

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

POLICY REVIEW COMMITTEE

Board Room, Catholic Education Centre

Wednesday, January 21, 2015

7:00 P.M.

Trustee Members:

T. Ciaravella E. Crowe C. Cotton C. Ferlisi M. Marchese D. Mazzotta **Senior Admin:** P. Preston F. Bagley

Recorder: J. Di Bratto

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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

**POLICY REVIEW COMMITTEE
(STANDING COMMITTEE OF THE BOARD)**

**TERMS OF REFERENCE
2014-15**

Purpose/Mandate:

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

Expected Outcome of the Committee's Work:

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

Committee Membership:

5 Trustees

Resource Personnel:

Director of Education
Associate Director: Corporate Services
Coordinating Superintendent of Education
Administrator, Director's Office

Meeting Schedule and Time:

6 times/year or as needed.

Current Trustee Membership:

T. Ciaravella
C. Cotton
E. Crowe
C. Ferlisi
D. Mazzotta

Last Revision/Approval Date:
January 2014

MINUTES

POLICY REVIEW COMMITTEE

November 4, 2014

Attending:

Committee Members: T. Ciaravella, E. Crowe, D. Mazzotta

Absent with Notice: C. Cotton, C. Ferlisi

Other Trustees Attending: D. Giuliani, M. Mogado, A. Stong

Administration: F. Bagley, A. Chan, L. Coulter, M. Nasello, J. Porter, P. Preston

Other Guests: S. Dizes, C. Logel

Recording: J. Di Bratto

T. Ciaravella chaired the meeting.

1. Approval of the Agenda

MOTION Crowe/MM

That the agenda be approved.

CARRIED

2. Approval of the Previous Minutes – October 7, 2014

MOTION Crowe/MM

That the minutes be approved.

CARRIED

3. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING

N/A

4. STAFF PRESENTATIONS

N/A

5. DISCUSSION ITEMS

Policy 220 Graduation Exercises in Elementary and Secondary Schools

Draft policy was not approved at the October 28, 2014 Board meeting with direction to have it brought back to Policy Review for further discussion related to Trustee Stong's motion dated September 30, 2014. A. Stong suggested a statement that speaks to Catholic School Programming and opportunities for students to participate in meaningful Faith Experiences, in addition to the OSSG requirements, be included in all Graduation ceremonies. E. Crowe suggested a committee that includes Religious Ed Consultants and Secondary Administrators develop criteria that would assist with the identification of students who truly exemplify a YCDSB Catholic Graduate and suggested that a plaque be awarded to these students, similar to other recognition awards presented throughout the Graduation ceremony. Through discussion, it was agreed that an additional certificate would not be distributed, but be revisited when information from the committee is presented at the January PRC meeting. M. Nasello agreed to Chair the committee.

Minor revisions suggested by Trustees will be incorporated and presented at a future PRC meeting.

The committee moved to defer Policy 220.

P. Preston added that these issues and suggestions will be discussed at Secondary ALT for the purpose of gathering additional information for the review committee.

Policy 401 Chaplaincy Teams

Further to the October 7th Policy Review Meeting, F. Bagley presented the updated policy with additional requested information (Pastoral Letter on Catholic Secondary School Chaplaincy (2009) and YCDSB Chaplaincy Team Guidelines & Services (2007) document). E. Crowe directed Staff to convene a committee, with Trustee representation, to revise and update the YCDSB Chaplaincy Team Guidelines & Services document. M. Nasello agreed to Chair this committee and report to Policy Review at a future meeting. F. Bagley was directed to compile a chart summarizing the qualifications of presently assigned school Chaplains and report to at the next meeting of the Labour Relations committee.

With minor revisions, Policy 401 was approved.

The Chaplaincy Team Guidelines & Services Review Committee will be convened and Chaired by M. Nasello. The updated document will be presented to the Policy Review committee at a future date.

