the implementation of “indoor recess” routines at Elementary Schools as per Policy 221: Extreme Weather. The committee expressed gratitude for the detailed report and requested this report be created and forwarded to the Trustees every four years.

MOTION Crowe/Mazzotta

CARRIED

Policy 212 Concussions (New)

F. Bagley presented the new policy and welcomed S. Fennell to address any questions and/or concerns. The committee commended the work of the Board’s committee. As no revisions were suggested, Policy 212 was moved to an action item and approved.

MOTION Crowe/Cotton

CARRIED

Policy 316 Secondary School Post-Examination Review

F. Bagley presented revisions to parameter 3.3 to accurately reflect the approved policy procedures for post-examination review when a separate day has been assigned during Semester One. The committee requested that M. Nasello prepare and present a report at a future committee meeting outlining Semester One attendance and a synopsis of YRDSB’s post-examination review procedures.

With this revision Policy 316 was approved.

MOTION Crowe/Cotton

CARRIED

Policy 505 Equity & Inclusive Education

F. Bagley introduced the updated policy and welcomed M. Nasello, Committee Chair, to respond to any questions and/or concerns. Upon reviewing the policy, the committee suggested revisions within the parameters and definitions and that the policy be presented at the February 17th Policy Review Committee Meeting.

7. Future Discussion Items

Policies to be brought to future Policy Committee Meetings

Policy 101 Meta Policy: Policy Management and Governance

Policy 108 Disposition of Complaints Against Trustees

Policy 220 Graduation Exercises in Elementary and Secondary Schools

Policy 304 Research Projects and Survey Requests

Policy 310 Retention and Acceleration of Students (Updated)

Policy 403 Business and Services Recruitment

Policy 404 Teacher Recruitment (Updated)

Policy 424 Disposition of Complaints About Board Employees

Policy 502 Ethics and Compliance Reporting (Whistleblower Protection)

YCDSB Chaplaincy Team Guidelines & Services

8. Adjournment

That the Policy Review Committee meeting adjourned at 9:30 p.m.

MOTION Mazzotta/Crowe

CARRIED

9. Next Policy Review Committee meeting: February 17, 2015 – 6:30 p.m.

York Catholic District School Board

REPORT

Report To: Policy Review Committee
From: Administration
Date: February 17, 2015
Report: YCDSB Faith Leadership Award

Executive Summary

This report is intended to provide more detailed information to the Policy Review Committee related to the creation of a YCDSB Faith Leadership Award to be given annually to one or more graduating students at the Gr. 12 graduation ceremony.

Background Information

As a follow up to the trustees' requests, consultation was held with the secondary school principals and a review was undertaken of all Gr. 12 graduation awards that relate in some respect to Catholicity. In addition to the Catholic Student Award and the Micheal Carnovale Award which exists in every school, there are numerous other awards that honour and celebrate graduating students who have been remarkable in living out aspects of their Catholic faith, and the Ontario Catholic Graduate Expectations.

Given this, a new award is proposed as follows:

The YCDSB Faith Leadership Award

The York Catholic District School Board Faith Leadership Award is given to a graduating student who has demonstrated a commitment to the Religious Education program of the school and to the vision of the YCDSB: "Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens."

Summary

With Board approval, this new award, with a suitable plaque and keeper, will be created and instituted for the Graduation ceremonies of June 2015.

Prepared and Submitted by: Michael Nasello, Superintendent of Education: School Leadership and Safe & Caring Schools
Ron Crocco, Superintendent of Education: School Leadership

Endorsed by: Patricia Preston, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 220
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> September 1, 2009	<i>Last Approved Date</i> November 23, 2010 October 2, 2012

POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS

SECTION A

1. PURPOSE

The York Catholic District School Board acknowledges that graduation exercises are an important recognition of a student's transition from elementary to secondary school, and upon leaving secondary school. Graduation exercises celebrate the human journey of each student. The student throughout his/her years in the Catholic school system has experienced an education that fosters learning as a lifelong spiritual and academic quest. This learning is defined not only in terms of knowledge and skills, but also in terms of values, attitudes, actions **and faith experiences as these are core elements that distinguish us as an English Catholic school system.**

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student's life journey.

3. PARAMETERS

- 3.1 **All Graduation practices shall reflect our distinctiveness as an English Catholic school system.**
- 3.2 All Graduation celebrations shall include a Mass with the graduates, their teachers, and where possible, their families.
- 3.3 **All local Pastors** shall be invited to participate in Elementary and Secondary school Graduations.
- 3.4 Graduation exercises shall respect:
 - 3.4.1 protocols, as identified in the guidelines;
 - 3.4.2 the inclusion of a prayer or liturgical reflection;
 - 3.4.3 time constraints;
 - 3.4.4 cost and financial stress on families to participate;

- 3.4.5 appropriate language and subject matter in speeches and addresses;
- 3.4.6 that the event is for the students, therefore inclusion of guest speakers and presenters shall be kept to a minimum.
- 3.5 *The York Catholic District School Board Religious Education and Faith Leadership Award shall be conferred at the Graduation exercises to Secondary students who have attained four (4) Religion credits and participated in the multi-faceted Christian Faith experiences and activities during their school years.*
- 3.6 Award presentations shall be carefully structured to ensure that:
 - 3.6.1 The student receiving the award most closely embodies the intent of the award; and,
 - 3.6.2 The purpose and application of the award is clearly understood by the community;
- 3.7 The guest list for Graduation exercises should reflect a balance between the necessity of the guest's presence, their role at the event, and a respect for their personal time.
- 3.8 Special guests shall be acknowledged but not necessarily invited to address the audience or make presentations.
- 3.9 Secondary schools, with the exception of Our Lady of the Lake Catholic College School, shall hold Graduations in June of the graduating year and will inform their elementary feeder schools of the date.
- 3.10 Our Lady of the Lake Catholic College School shall be exempt from parameter 3.9 for the following reasons:
 - 3.10.1 The school is the only Gr. 7-12 school in the Board;
 - 3.10.2 The logistics of holding two Graduations; and,
 - 3.10.3 The history through the Northern Initiative.
- 3.11 Elementary schools shall make every effort to hold Graduations no sooner than the **Thursday** prior to the last week of school, and ensure that the Graduation is not held on the same night as the Secondary school graduation.
- 3.12 Staff who specifically supervise a Graduation dinner/dance shall not incur costs.
- 3.13 The number of awards in an Elementary school Graduation is expected to be proportionate to the number of graduates.
- 3.14 Each school **shall adhere to the parameters and guidelines of this policy when** designing its Graduation ceremony that will be reflective of the community in which it is located and respectful of the traditions that have been established.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To bring greetings to the Graduates and to the assembly on behalf of the York Catholic District School Board.

POLICY TITLE: GRADUATION EXERCISES IN ELEMENTARY AND SECONDARY SCHOOLS

SECTION B: GUIDELINES

It is the policy of the York Catholic District School Board that Elementary and Secondary Graduations shall be acknowledged by appropriate exercises that celebrate our Faith, the Ontario Catholic Graduate Expectations, and recognize those partners who have contributed to this milestone in each student's life journey.

The following guidelines are intended to support Policy 220 and provide a framework for Elementary and Secondary Graduation celebrations.

1. GENERAL

- 1.1 School traditions and community preferences need to be considered when planning the occasion; however the complexity of the event must not place an undue burden on staff or families.
- 1.2 Graduation celebrations held off school property and/or after school hours shall be planned in consultation with administration, school staff and parents.
- 1.3 The supervision of students at Graduation celebrations will be the same as the teacher to student ratios outlined within Policy 303: Educational Out-of-Classroom Activities.
- 1.4 Valedictorian addresses shall be reviewed in advance by the Principal or designate to ensure appropriate language, content and style in order to respect the dignity of the occasion.
- 1.5 The following template shall be used for both Elementary and Secondary Graduation exercises. The program shall include a page listing the names and titles of the School Administration, the Trustee/s, the Director of Education and the Superintendent of Education: School Leadership. Also to be included in the program are the Board/School Mission and Vision statements.
 - Welcome
 - O Canada
 - Opening Prayer/Reflection (Pastor, Chaplain or designate)
 - Introduction of Guests (Guests not presenting awards and VIPs only at this time)
 - Greetings
 - Chair of the Board (if present)
 - Area Trustee (if more than one Trustee serves an area, greetings shall be shared, with the home Trustee leading)
 - Director of Education (if present)
 - Superintendent of Education: School Leadership or designate
 - Principal
 - Catholic School Council Chair

- Address to Graduates (Teacher/Guest Speaker) – Secondary only (optional)
 - **Conferral of Diplomas and YCDSB Religious Education and Faith Leadership Awards**
 - School Principal shall confer all diplomas **and certificates**
 - Others, such as Vice-Principal(s), Superintendent, Director or Trustee may be asked to accompany the Principal, with due consideration being given to limiting the number of persons on stage at any one time.
 - Awards – School and Community
 - Board Chair /all Trustees in attendance shall be asked to present an award;
 - The Micheal Carnovale Award is to be presented by a member of the Carnovale family (if able to attend) or a School Trustee (if present);
 - Governor General's Award to be presented by Provincial or Federal Member of Parliament, if present or by the Director/ Superintendent;
 - Principal's award to be presented by Principal;
 - Curriculum awards to be presented by teachers;
 - No speeches/remarks by the presenter of the award; and
 - Only where a person, organization or municipality has donated an award should they or their representative be invited to present the award and congratulate the student.
 - Valedictory Address (five to seven minutes maximum)
 - Final Prayer/Blessing (Pastor or Principal at the Elementary level; Pastor, Chaplain or designate at the Secondary level)
 - Closing Remarks
- 1.5 Procession/Recession – Secondary Schools
- The order for the Graduates procession will be the Principal, followed by the Chair of the Board, Area Trustee/Trustees, Director of Education, Superintendent of Education, Vice-Principal, School Council Chair, Municipal dignitaries, i.e. Mayor, any other VIP's.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Ron Crocco, Superintendent of Education
Michael Nasello, Superintendent of Education

DATE: February 17, 2015

REPORT: Secondary School Exam Review Day Summary

Executive Summary

This report is intended to provide the Board of Trustees with feedback related to the implementation of the Secondary School Exam Review Day for first Semester 2015 held on January 30.

Background Information

Attendance information has been provided by school, by grade and by period (Attached).
Principal input, Teacher input and Student input have been provided by school (Attached).
Parent input may be forthcoming as Principals have been asked to include it on their upcoming Catholic School Council agenda.

Summary

Overall, attendance by students on the January 30 Exam Review Day was poor. (10% to 30%)
Students indicated that a full class was far too lengthy a time period. They prefer 20-30 minute classes.
Teachers indicated that it was difficult to maintain student engagement for a full period.
Principals had to increase supervision as many students were not in class and were roaming the halls or outside the school.

Potential revisions to policy for consideration:

If a separate day has been allocated in semester one next year, use the day as a regular instructional day prior to exams for the purpose of Exam preparation.

Direct all schools to conduct an Exam Review on the first day of Semester Two, following a first Semester schedule, in 30 minutes classes, then to follow a Semester 2 schedule for the remainder of the day as stated in the policy.

Civvies day to be considered only for the Exam Review Day in June

Mid-day transportation to be considered for the June exam review day of each year.

Prepared and Submitted by: Ron Crocco, Superintendent of Education: School Leadership
Michael Nasello, Superintendent of Education: School Leadership and Safe & Caring Schools

Endorsed by: Patricia Preston, Director of Education



York Catholic District School Board

Secondary School Period Attendance

January 30th, 2015

Schools	Period 1		Period 1 Total	Period 2		Period 2 Total	Period 3		Period 3 Total	Period 4		Period 4 Total
	Absent	Present		Absent	Present		Absent	Present		Absent	Present	
Cardinal Carter CHS	841	370	1211	857	336	1193	801	394	1195	822	362	1184
9	302	95	397	288	109	397	214	183	397	299	98	397
10	217	79	296	220	76	296	222	74	296	171	124	295
11	171	105	276	175	101	276	214	62	276	193	83	276
12	151	91	242	174	50	224	151	75	226	159	57	216
Father Bressani CHS	859	91	950	845	163	1008	841	154	995	912	86	998
9	208	28	236	201	35	236	226	10	236	230	6	236
10	229	19	248	217	32	249	183	66	249	245	4	249
11	224	28	252	226	26	252	245	7	252	246	6	252
12	198	16	214	201	70	271	187	71	258	191	70	261
Fr Michael McGivney Academy	678	313	991	616	388	1004	681	316	997	644	340	984
9	137	88	225	106	119	225	137	88	225	136	89	225
10	180	82	262	153	109	262	174	88	262	173	89	262
11	202	77	279	203	76	279	201	78	279	198	81	279
12	159	66	225	154	84	238	169	62	231	137	81	218
Holy Cross Catholic Academy	787	121	908	794	102	896	742	135	877	732	129	861
9	173	38	211	176	35	211	177	34	211	172	39	211
10	198	26	224	199	26	225	197	27	224	180	44	224
11	228	2	230	221	8	229	210	17	227	212	15	227
12	188	55	243	198	33	231	158	57	215	168	31	199
Jean Vanier CHS	662	98	760	658	95	753	662	62	724	636	72	708
9	148	24	172	150	21	171	163	8	171	149	22	171
10	148	17	165	149	17	166	157	9	166	159	7	166
11	206	24	230	206	23	229	202	27	229	202	26	228
12	160	33	193	153	34	187	140	18	158	126	17	143
Our Lady Of The Lake CCS	331	44	375	327	46	373	321	39	360	347	31	378
9	80	14	94	80	14	94	82	12	94	87	7	94
10	68	16	84	67	17	84	70	14	84	78	6	84
11	99	3	102	101	1	102	101	1	102	101	1	102



York Catholic District School Board

Secondary School Period Attendance

January 30th, 2015

Schools	Period 1		Period 1 Total	Period 2		Period 2 Total	Period 3		Period 3 Total	Period 4		Period 4 Total
	Absent	Present		Absent	Present		Absent	Present		Absent	Present	
12	84	11	95	79	14	93	68	12	80	81	17	98
Sacred Heart CHS	176	738	914	197	726	923	165	751	916	123	785	908
9	83	156	239	74	165	239	42	196	238	33	205	238
10	30	179	209	21	188	209	63	147	210	26	184	210
11	27	222	249	53	197	250	24	225	249	51	199	250
12	36	181	217	49	176	225	36	183	219	13	197	210
St Augustine CHS	571	546	1117	565	545	1110	694	427	1121	758	362	1120
9	109	196	305	113	192	305	124	181	305	124	181	305
10	166	121	287	162	124	286	212	75	287	230	57	287
11	154	123	277	166	111	277	188	89	277	189	87	276
12	142	106	248	124	118	242	170	82	252	215	37	252
St Brother André CHS	1071	325	1396	1109	315	1424	1085	331	1416	1008	363	1371
9	271	125	396	278	117	395	294	102	396	291	104	395
10	264	70	334	268	67	335	268	67	335	256	79	335
11	297	50	347	301	48	349	287	62	349	267	82	349
12	239	80	319	262	83	345	236	100	336	194	98	292
St Elizabeth CHS	1355	193	1548	1461	158	1619	1365	220	1585	1289	304	1593
9	303	75	378	324	54	378	345	33	378	360	18	378
10	380	42	422	401	21	422	329	92	421	304	118	422
11	369	18	387	368	19	387	363	25	388	281	106	387
12	303	58	361	368	64	432	328	70	398	344	62	406
St Jean De Brebeuf CHS	1309	83	1392	1350	60	1410	1310	55	1365	1329	40	1369
9	281	15	296	281	15	296	289	7	296	289	7	296
10	364	24	388	370	18	388	375	13	388	381	7	388
11	315	17	332	320	13	333	318	14	332	319	13	332
12	349	27	376	379	14	393	328	21	349	340	13	353
St Joan Of Arc CHS	1258	116	1374	1240	141	1381	1220	140	1360	1172	139	1311
9	239	19	258	241	17	258	240	17	257	245	13	258
10	326	26	352	317	35	352	328	22	350	328	23	351
11	307	31	338	298	40	338	292	46	338	279	58	337



York Catholic District School Board

Secondary School Period Attendance

January 30th, 2015

Schools	Period 1		Period 1 Total	Period 2		Period 2 Total	Period 3		Period 3 Total	Period 4		Period 4 Total
	Absent	Present		Absent	Present		Absent	Present		Absent	Present	
12	386	40	426	384	49	433	360	55	415	320	45	365
St Luke Catholic Learning Centre		56	56		57	57		48	48		46	46
9		2	2		2	2		1	1		1	1
10		5	5		6	6		5	5		5	5
11		8	8		5	5		6	6		9	9
12		41	41		44	44		36	36		31	31
St Maximilian Kolbe CHS	1091	318	1409	993	391	1384	856	534	1390	795	590	1385
9	264	63	327	236	91	327	233	94	327	191	136	327
10	315	73	388	328	60	388	205	183	388	222	166	388
11	320	42	362	241	125	366	264	103	367	180	186	366
12	192	140	332	188	115	303	154	154	308	202	102	304
St Robert CHS	1165	358	1523	1178	334	1512	1216	299	1515	1213	292	1505
9	280	111	391	289	102	391	286	105	391	301	90	391
10	332	83	415	335	80	415	340	75	415	344	71	415
11	314	72	386	316	70	386	328	58	386	287	97	384
12	239	92	331	238	82	320	262	61	323	281	34	315
St Theresa Of Lisieux CHS	1036	415	1451	996	500	1496	963	520	1483	981	505	1486
9	280	145	425	276	148	424	301	124	425	290	135	425
10	290	109	399	259	142	401	267	134	401	295	105	400
11	275	106	381	267	114	381	231	153	384	231	151	382
12	191	55	246	194	96	290	164	109	273	165	114	279

Exam Review Day Comments

Parent	Student	Teacher	Administration
Confused by Synrevoice Message- thought day was cancelled	75 minutes period was too long	75 minutes period was too long	
75 minutes period was too long	Drop in format preferred. Review exam, leave and go to next class	Low turn out rate for students	
	Liked the idea of reviewing exams	Students did not necessarily come to class during their pd. Came at any time.	
	No need for uniform. Should be Civvies day.		
		Review periods should not be longer than 30 minutes	
	1st day of Sem II- divide day-1st half for exam review, 2nd half Sem II periods	Review day should only be 1/2 a day. Start at 12:30 end at 2:30. Better turn out if students had option of "sleeping in"	
	10 minutes was all that is needed to review exams.	Busses run for 1/2 a day	
		1st day of Sem II- divide day-1st half for exam review, 2nd half Sem II periods	
		Exam review day be Monday. Friday is the PA day.	
		1/2 day. No periods. Drop in.	
		Have students book appt to view exams	

Exam Review Day Comments

	75 minutes period was too long	75 minutes period was too long	past history shows that combining everything on the first day of Sem II results in police-like action for admin ie. Students roaming who don't want to go to class to see their exams, need to be contained
	more important for compulsory courses	students' interest was really in the final course mark and not the exam	75 minutes period was too long
	1st day of Sem II- divide day-1st half for exam review, 2nd half Sem II periods	1st day of Sem II- divide day-1st half for exam review, 2nd half Sem II periods	prefer the formal separate day with 30 minute classes as it was done in June 2014
	drop into your 1st Sem classes at the end of the day on 1st day of Sem II classes	only one teacher preferred the drop into your 1st Sem classes at the end of the day on 1st day of Sem II classes	
			Follow the inclement weather schedule as per Synrevoice message
			1st day of Sem II-divide day-1st half for exam review, 2nd half Sem II periods
			Easier distribution of Sem II timetables if done in Sem I classes
			1st day of Sem II-divide day-1st half for exam review, 2nd half Sem II periods
	Full period/day format- was deciding factor not to attend	Hard to keep students on task (taking up the questions)	Exam marks should be shared electronically to parents (Maplewood?)

Exam Review Day Comments

		Just want their exam mark	Have full day review using automated parent-teacher interview system for students to set-up appt.
		Exam security when full period system is used (possible for students to take pictures of their exams)	
		Half day is best for exam review	

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Program / Curriculum	<i>Policy Number</i> 316
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> June 17, 2014	<i>Subsequent Approval Dates</i> June 17, 2014 January 27, 2015

POLICY TITLE: **SECONDARY SCHOOL POST- EXAMINATION REVIEW**

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that assessment and evaluation of student learning through the administration and review of examinations validates the work of students. Implementation of a formalized and consistent approach for students to receive descriptive feedback on final examination(s) will serve the purpose of offering every student an opportunity to become a self-directed, responsible, and life-long learner.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that a designated Secondary School Post-Examination Review Day shall be scheduled for all Secondary Schools during which time every student shall be given an opportunity to review, with his or her teacher, all final examinations.