MOTION Crowe/Mazzotta

CARRIED

6. INFORMATION ITEMS

Policy 118 Trustee Code of Conduct (New)

F. Bagley introduced the Ministry mandated new policy and independent procedures sharing input/feedback from C. Cotton in her absence. E. Crowe moved that Appendix A *YCDSB Trustee Code of Ethics*, with minor revisions, be approved for presentation at the November 25, 2014 Board meeting. D. Mazzotta agreed with E. Crowe and requested that a clause be added to the YCDSB Trustee Code of Ethics related to a trustee's responsibility to report to the Board alleged breaches, frauds, improprieties and/or conflicts which come to their attention. Major revisions and suggestions were made by Trustees and will be incorporated into the policy. With this feedback and input the committee directed the Policy Steering Committee to remove the process for addressing complaints against a trustee for an alleged breach of the code of conduct from Policy 118 and create a separate policy.

With minor revisions and the addition of the clause as per D. Mazzotta, Appendix A, *YCDSB Trustee Code of Ethics*, was approved and will be presented at the Special Board meeting for Board approval on November 11, 2014 in preparation for the upcoming Inaugural meeting.

The committee directed the Policy Steering Committee and HR staff to present the revised draft Policy 118 at the January 2015 Policy Review Committee meeting.

Policy 226A – Admission to Elementary Schools

F. Bagley presented the revised policy with the inclusion of parameters and procedures for the admission of students with special needs.

With minor revisions Policy 226A was approved.

MOTION Crowe/Giuliani

CARRIED

Policy 226B – Admission to Secondary Schools

F. Bagley presented the revised policy to the committee with the inclusion of parameters and procedures for the admission of students with special needs.

With minor revisions, Policy 226B was approved.

MOTION Crowe/Giuliani

CARRIED

Policy 226C – Admission of Pupils with Special Needs

F. Bagley requested to terminate this policy due to the integration of admission procedures for students with special needs into 226A & 226B as noted above.

Termination of Policy 226 was approved.

MOTION Crowe/Mogado

CARRIED

Policy 310 – Retention and Acceleration of Students

F. Bagley presented this updated policy. D. Mazzotta stated that the purpose of this policy is to remain focused on age appropriate grade placement as the cornerstone for decisions related to retention and acceleration, and only in well substantiated, extenuating circumstances should the options be considered for approval. D. Mazzotta suggested parameters 3.2 and 3.4 should include the administration of a first language assessment where appropriate. F. Bagley confirmed that this is present practice through consultation with the Superintendent of Student Services as well as the Superintendent of Curriculum and Assessment who oversees Multilingual services. D. Mazzotta expressed that parameter 3.3 should state a minimum of one year. After indepth discussion and suggested revisions the committee directed F. Bagley to consult with both Curriculum and Student Services departments for input and feedback to the suggested policy revisions and applied criteria for determining the retention or acceleration of a student.

Policy 310 will be revised and presented at a future committee meeting.

Policy 403 – Business and Services Recruitment Positions of Added Responsibility

F. Bagley presented the updated policy. E. Crowe suggested revisions to the draft policy and directed that it be further revised in consultation with HR staff based and a comprehensive review of other School Board policies.

Policy 403 will be revised and presented at a future committee meeting.

Corollary discussion ensued related to the creation of other “new” HR policies in the following areas:

- 1) Business & Services Promotion: Non-Managerial Positions
- 2) Business & Services Promotion: Managerial Positions
- 3) Business & Services Recruitment (paralleled to Policy 404 Teacher Recruitment)
- 4) Succession Planning (with a focus on training and long-term planning)
- 5) Promotion (with a focus on supporting staff through performance appraisal processes, leadership opportunities, PD, etc.)
- 6) Transfer of Non-Unionized Staff
- 7) Transfer of Staff in Positions of Responsibility.

E. Crowe stated that these HR policies be presented together in approximately 6-9 months. D. Mazzotta stated that these new policies should include processes for the recruitment of external candidates.

Policy 404 – Teacher Recruitment

F. Bagley presented the updated policy and welcomed discussion pertaining to the highlighted sections, specifically Parameters 3.1 and 3.8 “those in Communion with Rome”, as well as comments forwarded to F. Bagley from C. Cotton and C. Ferlisi in their absence regarding the same. C. Cotton suggested the inclusion of an additional two sub-parameters to 3.8 as follows:

- 3.8.1 pertaining to situations where the Board is not able to find Roman Catholic teachers due to the special nature of the assignment, and,
- 3.8.2 indicating that an agreement form is to be signed by the teacher understanding that it is an expectation of the Board that they will actively participate in the faith life of the school.