3. PARAMETERS

- 3.1 By providing descriptive feedback as a strategy to support student learning, every Secondary student shall have the right to receive and review all evaluated work from his/her teacher(s).
- 3.2 A regular instructional day, in close proximity to each final examination period and the completion of course studies, shall be designated for post-examination review and included in the School Calendar and communicated in Student Agendas.
- 3.3 The Post-Examination Review Day process shall be accommodated during the instructional day and be available to all students. Schools will follow period one through four, **as outlined in the Procedures to this policy**, commencing at the normal start of the instructional day for each school.
- 3.4 Examinations will be retained at the school, in a safe and secure location that is designated by the Principal, for a period of one year from the date of the examination.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Secondary School Post-Examination Review Policy.
- 4.1.2 To ensure that Secondary School Post-Examination Review Days are established on an annual basis.

4.2 Secondary School Superintendents of Education

- 4.2.1 To communicate the Secondary School Post-Examination Review Policy to Principals and review its contents on an annual basis.
- 4.2.2 To ensure the implementation and compliance of the Secondary School Post Examination Review Policy, related Guidelines and Procedures in every Secondary school.

4.3 Principals

- 4.3.1 To ensure Post-Examination Review days established by the Director of Education are communicated in the school calendar and included in student agendas.
- 4.3.2 To ensure that the expectations for Post-Examination Review days as outlined in the Policy, Guidelines and Procedures are communicated to all staff and implemented accordingly.
- 4.3.3 To communicate the expectations of Post-Examination Review days to all students and parents/guardians in the school community (i.e.: mandatory student attendance on designated Post-Examination Review days, as they are regular instructional days).

4.4 Secondary Teachers

- 4.4.1 To ensure that all course information sheets clearly and accurately communicate the components of assessment and evaluation.
- 4.4.2 To be present and available on Post-Examination Review days or, if absent, arrange another suitable time, to review marked examinations with each of their students.
- 4.4.3 To support students in understanding the final examination, how it is marked, and how students can continuously improve in the demonstration of their learning and self-directed goal setting.

4.5 Parents/Guardians

- 4.5.1 To support the policy and procedures outlined in the Secondary School Post-Examination Review policy.
- 4.5.2 To ensure their child's attendance on the designated Post-Examination Review days, as they are regular instructional days.

4.6 Students

- 4.6.1 To attend school on the designated Post-Examination Review days, as they are regular instructional days, and participate in the process of post-examination review in order to set appropriate goals and priorities for growth and continued improvement in school, work and personal life.

5. DEFINITIONS

5.1 Assessment of Learning

The ongoing process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

5.2 Examination

An examination is a final, summative evaluation taking place at the end of a course of study. It is comprised of various components that may include, but are not limited to, written, oral, objective, subjective, multiple choice, short answer, essay, calculation, diagram, map, performance, and other types of questions appropriate to the course of study and subject matter. An examination may be completed in various formats including, but not limited to, oral, written, and/or electronic format.

5.3 Examination Days

Examination days are instructional days dedicated to summative evaluation, during which time, culminating performance tasks and formal examinations usually take place.

5.4 Summative Evaluation

All of the components of evaluation that take place at the end of a course including, but not limited to final examinations, Culminating Performance Tasks (CPTs), Investigations, and Performances, as appropriate to the course of study and subject matter as determined by Board Assessment and Evaluation Guidelines.

6. CROSS REFERENCES

York Catholic District School Board: Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success (Assessment, Evaluation, and Reporting in Ontario Schools), 2011

Approval by Board	<u>January 27, 2015</u> Date
Effective Date	<u>January 28, 2015</u> Date
Revision Date(s)	<u>January 28, 2015</u> Date
Review Date	<u>January 2020</u> Date

POLICY TITLE: SECONDARY SCHOOL POST-EXAMINATION REVIEW

SECTION B: GUIDELINES

1. Designated Secondary School Post-Examination Review days shall be regular instructional days.
2. In the event of inclement weather and/or an emergency, schools will conduct the post-examination review day as outlined in the procedures to this policy.
3. Post-Examination Review Days will be “Civvies” days for students. Civvies attire, consistent with the School Code of Conduct and the Student Dress and School Uniform policy, must be tasteful, modest and presentable.
4. All teachers in York Catholic District School Board Secondary schools will provide time to review marked examinations with all students who are in attendance on the designated review day, with the exception for those who are absent with a medical note. A suitable day/date in close proximity to each final examination period and the completion of course studies will be provided and dedicated to this purpose. In the event of a teacher absence, the teacher will make time available to meet with all students to complete the examination review.
5. Teachers will distribute marked examinations to students for review. The entire examination will be reviewed by the teacher with the student(s). Students will be given the correct answers, the rubric or scheme by which each question was graded and an explanation of how marks were assigned.
6. In addition to the above, students will be reminded of the learning strategies for successful examination writing that are part of the pre-examination review.
7. Students will be given an opportunity to ask the teacher questions about the examination.
8. If student concerns cannot be addressed during the assigned post-examination review day, the student may request a personal appointment with the teacher.
9. Teachers will collect the examinations after they have been reviewed for central storage in the school.
10. In the event any mark adjustment is required, the appropriate school / board procedures will be followed.
11. In the event the teacher had a class which did not write either a formal or informal examination in a given course, the teacher can use the class time provided to review the Culminating Performance Task and exemplars of the various levels of achievement.



York Catholic District School Board

PROCEDURE:

SECONDARY SCHOOL POST-EXAMINATION REVIEW

Addendum to Policy 316: Secondary School Post-Examination Review

Effective: June 18, 2014

Revised January 28, 2015

PURPOSE:

The procedures are designed in conjunction with the YCDSB *Secondary School Post-Examination Review Policy 316*, and outline the Post-Exam Review process for Secondary Schools.

Post-Examination Review Days will be “Civvies” days for students. Civvies attire, consistent with the School Code of Conduct and the Student Dress and School Uniform policy, must be tasteful, modest and presentable.

1. Semester One Post-Examination Review Procedures for All Secondary Schools

- 1.1 At the end of Semester 1: (If a separate day **has** been assigned for Post-Examination Review)
 - 1.1.1 The school will follow period one through four, as per a Semester 1 scheduled day.
 - 1.1.2 The teacher will distribute the examination to students then review the entire examination with all students, and respond to questions from students.
 - 1.1.3 The teacher will collect the examinations after they have been reviewed for central storage in the school.
 - 1.1.4 The teacher will review individual examination marks with students, at a mutually agreed upon date and time, if the student makes a request to do so.
 - 1.1.5 In the event of inclement weather and/or an emergency, the semester one post-examination review day will proceed as outlined in 1.2.1.
- 1.2 At the end of Semester 1: (If a separate day **has not** been assigned for Post-Examination Review and the Post-Examination Review day occurs on the first day of Semester 2)
 - 1.2.1 On the first day of Semester 2, the school will follow period one through four, as per the Semester 1 schedule, in 30 minute classes, followed by a lunch break.
 - 1.2.2 The teacher will distribute the examination to students then review the entire examination with all students, and respond to questions from students.
 - 1.2.3 The teacher will collect the examinations after they have been reviewed for central storage in the school.
 - 1.2.4 The teacher will review individual examination marks with a student, at a mutually agreed upon date and time, if the student makes a request to do so.
 - 1.2.5 After the completion of the designated Post-Examination Review, the school will follow period one through four, as per the Semester 2 schedule.
 - 1.2.6 In the event of inclement weather and/or an emergency, and in consultation with the Director of Education, the semester one post-examination review day will be rescheduled on a designated day in semester two.

2. Semester Two Post-Examination Review Procedures for all Secondary Schools

- 2.1 At the end of Semester 2 on the designated Post-Examination Review day:
 - 2.1.1 Schools will follow period one through four, as per the Semester 2 schedule, in 30 minute classes, commencing at the normal start of the instructional day for each school.
 - 2.1.2 The teacher will distribute the examination to students then review the entire examination with all students, and respond to questions from students.
 - 2.1.3 The teacher will collect the examinations after they have been reviewed for central storage in the school.
 - 2.1.4 The teacher will review individual examination marks with a student, at a mutually agreed upon date and time prior to summer vacation if possible, or in September of the following school year, if the student makes a request to do so.
 - 2.1.5 In the event of inclement weather and/or an emergency, and in consultation with the Director of Education, a semester two post-examination review procedure will be communicated to the school community.

York Catholic District School Board

Memo

Memo To: Policy Review Committee
From: Lynda Coulter, Superintendent of Human Resources
Date: February 17, 2015
Report: Policy Section 500 Work Environment Respectful Workplace

This memo is intended to inform the Policy Review Committee on the recommended removal of section 500 from the policy schedule.

The current five policies listed under section 500 include:

Policy #501 Respectful Workplace

Policy #503 Sexual Harassment (Workplace)

Policy #504 Workplace Violence

Policy #505 Equity & Inclusive Education including Religious Accommodations & Statement of Compliance

Policy #506 Racial & Ethnocultural Harassment

The guidance and direction of these policies is under the Human Resources mandate. This includes, but not limited to, investigations, human rights, harassment, employee relations, etc.

Further as Occupational Health & Safety is a direct report to Human Resources and is already listed under section 400, it is consistent and reasonable that the policies cited above are re-numbered under section 400 Human Resources.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: February 17, 2015

Report: Policy # 812 Fair Labour Practices For School Uniforms

EXECUTIVE SUMMARY

The purpose of this report is to seek Board approval for Policy #812 Fair Labour Practices For School Uniforms (*Attachment I*).

CHANGES TO POLICY #812

The old Policy #812 Fair Labour Practices (*Attachment II*) was previously approved by the Board on June 8, 2004. This policy has been updated:

1. To conform with current Board Policy format;
2. To identify that the Policy applies to School Uniforms;
3. To eliminate references to Worker Rights Consortium which the Board is no longer affiliated with; and
4. To refer to accepted international standards and recommendations cited in the International Labour Organization (ILO) rather than to specify labour rights provisions which may change without the board's knowledge.

The proposed Policy #812 Fair Labour Practices For School Uniforms assigns specific responsibilities to the Purchasing Services Department in Section 4.4 as follows:

4.4 Purchasing Department

- 4.4.1 To seek assurance from suppliers/licensees who provide school uniforms that the uniforms are manufactured under safe and healthy conditions;
- 4.4.2 Ensure that schools within the jurisdiction of the Board will only purchase or contract with those suppliers/licensees who provide school uniforms that agree to adhere to the Board's policy.

The Purchasing Services Department has incorporated compliance as follows:

1. Under the Purchasing Reference Guide clause 5.10 Fair Labour Practices (Apparel):

5.10 Fair Labour Practices (Apparel)

The Board is committed to the promotion of greater respect for worker's rights, and to the improvement of working conditions and labour practices in the apparel industries worldwide. The Board has established a Fair Labour Practices Policy (#812) to ensure the purchase of school uniforms is made from Vendors who respect the basic rights of workers by ensuring that apparel manufactured for the Board is made under humane working conditions in compliance with accepted international standards and local laws.

2. Under the terms in the Request For Proposal (RFP) document to be issued for school uniforms:
 - There will be specific compliance requirements with Board Policy #812 Fair Labour Practice For School Uniforms.
 - The practice of annual attestation by school uniform suppliers via the use of the “Direct Supplier Confirmation of Compliance Form” (*Attachment III*) will continue.

RECOMMENDATION

That the Board approve the updated Policy #812 Fair Labour Practices For School Uniforms (*Attachment I*).

Prepared and submitted by:
Endorsed by:

Anna Chan, Sr. Manager, Business Services/Assistant Treasurer
John Sabo, Associate Director, Corporate Services/Treasurer

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Finance	<i>Policy Number</i> 812
<i>Former Policy #</i> 815	<i>Page</i> 1 of 2
<i>Original Approved Date</i> June 8, 2004	<i>Subsequent Approval Dates</i>

POLICY TITLE: FAIR LABOUR PRACTICES FOR SCHOOL UNIFORMS

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes workers' rights to humane working conditions in compliance with accepted international standards and local laws. With respect to school uniforms, the purpose of this policy is to promote respect for workers' rights to humane labour practices in the apparel industries worldwide.

2. POLICY STATEMENT

It is the policy of the Board to establish procedures to enable its schools to purchase and wear school uniforms that respect the basic rights of workers and support the elimination of child labour worldwide by requiring that apparel vendors be in compliance with accepted international standards and local laws with respect to humane working conditions.

3. PARAMETERS

- 3.1 Every supplier shall ensure that its manufacturing facilities and those of its subcontractors producing school uniforms for the Board, comply with national and other laws applicable in each workplace. All uniform suppliers shall respect this Policy and the internationally recognized workers' rights and labour standards expressed in the relevant conventions and recommendations as cited in the International Labour Organization (ILO).
- 3.2 Where national laws, other applicable laws, or the Policy address the same general right, benefit, or protection for employees, suppliers and subcontractors shall apply the right, benefit, term or condition of employment which provides the greater right, benefit or protection to employees.
- 3.3 The Policy is not a substitute for union representation, and shall not be used or promoted as an alternative to union recognition, collective bargaining or a collective agreement.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Fair Labour Practices for School Uniforms Policy and Procedures.

4.2 Superintendents of Education

4.2.1 To co-ordinate the implementation of the Policy and Procedures.

4.3 Purchasing Department

4.3.1 To seek assurance from suppliers/licensees who provide school uniforms that the uniforms are manufactured under safe and healthy conditions;

4.3.2 To direct schools within the jurisdiction of the Board to only purchase or contract with those suppliers/licensees who provide school uniforms that agree to adhere to the Board's policy.

4.4 Principals

4.4.1 To review annually the policy with staff to ensure familiarization and compliance

5. CROSS REFERENCES

YCDSB Policy # 802 Purchase, Lease and Rental of Goods and Services
Purchase Reference Guide

Approval by Board

_____ *Date*

Effective Date

_____ *Date*

Revision Date(s)

_____ *Date*

Review Date

_____ *Date*

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 310
<i>Former Policy #</i> 215	<i>Page</i> 1 of 3
<i>Original Approved Date</i> May 26, 1998	<i>Subsequent Approval Dates</i> March 28, 2000 June 8, 2010

POLICY TITLE: RETENTION AND ACCELERATION OF STUDENTS

SECTION A

1. PURPOSE

The York Catholic District School Board believes in age appropriate grade placement for all students and that only in extraordinary circumstances should a student be retained or accelerated. The purpose of this policy is to provide direction to Parents/Guardians, Principals and other Staff who would be involved in either a retention or acceleration decision.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to endorse the concept of age appropriate grade placements for all students and to approve retention or acceleration only in extraordinary circumstances, **taking factors into account such as the student's emotional and social development, self-esteem, academic performance and achievement history.**

3. PARAMETERS

- 3.1 It is the legal right and responsibility of the school Principal to determine the grade placement for each student in the school.
- 3.2 The initial placement of all students shall be in the age appropriate grade.
- 3.3 **Before retention can be considered, a student shall have attended the school for a minimum of one reporting school year.**
- 3.4 **Before acceleration can be considered, a student shall have attended the school for a minimum of one reporting term/semester.**
- 3.5 Retention or acceleration shall be considered only when deemed to be the appropriate recourse to ensure a student's continuous academic, spiritual, social and emotional growth.

- 3.6 A First Language Academic Assessment will be completed, in consultation with the English as a Second Language (ESL) teacher, when considering retention or acceleration of a student whose first language is not English.
- 3.7 The primary concern shall always be the best interests of the student.
- 3.8 Both the Parent/Guardian and the Principal shall play a significant role in determining a retention or acceleration for a student.
- 3.9 The Superintendent of Education: School Leadership shall be consulted by the Principal prior to the final decision with respect to the retention or acceleration of a student.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Retention and Acceleration of Students policy and procedures.

4.2 Superintendent of Education: School Leadership

- 4.2.1 To support Principals with the implementation of the Retention and Acceleration of Students policy and procedures.
- 4.2.2 To consult with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners if appropriate.

4.3 Principal

- 4.3.1 To address issues of retention and acceleration with concern for the best interests of the student.
- 4.3.2 To process requests for retention or acceleration following the appropriate procedures as an addendum to this policy.
- 4.3.3 To review the proposed recommendation for retention or acceleration with the appropriate Superintendent of Education: School Leadership prior to making a final decision.

4.4 Parent/Guardian

- 4.4.1 To understand that it is the right and responsibility of the school Principal to determine the grade placement for each student in the school.
- 4.4.2 To adhere to the procedures of this policy as they relate to the retention or acceleration of their child.
- 4.4.3 To understand that only in exceptional cases shall a request for retention or acceleration be approved.

5. DEFINITIONS

5.1 Academic Performance

The extent to which a student meets the subject curriculum expectations as outlined by the Ontario Ministry of Education.

5.2 Acceleration

The process of completing curriculum at a faster rate than what is typically expected.

5.3 Retention

The decision to retain a student in the current grade.

6. CROSS REFERENCES

Education Act

YCDSB Procedures: Retention and Acceleration of Students

7. RELATED FORMS

YCDSB Form S24A-1	Acceleration Request Form
YCDSB Form S24A-2	Acceleration Request Data/Information Form
YCDSB Form S24A-3	Acceleration Request Summary Form
YCDSB Form S24R-1	Retention Request Form
YCDSB Form S24R-2	Retention Request Data/Information Form
YCDSB Form S24R-3	Retention Request Summary Form

Approval by Board

June 8, 2010

Date

Effective Date

Date

Revision Dates

Date

Review Date

June 2015

Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE:

RETENTION AND ACCELERATION OF STUDENTS

An Addendum to Policy 310: Retention and Acceleration of Students

Effective: xxxx

PURPOSE

These procedures are designed in conjunction with the *YCDSB Policy 310 – Retention and Acceleration of Students* and specify the process for the approval of the retention or acceleration of a student.

RATIONALE

The York Catholic District School Board believes in age appropriate grade placement for all students and that only in extraordinary circumstances should a student be retained or accelerated. The purpose of these guidelines is to provide direction to Superintendents of Education: School Leadership, Principals, Parents/Guardians and other Staff who would be involved in either a retention or acceleration decision.

1. GENERAL

- 1.1 When the topic of a retention or acceleration arises, the first step is to hold a meeting between the Principal and Parent/Guardian to discuss the concept and what a retention or acceleration will mean to the student.
- 1.2 The Parent/Guardian will be provided with a copy of the brochure (Elementary Procedures for the Retention and Acceleration of Students) and encouraged to reflect on the advantages and disadvantages of a retention or acceleration for their child.
- 1.3 Before retention can be considered, a student shall have attended the school for a minimum of one reporting school year.
- 1.4 Before acceleration can be considered, a student shall have attended the school for a minimum of one reporting term/semester.
- 1.5 School staff will review possible program modification/intervention to determine if the student's learning needs can be met without the need for retention or acceleration.
- 1.6 A First Language Academic Assessment will be completed, in consultation with the English as a Second Language (ESL) teacher, when considering retention or acceleration of a student whose first language is not English.
- 1.7 The Principal must review the proposed recommendation with the appropriate Superintendent of Education: School Leadership prior to making a final decision.

2. RETENTION

Retention may be considered where program modification and/or intervention have not been successful, **throughout one reporting school year and**, where the student's report card has previously indicated that promotion to the next grade is at risk, or where the Parent/Guardian requests retention of their child.

Procedures

- 2.1 The concept of retention is discussed by the Principal, appropriate school staff and the Parent/Guardian.
- 2.2 The Parent/Guardian is provided with information which will allow them the opportunity to further consider the implications of retention.
- 2.3 The Parent/Guardian completes *Retention Request Form S24R-1* and submits to the Principal. Copies are distributed as required.
- 2.4 The School completes *Retention Request Data/Information Form S24R-2*, highlighting program modifications and/ or interventions.
- 2.5 The Principal consults with the Superintendent of Education: School Leadership.
- 2.6 The Superintendent of Education: School Leadership consults with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners as appropriate.
- 2.7 The Principal shares the final decision with the Parent/Guardian.
- 2.8 The *Retention Request Summary Form S24R-3* is completed and distributed as indicated.

3. ACCELERATION

Acceleration shall be considered only after program modification has been attempted for a minimum of one reporting term/semester, and it is felt by both School Professionals and the Parent/Guardian that acceleration is deemed to be the most appropriate recourse to ensure the student's continuous academic, social and emotional growth.

Procedures

- 3.1 The concept of acceleration is discussed by the Principal, appropriate school staff and the Parent/Guardian.
- 3.2 The Parent/Guardian is provided with information which will allow them the opportunity to further consider the implications of acceleration.
- 3.3 The Parent/Guardian completes *Acceleration Request Form S24A-1* and submits to the Principal. Copies are distributed as required.
- 3.4 The School completes *Acceleration Request Data/Information Form S24A-2*, highlighting program modifications and/or interventions.
- 3.5 The Principal consults with the Superintendent of Education: School Leadership.
- 3.6 The Superintendent of Education: School Leadership consults with the Superintendent of Curriculum and Assessment or the Superintendent of Education: Exceptional Learners if appropriate.
- 3.7 The Principal shares the final decision with the Parent/Guardian.
- 3.8 The *Acceleration Request Summary Form S24A-3* is completed and distributed as indicated.



ACCELERATION REQUEST
(To be completed by Parent/Guardian/School)

The following is a request to consider acceleration for:

Name of Student: _____

Date of Birth: _____
Day Month Year

School: _____

Present Grade: _____

Request Initiated by: _____
Parent/Guardian School

Rationale for Request [emotional development; social maturity; self-esteem; academic performance (achievement & learning skills)]

I/We understand that it is only in exceptional cases a request for acceleration will be approved.

It is understood that it is the right and responsibility of the school Principal to determine the grade placement for each student in the school. (*Education Act*)

Parent/Guardian Signature _____ Date: _____

Principal Signature _____ Date Received: _____

Copy to: Parent/Guardian; O.S.R; Superintendent of Education: School Leadership



ACCELERATION REQUEST STUDENT INFORMATION

Data Gathering (School Level)

Name of Student _____ Date of Birth _____
Classroom Teacher _____ Grade _____
School _____ Date _____

Include Comments on the Following:

Emotional Development:

Social Maturity:

Self-Esteems:

Learning Skills:

Program Accommodations/Modifications Implemented:

Additional Comments/Observations: (OSR)

Additional Data: Standardized Tests (include CTBS, CCAT or EQAO if available)

Summary Statement:

School Recommendations: School supports request for acceleration

☐

School does not support request for acceleration

☐

Principal Signature _____ Date _____

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership



York Catholic District School Board

ACCELERATION REQUEST - SUMMARY

Form S24A-3
January 2015

Name of Student _____ Grade _____

School _____ Date of Birth _____

1. Summary of School Level Parent Conference

a. School and Parent/Guardian agree to accelerate _____

b. School and Parent/Guardian agree not to accelerate _____

2. Summary of Student Placement

a. Student accelerated from Grade _____ to Grade _____ as of _____

b. Student to remain in Grade _____

3. Parent/Guardian Signature _____ Date _____

Principal Signature _____ Date _____

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership



RETENTION REQUEST
(To be completed by Parent/Guardian or School)

The following is a request that the retention process be initiated for:

Name of Student: _____

Date of Birth: _____
Day Month Year

School: _____

Present Grade: _____

Request Initiated by: _____
Parent/Guardian School

Rationale for Request [focus rationale on: emotional development; social maturity; self-esteem; academic performance (achievement & learning skills)]

I/We understand that it is only in exceptional cases a request for retention will be approved.

It is understood that it is the right and responsibility of the school Principal to determine grade placement for each student in the school (*Education Act*).

Parent/Guardian Signature _____ Date: _____

Principal Signature _____ Date Received: _____

Copy to: Parent/Guardian; O.S.R; Superintendent of Education: School Leadership



RETENTION REQUEST DATA/INFORMATION

Data Gathering (School Level)

Name of Student _____

Date of Birth _____

Classroom Teacher _____

Grade _____

School _____

Date _____

Include Comments on the Following:

Emotional Development:

Social Maturity:

Self-Esteem:

Learning Skills:

Program Accommodations/Modifications/Interventions:

Additional Comments/Observations: (OSR)

Standardized Tests (include CTBS, CCAT or EQAO if available)

Summary Statement:

School Recommendations: School supports request for retention

☐

School does not support request for retention

☐

Principal Signature _____

Date _____

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership



York Catholic District School Board

RETENTION REQUEST SUMMARY

Form S24R-3
January 2015

Name of Student _____ Grade _____

School _____ Date of Birth _____

1. Summary of School Level Parent Conference

a. School and Parent/Guardian agree to retain _____

b. School and Parent/Guardian agree not to retain _____

2. Summary of Student Placement

a. Student to remain in Grade _____

b. Student proceeds from Grade _____ to Grade _____ as of _____

3. Parent/Guardian Signature _____ Date _____

Principal Signature _____ Date _____

Copy: OSR, Parent/Guardian, Superintendent of Education: School Leadership
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Report

Report To: Policy Committee
From: Administration
Date: February 12, 2015
Subject: Ethics and Compliance Reporting Policy

Executive Summary:

This report is intended to present a proposed Ethics and Compliance Reporting Policy. The Ethics and Compliance Reporting Policy has been created to “provide a framework for the disclosure and investigation of wrongdoing while protecting employees from reprisal or threat of reprisal for making a disclosure”.

Background:

The Board approved at the September 30, 2014 Board meeting the following motion directing staff to move forward with the Whistleblowing (Ethics and Compliance Reporting) initiative:

1. THAT the Board approve the development of a Whistleblower Policy and associated operational procedures, based on information included in this report and in cooperation and consultation with the six school board members of the Toronto and Area Regional Internal Audit district.
2. THAT the Board, in cooperation and consultation with the six school board members of the Toronto and Area Regional Internal Audit District, authorize the procurement, via piggy back clauses, of any necessary consultative services, such as a Whistleblowing hot line service.
3. THAT the final approval of the Whistleblowing Policy and related operational procedures be subject to review and approval by the Policy Committee of the Board.

Note: For assistance in educating both Staff and Trustees the “6 Simple Steps, To Implementing an Ethics Reporting System” has been attached for review. The information provides a good high level overview as to what is involved in establishing the Ethics and Compliance initiative (Appendix A). This document has been used as a reference resource with a number of GTA School Boards.

Overview:

The Policy is being presented for Trustee review. It is the first step in the process of implementing the strategy of Ethic and Compliance Reporting. Once the policy is approved the Procedures and Communication Plan will be developed and an implementation strategy will be put in place.

As per direction approved by the Board, the Policy, once approved, needs to be presented again at the next Audit Committee. This step needs to be included in the implementation process.

In the development of the Procedures, the review of other Board's Procedures has been of assistance. The Procedures will be in line with what other Boards (TCDSB and PDSB) have implemented or are in the process of implementing. The Procedures will clearly state how to report a Wrongdoing, and the Duties that lie within the reporting of the Wrongdoing.

The Communication Plan will be developed with input from the other Boards, looking at the Best Practises that they have applied, as well as incorporating the 3rd party Hotline Services' direction.

As part of the Implementation Strategy, the Board will establish a relationship with a 3rd party for Hotline Services. The inclusion of the Hotline Services into this initiative has already been approved by the Board as per the above motion. Administration is proposing to 'piggy back' on the Peel DSB contract for these services. It should be noted that YCDSB hosted a workshop that included a demonstration from the 3rd party Hotline Services provider. The workshop was attended by seven Boards. One of the main results of the workshop was the agreement that Boards will continue to work together on this initiative through sharing documents as they are developed by Boards.

Summary:

There are a number of steps that need to be completed with the implementation of Ethics and Compliance Reporting. The first step is the preparation and approval of the Policy. The Policy has been presented to Trustees. The next steps with the implementation will follow accordingly once the Policy is approved.

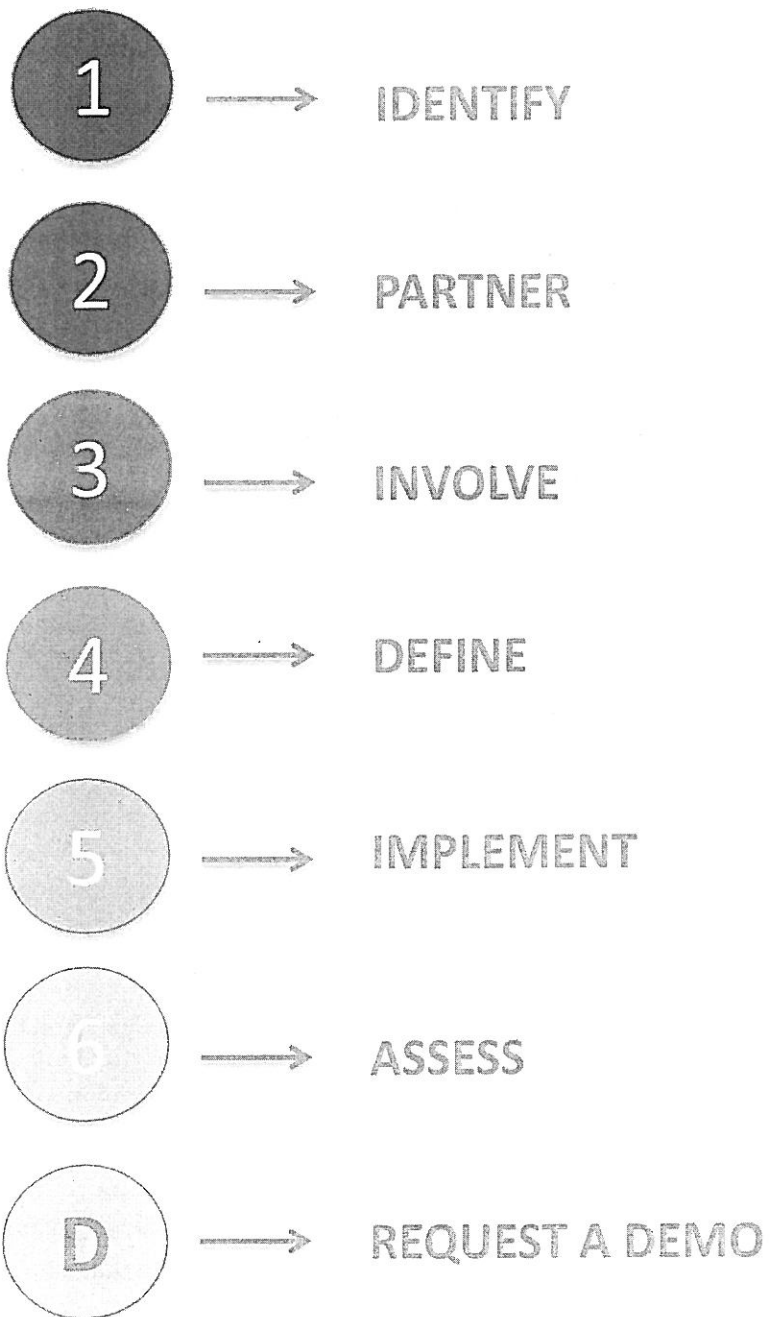
Note: Further the Ethics and Compliance is a new concept for school Boards. The passage of the policy will position YCDSB to be one of a hand full of Boards who have taken on this initiative.



6 Simple Steps

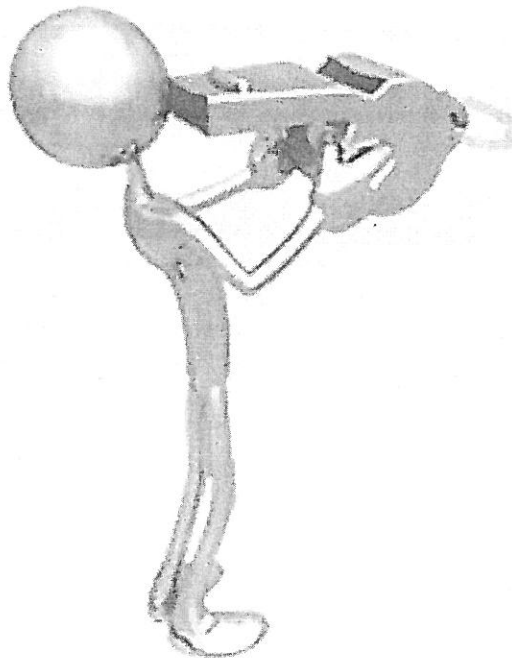
To Implementing an Ethics Reporting System





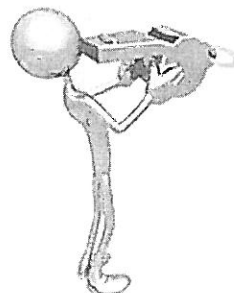


Step 1: Identify



Identifying potential or active vulnerabilities is the first and fundamental step to addressing ethics violations. Often rooted in the social and systemic forces inherent to the workplace, these vulnerabilities can be difficult to identify, and by nature, hard to stop. Having a whistleblower system in place, however, supports a strong ethical culture while also preventing occupational loss.

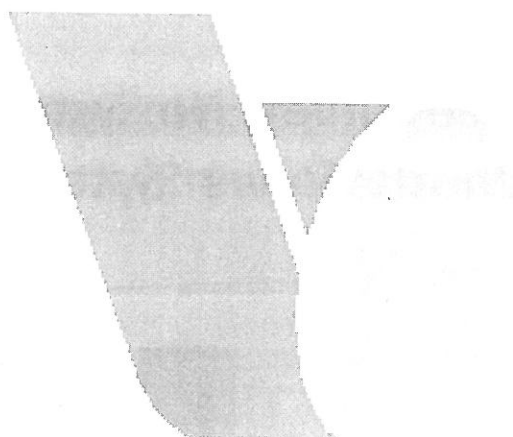
“An effective ethics reporting tool helps support a culture of integrity and responsibility within the workplace.”



- There are over **50** categories of occupational loss
- **80%** of North American companies have no Response Plan
- Occupational loss was estimated at **\$3.5 trillion** in 2011

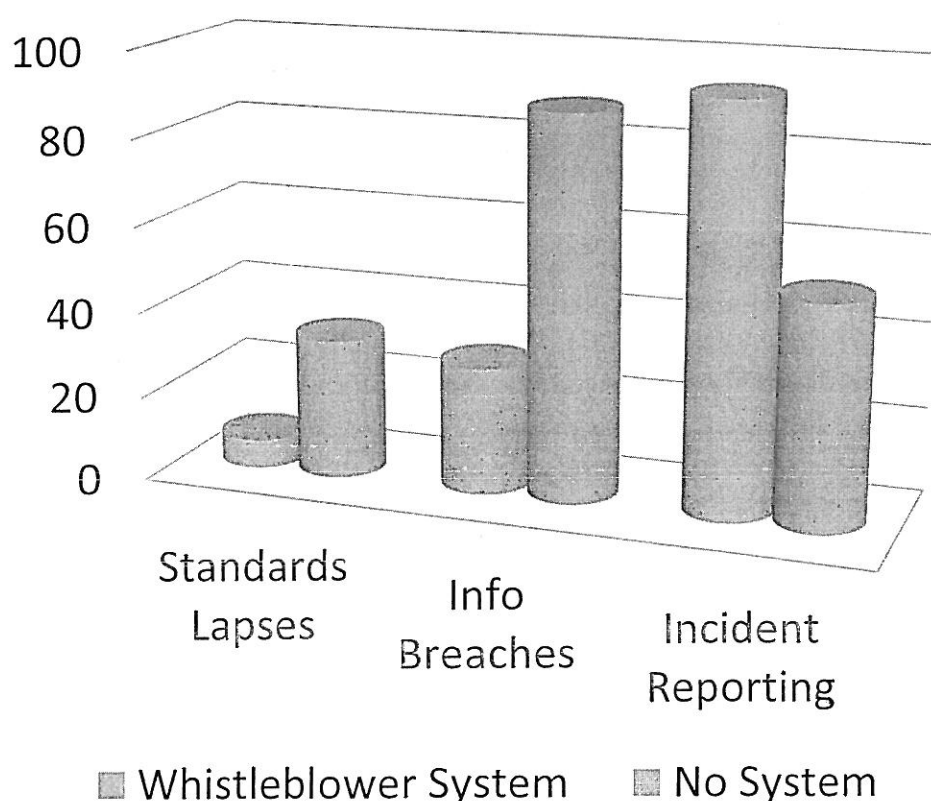


Step 2: Partner



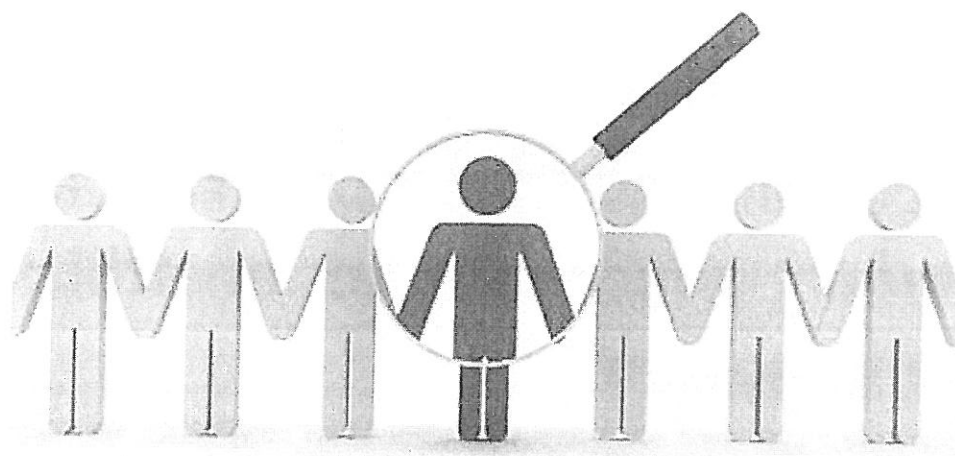
Objectivity and transparency are required in an ethics 'hotline' and organizations should **partner** with a reputable company to fulfill these needs. Partnering with the right company ensures that all questions are answered, that claims are handled properly, and that administration of the system is not affected by internal forces. Independent third parties, like Whistleblower Security, are specialized to record, respond, and assess, which leaves your personnel focusing on the day-to-day goals of your organization.

Employee Survey: No System vs. Whistleblower System





Step 3: Involve



Involve your Senior Management Team in defining your Code of Conduct. Just as your management team promotes your brand or internal processes, their support of an ethics system is key for its benefits to empower all levels of personnel and be a positive addition to the workplace.

“Total engagement begins with management’s visible support of a Code of Conduct which includes an ethics reporting system”

Management Must Be Trained on Warning Signs

- Employee financial irregularities
- Unusually close with vendors or customers
- Excessive control issues



Step 4: Define



Define ethics and compliance policies that support the Code but also emulate the culture of your own organization. These policies must include stringent anti-retaliation commitments on the part of the organization.

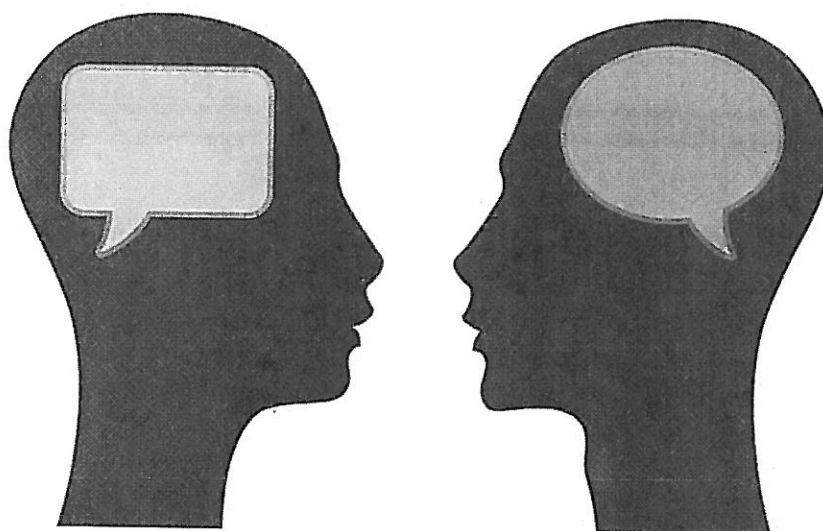
“Retaliation can be obvious or insidious—both are equally damaging to personnel and the greater workplace.”

The Code needs to be written in clear language, understandable to all who read it. Too often, the Code becomes a legal document that does not clearly articulate the expectations and protections available to the every employee.

“Be clear and consistent with the Code’s expectations so that they align with the corporate culture currently in place.”



Step 5: Implement



Positioning is Key

The system you implement needs to be presented for what it is...

“A tool to empower employees to identify wrongdoing and to protect the integrity of the organization”

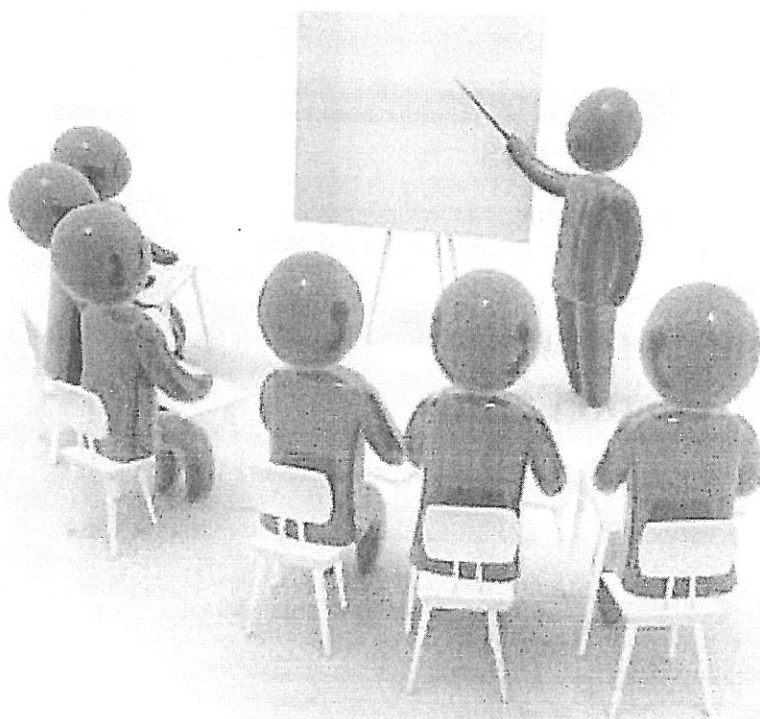
Ethics systems are a more effective tool for violation reporting than going to a direct supervisor or HR department—plus they reduce the chances of employees seeking outside legal representation.