E. Crowe supported C. Cotton’s suggested revisions. E. Crowe suggested that a stronger Policy statement be drafted as it relates “non-discriminatory” practices.

D. Mazzotta suggested parameter 3.8 be revised replacing “shall” with “may”.

Policy 404 will be revised in consultation with HR staff and presented at a future committee meeting.

Policy 601 – Accessibility Standards in Customer Service

Due to the lateness of the evening, Policy 601 was deferred to the January 2015 committee meeting.

Policy 607 – Sponsorships (New)

F. Bagley introduced this new policy and requested feedback from the committee. F. Bagley shared C. Cotton's comments in her absence as follows:

1) Insert a specified period of time for the duration of a sponsorship agreement, namely 5 years, in Parameter 3.6. An option for renewal will be included in the procedures.

2) Write an additional parameter (3.14) relating to the Board's right to terminate a sponsorship agreement if the sponsor is or deemed to be in contravention of the Board's Mission, Vision and Values.

D. Mazzotta inquired about the membership of the approval committee. F. Bagley responded that depending on the nature of the sponsorship, the appropriate school Superintendent and the appropriate central-level Superintendent would form part of the committee membership along with staff from Corporate Services.

Staff was directed to write a parameter stating that Level 2-4 approved sponsorships be reported to the board on an annual basis.

With minor revisions Policy 607 was approved.

7. Future Discussion Items

Policy 108 Disposition of Complaints Against Trustees

Policy 212 Student Concussions

Policy 303 Educational Activities, Out of Classroom

Policy 304 Research Projects and Survey Requests

Policy 424 Disposition of Complaints About Board Employees

Policy 505 Equity & Inclusive Education

Policy 604 Before and After School Programs

Policy 605 Child Care (School Based Programs)

Policy xxx Whistleblower (New)

8. Adjournment

That the Policy Review Committee meeting adjourned at 10:10 pm

MOTION Crowe/Mazzotta

CARRIED

9. Next Policy Review Committee meeting: January 21, 2015 - 7:00 p.m.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 21, 2015

Report: Policy 303: Educational Out-of-Classroom Activities

Executive Summary

This brief report is intended to provide information to the Policy Review Committee related to the revision of Policy 303: Educational Out-of-Classroom Activities for review and approval.

Background Information

In May 2014 Policy 303 revisions were approved by the Board. However, since that time, and 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 Policy Steering Committee in collaboration with Senior Administration is presenting revisions to Policy 303. These suggested revisions will provide another measure of safety for our students and staff while participating in overnight excursions both in and outside of Canada (Level II and Level III excursions), and expand on the emergency procedures outlined in the current policy.

The complete policy may be accessed via the Board's website. For the purposes of this report, the suggested revisions for review and approval are denoted below as follows:

Policy Revisions

Section 3: Parameters

3.1 Educational out-of-classroom activities:

- 3.1.1 Shall be developed in accordance with the Board's safety (i.e.: emergency procedures) and supervision guidelines.

Section 4: Responsibilities

Principal

- 4.3.1 To contact the parents/guardians if an emergency occurs during an excursion.

Teacher/Organizer

- 4.3.1 Copy and take essential documents including medical insurance information and emergency contact information on the excursion.
- 4.3.2 Recommend to the Principal to shorten, cancel or terminate the excursion if, in the opinion of the teacher(s) involved, the activity cannot proceed or be completed in a safe or satisfactory manner.
- 4.3.3 Contact the Principal and parent/guardian immediately if an accident occurs during an excursion.
- 4.3.4 Contact the Principal if an emergency occurs during an excursion.
- 4.3.5 Ensure that emergency procedures are reviewed with students and supervisors prior to the excursion and upon arrival to the destination.

Pupil

4.3.1 To be knowledgeable about and adhere to all safety and emergency procedures during the excursion.

Parent/Guardian

4.3.1 To understand the procedures with regard to emergencies (i.e.: medical, lockdown, evacuation).

Section 7: Related Forms (See Appendix A)

Admin 16B-7 Emergency Evacuation Response Guide (New)

The suggested policy revisions are reflected where applicable within the procedures along with the following:

Procedural Revisions

Section B: Level II

Teacher Organizer

Step 4: Emergency Procedures

- review location of all emergency exits in the hotel/overnight location;
- review hotel/overnight location's procedures for fire/emergency evacuation and secure a print copy of such, if available;
- conduct a meeting with students to inform them of emergency evacuation procedures; location of exits, and a rendezvous/meeting location outside of building/location;
- instruct students to secure the necessary outerwear, only if deemed safe, to keep warm; exit the location quickly and orderly; and,
- identify a location where supervisors and students will meet if an emergency occurs during unstructured time (applies to intermediate/senior students only).

Section B: Level III

2.1 Superintendent of Education Responsibilities

- Determine, through consultation, whether a tour should proceed if unforeseen factors arise including, but not limited to, political unrest/sanctions, environmental conditions, and/or public health issues.

2.2 Principals

- Ensure that all activities are safe and comply with Board Policies, Emergency Procedures/Guidelines, as well as OPHEA guidelines, where appropriate.

2.3 Teacher/Organizer

- Communicate appropriate information to all stakeholders including a complete itinerary, details of the tour package, emergency procedures and curriculum relevance.

2.4 Pupils

- Knowledgeable about emergency procedures
- Strictly adhere to emergency procedures

Section 3: Procedures to plan and implement a Level III Excursion

Teacher/Organizer

3.5 Review procedures for emergency evacuation or medical emergencies, hotel check-in, handling of tickets, dealing with Customs and Immigration and travel documents, transportation issues (ground/air/rail), baggage considerations (instruments, stands, equipment), handling of pupil medication, and first aid kit;

Prepare a pupil package that includes:

- information on emergency evacuation or medical emergencies

Prepare a package to be left with the Principal that includes:

- information on emergency evacuation or medical emergencies,

Recommendations

To further enhance the safety of our students and staff while participating in Level II or Level III excursions, it is the recommendation of the Policy Steering Committee that the suggested revisions to Policy 303 and its related procedures be approved by the Policy Review Committee for presentation to the Board.

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



York Catholic District School Board

APPENDIX A
Admin 16B-7
January 2015

EDUCATIONAL OUT OF CLASSROOM ACTIVITIES
EMERGENCY EVACUATION RESPONSE GUIDE

Name of School _____
Destination(s) _____
Teacher/Organizer _____
Date Submitted _____

ITEMS FOR SCHOOL LEVEL PROCESSING AND SUBMISSION TO SUPERVISORY OFFICER

LEVEL II & III COMPLETE & ATTACH

- ☐ Admin. 16
☐ All required items from Planning Checklist (Appendix 3).

EMERGENCY CONTACT LIST FOR LEVEL II & III OUT OF CLASSROOM ACTIVITIES

(NOTE: A separate Emergency Evacuation Response Guide is to be submitted for each major city being visited)

Principal Contact Information: Home _____ Cell _____ Email _____

Local Police Address and Telephone Number: _____

Local Ambulance Telephone Number: _____

Local Emergency Services Telephone Number: _____

Canadian Consulate Address and Telephone Number: _____

Alternate Consular Contact Information: _____

Note to Teacher(s)/Organizer(s):

1. The information must be submitted a minimum of three months before intended departure.
2. The excursion will not be considered or approved unless all required sections/steps have been completed.

(Principal Signature)

(Date)

(Superintendent of Education Signature)

(Date)

York Catholic District School Board

Memo

Memo To: Policy Review Committee
From: Lynda Coulter, Superintendent of Human Resources
Date: January 21, 2015
Report: Occupational Health and Safety Policies

This memo is intended to inform the Policy Review Committee on the status of all Board policies related to the *Occupational Health and Safety Act*.

The *Occupational Health and Safety Act*, section 32.0.1(1) requires employers to review, at least annually, the effectiveness of all health and safety policies.