Never should it be defined as a tool for ‘snitching’ or deriding your fellow colleagues, or for paltry complaints.



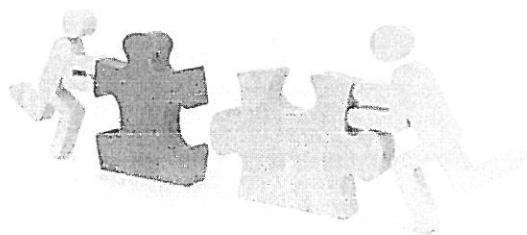
Step 6: Assess



The System should be introduced and supported through a variety of methods...

- Inclusive Meetings
- Lunch & Learns
- Intranet
- Staff Newsletter
- Posters in Staff Rooms
- Employee Handbook
- Role Playing
- Multilingual Support
- Wallet Information Cards

WhistleBlower Security provides e-training videos that can be revisited to communicate and demonstrate what sort of reports should come through this system.



Training serves to support management's commitment to a fully transparent system that protects the integrity and reputation of the organization.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Work Environment – Respectful Workplace	<i>Policy Number</i> 502
<i>Former Policy #</i>	<i>Page</i> 1 of 6
<i>Original Approved Date:</i>	<i>Last Approval Date:</i>
xxx 2015	

POLICY TITLE: ETHICS AND COMPLIANCE REPORTING (WHISTLEBLOWER PROTECTION)

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to the highest standards of ethical conduct, integrity and accountability. The Board is responsible for the stewardship of District resources and the public support that enables it to pursue its Mission and Vision.

To this end, the York Catholic District School Board is committed to safeguarding with confidence and trust in public education. All internal and external stakeholders for the York Catholic District School Board community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

The purpose of this policy is to provide a framework for the disclosure and investigation of wrongdoing while protecting employees from reprisal or threat of reprisal for making a disclosure.

Furthermore, this policy will provide information to ensure that all individuals are familiar with the procedures to confidentially report actual or alleged occurrences of wrongdoing to their direct Supervisor or through a third party certified ethics reporting service.

2. POLICY STATEMENT

York Catholic District School Board will achieve effective utilization and protection of all resources through the sound application and management of all financial systems and internal controls. It is the policy of the York Catholic District School Board to foster and maintain an environment where employees act with integrity and without any fear of reprisal.

This policy is intended to encourage York Catholic District School Board stakeholders at all levels of the organization and others to act with integrity. All individuals to whom this policy

applies are expected to adhere to the procedures outlined in this policy when making a disclosure and during any subsequent investigation.

3. PARAMETERS

- 3.1 Any individual who has knowledge of an occurrence of a wrongdoing, or has reason to suspect that an alleged wrongdoing has occurred, has the right and obligation:
 - 3.1.1 To report the occurrence immediately using the channels of reporting provided in the procedures to this policy; or may choose,
 - 3.1.2 To report the actual or alleged occurrence to the third party certified ethics reporting service as outlined in the procedures to this policy.
- 3.2 Responsibility for ensuring all reported allegations of wrongdoing are investigated shall rest with the Director of Education.
- 3.3 An Ethics and Compliance Committee shall be established under the direction of the Director of Education to assist with the review and investigation of wrongdoing outlined in the procedures of this policy.
- 3.4 Any alleged act of wrongdoing that is detected or suspected shall be investigated in accordance with this policy as expeditiously as possible.
- 3.5 The Board shall make every effort to ensure that an individual, who in good faith makes a report under this policy, is protected from harassment, retaliation or adverse actions and/or results.
- 3.6 An individual who has reasonable grounds for believing he or she has suffered a reprisal shall be entitled to make a complaint following the process outlined in the procedures to this policy.
- 3.7 An individual who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.
- 3.8 An individual who makes an unsubstantiated report, which is knowingly false, frivolous, or made with vexatious or malicious intent, shall be subject to discipline, up to and including termination of employment or vendor/contractor services.
- 3.9 The York Catholic District School Board shall investigate any and all incidents of suspected or alleged acts of wrongdoing when a report is received by the Certified Ethics Reporting Service. An objective and impartial investigation will be conducted as per the procedures to this policy, regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such investigation.
- 3.10 No individual shall willfully obstruct management or any others involved in an investigation of alleged wrongdoing.
- 3.11 No individual shall direct, counsel or cause in any manner any person to obstruct management or any others involved in an investigation of wrongdoing.

- 3.12 No individual shall direct, counsel or cause in any manner any person to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of alleged wrongdoing.
- 3.13 When a wrongdoing is confirmed by the investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract where appropriate.
- 3.14 In the event of criminal misconduct, the Police shall be notified immediately.
- 3.15 A report of the number and classification of disclosures of information shall be provided to the Audit Committee on an annual basis.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Ethics and Compliance Reporting (Whistleblower Protection) policy and guidelines.
- 4.1.2 To ensure all reported allegations of wrongdoing are investigated as expeditiously as possible.
- 4.1.3 To establish and oversee the Ethics and Compliance Committee.

4.2 Associate Director of Corporate Services

- 4.2.1 To ensure system awareness and compliance with this policy in adherence with generally accepted accounting principles, sound business practices and applicable Provincial and Federal Statutes and Regulations.
- 4.2.2 To oversee the management and maintenance of comprehensive operational procedures to guide and safeguard York Catholic District School Board assets in its day to day operations.
- 4.2.3 To provide the Audit Committee with annual updates of the number of disclosures of information.

4.3 Superintendent of Human Resources

- 4.3.1 To work in conjunction with the Ethics and Compliance Committee to ensure that proper protocol is followed when an investigation is confirmed regarding any employee wrongdoing.
- 4.3.2 To work with all parties to ensure an effective resolution.
- 4.3.3 To review final reports and determine resolution(s), when required and in consultation with the Director of Education.

4.4 Administration

- 4.4.1 To implement and maintain operational procedures to guide and safeguard York Catholic District School Board assets in its day to day operations.

5. DEFINITIONS

5.1 Certified Ethics Reporting Service

An objective third party service offering a secure reporting tool and management system to support the Board's mandate to implement an ethics and compliance

reporting (whistleblower protection) policy and procedure. The certified ethics reporting service protects individuals' identities so they are more inclined to report alleged wrongdoing.

5.2 Ethics and Compliance Committee

A committee established under the direction of the Director of Education comprising members from Administration as required and/or requested. The Ethics and Compliance Committee's purpose is assist with the review and investigation of wrongdoing as outlined in the procedures of this policy.

5.3 External Stakeholders

A person, group of people or organization that holds a vested interest in the school community, including, but not limited to:

- 5.3.1 All levels of Government
- 5.3.2 Parents
- 5.3.3 Parishes
- 5.3.4 Community Members
- 5.3.5 Education partners/organizations
- 5.3.6 Ministry of Education
- 5.3.7 Media
- 5.3.8 Vendor/Contractors

5.4 Internal Stakeholders

A person, group of people or organization that holds a vested interest in the school community, including, but not limited to:

- 5.4.1 School Administrators
- 5.4.2 Senior Administrators
- 5.4.3 Staff (School, Centrally assigned and/or Contract)
- 5.4.4 Students
- 5.4.5 Trustees

5.5 Reprisal

Any measure taken against an individual or employee that adversely affects his or her employment or appointment and includes, but is not limited to:

- 5.5.1 Ending or threatening to end an individual or employee's employment or appointment
- 5.5.2 Disciplining or suspending or threatening to discipline or suspend an individual or employee
- 5.5.3 Imposing or threatening to impose a penalty related to employment or appointment of an individual or employee
- 5.5.4 Intimidating, coercing or harassing an individual or employee in relation to his or her employment or appointment

5.6 Whistleblower

An individual, who reports that a person or organization is, or has been, engaged in an illicit or alleged illicit activity.

5.7 Administration

For the purpose of this policy, Administration will include employees who have direct supervisory responsibility for a group of employees including, but not limited to:

- 5.7.1 Associate Director

- 5.7.2 Superintendents of Education
- 5.7.3 School Administration
- 5.7.4 Senior Managers
- 5.7.5 Managers
- 5.7.6 Supervisors
- 5.7.7 Coordinators

5.8 Wrongdoing

A wrongdoing may be classified collectively as illegal or inappropriate conduct, i.e.: a violation of a law, rule, regulation and/or a direct threat to public interest, such as fraud, health and safety violations, and corruption.

Wrongdoing includes, but is not limited to:

- 5.8.1 Fraud as defined in the Criminal Code of Canada
- 5.8.2 Misappropriation of funds, supplies, resources, or other assets
- 5.8.3 Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for wrongdoing purposes, in violation of Board policies and procedures
- 5.8.4 Irregular and/or improper accounting, internal controls, or auditing practices or conduct
- 5.8.5 Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties
- 5.8.6 An actual or suspected violation or contravention of any federal or provincial law, regulation, Board policies or administrative procedures as it relates to the York Catholic District School Board
- 5.8.7 Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable
- 5.8.8 Unprofessional conduct or conduct that contravenes the Board's Code of Conduct as it relates to Employees and Trustees
- 5.8.9 Knowingly directing or counseling a person to commit a wrongdoing of illegal or inappropriate conduct

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct which constitutes wrongdoing under this policy.

6. CROSS REFERENCES

YCDSB Policy 118 Trustee Code of Conduct
 YCDSB Policy 423 Conflict of Interest of Employees
 YCDSB Policy 501 Respectful Workplace
Criminal Code of Canada
Education Act
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code

**Approval by
Board**

Date

Effective Date

Date

**Revision
Dates**

Date

Review Date

Date

DRAFT

York Catholic District School Board



PROCEDURE: ETHICS AND COMPLIANCE REPORTING (WHISTLEBLOWER PROTECTION)

Addendum to Policy 502:

Effective: xxx 2015

ETHICS AND COMPLIANCE REPORTING

PURPOSE

The York Catholic District School Board is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the York Catholic District School Board Community are expected to uphold the public trust and demonstrate integrity in all of their dealings.

This operational procedure supports that commitment by providing a framework for the disclosure and investigation of wrongdoing, as well as protection from reprisal or threat of reprisal for those who make disclosures of such information.

RATIONALE

This operational procedure applies to all internal and external stakeholders of the YCDSB Community. This operational procedure extends to all individuals or organizations engaged in education or other activities while in facilities or representing the York Catholic District School Board.

Operational Procedures

1. Reporting a Wrongdoing

- 1.1 Any act of wrongdoing that is detected or suspected must be reported immediately to the employee's immediate supervisor.
- 1.2 Where a member of senior staff is suspected of alleged wrongdoing, the individual or employee may notify the Director of Education.
- 1.3 Where the Director of Education is suspected of alleged wrongdoing, the individual or employee may notify the Chair of the Board.
- 1.4 Where a Trustee is suspected of alleged wrongdoing, the individual or employee may notify the Director of Education as Secretary of the Board.
- 1.5 The Ethics Reporting Service may also be contacted where the individual reporting the alleged wrongdoing is uncomfortable with reporting the matter through the processes noted above.
- 1.6 The individual can report their concerns to the Ethics Reporting Services via email, fax, mail, or phone.
- 1.7 The Ethics Reporting Service collects the information from the individual, creating a unique case file for each matter reported. The information will be assessed and forwarded to the Director of Education, unless he or she is the subject of the report.

2. Investigation of Suspicions or Allegations of Wrongdoing

- 2.1 The Director of Education shall ensure that all instances of alleged wrongdoing shall be appropriately investigated and reported back to the Board on an annual basis.
 - 2.1.1 Under the authority of the Director, the matter may be directed to the Ethics and Compliance Committee for review and investigation.
- 2.2 The Director of Education shall determine when it is appropriate to inform the Chair of the Board or the Board of Trustees of an allegation of wrongdoing or the results of an investigation of wrongdoing.
- 2.3 The Director of Education, in consultation with the Board's forensic consultants and/or the Board's legal counsel, may solicit the services of internal staff and/or external resources as appropriate.
- 2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
- 2.5 In the event that the investigation was conducted in good faith yet is not to the informant's satisfaction, then he/she has the right to report the event to the appropriate legal or investigative agency.
- 2.6 All participants in an investigation of an alleged wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing, shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those conducting the investigation.

3. Duty to Protect

- 3.1 York Catholic District School Board will develop and implement a process to protect the identities of all participants in an investigation of wrongdoing, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for wrongdoing.
- 3.2 A person who has reasonable grounds for believing he or she has suffered a reprisal is entitled to make a complaint to the Board.
- 3.3 The Board shall develop a process for investigating complaints of reprisal.
- 3.4 An individual or employee who retaliates against someone who has reported in good faith is subject to discipline, up to and including termination of employment or vendor/contractor services.
- 3.5 In making a report, an individual or employee must be acting in good faith with reasonable grounds for believing that there is a breach of a Code of Conduct, Board policies, the law, or of financial practices.

4. Duty to Report

- 4.1 Any act of wrongdoing that is detected or suspected must be reported immediately and investigated in accordance with this policy as expeditiously as possible.

5. Duty to Investigate

- 5.1 The identity of the informant shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement, in which case members of the organization are subject to subpoena.
- 5.2 When a wrongdoing is confirmed by the investigation, appropriate disciplinary action shall be taken, up to and including termination of employment and/or contract where appropriate.
- 5.3 In the event of criminal misconduct, the police shall be notified immediately.

6. Prohibition Against Interfering with an Investigation

- 6.1 Any person who willfully obstructs management or any others involved in an investigation of wrongdoing is subject to disciplinary measures including suspension or termination.
- 6.2 No person shall destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation of wrongdoing.
- 6.3 Any person who destroys, alters, falsifies, or conceals a document or other thing they know or ought to know is likely relevant to the investigation of wrongdoing is subject to disciplinary measures, including suspension or termination.

7. Prohibition Against Counseling Interference with an Investigation

- 7.1 Any individual who directs, counsels or causes in any manner any individual to obstruct management or any others involved in an investigation of wrongdoing is subject to disciplinary measures, including suspension or termination.
- 7.2 Any individual who directs, counsels or causes in any manner any individual to destroy, alter, falsify, or conceal a document or other thing they know or ought to know is likely relevant to an investigation is subject to disciplinary measures, including suspension or termination.

8. Reporting of a Complaint From An Individual Who Believes That They Have Suffering From Retaliation or Reprisal

- 8.1 An Individual who feels that they are suffering reprisal resulting from making a complaint should contact the Superintendent of Human Resources.
- 8.2 The Ethics Reporting Service may also be contacted where the individual who feels that they have suffered reprisal is uncomfortable with reporting the matter through the process noted in 8.1.

9. Investigating a Complaint From An Individual Who Believes That They Have Suffering From Retaliation or Reprisal

- 9.1 The complaint will be processed as per Board policies and procedures.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Work Environment – Respectful Workplace Community	<i>Policy Number</i> 505 600 Series
<i>Former Policy #</i> 808/810B	<i>Page</i> 1 of 6
<i>Original Approved Date:</i> March 1987	<i>Last Approval Date:</i> June 1999 July 6, 2010

POLICY TITLE: EQUITY AND INCLUSIVE EDUCATION

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that every human person is a unique and irreplaceable gift created by God and called to be his son or daughter. Created in the image and likeness of God and redeemed by the blood of Christ, every person possesses an intrinsic dignity which must always be respected. **Pope Francis reminds us, “May the church be the place of God’s mercy and love where everyone can feel themselves welcomed, loved, forgiven and encouraged...”**

In partnership with the home and Church, York Catholic District School Board believes in the need to develop students’ character through the teaching of our Gospel values, and to prepare students for their role in society as engaged, productive, and responsible global citizens. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The purpose of this policy is to provide direction and guidance with respect to the implementation of the *Equity and Inclusive Education Strategy* and the effective oversight of policies, programs, procedures and practices.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to provide in all operations, an educational and working environment which supports diversity by adhering to the guiding principles outlined in the *Equity and Inclusive Education Strategy*. These guiding principles provide a foundation and framework to meet individual needs, identify and eliminate barriers, promote a sense of belonging, engage community members, build on and enhance previous and existing initiatives and incorporate the principles of equity and inclusion in our actions.

3. PARAMETERS

- 3.1 Every person within a school community shall be entitled to a respectful, positive and Christ-centred learning and working environment, free from all forms of discrimination and harassment.
- 3.2 The guiding principles of equity and inclusive education shall be consistent with Catholic denominational rights and shall be incorporated into all aspects of Board policies, programs, procedures, and practices to ensure an equitable and inclusive learning and working environment for all.
- 3.3 The Board is committed to improving student achievement and well-being and to closing achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination through the design and implementation of an inclusive curriculum.
- 3.4 School board staff shall be provided with professional learning opportunities **through the implementation of the Board and School Improvement Plan for Student Achievement and Well-Being** to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Ontario Human Rights Code*.
- 3.5 The Board subscribes to a shared leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.
- 3.6 Board and school leaders shall encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents/guardians, parishes, employees, associations, unions, colleges and universities, service organizations and other community partners.
- 3.7 Staff shall assess and monitor the implementation of the *Equity and Inclusive Education Strategy* through school climate surveys of students, parents and staff.
- 3.8 The Board shall identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Ontario Human Rights Code*, and that prevent full, participatory, school-community relations.
- 3.9 The Board shall investigate, in a thorough and timely manner, any claims of discrimination and take appropriate action consistent with the principles of the *Ontario Human Rights Code*.
- 3.10 **All reasonable steps shall be taken to provide religious accommodations to staff, students and families in accordance with the Board's Religious Accommodation procedures. (former 3.2)**
- 3.11 In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Ontario's Equity and Inclusive Education Strategy*.

- 3.12 The Board's policy review cycle shall result in the alignment and integration of all requirements defined within the Ministry of Education's *Equity and Inclusivity Education Strategy* to ensure the perspectives of the diverse Catholic school community are reflected in all areas of the teaching, learning and administrative culture.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Equity and Inclusive Education policy and procedures.

4.2 Superintendent of Education: Safe Schools

- 4.2.1 To act as the Board liaison with the Ministry and other School Boards in matters related to equity and inclusive education.
- 4.2.2 To support training and resources for school and system leaders (e.g., Administrators, Teachers, Support Staff) to facilitate an awareness and understanding of the Equity and Inclusive Education policy and procedures and the implementation of leadership initiatives.
- 4.2.3 To ensure the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education and Superintendent of Human Resources as required.
- 4.2.4 To report to the Board annually on the ongoing implementation of the *Ontario Equity and Inclusive Education Strategy* and its impact on student achievement and well-being.

4.3 Superintendent of Human Resources

- 4.3.1 To establish selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership that are consistent with the *Ontario Human Rights Code*.
- 4.3.2 To provide training for school and system leaders to facilitate equitable recruitment and hiring practices.
- 4.3.3 To ensure the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education as required.

4.4 Superintendent of Education: Curriculum and Assessment

- 4.4.1 To ensure that the principles of equity and inclusive education are incorporated and modelled in all professional learning activities and/or programs.
- 4.4.2 To engage stakeholders in Board Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.

4.5 Superintendent of Education: Exceptional Learners

- 4.5.1 To ensure that the principles of equity and inclusive education are incorporated and modelled in all professional learning activities and/or programs.

- 4.5.2 To engage stakeholders in the Special Education Improvement planning with particular emphasis on: using data to identify and remove barriers to student achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special needs.

4.6 Superintendents of Education: School Leadership

- 4.6.1 To support schools with the implementation of the Equity and Inclusive Education policy and procedures.

4.7 Senior Managers

- 4.7.1 To expand community efforts to foster new partnerships that engage a diverse cross-section of students, parents/guardians, staff, community agencies, services and business groups to ensure equity and inclusion.

4.8 Principals

- 4.8.1 To establish a collaborative school culture where the collective capacities and voices of all stakeholders are used to develop and implement School Improvement Plans for student achievement and well-being in compliance with the equity and inclusive education policies and procedures.
- 4.8.2 To support staff with the implementation of the Board's Religious Accommodation procedures when required.
- 4.8.3 To promote student leadership opportunities and actively engage students in initiatives with a focus on equity, social justice, inclusion and diversity.
- 4.8.4 To implement procedures that will enable students and staff to report incidents of discrimination safely and ensure a timely and appropriate response.
- 4.8.5 To ensure that all required accommodations for students are in compliance with the policy and procedures.

4.9 Teachers

- 4.9.1 To ensure that instructional resources, strategies, as well as, assessment and evaluation practices are in accordance with the Board's Mission and Vision, Church teachings and the principles of equity and inclusivity.
- 4.9.2 To develop and promote initiatives that support and promote diversity of student voice and experience.
- 4.9.3 To encourage and support students in their efforts to promote social justice, equity, inclusion and diversity in schools and classrooms.
- 4.9.4 To implement religious accommodation practices, in consultation with the Principal, and in accordance with the Board's Religious Accommodation procedures.

4.10 Employees

- 4.10.1 To be knowledgeable about and comply with the expectations of the Equity and Inclusive Education policy and procedures as required.

4.11 Parents/Guardians & Students

- 4.11.1 To support the principles of the Equity and Inclusive Education policy and procedures.
- 4.11.2 To inform the Principal of the need for accommodations (including, but not limited to, medical, educational or religious accommodation requests) as required by this policy.

4.12 Third Party Providers

- 4.12.1 To comply with the Equity and Inclusive Education policy and procedures in all interactions with agents of the York Catholic District School Board.

5. DEFINITIONS

5.1 Accommodation

An adjustment made to policies, programs, guidelines, or practices, including adjustments that enable individuals to benefit from and take part in the provision of services and to perform to the best of their ability in the workplace or the educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code.

5.2 Barrier

An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

5.3 Bias

An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

5.5 Discrimination

- 5.5.1 Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- 5.5.2 Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.
- 5.5.3 Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

5.6 Diversity

The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, age, ancestry, culture, ethnicity, gender identify, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

5.7 Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

5.8 Inclusive Education

Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment where diversity is honoured and all individuals are respected.

5.9 Religious Accommodation

An obligation under the *Ontario Human Rights Code* to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those **non-Catholic students** who wish not to participate in any form of religious observance.

5.10 Social Justice

A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

6. CROSS REFERENCES

YCDSB Policy 202	Safe Schools (Student Discipline)
YCDSB Policy 208	Student Disability Accommodation
YCDSB Policy 211	First Nation, Metis and Inuit Self-Identification
YCDSB Policy 217	Sexual Harassment (Students)
YCDSB Policy 218	Code of Conduct
YCDSB Policy 219B	Student Dress and School Uniform – Secondary
YCDSB Policy 223	Bullying Prevention & Intervention
YCDSB Policy 309	Assessment and Evaluation of Student Achievement
YCDSB Policy 319	Supplementary Learning Resources
YCDSB Policy 501	Respectful Workplace
YCDSB Policy 601	Accessibility Standards in Customer Service
YCDSB Policy 606	Catholic School Councils
YCDSB Policy 703	Community Use of Schools
<i>Education Act</i>	
Ontario Ministry of Education	Policy/Program Memorandum No. 119 “ <i>Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</i> ”, 2013

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date



York Catholic District School Board

PROCEDURE:

RELIGIOUS ACCOMMODATIONS –

Adapted from the ONTARIO EDUCATION SERVICES CORPORATION

Addendum to Policy 505 : Equity and Inclusive Education
Suggest to renumber in the 600 Series (Community)

Effective: xxx 2015

RELIGIOUS ACCOMMODATION PROCEDURES

PURPOSE

The York Catholic District School Board believes in the dignity of all people and their equality as children of God. The Board acknowledges the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up society at large, as well as the Catholic community. **In the words of Pope Francis, "The walls which divide us can be broken down only if we are prepared to listen and learn from one another."**

The purpose of the Religious Accommodation Guideline is to reflect the Board's commitment to protecting freedom of religion in accordance with the teachings of the Catholic Church and to provide direction to staff and the community with respect to providing religious accommodation in schools of the Board.

RATIONALE

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

The Board is committed to providing an environment that is inclusive and free of barriers. Accommodation will be provided in accordance with the principles of dignity, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

1. GUIDELINES FOR ADMINISTRATORS

- 1.1 All employees and students who request an accommodation to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.
- 1.2 Employees requesting an accommodation should advise School Administration at, or as close as possible to, the beginning of the school year. The accommodation should be granted in accordance with the terms of the appropriate collective agreement.
- 1.3 Students requesting an accommodation should give written notice from their Parents/Guardians to the school at, or as close as possible to, the beginning of the school year.
- 1.4 Student agendas, school newsletters and announcements should include information about the procedures for requesting an accommodation.
- 1.5 Employees acting on behalf of or representing the York Catholic District School Board on other organizations, which in partnership with the Board are planning events and/or activities that involve students and/or employees of York Catholic schools, have the responsibility to bring the requirements of this policy to the attention of these organizations.

~~For consultation or further clarification, School Administrators and Senior Managers should contact the Human Resources Department.~~

2. LEGISLATIVE AND POLICY CONTEXT

The York Catholic District School Board, as with all school boards, exists within a broader context of law and public policy that protects and defends human rights. Board policies and guidelines are intended to reinforce both federal and provincial legislation, and to help ensure that the freedoms they set out are protected within the **our** school system.

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

2.1 DEFINITIONS RELEVANT TO RELIGIOUS ACCOMMODATIONS

2.1.1 Accommodation - (*Policy on Creed and the Accommodation of Religious Observances - Ontario Human Rights Commission*)

- A duty corresponding to the right to be free from discrimination.
- The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect that right; i.e. the “duty to accommodate.” The duty arises when a person’s religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.
- The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2.1.2 Creed - (*Policy on Creed and the Accommodation of Religious Observances - Ontario Human Rights Commission*)

- Interpreted as “religious creed” or “religion”.
- A professed system and confession of faith, including both beliefs and observances of worship.
- The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.
- This policy does not extend to ~~religions~~ **religious factions** that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law.

2.1.3 Undue Hardship (*Ontario Human Rights Commission*)

- Accommodation will be provided to the point of undue hardship.
- A determination regarding undue hardship will be based on objective evidence including an assessment of costs, outside sources of funding, and health and safety.
- A determination that an accommodation will create undue hardship carries with it significant liability for the Board and should be made only with the approval of the appropriate Supervisory Officer.

3. RELIGIOUS ACCOMMODATION PROCEDURES

The implementation of the procedures outlined with this document will ensure that Board employees, students, parents/guardians and other members of the school community are aware of their rights and responsibilities under the *Ontario Human Rights Code* with respect to religious accommodation. It also sets out the York Catholic District School Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process.

In accordance with the *Ontario Equity and Inclusive Education Strategy*, the *Ontario Human Rights Code* and the Ontario Human Rights Commission's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of those seeking accommodation.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under Policy 505: *Equity and Inclusive Education*, and under the *Ontario Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, York Catholic District School Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

School administrators are not responsible for monitoring a child's compliance with a religious obligation, and enforcing such practices.

3.1 Areas of Accommodation

There are a number of areas where the practice of their religion will result in a request for accommodation by students or employees of the York Catholic District School Board on the part of the school and/or the Board.

These areas include, but are not limited to the following:

- 3.1.1 Leave of Absence for Religious Holy Days
- 3.1.2 Prayer
- 3.1.3 Dietary requirements
- 3.1.4 Fasting
- 3.1.5 Religious dress
- 3.1.6 Modesty requirements in physical education

3.2 Responding to Accommodation Requests

York Catholic District School Board will take all reasonable steps to provide accommodation to individuals to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously and no person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the *Ontario Human Rights Code's* criteria of undue hardship and the Board's ability to fulfill its duties under Board policies and the Education Act.

When concerns related to beliefs and practices arise in schools, collaboration among the staff, pupil, family, and religious community may be required in order to develop appropriate accommodation. It is the responsibility of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of pupils, their families and other staff in the school system.

3.2.1 Accommodating Employees

Employees requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If early notice is not feasible, the person should make the request as soon as possible.

The absence of an employee due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

3.2.2 Accommodating Students

Students must present written notice from their Parents/Guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made well in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and Parent newsletters shall include information about the procedure to follow when requesting an accommodation for religious observances and/or holy days. Such procedures shall be written in such a manner that its meaning is clear and the language used is easy for employees, students and parents/guardians to understand.

3.3 Unresolved Requests

Should an individual feel that discrimination based on religion has occurred, the Board will take reasonable and timely steps to address the unresolved issues raised by the affected person.

3.3.1 Employees

In the event that, after an employee's consultation with the appropriate Superintendent of Education, unresolved issues remain, then the matter will be referred to the Superintendent of Human Resources.

3.3.2 Students

In the event that a pupil maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

3.4 Absence for Religious Holy Days

Section 21(2) (g) of the *Education Act* provides that a person is excused from school attendance in observance of a "holy day by the Church or religious denomination to which he/she belongs". Any staff and those students who observe religious holidays in accordance with the *Education Act* may be excused from attendance, subject to following the procedures for requesting religious leave.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year.

Reasonable efforts will be made to acknowledge the observances of different creeds when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

(Examples of) Significant Holy Days	
Religion	Holy Day
<i>Bahai</i>	Ridvan
<i>Buddhist</i>	Lunar New Year/Chinese
<i>Western Christian</i>	Good Friday
<i>Eastern Christian</i>	Christmas Holy Friday
<i>Hindu</i>	Diwali
<i>Jewish</i>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<i>Muslim</i>	Eid-ul-Fitr Eid-ul-Adha
<i>Sikh</i>	Baisakhi

A multi-faith calendar will be made available to assist schools when responding to a request for accommodation.

3.5 Prayer

York Catholic District School Board recognizes the significance of prayer in religious practice. Schools will make reasonable efforts to accommodate requests to meet the requirement for daily prayer by providing an appropriate location within the building for students/employees to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or employee requesting the accommodation.

Adult presence should be for supervision purposes only.

Note: Refer to Section 4 for use of the Chapel in schools.

3.6 Dietary Restrictions

York Catholic District School Board is sensitive to the dietary restrictions of various religious groups. Such sensitivity includes being responsive to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided at school-sponsored activities and community events.

Breakfast and lunch programs in both Elementary and Secondary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design. Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

3.7 Fasting

York Catholic District School Board is sensitive to those religions which require religious fasting. Schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes. Schools should make reasonable efforts to provide the appropriate accommodations.

3.8 Religious Dress

“Dress Code” is the school dress code as determined by Board policy and may include a school uniform.

York Catholic District School Board also recognizes that there are certain religious communities that require specific items of ceremonial dress as a requirement of religious observation which may not conform to a school’s dress code. Schools will reasonably accommodate pupils with regard to religious attire that includes, but is not limited to:

3.8.1 Head covers

3.8.2 ~~Crucifixes~~, Stars of David, etc.

3.8.3 Items of ceremonial dress

Where the dress code is a school uniform, School Administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females). However, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports and co-curricular activities.

York Catholic District School Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. It is important to recognize that harassment about religious attire is one of the most common types of harassment and bullying. Teasing directed at, or inappropriate actions taken against, an individual’s religious attire will not be tolerated. Appropriate consequences will be applied for individuals who violate this expectation.

3.9 Accommodation of Khalsa Sikh students wishing to carry a Kirpan

Some religious creeds require the wearing of specific items of ceremonial dress which may be perceived as contravening Board policies – an example is the carrying of the Kirpan (a ceremonial sword) by Khalsa Sikh pupils.

The Board has approved the following guidelines for wearing/carrying the Kirpan.

- At the beginning of the school year, or upon registration, the student and the parents/guardians must inform the Principal that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.
- The Principal, in consultation with the student and his/her parents/guardians will develop the expectations and appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others.
- The accommodations will include the following conditions:
 - There is notification in writing to the Principal by the parents/guardians and student and where possible, from the Gdara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
 - The Kirpan must be less than fifteen centimetres (six inches) in length.
 - The Kirpan shall be sufficiently secured with a stitched flap so that it is not easily removed from its sheath.
 - The Kirpan shall not be worn visibly but under the wearer's clothes.

3.10 Modesty Requirements for Dress in Physical Education Classes

York Catholic Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Requirements for dress in physical education classes should be designed taking into account common religious needs that may exist.

If a student or parent/guardian has concerns, School Administration and the parent/guardian should discuss the modesty requirements, and taking into consideration the mandated physical education curriculum expectations, provide a reasonable accommodation. The curriculum requirements should be explained to the student and parent/guardian so they have sufficient information to understand the physical education curriculum expectations and to select available curriculum alternatives.

4. LIMITATIONS TO RELIGIOUS ACCOMMODATION

York Catholic District School Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in our schools is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

York Catholic District School Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

Concerning the sharing of worship space in Catholic schools, a distinction needs to be made between Baptized non-Catholics (i.e. members of recognized Christian denominations) and members of other faith traditions.

- 4.1 With respect to Baptized non-Catholics, the Directory for the Application of Principles and Norms on Ecumenism (published in 1993 by the Pontifical Council for the Promotions of Christian Unity) addresses the issue of Catholic schools and accommodation of Baptized non-Catholic students and employees in paragraph #141 as follows:

"In Catholic schools and institutions, every effort should be made to respect the faith and conscience of pupils or teachers who belong to other Churches or ecclesial Communities. In accordance with their own approved statutes, the authorities of these schools and institutions should take care that clergy of other Communities have every facility for giving spiritual and sacramental ministration to their own faithful who attend such schools or institutions. As far as circumstances allow, with the permission of the diocesan Bishop these facilities can be offered on the Catholic premises, including the church or chapel."

- 4.2 ~~The school Chapel shall not be offered to~~ members of other faith traditions ~~should NOT be using the Chapel as their own place of prayer~~ **as outlined in the Archdiocesan Guidelines.** ~~The Catholic school should provide another space for other faith traditions.~~

A meeting room in the school library or an unused classroom would be appropriate for this purpose.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 601
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> September 1, 2009	<i>Subsequent Approval Dates</i> November 3, 2009

POLICY TITLE: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

SECTION A

1. PURPOSE

The York Catholic District School Board as a public sector organization is responsible for providing goods and services that are barrier-free, bias-free and enabling of full integration for those with disabilities. In its ongoing efforts to ensure accessibility for all, the York Catholic District School Board endorses the *Accessibility for Ontarians with Disabilities Act, 2005* and the regulations supporting this Act. The purpose of this policy is to outline the practices and procedures approved by the Board in order to meet the obligations of the Act for the wider community.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to fulfil its obligations to the *Accessibility for Ontarians with Disabilities Act* by establishing and implementing necessary practices and procedures for the provision of temporary or permanent supports to any persons, excluding employees and students, who use the services of the Board.

This policy does not apply to employee or student accessibility needs as they are addressed in Policy 411: Workplace Accommodation and Policy 208: Student Disability Accommodation respectively.

3. PARAMETERS

- 3.1 In keeping with the expectations of the *Accessibility for Ontarians with Disabilities Act, 2005*, the Board and its employees will make all reasonable efforts to ensure that:
 - 3.1.1 The provision of services respect the dignity and independence of customers with disabilities;

- 3.1.2 Provisions are in place for interacting with assistive devices and accommodating support persons and service animals to ensure equal access to those customers with disabilities;
 - 3.1.3 Appropriate training, within a reasonable timeframe, is provided for all Board employees (including 3rd party contractors) who may interact with customers;
 - 3.1.4 Policies and procedures related to the *Accessibility for Ontarians with Disabilities Act*, 2005 are made available to the public and that there is capacity to provide communication about these policies and procedures in a format that takes into account a customer's disability;
 - 3.1.5 Disruption of service notices are posted when services that are normally provided to a customer with a disability are temporarily unavailable;
 - 3.1.6 The impact on customers with disabilities shall be taken into account when purchasing new equipment, designing new systems or planning new initiatives; and,
 - 3.1.7 Appropriate mechanisms are established to receive and respond to feedback from the public and various constituency groups.
- 3.2 The Principal or Manager shall consult with the customer for whom the request for accommodation support is being made in order to collaboratively determine a suitable accommodation that takes into account the accessibility needs due to disability.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Accessibility Standards for Customer Service policy.

4.2 Superintendents

- 4.2.1 To oversee, monitor and support Principals and Managers with the implementation of the Accessibility Standards for Customer Service policy.
- 4.2.2 To ensure that practices are consistent with the core principles of independence, dignity, integration and equality of opportunity.
- 4.2.3 To ensure that all schools and workplaces permit and facilitate the use of assistive devices, service animals and/or support persons by those seeking customer service **as outlined in the procedures to this policy.**

4.3 Senior Manager of Maintenance and Facilities

- 4.3.1 To ensure that permit holders are aware of the Board's policy and procedures.

4.4 Human Resources Department

- 4.3.1 To provide appropriate training and training guidelines for new and current employees and volunteers, within appropriate timelines as it relates to Accessibility Standards for Customer Service.
- 4.3.2 To report on training requirements to the Ontario government as requested.

4.5 Principals and Managers

- 4.4.1 To implement the *Accessibility Standards for Customer Service* policy.
- 4.4.2 To receive requests from customers with disabilities.
- 4.4.3 To determine, in consultation with the customer and others, the most appropriate accommodation(s).

- 4.4.4 To forward requests for accommodations (Admin 41) to the attention of the Director's Office for approval.
- 4.4.5 To direct feedback from customers regarding the *Act* and/or policy to the appropriate Superintendent of Education or Superintendent of Human Resources.
- 4.4.6 To ensure that staff and volunteers interfacing with customers are trained to know the policy and procedures.

4.6 Employees

- 4.5.1 To support the implementation of the *Accessibility Standards for Customer Service* policy and procedures.
- 4.5.2 To participate in required training related to this policy as required.
- 4.5.3 To direct feedback from customers regarding the *Act* and/or policy to their immediate supervisor.

4.7 Customer

- 4.6.1 To self-identify as having a disability for which they require assistance in accessing Board services and communicating such to the appropriate Board personnel.
- 4.6.2 To collaborate with Board staff to determine suitable mode(s) of accommodation/assistance.

5. DEFINITIONS

5.1 Accessible

Something that can be easily accessed or used by a customer with a disability.

5.2 Accommodation

A means, through reasonable efforts, of preventing and removing barriers that impede customers with disabilities from participating fully in the services of the Board.

5.3 Assistive Device

Any device used by an individual with disabilities to help with their daily living such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

5.4 Barriers to Accessibility

Anything that prevents a customer with a disability from fully participating in an aspect of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and/or a technological barrier.

5.5 Customer

Any person with a disability, including but not limited to, parents/guardians, permit holders, and/or visitors to the school who are in need of requesting access to the services of the Board. For the purpose of this policy customer does not include Board employees or students.

5.6 Customer Service

The provision of temporary or permanent supports pursuant to the responsibilities set out in the *Accessibility Standards for Customer Service Act*.

5.7 Disability

As defined in the *Access for Ontarians with Disabilities Act, 2005*, Section 2, disability means:

- 5.7.1 Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness;
- 5.7.2 A condition of mental impairment or developmental disability;
- 5.7.3 A learning disability or a dysfunction on one or more of the processes involved in understanding or using symbols or spoken language;
- 5.7.4 A mental disorder, or;
- 5.7.5 an injury or disability for which benefits were claimed or received under the *Workplace Safety and Insurance Act, 1997*.

5.7 Services

For the purpose of this policy the term services relates to specific temporary or permanent supports provided to customers upon request, and as defined in the legislated accessibility standards, pertaining to communication, employment, buildings and premises.

5.8 Service Animal

An animal that is being used to support a customer's disability. This is either readily apparent or is supported by a letter from a medical practitioner.

5.9 Support Person

A person who assists or interprets for a customer with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

6. CROSS REFERENCES

YCDSB Third Party Protocol for External Partnerships
Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
Ontario Human Rights Code
Ontario Regulation 429/07
Canadian Charter of Rights and Freedoms

7. RELATED FORMS

YCDSB Admin 41 Accessibility Accommodation Request and Budgetary Approval Form

Approval by Board

November 3rd, 2009

Date

Effective Date

November 3rd, 2009

Date

Revision Date

Date

Review Date

Date



PROCEDURE:

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

Addendum to Policy 601: Accessibility Standards for Customer Service

Effective:

POLICY TITLE: ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

RATIONALE

The Accessibility Standards for Customer Service procedures are intended to provide clarification and support to staff when implementing the Accessibility Standards for Customer Service Policy, consistent with the *Accessibility Standards for Customer Service, Ontario Regulation 429/07*, and *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*.

Customer Service Standard as defined by *Accessibility for Ontarians with Disabilities Act, 2005*, means:

- “3 (2) The provider shall use reasonable efforts to ensure that its policies, practices and procedures are consistent with the following principles:
1. The goods or services must be provided in a manner that respects the dignity and independence of persons with disabilities.
 2. The provision of goods or services to person with disabilities and others must be integrated unless an alternate measure is necessary, whether temporarily or on a permanent basis, to enable a person with a disability to obtain, use or benefit from the goods or services.
 3. Persons with disabilities must be given an opportunity equal to that given to others to obtain, use a benefit from the goods or services.”

Breaking Barriers Together Guide (Access Ontario) provides clarification to five (5) key questions that will assist in the successful implementation of the policy and procedures.

“What does “use reasonable efforts to be consistent with the principles” mean?

“Reasonable efforts” may be different in each situation. Accessibility can often be achieved in a variety of different ways; by changing a procedure or installing an assistive device or simply by considering the needs of people with disabilities when you create a service.

What does the principle of dignity mean?

Service delivery needs to take into account how people with disabilities can effectively access and use services and show respect for these methods.

What does the principle of independence mean?

In some instances, independence means freedom from control or influence of others- freedom to make your own choices. In other situations, it may mean the freedom to do things in your own way.

What does the principle of integration mean?

Integrated services are those that allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers. Sometimes it is necessary to use alternate measures to provide goods or services. It might be that goods or services are provided to people with disabilities in a different place or in a different way than other customers. If you are unable to remove a barrier to accessibility, you need to consider what else can be done to provide services to people with disabilities.