For the York Catholic District School Board this involves the following policies:

Policy # 409 Occupational Health and Safety
Policy # 501 Respectful Workplace
Policy # 504 Workplace Violence

These policies have been reviewed by Human Resources and other committees where applicable; i.e. Joint Health and Safety Committee as legislated. Only minor changes were made to update and reflect proper titles and formatting.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 409
<i>Former Policy #</i>	<i>Page</i> 1 of 2
<i>Original Approved Date:</i> June 17, 1986	<i>Subsequent Approval Dates:</i> September 8, 1998 May 6, 2008 November 3, 2009 March 1, 2011 March 6, 2012 October 29, 2013

POLICY TITLE: OCCUPATIONAL HEALTH & SAFETY

1. PURPOSE

The York Catholic District School Board values learning and working environments that are safe, nurturing, positive and respectful. The purpose of this policy is to promote for all employees a healthy and safe working environment that is consistent with the requirements of the Occupational Health and Safety Act, its attendant Regulations and any other applicable legislation.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that every effort shall be made to provide and maintain a healthy and safe work environment for all employees.

3. RESPONSIBILITIES

3.1 Director of Education

- 3.1.1** To oversee compliance with the Board's Occupational Health & Safety policy, programs and procedures.
- 3.1.2** To promote workplace health and safety as a joint responsibility of both the Board and its employees.
- 3.1.3** To establish procedures that ensures ongoing communication between the Board and workers on health and safety matters.

3.2 Principals or Managers

- 3.2.1** To ensure that employees carry out their responsibilities in compliance with established health and safety programs and procedures.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Work Environment - Respectful Workplace	<i>Policy Number</i> 501
<i>Former Policy #</i> 420	<i>Page</i> 1 of 10
<i>Original Approved Date:</i> July 4, 2001	<i>Last Approval Date:</i> October 12, 2010 June 19, 2012 November 26, 2013

POLICY TITLE: RESPECTFUL WORKPLACE

SECTION A

1. PURPOSE

The inherent right of all individuals to be treated with dignity and respect is central to Catholic values and Christian beliefs. As a Catholic educational community, the York Catholic District School Board is committed to creating and sustaining a working and teaching environment which fosters mutual respect for the dignity and well being of all employees, while recognizing that every employee has a fundamental right to a workplace free from harassment.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all persons employed/contracted by the Board are entitled to perform their duties in a respectful work environment.

3. PARAMETERS

- 3.1 All issues in respect to this policy shall be dealt with in a timely fashion and in accordance with the procedures of this policy.
- 3.2 All issues in respect to this policy should first attempt resolution through the informal process prior to initiating a formal process.
- 3.3 Confidentiality:
All reports regarding workplace harassment will be kept in strict confidence, except as is necessary to investigate the complaint and to respond to any legal or administrative proceedings arising out of or relating to the workplace harassment report.

- 3.4 **Reprisals:**
No person involved as either a party or a witness to a complaint filed under this policy shall be subjected to intimidation, reprisals or discrimination because of their involvement.
- 3.5 **Frivolous or vexatious complaints:**
The Board does not condone frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, formal disciplinary action will be taken against the complainant, including, but not limited to, a letter of reprimand, suspension or possible dismissal from employment in accordance with the Board's Progressive Discipline Policy #412. Such disciplinary action will be placed in the employee's personnel file.
- 3.6 **Retention Period:**
All documentation in connection with an investigation is permanent. This is in compliance with the *Municipal Freedom of Information and Protection of Privacy Act and Limitations Act*.
- 3.7 **False Accusations:**
Employees who make complaints that are fabricated with the intent of damaging the integrity of another individual or individuals will be subject to disciplinary action up to and including dismissal.
- 3.8 **Retaliation:**
No person shall retaliate against another for bringing forward a complaint made in good faith or for providing information in respect of a complaint.
- 3.9 This policy will be reviewed annually to ensure its effectiveness in accordance with the *Occupational Health and Safety Act*.

4. RESPONSIBILITIES

This policy applies to all York Catholic District School Board employees. All staff are expected to abide by this policy by refraining from any form of harassment and by fully co-operating in any investigation of a harassment complaint. A respectful workplace is a shared responsibility.

4.1 Director of Education

- 4.1.1 To oversee compliance with the Respectful Workplace policy and related guidelines and procedures.

4.2 Superintendent of Human Resources

- 4.2.1 To ensure that all staff are aware of the policy.
4.2.2 To provide leadership in the implementation of this policy.
4.2.3 To facilitate the Formal Resolution Process.

4.3 School Administrators / Department Managers / Supervisors

- 4.3.1 To recognize and address actions that offend, embarrass or humiliate others, whether deliberate or unintentional.
- 4.3.2 To treat each situation as a serious matter.
- 4.3.3 To facilitate the situation towards a resolution between the parties if possible, with a view to correcting behaviour and preserving long term working relationships.
- 4.3.4 To consult with Human Resources if the situation cannot be resolved between the parties.
- 4.3.5 To ensure employees are aware of this policy.

4.4 Employees

- 4.4.1 To treat others with respect.
- 4.4.2 To recognize and refrain from actions that offend, embarrass or humiliate others, whether deliberate or unintentional.
- 4.4.3 To raise disrespectful conduct to the attention of the employee displaying it or a person in authority as soon as possible.
- 4.4.4 To not make allegations of disrespectful behaviour that are frivolous or vindictive.
- 4.4.5 To make every effort to resolve respectful workplace issues, where possible in an informal manner.

5. DEFINITIONS

5.1 Complaint Resolution: Informal

Informal resolution is a process that provides an opportunity for parties to resolve a dispute in a respectful manner, without unnecessary escalation. This process is best used in the early stages where people are willing to come to an agreement.

5.2 Complaint Resolution: Formal

A formal complaint is a process available when the informal resolution has been unsuccessful or is not applicable. Formal complaints must be in writing, signed, dated and include all particulars of the allegations and the names of any witnesses to the behaviour or event. The formal complaint process may include mediation, investigation, or the dismissal of the complaint.

5.3 Personal Harassment

Examples of personal harassment include, but are not limited to:

- 5.3.1 Unwanted comments, inferences or suggestions;
- 5.3.2 Various forms of intimidation and aggressive behaviour;
- 5.3.3 Verbal and emotional abuse;
- 5.3.4 Withholding information necessary to perform one's duties; and
- 5.3.5 'Bullying' which is an attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying'
- 5.3.6 Regular use of profanity and abusive or violent language;
- 5.3.7 Violent behaviours – slamming doors, throwing objects;

- 5.3.8 Frequent angry shouting/yelling or blow-ups;
- 5.3.9 Targeting individual(s) in humiliating practical jokes.

Personal Harassment does not usually include:

- 5.3.10 A disagreement or misunderstanding;
- 5.3.11 Conflict between co-workers;
- 5.3.12 A single comment or action (unless it is serious and has a lasting harmful effect);
- 5.3.13 Rudeness (unless it is extreme and repetitive).

5.4 Respectful Workplace

Is a work environment that is free from any type of workplace harassment.

Timely Manner

- 5.5 Any formal complaint made under this policy must be filed within a reasonable time following the occurrence of the incidents. The Board adopts a twelve (12) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than twelve (12) months before the complaint was filed.

5.6 Workplace

In respect to this policy includes locations where activities related to the business of the Board take place including:

- 5.6.1 Activities within offices, staffrooms, classrooms, cafeterias/lunchrooms, and other Board property;
- 5.6.2 Board/School sponsored events associated with and including co-instructional and extra-curricular activities;
- 5.6.3 Electronic venues such as internet, email, and telephones;
- 5.6.4 Activities outside of Board premises including field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings; as well as
- 5.6.5 Situations in other locations where workplace harassment may have a subsequent impact on the work relationship, performance or environment.

5.7 Workplace Harassment

Is behaviour where an individual engages in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome, offensive, embarrassing or hurtful.

6. CROSS REFERENCES

YCDSB Policy 408	Employee Acceptable Use of Information Technology
YCDSB Policy 412	Progressive Discipline
YCDSB Policy 503	Sexual Harassment (Workplace)
YCDSB Policy 504	Workplace Violence

YCDSB Policy 506 Racial and Ethnocultural Harassment
Municipal Freedom of Information and Protection of Privacy Act
Limitations Act
Occupational Health and Safety Act

Approval by Board	June 19th, 2012 _____ Date
Effective Date	June 19th, 2012 _____ Date
Revision Dates	November 26, 2013 _____ Date
Review Date	Annual November 2014 November 2018 _____ Date

POLICY TITLE: RESPECTFUL WORKPLACE

SECTION B

GUIDELINES COMPLAINT PROCEDURES

Each employee has the right to decide how to respond to a situation where they believe there has been a contravention of the Respectful Workplace policy, including choosing to ignore it or implementing the procedures outlined in this policy. Where an employee decides to address the complaint under the Respectful Workplace policy, they should first attempt to utilize the informal resolution process.