What does the principle of equal opportunity mean?

Equal opportunity means having the same chances, options, benefits and results as others. Individuals do not have equal opportunity if they cannot have full benefit from your goods or services because of

barriers to their access or participation. Therefore, sometimes this may mean that you have to treat individuals slightly differently so that they can benefit fully from your services.”

The following section includes an explanation of the Customer Service Standard as well as operational procedures related to the following eight (8) areas of focus:

1. Communication
2. Assistive devices
3. Support persons
4. Service animals
5. Disruption of service notification
6. Training
7. Nature of availability of documentation
8. Feedback services

1. COMMUNICATION

A key expectation of the Act is to ensure that customers are able to communicate effectively in order to obtain necessary/required assistance. Board personnel may need to employ a variety of different strategies to meet this objective.

1.1 Responsibility

- 1.1.1 Superintendents, Principals and Managers will ensure that employees are trained to support parents and the general public who may need communication assistance while accessing board services.

- Training shall be focused on how to interact with people who require communication assistance rather than on the technical use of advanced technical products.

1.2 Possible Barriers & Possible Accommodations

Possible Barriers	Possible Accommodations
Visual impairment	Employees will consider the following options and review with the customer: • Read the information if the communication is brief. • Email the communication to the customer in PDF file (therefore can be read via Jaws (screen reader) • Enlarge the document (via printer). • Use different colour paper (for contrast). • Braille. • Other electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads. If a school receives a request for Braille, the Principal should contact the appropriate School Superintendent well in advance (5-7 business days). If there is a request from a parent to receive all school documentation (e.g., report cards, school newsletter) by Braille or email then please note that the parent should receive information at the same time as other parents.

Possible Barriers	Possible Accommodations
Intellectual/developmental disability or learning disability.	Employees will consider the following options/guidelines: • Establish the practice of using plain language and avoid 'technical' language when communicating. • Break up lengthy conversations into a series of shorter ones. This may assist customers who need additional time to process certain types of information.
Deaf, deafened, oral deaf or hard of hearing	Employees will consider the following options and review with the customer: • If the person can read lips, make eye contact, and do not cover your mouth when communicating. • Use handwritten notes if conversation is brief. • Send information via email or print the communication if lengthy. • ASL (American Sign Language) interpreter. Refer all requests for an ASL interpreter (at least 5-7 business days in advance) to the attention of the Director's Office (Admin 41) Relay System The relay system allows for telephone communication between someone who has a TTY phone system and someone who does not. An operator acts as the voice of the TTY for the hearing person. 1. Call 1-800-855-0511, state your name, the name of the person you are calling, and the phone number you wish to reach. 2. The operator will connect you. Speak to the operator as if you were talking directly to the person you are calling, e.g., "Hi. 'How are you?'" Do not say: "Tell him I said hello." When you finish speaking, say "Go ahead", so the person on the other end will know it is his or her turn to speak. 3. There will be brief silences as the operator types to the TTY user and the user replies.

2. ASSISTIVE DEVICES

Definition/Explanation of Assistive Device:

An assistive device is any apparatus used by those with disabilities to help with daily living. These include a broad range of products including wheelchairs, walkers, white canes, oxygen tanks, portable chalk boards and electronic communication devices that people may bring onto Board premises.

2.1 Responsibility

- 2.1.1 Superintendents, Principals and Managers will ensure that frontline staff is trained to support parents and the general public who may use assistive devices while accessing board services. Training shall be focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.

2.2 Possible Barriers & Possible Accommodations

Possible Barriers	Possible Accommodations
Physical disability	The Principal or location Supervisor (CEC Staff) will consider the following options and review with the customer when applicable: • Offer assistance in school newsletter and invitations (e.g., curriculum night, parent/teacher meetings). For example, 'If you have accessibility requirements please contact...' • Set aside convenient seating at school events for people with physical disabilities. • Set aside extra reserved parking at school events for people with physical disabilities. • Have a contact person (s) present at school events to assist with accessibility requests. • If you require further assistance with physical barriers please consult with the Health & Safety Manager. Assistive Devices • One should not touch an assistive device without permission. • Advise the person about accessible features in the immediate environment, e.g., accessible washrooms, automatic doors, etc. • People with physical disabilities often have their own ways of doing things. Ask before you assist.

3. SERVICE ANIMALS

Definition/Explanation of Service Animal:

A service animal is an animal that is being used because of a person's disability. Such use is either readily apparent or is supported by a letter from a physician or nurse.

Additional Information:

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing, (e.g., wearing a harness or saddle bags) that identifies it as a service animal or that the owner has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her, e.g. opening doors or retrieving items.

3.1 Responsibility

- 3.1.1 Superintendents, Principals and Managers will ensure that all employees addressing the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

3.2 Access to Board Premises

- 3.2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or School premises with his or her service animal and may be

- accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 3.2.2 Access will be limited to those areas where the public or third parties customarily have access.
- 3.2.3 This procedure deals solely with the individual's right to be accompanied by a service animal.

3.3 Exclusion of a Service Animal

- 3.3.1 A service animal may only be excluded from access to the premises where this is required by another law, e.g., the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. Service animals **are prohibited** in places where food is **prepared, processed, or handled**, e.g., kitchen of school cafeteria or culinary art classroom. Service dogs **are permitted** where food is **served and sold**, e.g. school cafeteria or lunchroom.
- 3.3.2 If there is a risk to the health and safety of another person as a result of the presence of a service animal, e.g., an individual has a severe allergy to the animal, it is expected that all measures to eliminate the risk will be considered. Such considerations include creating distance between the individuals concerned or making reasonable alterations to schedules, before making a decision to exclude a service animal.
- 3.3.3 A service animal **can be excluded** if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

3.4 Alternative Measures if a Service Animal Must be Excluded

In the rare instance where a service animal must be excluded, employees must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where permitted by law and discussing with the person how best to serve their needs e.g.: a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

3.5 When it is Necessary to Confirm an Animal is a Service Animal

- 3.5.1 Where an animal is not a trained guide dog, and it is not readily apparent that the animal is a service animal, the school staff member or board employee may ask the person for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability.
- 3.5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or appropriate Supervisor may request to keep a copy of the letter on file, but only as long as required by the circumstances. Alternatively, the person may be asked to bring a letter with them on occasions when they visit the premises. The Principal or Supervisor shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, *R.S.O. 1990, cM56*, or as otherwise required by law.

3.6 Procedures with Respect to Service Dogs that Accompany Customers

The following procedures are in reference to service dogs that accompany customers to any Board location.

- 3.6.1. The Principal or Manager should communicate to those in attendance that there is a service animal present and that everyone needs to display appropriate etiquette as noted below.

- 3.6.2 When offering assistance, always be on the guide dog handler's right-hand side, as the dog is always walked on the left-hand side.
- 3.6.3 Advise the individual of potential architectural barriers.
- 3.6.4 If the dog is seen to be doing something it should not, advise the handler so that he/she can correct the animal's behavior.
- 3.6.5 Do not whistle or make sounds to the dog as this again may provide a dangerous distraction.

4. SUPPORT PERSON

Definition/Explanation of a Support Person:

Is a person who assists or interprets for a person with a disability as they access Board services. A support person is distinct from an employee who provides specific and predetermined support services to a student or staff person. Separate and specific procedures, as approved by Board professionals apply in these cases.

Additional Information:

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

4.1 Responsibility

The Human Resources Department will ensure that staff, as required, receives training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

4.2 Access to Board Premises

- 4.2.1 A person with a disability who is accompanied by a support person will be welcomed on Board and/or School premises with his or her support person. Access will be in accordance with normal security procedures.
- 4.2.2 Access will be limited to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the School or Board offices where the public does not have access.

4.3 Confidentiality

- 4.3.1 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the Parent or Guardian in accordance with the *Municipal Freedom of Information and Protection Act* (Appendix 1).
- 4.3.2 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 4.3.3 A copy of the signed consent document will be retained in the School/Board office.
- 4.3.4 If the Parent/Guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.4 Support Persons Accompanying a Person with a Disability at School Events for which there is an Admission Fee.

- 4.4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school or a Board organized event for which a fee is charged, the support person will not be charged a fee.
- 4.4.2 The host of an event shall ensure that there is available seating for the support person.

4.5 Where the Board May Require the Presence of a Support Person

The Board may require a person with a disability to be accompanied by a support person when on the premises, where it is believed that a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

Such a situation would be highly rare. However it is important to recognize and consider the following:

- 4.5.1 Individuals with disabilities are free to accept a reasonable risk of injury to themselves, just as anyone else;
- 4.5.2 People have varying differences in respect to toleration for risk. (Risk should always be weighed against any benefit for the person with a disability)
- 4.5.3 The presence of a support person may be a proactive measure to eliminate or reduce risk situations before they happen.
- 4.5.4 Any considerations on protecting health or safety should be based on specific factors, not on assumptions. Just because someone has a disability does not mean they are incapable of meeting health or safety requirements.

5. DISRUPTION OF SERVICE

Definition/Explanation of Disruption of Service:

As members of the general public, people with disabilities may rely on certain facilities (services or systems) in order to access the services of the school or Board offices, e.g., elevators and accessible washrooms. When facilities or services are temporarily unavailable, or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, service disruptions that occur during a major storm or power outage do not require this special notice. However, if the disruption has a significant impact on people with disabilities a notice of the disruption should be provided (Appendix 2).

5.1 Responsibility

Superintendents, Principals and/or Managers will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

5.2 How Must the Notice of Disruption of Services be Provided

- 5.2.1 Notice may be given by posting the information at a conspicuous place (e.g., on elevator door or a washroom door) at or in the school or at or in Board facilities. Other options that may be used include: placing a message on Synrevoice, posting on the Board and/or school website, or through direct communication with users of the services in accordance with school practices.
- 5.2.2 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.

5.3 What Must be Included in Notice of Disruption of Services

The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

6. TRAINING

6.1 Responsibility

6.1.1 The provision of training as it relates to Accessibility Standards for Customer Service, is the responsibility of the Human Resources Department.

6.1.2 Training must be provided to:

6.1.2.1 All employees and volunteers;

6.1.2.2 All people who participate in developing the organization's policies; and,

6.1.2.3 All other people who provide goods, services or facilities on behalf of the Board.

~~6.1.1 Superintendents will ensure that Principals and Vice Principals receive customer service standard training.~~

~~6.1.2 Human Resources Manager - Business & Services will ensure that all CUPE and Exempt employees will receive customer service training.~~

6.2 Training Timeline

The training will be provided to each employee as soon as practicable after he or she is assigned the applicable duties.

6.3 Training Plan

Training will include a review of the purposes of the Act 6. (2) and the requirements of this Regulation and instruction about the following matters:

6.3.1 How to interact and communicate with persons with various types of disability.

6.3.2 How to interact with persons with disabilities who use an assistive device or require the assistance of a guide dog or other service animal or the assistance of a support person.

6.3.3 How to use equipment or devices available on the provider's premises or otherwise provided by the provider that may help with the provision of goods or services to a person with a disability.

6.3.4. What to do if a person with a particular type of disability is having difficulty accessing the services.

~~A copy of the training plan with details of when the training is provided and to who, can be accessed by request either by writing, telephone or email to the Superintendent of Human Resources.~~

7. NATURE OF AVAILABILITY OF DOCUMENTATION

York Catholic District School Board policy and procedures relating to the *Accessibility for Ontarians with Disabilities Act, 2005* are available to the public in the following formats:

- Policy 601 Accessibility Standards for Customer Service is available on www.ycdsb.ca in a PDF file
- Specific communication accommodations via online request at www.ycdsb.ca (Accessibility Request and Feedback form)

8. MONITORING AND FEEDBACK SERVICES

8.1 Responsibility

- 8.1.1 The Principal or Manager will review and respond to all customer complaints and/or concerns in regards to access to services for people with disabilities **in consultation with their immediate Supervisor.**
- 8.1.2 Superintendents or Senior Managers will respond to customer complaints that are NOT resolved by Principals or Managers.
- 8.1.3 ~~The Director of Education and/or designate~~ **The Superintendent overseeing Accessibility** will review all user feedback on their experience with, or concerns/complaints about, access to services for people with disabilities and will respond to customer complaints that are NOT resolved by the Superintendent.

8.2 Methods of Feedback on Experience Regarding Access to Services

Customers can communicate feedback online via www.ycdsb.ca under 'Accessibility' **or by contacting the Superintendent overseeing Accessibility:**

- In person ~~to the Director's office~~
- By telephone ~~to the Director's office~~
- By electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads ~~to the Director's office~~

8.3 Methods for Resolution of a Concern/Complaint Regarding Access to Services

Customers should attempt to resolve matters 'at the level closest to the issue', meaning only those who 'need' to be involved are made aware of the concern. Complaints can be communicated **online via www.ycdsb.ca under 'Accessibility' or by contacting the Superintendent overseeing Accessibility.**

Where a person, who is not directly responsible for the concern, is notified of a concern, he/she shall direct the issue (person) to the ~~Principal or Manager or~~ **appropriate Board personnel**, or if the concern is received in writing, refer the information to the ~~Principal or the Manager~~ **appropriate Board personnel** as soon as possible.

None of these procedures shall be deemed to deprive any of the parties to the dispute of their rights under the *Accessibility Standards for Customer Service, Ontario Regulation 429/07*, and *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* or other relevant legal provisions.

8.4 Procedure for the Disposition of a Concern/Complaint

The effective disposition of an accessibility complaint is best achieved when all parties attempt to resolve the matter in 'good faith', generally at the level closest to the issue. The person who receives the complaint shall gain an understanding of the nature of the issue, sufficient enough to offer an appropriate resolution.

8.5 Concern/Complaint NOT Resolved at the Closest Level to the Issue.

Phase 1

Where the issue is NOT resolved at the level closest to the issue, the Principal or Manager will assume responsibility for facilitating an effective resolution. Actions may include:

- Further investigation of the matter;
- Consultation with the appropriate Superintendent; and/or,

- The development of a joint plan of response.

Phase 2

Where the matter is NOT resolved at the Principal or Manager level, the appropriate Superintendent shall assume responsibility for facilitating a resolution. Actions may include:

- Further investigation of the matter;
- Mediation; and/or,
- The development of a joint plan of response.

Where the matter IS resolved the appropriate Superintendent will provide a written summary of resolution to the parties involved. All written correspondence, including the Superintendent's summary, will be filed in accordance with the *Municipal Freedom of Information and Protection Act*.

Phase 3

Where the matter is NOT resolved, the complainant may refer the matter to the Director of Education.

The Director of Education and/or designate shall bring the concern to closure. Actions taken may include:

- A review of all documentation provided by the superintendent;
- Meeting with parties, jointly or separately, to facilitate a resolution; and/or,
- Determination of a final resolution if a joint resolution cannot be agreed upon.

The Director of Education/designate shall provide a written summary of response to the parties involved. All written correspondence, including information received from the superintendent will be filed in accordance with the *Municipal Freedom of Information and Protection Act*.

References:

Ontario Regulation 429/07

Ontario Education Services Corporation- *Accessibility Standard for Customer Service*



Consent Form

Sharing of Confidential Information with Support Person Present

I _____ (Parent/Guardian) consent to the sharing of confidential information by _____ (name of Principal/Teacher/other Staff member) related to my child/ward _____ (name) in the presence of my support person _____ (name).

My support person _____ (name) consents to safeguarding the confidentiality of the information shared.

Affirmation of Consent:

Parent/Guardian

Signature _____ Date _____

(Printed Name of Parent/Guardian)

Support person

I undertake safeguard the confidentiality of information shared between (School Staff) and (Parent/Guardian) for whom I am a support person;

Signature _____ Date _____

(Printed Name of Support Person)

Witness Principal/Staff Member

Signature _____ Date _____

(Printed Name of Witness)



SCHOOL NAME

Sample Notice of Disruption of Service

To be posted in a conspicuous place on the premises owned or operated by the board and on the Board's website for the duration of the disruption.

To: Parents, Guardians and Community Users of our School

Describe the nature of the disruption and/or the reason for the disruption and its anticipated:

E.G: Maintenance work will make the main door of the school and the access ramp inaccessible from (insert dates of service interruption)

Describe the alternative facilities or services or solution, if any, that are available in the interim:

E.G.: A temporary ramp has been set up that gives access to the door at the (enter location of temporary ramp)

We regret this inconvenience. If you have questions or concerns, please contact **York Catholic District School Board, Facilities and Maintenance Services Department** at (phone number).

Thank you,

Principal
School Name

**ACCESSIBILITY ACCOMMODATION REQUEST AND BUDGETARY APPROVAL**

The York Catholic District School Board as a public sector organization is responsible for providing services that are barrier-free, bias-free and enabling of full integration for those with disabilities in accordance with the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the regulations supporting this Act.

School: _____

Name of person for whom the request is being made: _____

Principal: _____

Date of Request: _____

Relationship to School: _____

Possible Barrier	Accommodation(s) Requested * (Please list and/or describe making reference to the Procedures for Policy 601: Accessibility Standards for Customer Service)	Type of Event/Activity (If applicable, please briefly describe the event and/or activity including the location, date and approximate duration)	Payment
Communication			
Hearing			
Physical			
Visual			
Other			

To be completed by school:		To be completed by Director's Office:						
Principal Signature: _____	Date: _____	Ed	GL	FC	CC	TX	Amount	PD
		10	65302			Z4		Payroll
		10	36100			ZZ		A/P
		Authorized by: _____ (Director of Education)						
		Date: _____						
		Payment Authorized: _____ (Budget & Audit Services Department)						

*The Principal shall consult with the person for whom the request is being made to collaboratively determine a "suitable" accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

FORM TO BE SUBMITTED TO THE OFFICE OF THE DIRECTOR
(Attn: Assistant **99**he Director of Education)

York Catholic District School Board

MEMO

Memo To: Policy Review Committee

From: Administration

Date: February 17, 2015

Report: **Ontario Association of School Business Officials (OASBO) Central Archives Policy Template and Best Practices Summary**

The attached materials drafted by OASBO and shared with School Boards across Ontario address best practices for an archival system that requires:

1. The hiring of an Archivist,
2. The hiring of an Records Analyst,
3. The hiring of a Project Archivist/Assistant,
4. A designated archival storage space with environmental controls and controlled access of materials, and,
5. An archives request process related to the access of archived materials.

This purpose of presenting the attached support materials is to seek direction from the Policy Review Committee with regards to the draft YCDSB Central Archives Policy.

Prepared and Submitted by: F. Bagley, Coordinating Superintendent
Endorsed by: P. Preston, Director of Education

Archives Policy Template – Draft

Created by the Ontario Association of School Business Officials – Information Management Privacy and Access Committee (Archives Sub-Committee) for use in Ontario School Boards

[XDSB] ARCHIVES POLICY STATEMENT

The [XDSB Archives] shall:

1. Collect and preserve archival materials which illustrate the growth and development of [XDSB] and its antecedent boards, or which pertain in whole or in part to the activities of the school board within its geographic boundaries;
2. Arrange and describe archival materials according to archival principles and produce documentation included detailed information about the collection to support the organization and the retrieval of materials.
3. Provide adequate and appropriate conditions for the storage, protection, and preservation of archival material;
4. Provide reference services to Board employees, school communities, individuals, organizations, or other groups interested in the activities and holdings of the Archives, unless access is restricted by legal requirements or written agreements with the donor;
5. Provide educational and outreach programming, such as workshops and exhibitions, whenever possible to increase public awareness and appreciation of [XDSB] history and development. No person shall be prevented from using archival material unless it is determined that the materials will be physically abused or used in a libelous or illegal manner.
6. Accept historical material, including: textual records; photographs and other visual records; maps, plans, and architectural records; and sound recordings and oral histories. Transfer of material to the Board Archives, or from the Board Archives to external cultural/historical organizations, must be approved by management.
7. Material acquired by the [XDSB] Archives shall become the permanent property of the Board. Management will evaluate the relevance of materials on an ongoing basis, and remove items that are no longer relevant to the Archives.
8. Retain the right to reproduce materials for security, display, or research purposes, and may charge for any reproduction or other research service. A schedule of fees will be made available to the general public.

This template has been adapted from the Archives Association of British Columbia - Toolkit for Small Archives

Archives Services Best Practices

Created by the Ontario Association of School Business Officials – Information Management Privacy and Access Committee (Archives Sub-Committee) for use in Ontario School Boards

1. Purpose of Archives Services Best Practices

- a. This guideline is intended to support the establishment and development of district school board archives services.
- b. Additional resources may be used to supplement this guideline, for more in-depth support for archives activities, such as appraisal. This guideline includes references to additional resources in section #

2. Roles and Responsibilities

a. Staffing Model

- i. Archivist: Responsible for producing finding aids, accepting donations and acquiring new items, and creating policies in support of managing an archival collection.
- ii. Records Analyst: Responsible for accessioning records, responding to reference requests and retrieval of records. Also may be responsible for maintaining collection database.
- iii. Project Archivist/Assistant: Responsible for digitization efforts and developing exhibitions.

b. Volunteers

- i. Collection Assistant: Responsible for completing inventory and entering item information and metadata into database, and other duties assigned by the archivist.