Whether a formal or informal process is used, employees are encouraged to take notes which reflect, as much as possible, the dates, times, nature of the behaviour, any witnesses, and what was done. These notes will be useful for anyone assisting in resolving the problem. In addition, you may be asked to file a formal written report or complaint with a person in authority.

1. EARLY INTERVENTION

Prior to a workplace matter escalating the complainant should discuss the situation and how it might be resolved with one or more of the following applicable individuals:

- principal,
- manager,
- school superintendent,
- a human resources representative or
- bargaining unit representative

At this stage, only advice is being sought, names need not be disclosed. All such enquiries to a third party will be treated as confidential and the complainant is under no obligation to file a formal complaint.

2. INFORMAL RESOLUTION PROCESS

In an attempt to resolve the situation the following steps must be utilized in the informal resolution process:

Informal resolution will attempt to be conciliatory rather than adversarial. The informal resolution process involves discussing the issues and attempting to develop appropriate solutions. This process is best used in the early stages where people are willing to come to an agreement. Such an agreement may take the form of a clarification of a misunderstanding, an apology, a conflict resolution conference between the parties or an agreed plan of action to avoid future incidents.

2.1 Level 1

Be proactive. Try to resolve the problem on your own. Do not wait until a recurrence or assume the problem will go away. Approach the employee who made you feel uncomfortable, explain how it affected you and ask them to stop. Do this calmly, respectfully, and in confidence. Often, an employee may not be aware that her or his behaviour is offensive, and most will change the behaviour once they are aware of the problem. If another employee approaches you regarding an issue of respect, careful listening, respectful discussion and honesty will often lead to a resolution.

2.2 Level 2

If you have attempted to resolve the problem without success or if you are not comfortable addressing the problem on your own, discuss the problem and possible solutions with your immediate supervisor. Confidentiality considerations should be discussed and agreed upon.

2.3 Level 3

If for any reason you are unable to discuss the problem with your immediate supervisor, other avenues are available to help you resolve the problem. You may contact another appropriate level of management up to and including Senior Management. The importance of confidentiality will be addressed.

2.4 Level 4

If you have attempted to resolve the problem, as outlined in Level 3, and it has failed to correct the situation, then assistance through your Union or Human Resources may be necessary. For non union employees the Superintendent of Human Resources may be contacted. Confidentiality will be reinforced with all individuals involved.

2.5 Employee Support

One may consider counselling to help alleviate the psychological and emotional impact of these events. Suggestions for counsellors can be obtained from the Board's Employee Assistance Program – www.workhealthlife.com

3. **FORMAL RESOLUTION COMPLAINT PROCESS**

3.1 Step 1

3.1.1 Filing a Complaint

The complainant will submit a written complaint, in a timely manner* to the Superintendent of Human Resources. The complainant should include the nature of the allegation; the name of the respondent; the relationship of the respondent to the complainant (for example, supervisor, colleague); the date and a description of the incident(s); and, if applicable, the names of witnesses. The information provided should be as precise and concise as possible.

3.1.2 Interim Measures

After a complaint is made, the Superintendent of Human Resources, in consultation with the Director of Education will determine if any immediate action or interim measures are required to protect the health, safety and security of the complainant, the respondent, the Board, its community or any of its members. These measures may include but are not limited to:

- limiting access to facilities and or areas within a department;
- change in reporting relationship or worksite; or
- discontinuing contact between the complainant and the respondent during the period of the proceedings under this policy.

Interim measures, if required, are to be implemented by the appropriate Board personnel. Both parties shall be notified of any interim measures to be implemented. Note that any interim measures are not intended as discipline or a transfer within the meaning of any collective agreement or policy. Where an interim action is taken in the course of the investigation, those named will be

presumed innocent until a final determination to the contrary is reached under the terms of this policy.