3. Determining archival value

a. Organizational & Archives Mandate

- i. District School Boards and their Archives may determine the scope of the collection, and the definition of what qualifies as an archival or historically significant record.

b. Legislation

Education Act of Ontario

- i. A board may institute a program of records management that will, subject to the regulations in respect of pupil records, provide for the archival retention by the board or the Archivist of Ontario of school registers, minute books of the board and its predecessors, documents pertaining to boundaries of school sections, separate school zones and secondary school districts, original assessment and taxation records in the possession of the board and other records considered by the board to have enduring value or to be of historical interest ([Education Act, 171 s. 38 i](#)).

Archives and Recordkeeping Act

For the purposes of this Act, a record is a record of archival value if,

- ii. (a) it relates to,
- iii. (i) the origin, development, organization or activities of a public body, a legislative body, a court or any other person or entity,
- iv. (ii) the development or implementation of a law or of a policy or decision of a public body, a legislative body or any other person or entity, or
- v. (iii) the history of Ontario or of any part of Ontario;
- vi. (b) it has the characteristics of a record of archival value that are prescribed;
- vii. (c) it is designated as a record of archival value by regulation; or
- viii. (d) it belongs to a class of records prescribed as being a class of records of archival value. 2006, c. 34, Sched. A, s. 2 (2).

c. Uniqueness

- i. Archives are an essential part of the government's institutional memory. They are also a major cultural and scientific information resource and a significant element in the national information system. They deserve to be properly housed, carefully preserved, and made generally available to all who would benefit from their use. Archives have a unique value and should have a unique status ([UNESCO](#)).

d. Provenance

- i. There are two components for the Principle of Provenance: 1. The origin or source of something. - 2. Information regarding the origins, custody, and ownership of an item or collection. A record of historical value created by a DSB requires archival processing for long term retention.

4. Acquisition: Materials received by an archives are called an accession. The process of acquiring records may originate from any source by transfer, donation, or purchase:

- a. Donations:** Donations include material for which legal title is transferred from one party to the Board without financial compensation. A donation agreement may be necessary to identify when the information may be released to the public.
- b. School Closure:** While records that continue to support the learning needs of students should be transferred to a successor school, records of archival significance will be transferred to archival holdings for processing.
- c. School/Office Records Review:** Board schools and offices may choose to regularly purge or re-examine disposition decisions, in consultation, with records/archives professionals, resulting in the need for archival selection.

5. Accessioning Practices: Accessioning records means to take legal and physical custody of a group of records or other materials and to formally document their receipt. This includes documenting the transfer of records or materials in a register, database, or other log of the archive's holdings.

6. Appraisal Practices: Appraisal is the process of identifying materials offered to an archives that have sufficient value to be accessioned. This includes; a) determining the length of time records should be retained, based on legal requirements and on their current and potential usefulness, b) determining the market value of an item; monetary appraisal.

7. Archives Storage

a. Environmental Control: The process of creating and maintaining storage or display conditions appropriate to protect materials from adverse effects of temperature, humidity, air quality, light, and biological infestation, as well as human risks associated with housekeeping procedures, security, and fire and water damage.

b. Controlled Access - closed stacks: Material located in Closed Stacks is not directly accessible to the public; however, items may be requested by filling out a form, or requesting them. There is usually a twenty- four hour turnaround for the retrieval of this material. Infrequently used materials such as back issues of scientific and technical journals are stored in the closed stacks.

c. Location: Archives and Record Storage Buildings are facilities that provide a proper environment for the purpose of storing records and materials that require permanent protection for historic and lifetime storage, upkeep, and preservation. Archives and Record Storage Buildings should be high-performance buildings whose systems are designed to operate permanently at a very high level with zero tolerance for failure. Preferably, the storage location should be able to accommodate the loads of the materials to be stored; the sensitive environmental needs of different materials to be permanently stored and preserved (e.g. film); the functional efficiency, safety, security, and comfort of the operating personnel; and the protection of the archived materials from fire, water, and man-made threat.

8. Archives Requests and Process

a. Requests: Requests for access to items in the archival collection may come from internal or external sources, and may be received via telephone or email. Requesters are required to submit formal requests including sufficient details to retrieve appropriate materials.

b. Process: Concerns for the preservation and security of unique or fragile archival materials may result in distinct reference procedures. Copies of fragile items may be made available to researchers upon request.

c. Reference Interview: The purpose of the reference or orientation interview is to help patrons to refine their research strategy by identifying appropriate sources. Patrons should explain as concisely as possible what the topic is, any deadlines for the research, what they have done, and what they need. The reference interview is optional. The archivist's knowledge of the institution and the records in its care can be one of the most effective elements of a research plan. As well, the archivist may be able to put a researcher in touch

with other individuals working in the field or help them to identify topic areas that have been neglected.

9. Access to Collection

- a. Reading Room:** If possible, a quiet area with a desk, seating and good lighting should be available to consulting patrons. While this does allow patrons a comfortable situation to examine items, it also provides staff with a means to supervise and control the handling of items.
- b. Rules and Procedures:** To make patrons aware of the rules and procedures in the archives, it is important to make the rules and procedures available to them. This can be done by posting the rules and procedures in the reading room, and by requesting patrons to read them upon using the reading room.
- c. Photocopying & Photographing:** It is becoming more common for archives to permit photography in the reading room, and to provide photocopying services. There may be a fee involved in photocopying, and patrons will be required to cite the collection organization in any publication including the images.

10. Key Terms - may become Glossary

- a. Archive:** adj. ~ 1. Of or pertaining to archives. - 2. RECORDS · Having enduring value; permanent. - 3. RECORDS MEDIA · Durable; lacking inherent vice; long-lived; see archival quality. - 4. STORAGE CONDITIONS · Not causing degradation. - 5. PROCEDURES · Following accepted standards that ensure maximum longevity. - 6. COMPUTING · Information of long-term value that, because of its low use, is stored on offline media and must be reloaded, or that is in a form that must be reconstructed before use.
- b. Archive Collections:** n. ~ 1. A group of materials with some unifying characteristic. - 2. Materials assembled by a person, organization, or repository from a variety of sources; an artificial collection.
- c. Documentation:** n. ~ 1. The process of analyzing, organizing, and recording details about the formal elements of a record or collection of records, such as creator, title, dates, extent, and contents, to facilitate the work's identification, management, and understanding. - 2. The product of such a process.
- d. Finding Aid:** n. ~ 1. A tool that facilitates discovery of information within a collection of records. - 2. A description of records that gives the repository physical and intellectual control over the materials and that assists users to gain access to and understand the materials.
- e. Realia:** n. ~ A three-dimensional object.
- f. Record Group:** A record group is a hierarchical division that is sometimes equivalent to provenance, representing all the records of an agency and its subordinate divisions. However, the records of a large agency may be broken

into several record groups, treating the records of different divisions as separate collections rather than as a series.

11. Archives Services Toolkit

- a. Rules for Archival Description (RAD), created by the Canadian Council of Archives, is a guideline used to produce finding aids. It is available free as a downloadable pdf. <http://www.cdncouncilarchives.ca/archdesrules.html>
- b. Basic Conservation of Archival Materials (Red Book).
- c. Salvage Operations for Water Damaged Archival Collections: A Second Glance by Betty Walsh, 2003. http://www.cdncouncilarchives.ca/salvage_en.pdf
- d. Digitization and Archives, 2002. http://www.cdncouncilarchives.ca/digitization_en.pdf
- e. Open-source data management system: Archivists Toolkit available for free download. <http://archiviststoolkit.org/>
- f. Archivists Association of British Columbia Toolkit - Reference material to establish and manage archives <http://aabc.ca/resources/archivists-toolkit/>

12. Reference Material

- a. Local History Publications*
- b. Robust items from collection (re: bound items, such as yearbooks)*
- c. Realia (eg school/board seals, etc - locked up?)*

York Catholic District School Board

REPORT

Report To: Policy Review Committee
From: Administration
Date: February 17, 2015
Report: **Charities Supported by Schools in York Catholic District School Board**

Executive Summary

This brief report is intended to present for Committee review the list of charities supported by schools. The charities listed on page three (3) of this report are those that are currently registered in Canada Revenue Agency's online listings.

This list provides the Board, Principals and schools with a variety of charities from which to encourage the support of their students and school communities.

This list will also serve as a guide for Principals and schools when reviewing and applying the procedures outlined in Policy 603B: Fundraising for External Charitable Purposes.

All charitable projects undertaken by a classroom, school club, student council, Catholic School Council, or by the school as a whole, shall be approved by the Principal and consistent with the Board approved charities.
(Policy 603B)

Background Information

Direction was given to Senior Staff by the Policy Review Committee to compile a list of all Charities supported by schools within the Board and registered by the Canada Revenue Agency.

The attached list, compiled in January 2015, identifies supported Charities in the following categories:

- Catholic Charities (e.g., ShareLife Trust, Society of Saint Vince de Paul, York Region Rose of Sharon Services for Young Mothers)
- Health Related/Medical Charities (e.g., Autism Society Canada/Ontario, Canadian Cancer Society; Special Olympics Canada Foundation)
- Other Charities (e.g., Canadian Food for Children, Free the Children, Mothers Against Drunk Driving)

The Charities Listings can be used to:

- Confirm if a Canadian charity is registered and eligible to issue official donation receipts; and,
- View a charity's contact information (registration number, designation, program and activity description, status, reporting information) and Information Return (revenue breakdown related to donations, gifts and government funding; expenses and administrative compensation) [see attached sample on page 4 & 5].

More detailed information related to each charity may be found at <http://www.cra-arc.gc.ca/chrts-gvng/lstngs/menu-eng.html>. A complete Canada Revenue Agency printout for each charity is available for review in the Communications Department. A soft copy of the complete list may also be sent to Trustees upon request to the Communications Department. The Supported Charities list will be posted in the Principal/Vice Principal Filing Cabinet for reference once the committee has reviewed its content.

The Principal, on an annual basis and in consultation with Staff and the Catholic School Council, identifies the charities to be supported throughout the school year. **All** schools support at least one Catholic charity during the school year through fundraising efforts and/or the collection of goods for donation. **Most** schools are also in the position to fundraise or support other charities from the list provided. As part of the School Management Plan, Principals complete the *Admin 86: Fundraising for External Charitable Purposes* form (see page 6) detailing each charitable project undertaken by the school community. The Admin form is submitted annually to the Superintendent of Education: School Leadership for review, as well as to the Budget and Audit Services Department annually for reference.

The Communications Department along with the Religious Education Department have assisted with the review of these charities.

Summary

Feedback and input from the Policy Review Committee related to the attached list of charities supported by York Catholic District School Board will assist with future communication to schools in support of their decision making and the implementation of Policy 603B.

Prepared and submitted by: Frances Bagley, Coordinating Superintendent
Endorsed by: Patricia Preston, Director of Education

YCDSB Supported Charities

Catholic Charities

- Catholic Charities of the Archdiocese of Toronto
- Catholic Community Services of York Region
- Catholic Missions in Canada
- Canadian Food for Children
- Caritas School of Life
- Chalice Christian Church—Disciples of Christ
- Cor Unum Africa Charitable Organization
- Covenant House Toronto
- Fatima House Trust Fund
- Good Shepherd Refuge Social Ministries
- Hogar Del Nino Foundation in Ontario
- Knights of Columbus
- Local Parishes
- Missionaries of the Poor (Canada)
- Nazareth House
- Pontifical Assn. of the Holy Childhood of Canada
- Rescuing our African Daughters
- ShareLife Trust
- Silent Children's Mission
- Sisters of the Good Shepherd
- Society of Saint Vincent de Paul
- The L'Arche Daybreak Foundation
- The Leprosy Mission Canada
- The Vitanova Foundation
- World Vision Canada
- York Region Rose of Sharon Services for Young Mothers

Health Related / Medical Charities

- Alzheimer Society of York Region
- Autism Society Canada / Ontario
- Best Buddies of Canada
- Beyond Abilities Centre
- Camp Oochigeas
- Canadian Cancer Society
- Canadian Diabetes Association
- Canadian Down Syndrome Society
- Centre for Addiction and Mental Health

Health Related / Medical Charities (continued)

- Cerebral Palsy Parent Council of Toronto
- Colorectal Cancer Association of Canada
- Crohn's and Colitis Canada
- Heart and Stroke Foundation of Canada / Ontario
- Holland Bloorview Kids Rehab. Hospital Foundation
- KC's Cancer Cushion Fund Trust
- Mackenzie Health Foundation
- Make-A-Wish Foundation of Canada
- Markham Stouffville Hospital / Foundation
- Movember Canada
- Multiple Sclerosis Society of Canada
- SouthLake Regional Health Centre / Foundation
- Special Olympics Canada Foundation
- Starlight Children's Foundation
- The Able Network Corporation
- The Cure Foundation
- The Down Syndrome Association of York Region
- The Hospital for Sick Children / Foundation
- The Leukemia & Lymphoma Society of Canada
- The Princess Margaret Cancer Foundation
- The Sunshine Foundation of Canada
- The Terry Fox Foundation
- The War Amputations of Canada
- Wigs for Kids

Other Charities

- A Cup for Africa Mission
- Canadian Food for Children
- Canadian Rights Action Foundation
- Canadian Unicef Committee
- Children of Hope Uganda
- Children's Aid Society of York Region (Listed in CRA as having revoked status)
- Crime Stoppers of York Region
- Free the Children
- Habitat for Humanity Greater Toronto Area
- Holiday Heroes
- Kids Help Phone

Other Charities (continued)

- Local Food Banks
- Org. for the Rescue of Animals
- Pencils for Kids
- Plan International Canada
- Mothers Against Drunk Driving
- Right to Play International
- Royal Canadian Legion
- Ryan's Well Foundation
- Sleeping Children Around the World
- The Royal Canadian Regiment Fund
- The Sarah & Chaim Neuberger Family Foundation
- The Scott Mission
- United Way of York Region
- Unity Charity
- Water for Life
- World Wildlife Fund Canada



[Charities and Giving](#) > [Charities Listings](#) > Quick View

SHARELIFE TRUST - Quick View

[Charity's detail page](#)

[Video: How do I choose the right charity?](#)

Registration no.: 130632474RR0001

Status

Designation: [Public Foundation](#)



Registered

1977-01-01

Web site: WWW.SHARELIFE.ORG

Reporting periods

Programs and activities:

Select:

Ongoing programs:

Quick View

Full View

► **2013-07-31** ◀

[2013-07-31](#)

[2012-07-31](#)

[2012-07-31](#)

[2011-07-31](#)

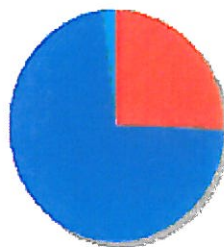
[2011-07-31](#)

[2010-07-31](#)

[2009-07-31](#)

ShareLife carries out fundraising campaigns in Catholic parishes and schools as well as in the corporate sector. It distributes the funds to registered charitable agencies that conduct the following types of programs: -
Counselling for individuals, couples, and families in crisis - 24-hour support services

Revenue



■ Receipted donations \$3,865,288 (26%)

■ Non-receipted donations (0%)

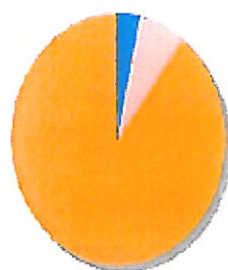
■ Gifts from other charities \$10,914,374 (73%)

■ Government funding (0%)

■ All other revenue \$264,232 (2%)

Total revenue: \$15,043,894

Expenses



- Charitable program (0%)
- Management and administration \$497,972 (4%)
- Fundraising \$942,564 (7%)
- Political activities (0%)
- [Gifts to other registered charities and qualified donees](#) \$12,725,000 (90%)
- Other \$0 (0%)

Total expenses: \$14,165,536

Compensation

Total compensation for all positions	\$676,864	Ten highest compensated full-time positions	▼
Full-time employees	8	\$120,000 - \$159,999	1
Part-time employees	2	\$80,000 - \$119,999	1
Professional and consulting fees	\$68,983	\$40,000 - \$79,999	6

Additional information

[Information for Charity Quick View users](#)

[View the complete T3010 return for the period being displayed](#)

[Directors and trustees worksheet](#)

[Videos about giving to charity](#)

[Share this page](#)

Date Modified: 2014-07-30

**PROJECTED FUNDRAISING FOR THE SCHOOL YEAR**To be reviewed with School Superintendent by November

SCHOOL: _____

PRINCIPAL: _____

SCHOOL YEAR: _____

MAJOR SCHOOL FUNDRAISING EVENTSFUNDRAISER #1

Projected Date		To		Financial Plan (Expected Proceeds, Project Designated towards, etc)
Actual Date		To		
Description				

FUNDRAISER #2

Projected Date		To		Financial Plan (Expected Proceeds, Project Designated towards, etc)
Actual Date		To		
Description				

EXTERNAL CHARITIES SUPPORTEDCATHOLIC CHARITY SUPPORTED

Projected Date		To		Financial Plan (Expected Proceeds, External Charity Designated towards, etc)
Actual Date		To		
Description				

OTHER CHARITY SUPPORTED

Projected Date		To		Financial Plan (Expected Proceeds, External Charity Designated towards, etc)
Actual Date		To		
Description				

Signature of Principal _____

Date: _____

Signature of Superintendent _____

Date: _____

Please forward a copy of the completed form to the Budget & Audit Services Department.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 101
<i>Former Policy #</i> 802	<i>Page</i> 1 of 5
<i>Original Approved Date</i> May 22/1984	<i>Subsequent Approval Dates</i> April 28/1992 December 13/2007 March 25/2008 October 12/2010

Policy Title: META POLICY: POLICY MANAGEMENT AND GOVERNANCE

SECTION A

1. PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying guidelines and procedures are necessary for effective management and governance. These are created to address the 'intent' of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations.

It is recognized that a comprehensive policy management and governance framework enables the Board to govern itself with policies and procedures that are compatible with its **Mission and Vision and aligned with the Board's Strategic Commitments**. Such policies, guidelines and procedures will be relevant to current needs and expectations, legally and legislatively compliant, and enabling for members of **the York Catholic District School Board** community to achieve individual and collective goals.

The purpose of this policy is to guide the development, review, revision and implementation of all policies, guidelines and procedures of the York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all business and operations **shall be** governed and managed by approved policies, related guidelines and procedures.

3. PARAMETERS

3.1 Policies and related guidelines/procedures shall reflect the 'intent' of the Board.

3.2 **Policies and related guidelines/procedures shall:**

3.2.1. **Comply with all legal and legislative requirements;**

3.2.2 **Comply with the teachings of the Catholic Church;**

3.2.3 **Comply with the Principles of equity and inclusive education;**

- 3.2.4 Be consistent with the Mission and Vision of the Board; and,
- 3.2.5 Align with the Board's Strategic Commitments.
- 3.3 Policies shall set parameters for thorough and consistent implementation.
- 3.4 The Board is open to input regarding the development, review or revision of policy from all **stakeholders** in the Catholic community.
- 3.5 Policy development and revision may include a consultation process with various stakeholders as determined by the **Policy Steering Committee or the** Policy Review Committee.
- 3.6 All policies will identify a staff position responsible for implementation and interpretation of the policy.
- 3.7 All policy development, review or revision shall follow a standard process.
- 3.8 Review and update of policy shall occur within five years, or as needed, to reflect legislative or organizational changes.
- 3.9 Policies may contain corresponding guidelines and/or procedures.

4. GUIDELINES

All policy shall be written to reflect and/or include the following:

- 4.1 Language that is simple, concise and inclusive;
- 4.2 A policy identification number and title;
- 4.3 A development history;
- 4.4 A clear purpose and policy statement;
- 4.5 Parameters;
- 4.6 Responsibilities of individuals who **oversee, direct and/or ensure the** implementation and compliance;
- 4.7 Adequate definitions of key terms;
- 4.8 Cross references including current legislation and application; and,
- 4.9 Guidelines and procedures where required.

5. PROVISIONS APPLICABLE TO EVERY POLICY

- 5.1 Policies shall be accessible to all ~~employees~~ **stakeholders via the Board's website**;
- 5.2 Employees **shall** be familiar with and accountable for compliance with policies applicable to them as a condition of employment;
- 5.3 Appropriate sanctions for violations of policies shall be determined on a case-by-case basis, by the Director of Education;
- 5.4 Requests for exemptions, exceptions or to exceed the policy may be granted in extenuating circumstances, by the Director of Education ~~or designate~~; and,
- 5.5 It is understood that the Statement of Compliance, as written below, applies to all entities of the Board:
 'The York Catholic District School Board is committed to reflect the principles of equity and inclusive education, consistent with our Catholic Social teachings that value and promote human rights and social justice, in all Board policies, programs, guidelines, operations, practices and Board Improvement Plans'.

6. RESPONSIBILITIES

6.1 Board of Trustees

6.1.1 To set and approve policy.

6.2 Policy Review Committee

6.2.1 To receive reports with recommendations from staff.

6.2.2 To review and provide input into draft policy.

6.2.3 To ensure that new and revised policies are subject to appropriate consultation.

6.2.4 To make recommendations on policy matters to the Board.

6.3 Director of Education

6.3.1 To oversee compliance with the Meta Policy: Policy Management and Governance and related procedures and guidelines.

6.4 Policy Steering Committee

6.4.1 To develop, review, revise and update policies every five years, or as needed, to reflect legislative requirements or organizational changes in accordance with the standards outlined in the Board's Meta Policy: Policy Management and Governance.

6.4.2 To consult with various stakeholders, as required and/or directed, for the purpose of obtaining input on policies.

6.4.3 To present policies to the Policy Review Committee for input, direction and approval.

6.5 Senior Administration

6.5.1 To support the implementation of and compliance with, policies, guidelines and procedures.

6.6 Employees

6.6.1 To comply with policies, guidelines and procedures of the York Catholic District School Board.

6.7 Internal and External Stakeholders

6.7.1 To comply with policies, guidelines and procedures in all interactions with the Board.

7. DEFINITIONS

7.1 Cross References

Includes any direct linkages to statutory and regulatory legislation and by-laws of the Federal, Provincial, and Municipal Governments and their associated bodies, as well as any related Board policies and procedures.

7.2 Definitions

Specific meanings for any terms within the policy that require further explanation or represent professional terms which would not normally be used by stakeholders.

7.3 External Stakeholders

A person, group of people or organization that holds a vested interest in the school community, including, but not limited to:

- 7.3.1 All levels of Government
- 7.3.2 Community Members
- 7.3.3 Education partners/organizations
- 7.3.4 Ministry of Education
- 7.3.5 'Media
- 7.3.6 Vendor/Contractors

7.4 Global Definitions

- 7.4.1 'May' is used as an enabling term to describe a discretionary action.
- 7.4.2 'Must/Will/Shall' is used to describe a requirement, a mandatory action.
- 7.4.3 'Should' is used to describe a recommendation that is encouraged, but not required.

7.5 Internal Stakeholders

A person, group of people or organization that holds a vested interest in the school community, including, but not limited to:

- 7.5.1 Parents
- 7.5.2 Parishes
- 7.5.3 School Administrators
- 7.5.4 Senior Administrators
- 7.5.5 Staff (School, Centrally assigned and/or Contract)
- 7.5.6 Students
- 7.5.7 Trustees

7.6 Policy

A position **approved and** adopted by the Board that provides the framework for the development of a course of action.

7.7 Policy Development History

Records when the policy was first approved, revision dates and suggested review date.

7.8 Policy Guideline

- 7.8.1 A general recommended action, **approved and adopted by the Board**, that will be taken in a given situation.
- 7.8.2 **A framework for the development of operational policy procedures, if required.**

7.9 Policy Identification

The title, number and policy section.

7.10 Policy Parameter

A prescribed condition that defines how something is done or what can be done.

7.11 Policy Procedure

- 7.11.1 A specific or prescribed course of action, emanating from Board policy, that must be taken by staff in a given situation and be standard **operational** practice.

7.11.2 A standard operational practice or set of practices developed by Staff to support the implementation of a policy that does not require approval by the Policy Review Committee and/or Board.(discussion required with Policy Review Committee)

7.12 Policy Purpose

Clarifies the background or scope of the policy.

7.13 Policy Statement

States the 'intent' of the policy.

7.14 ~~Protocol~~ (suggest to remove and replace with Policy Procedures as the definitions are similar)

~~Outlines the actions that should be followed.~~

7.15 Senior Administration

For the purpose of this policy, Senior Administration will include employees who have direct supervisory responsibility for a group of employees including, but not limited to:

- 7.15.1 Associate Director
- 7.15.2 Superintendents of Education
- 7.15.3 School Administration
- 7.15.4 Senior Managers
- 7.15.5 Managers
- 7.15.6 Supervisors
- 7.15.7 Coordinators

7.16 Significant Revision

A revision to policy, guidelines and/or procedures that changes the intent, background, scope and/or course of recommended action(s) approved by the Board.

8. CROSS REFERENCES

N/A

Approval by Board

October 12, 2010

Date

Effective Date

October 12, 2010

Date

Revision Dates

Date

Review Date

October, 2015

Date



York Catholic District School Board

PROCEDURE: Meta Policy

Addendum to Policy 101 - Meta Policy: Policy Management and Governance

Effective: xxx 2015

PURPOSE

The York Catholic District School Board acknowledges that policies and accompanying guidelines or procedures are necessary for effective management and governance.

These procedures are developed in conjunction with YCDSB Policy 101: Meta Policy to address the 'intent' of the Board, thereby guiding the decisions that are made both at the corporate level and in day-to-day operations.

RATIONALE

These procedures will guide the development, review, revision and implementation of all policies, guidelines and procedures of the York Catholic District School Board.

1. POLICY DEVELOPMENT

The development of policy may occur as a result of the following directives and/or requests approved by Board motion as follows:

- 1.1 Federal and/or Provincial Legislation
- 1.2 Board of Trustees
- 1.3 Staff Request
- 1.4 Stakeholder Request

The following procedures will be adhered to for each of the following directives and/or requests:

1.1 Federal and/or Provincial Legislation

- 1.1.2 Upon receipt of the relevant legislation, the Policy Steering Committee Chairperson will present a report to the Policy Review Committee as an information item.
- 1.1.3 The Policy Steering Committee Chairperson will consult with appropriate Board personnel to draft the policy with consideration given to the *Policy Development, Review and Revision Checklist* (Appendix B).
- 1.1.4 The draft policy will be sent to appropriate stakeholders, as determined by the Policy Steering Committee and Board Personnel, to obtain input on the policy as written, and to receive suggestions about how the policy might be revised (Appendices C & D).
- 1.1.5 The policy, if revised based on input from stakeholders, will be re-presented to the Policy Steering Committee for review.
- 1.1.6 The draft policy will then be presented to the Policy Review Committee for input and endorsement.
- 1.1.7 Where required, the Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input (Appendices C & D).
- 1.1.8 Input from the consultation process will be reviewed and, where evidence supports inclusion, suggestions will be incorporated into the draft policy.
- 1.1.9 A final draft policy, with the inclusion of the responses from the consultation process, will be presented to the Policy Review Committee for endorsement.
- 1.1.10 The Policy Review Committee will present the committee report including the recommendation for approval of the policy to the Board.
- 1.1.11 Upon Board approval, the policy will become official.
- 1.1.12 The policy will be appropriately numbered and categorized, and published on the Board's website.

1.1.13 Staff will be assigned to implement the policy.

1.1.14 The system will be notified of the new policy.

1.2 Board of Trustees

1.2.1 When a request from the Board of Trustees is received by the Policy Steering Committee, the Committee Chairperson will consult with appropriate Board personnel to draft the policy with consideration given to the *Policy Development, Review and Revision Checklist* (Appendix B).

1.2.2 The draft policy will be sent to appropriate stakeholders, as determined by the Policy Steering Committee and Board Personnel, to obtain input on the policy as written, and to receive suggestions about how the policy might be revised (Appendices C & D).

1.2.3 The policy, if revised based on input from stakeholders, will be re-presented to the Policy Steering Committee for review.

1.2.4 The draft policy will then be presented to the Policy Review Committee for input and endorsement.

1.2.5 Where required, the Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input (Appendices C & D).

1.2.6 Input from the consultation process will be reviewed and, where evidence supports inclusion, suggestions will be incorporated into the draft policy.

1.2.7 A final draft policy, with the inclusion of the responses from the consultation process, will be presented to the Policy Review Committee for endorsement.

1.2.8 The Policy Review Committee will present the committee report including the recommendation for approval of the policy to the Board.

1.2.9 Upon Board approval, the policy will become official.

1.2.10 The policy will be appropriately numbered and categorized, and published on the Board's website.

1.2.11 Staff will be assigned to implement the policy.

1.2.12 The system will be notified of the new policy.

1.3 Staff Request

1.3.1 Staff shall complete and submit the *Rationale for the Development of a Proposed Policy or Revision of an Existing Policy* form (Appendix A) to the Policy Steering Committee one week in advance of the committee's scheduled meeting for inclusion on the agenda.

1.3.2 The Policy Steering Committee will review the request, give input and feedback to Staff and then present to the Policy Review Committee for further input and endorsement.

1.3.3 If the Policy Review Committee endorses the request from Staff for the development of a policy, the Policy Review Committee will present the committee report including the recommendation for approval of the policy to the Board.

1.3.4 If approved, the Policy Steering Committee Chairperson will consult with appropriate Board personnel to draft the policy with consideration given to the *Policy Development, Review and Revision Checklist* (Appendix B).

1.3.5 The draft policy will be sent to appropriate stakeholders, as determined by the Policy Steering Committee and Board Personnel, to obtain input on the policy as written, and to receive suggestions about how the policy might be revised (Appendices C & D).

1.3.6 The policy, if revised based on input from stakeholders, will be re-presented to the Policy Steering Committee for review.

1.3.7 The draft policy will then be presented to the Policy Review Committee for approval.

1.3.8 Where required, the Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input (Appendices C & D).

- 1.3.9 Input from the consultation process will be reviewed and, where evidence supports inclusion, suggestions will be incorporated into the draft policy.
- 1.3.10 A final draft policy, with the inclusion of the responses from the consultation process, will be presented to the Policy Review Committee for endorsement.
- 1.3.11 The Policy Review Committee will present the committee report including the recommendation for approval of the policy to the Board.
- 1.3.12 Upon Board approval, the policy will become official.
- 1.3.13 The policy will be appropriately numbered and categorized, and published on the Board's website.
- 1.3.14 Staff will be assigned to implement the policy.
- 1.3.15 The system will be notified of the new policy.

1.4 Stakeholder Request

- 1.4.1 Stakeholders may make a request to develop a proposed policy as per the procedures outlined in *Policy 106: Delegations to the Board and Input to Agenda Items* along with the submission of the *Rationale for the Development of a Proposed Policy or Revision of an Existing Policy* form (Appendix A).
- 1.4.2 If the Board endorses the request for the development of a proposed policy or directs that further discussion take place, the Board will forward the request to the Policy Review Committee for discussion and action.
- 1.4.3 A draft policy will be developed by appropriate Board Personnel in consultation with the Policy Steering Committee with consideration given to the *Policy Development, Review and Revision Checklist* (Appendix B).
- 1.4.4 The draft policy will be sent to appropriate stakeholders, as determined by The Policy Steering Committee and Board Personnel, to obtain input on the policy as written, and to receive suggestions about how the policy might be revised (Appendices C & D).
- 1.4.5 The policy, if revised based on input from stakeholders, will be re-presented to the Policy Steering Committee for review.
- 1.4.6 The draft policy will then be presented to the Policy Review Committee for approval.
- 1.4.7 Where required, the Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input (Appendices C & D).
- 1.4.8 Input from the consultation process will be reviewed and, where evidence supports inclusion, suggestions will be incorporated into the draft policy.
- 1.4.9 A final draft policy, with the inclusion of the responses from the consultation process, will be presented to the Policy Review Committee.
- 1.4.10 The Policy Review Committee will present a recommendation for approval of the policy to the Board.
- 1.4.11 Upon Board approval, the policy will become official.
- 1.4.12 The policy will be appropriately numbered and categorized, and published on the Board's website.
- 1.4.13 Staff will be assigned to implement the policy.
- 1.4.14 The system will be notified of the new policy.

2. POLICY REVIEW

- 2.1 Review and update of policy shall occur within five years, or as needed, to reflect legislative or organizational changes.
- 2.2 Staff may make a request to the Policy Steering Committee for the review of a policy. If the request involves a significant revision to the existing policy, Staff requesting the review will complete and submit the *Rationale for the Development of a Proposed Policy or Revision of an Existing Policy* form (Appendix A) one week in advance of the Policy Steering Committee meeting for inclusion on the agenda.
- 2.3 The Policy Steering Committee will present the request to the Policy Review Committee for review and direction.
- 2.4 Stakeholders may request a review of a policy as per the procedures outlined in *Policy 106: Delegations to Board and Input on Agenda Items* along with the submission of the *Rationale for the Development of a Proposed Policy or Revision of an Existing Policy* form (Appendix A).
- 2.5 The Board of Trustees will review the request of the delegation and give direction to the Policy Steering Committee.
- 2.6 Based on the outcome of 2.3, the Policy Steering Committee shall prepare a revised draft policy for the Policy Review Committee with consideration given to the *Policy Development, Review and Revision Checklist* (Appendix B).
- 2.7 The Policy Review Committee will receive revised draft policy and make recommendations.
- 2.8 The Policy Review Committee will present a recommendation for approval of the revised policy to the Board.
- 2.9 Upon Board approval, the policy will become official.
- 2.10 The policy will be appropriately numbered and categorized, and published on the Board's website.
- 2.11 Staff will be assigned to implement the policy.
- 2.12 The system will be notified of the revised policy.

3. POLICY REVISION

Where a **significant** revision is required:

- 3.1 The Policy Steering Committee Chairperson in consultation with appropriate Board Personnel will complete the *Report to Board* memo (Appendix E) summarizing the proposed **significant** revision(s) to the policy and prepare a draft revised policy for presentation to the Policy Steering Committee for review and input.
- 3.2 The revised draft policy will be sent to appropriate stakeholders, as determined by the Policy Steering Committee and Board Personnel, to obtain input on the policy as written, and to receive suggestions about how the policy might be revised (Appendices C & D).
- 3.3 The draft policy, if further revised based on input from stakeholders, will be re-presented to the Policy Steering Committee for review.
- 3.4 The memo and revised draft policy will then be presented to the Policy Review Committee for input and endorsement.
- 3.5 Where required, the Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input (Appendices C & D).
- 3.6 Input from the consultation process will be reviewed and, where evidence supports inclusion, suggestions will be incorporated into the revised draft policy.
- 3.7 A final revised draft policy will be presented to the Policy Review Committee.
- 3.8 The Policy Review Committee will present a recommendation for approval of the revised policy to the Board.
- 3.9 Upon Board approval, the policy will become official.

- 3.10 The policy will be appropriately numbered and categorized, and published on the Board's website.
- 3.11 Staff will be assigned to implement the policy.
- 3.12 The system will be notified of the revised policy.

4. REQUESTS FOR EXEMPTIONS OR EXCEPTIONS TO A POLICY

- 4.1 In extenuating circumstances it may be appropriate to request an exemption or exception to a policy or the components of a policy.
- 4.2 The individual school, department or staff member making this request must obtain written authorization in advance through the Director of Education or designate, prior to taking action.
- 4.3 The *Request for Exemption or Exception to a Policy* form (Appendix F) is intended for such requests.
- 4.4 Notwithstanding the above, the Director of Education has the authority to make an exemption or an exception in consultation with the Chair of the Board.

5. POLICY CONSULTATION

- 5.1 Where required, draft policy shall be subject to a consultation process for the purpose of obtaining input/perspective from stakeholders on the policy as written, and to receive suggestions about how the policy might be revised.
- 5.2 The Policy Steering Committee may consult with appropriate stakeholders prior to the presentation of a draft policy to the Policy Review Committee.
- 5.3 The Policy Review Committee may direct Staff to forward the draft policy to other stakeholder group(s), not previously consulted, for further input.
- 5.4 Policy consultation may be written or electronic. The *Policy Consultation* template (Appendix C) and a list of potential consultation stakeholder groups/individuals (Appendix D) will guide this process.

6. POLICY COMPLIANCE

- 6.1 Stakeholders shall uphold the mandate of all Board policies and comply with the accompanying guidelines and/or procedures in all of their interactions.
- 6.2 Concerns of non-compliance by an employee will be reviewed with the stakeholder's immediate supervisor.
- 6.3 Concerns of non-compliance by a stakeholder will be reviewed with the appropriate Superintendent of Education.

7. POLICY FORMS/TEMPLATES

Attached Appendices A-F.

York Catholic District School Board

**RATIONALE FOR THE DEVELOPMENT OF A PROPOSED POLICY OR
REVISION OF AN EXISTING POLICY**

NAME: _____

**INDICATE ONE OF THE
FOLLOWING:**

STAFF

☐

STAKEHOLDER

☐

SCOPE OR INTENT OF THE PROPOSED OR REVISED POLICY:

**INDICATE HOW THE PROPOSED OR REVISED POLICY WOULD SUPPORT THE BOARD'S MISSION,
VISION AND ENHANCE STUDENT ACHIEVEMENT AND WELL-BEING:**

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

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

INDICATE WHAT THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY WOULD BE (i.e. Financial, Human Resources, Awareness, Other)

INDICATE THE PROPOSED TIMELINES FOR IMPLEMENTATION

OPTIONS/ALTERNATIVES **ADDITIONAL COMMENTS**

STAFF RECOMMENDATION: (i.e. Is a Board Policy with related guidelines/procedures required or can this issue be covered through **Departmental**/Divisional guidelines and/or procedures?)

SIGNATURE OF REQUESTOR: _____

DATE: _____

Please Note:

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

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

POLICY DEVELOPMENT, REVIEW AND REVISION CHECKLIST

(For Internal Staff Use)

To be considered when developing, reviewing and/or revising a Policy.

- Purpose or scope of the policy
- Policy Statement or intent of the policy and its alignment with the Board's Mission and Vision
- Policy Parameters or conditions about how something is done or what can be done
- Groups this policy impacts based on its development, review and/or revisions and the accompanying responsibilities/expectations for the system, departments, divisions and/or stakeholders
- Inclusion of specific definitions for terms within the policy
- Inclusion of appropriate cross references (linkages) to relevant legislation and/or Board policies and procedures
- Development of appropriate standard operational procedures if required
- Precedents to be considered
- Stakeholders to be consulted
- Implications (financial/legal/human) associated with the policy development, review and/or revision
- System/Department/Division awareness of the policy (Communication to Staff and Stakeholders)
- Are the suggested revisions covered in other areas (e.g. Collective agreements)?

York Catholic District School Board
POLICY CONSULTATION FORM

The York Catholic District School Board welcomes your input/suggestion(s) to improve on this draft policy. Your **input/suggestion(s)** will be **reviewed** and may be incorporated into the final policy.

Thank you in advance.

Name/Group:

Contact Information: (Telephone, e-mail)

Policy Title: (Is its intent understood?)

Purpose of the Policy: (Is it clear and understandable?)

Policy Statement: (Is it clear and understandable?)

Responsibilities: (Are the responsibilities sufficiently inclusive to meet the expectations of the policy?)

Procedures: (Are they understandable? Implementable? Do they give appropriate direction?)

Cross References: (Are there other references that should be included?)

Definitions: (Are the definitions provided sufficient both in number and detail?)

Other Comments/Suggestions (Please attach if necessary.)

Date:

Signature:

York Catholic District School Board

POLICY CONSULTATION STAKEHOLDER GROUPS/INDIVIDUALS

The Policy Review Committee, upon recommending a draft Policy be sent for consultation, will decide on appropriate consultation stakeholder groups/individuals from the list below.

Academic Supervisory Officer Team
Bishop
Catholic School Council
Corporate Supervisory Team
CUPE 2331
CUPE 1571
Curriculum Program Staff
Director of Education
~~Exempt Staff 1-6~~
~~Exempt Staff 7-12~~
OECTA
Parent Involvement Committee
Pastors
~~Principals~~ (captured in the "P/VP Association" group)
Principal/Vice Principal Associations (this includes principals and vps)
Special Education Advisory Committee (SEAC)
Solicitor
Student Government
Student Services Staff
Students, Elementary and/or Secondary
Student Trustees
Non-Unionized Staff (replaces exempt staff references above)
~~Vice Principals~~ (captured in the "P/VP Association" group)
Other Public Agencies (i.e.: CAS, YRP, YRPH)
Others, approved by Director

REPORT TO BOARD MEMO
(For Internal Staff use only)

File Ref: M15
File No.: PM5
Revised:
February 2015
Appendix E

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date:

Report:

Executive Summary

This report is intended to provide information to the Policy Review Committee related to the request for revisions to YCDSB Policy XXX.

Background Information

(Define the purpose and rationale for the request outlining how the system will benefit from the revisions, who will be affected by the revisions and how the procedures for implementation will be effected)

Summary

(Summarize the revisions and attach a copy of the revised draft policy as an Appendix to this report).

Prepared and Submitted by: (Staff requesting the revisions)
Submitted to: Policy Steering Committee / Policy Review Committee
Endorsed by: P. Preston, Director of Education

REQUEST FOR EXEMPTION OR EXCEPTION TO A POLICY

POLICY NAME: _____ Policy Number: _____

NAME of Individual Requesting Exemption or Exception to a Policy:

DATE: _____

SCHOOL/DIVISION/DEPARTMENT: _____

RATIONALE for request:

SUMMARY of impact of request:

(Who will be affected? How will they be notified? Financial implications? Legal implications?
Precedents that will be set? etc.)

RESPONSE to request:
(Director or Designate)

Approved ☐

Withheld ☐

COMMENTS:

Signature: _____
(Director)

Date: _____