3.2 Step 2

Screening and Acknowledgment of Complaint

Upon receipt of the complaint, the Superintendent of Human Resources acknowledges receipt within two (2) days. The Superintendent of Human Resources will ensure that the complainant is safe and will enact interim measures if necessary while a complaint is being resolved, investigated, or decided. Interim measures shall include but are not limited to temporary reassignment or transfer to another department if requested by the complainant.

The Superintendent of Human Resources will discuss the complaint with the two parties separately and may also consult with others who are in a position to provide relevant information.

Both parties have the right to representation (Union/Association) during these and any other discussions during this process and shall be informed of such right by the Superintendent of Human Resources.

A preliminary report will be prepared by the Superintendent of Human Resources following the meeting based on the information provided during the interviews. The report will outline preliminary findings on the complaint and will recommend next steps in the formal process including but not limited to mediation, third party investigation, or the dismissal of the complaint.

In the event mediation is recommended in the preliminary report, this should be concluded expeditiously and within six (6) months or less from the submission of the original written complaint to the Superintendent of Human Resources. Delays however may still occur.

Notwithstanding either parties refusal to cooperate in an investigation, the complaint procedure may still be followed to completion.

3.3 Step 3

Mediation

When the Superintendent of Human Resources receives a complaint, the Superintendent will initiate a mediation procedure, which is the recommended avenue of resolution. Consensual mediation will require the agreement of the complainant and the respondent to use the following process:

- 4.2.4 The Superintendent of Human Resources will discuss the nature of the complaint and agree upon who will conduct the mediation;
- 4.2.5 The mediation process and resolution will be kept strictly confidential by all participants;
- 4.2.6 Where a resolution is reached, the complainant and the respondent must agree in writing to the resolution, and the matter will then be considered concluded.

3.4 Step 4

Investigation

Where either the complainant or the respondent does not agree to mediation, or no resolution is reached during the mediation, or mediation is not recommended in the circumstances, the complaint will be referred to an investigator selected from a list of investigators determined by the Superintendent of Human Resources. An investigator will be appointed within ten (10) working days of referral. The appointment of an investigator does not preclude an investigator from mediating the dispute where possible.

The referral should, where possible, include a written statement from the complainant and the respondent, which succinctly outlines the issues(s) in dispute. The referral is assembled by the Superintendent of Human Resources and forwarded to the Investigator with copies sent to the Director of Education.

Any complaint of harassment shall be kept confidential except as is necessary to investigate and resolve the issue and subject to MFIPPA (Municipal Freedom of Information and Protection of Privacy Act). Investigators will stress the confidentiality of the investigation with the person(s) interviewed.

Terms of Reference of the Investigation

All investigators are subject to strict obligations to not disclose the information obtained through their investigations except as is necessary. Investigators will remind all participants of the need to maintain privacy and will take extraordinary measures to secure information connected with the investigation throughout the investigation. Investigators must agree to sign and abide by a confidentiality agreement in the following form:

I understand that in the course of this investigation I may become aware of highly confidential information. I agree that I will not disclose, discuss or communicate in any way any of the confidential information which I receive during the investigation other than as provided in the policy.

The investigator shall interview all complainant's and respondent's witnesses or provide written explanation as to why they were not interviewed.

3.5 Step 5

3.5.1 Remedies

If an investigation is conducted then the report shall be reviewed by the Director of Education/Designate and action shall be taken within twenty (20) working days of its submission.

Once an investigation is complete, the Superintendent of Human Resources reviews the report with the Director of Education to determine whether, on a balance of probabilities, harassment occurred and what remedies, if any, are warranted.

The complainant shall be given an opportunity to comment on the proposed remedy before a final decision is made. The complainant may request that measures be taken to correct damage done to his/her career development, physical or emotional health, reputation, or finances. The range of remedies

may include, but not limited to: an apology, education for the harasser, or reinstatement. The Superintendent of Human Resources shall inform the complainant, the respondent, and the Director of Education in writing of the decision and ensures the corrective and/or disciplinary measures and actions to heal the workplace are taken, if warranted.

3.5.2 Records

Upon the conclusion of an investigation and Director's review, all notes, statements, documents and reports made or collected in connection with the investigation shall be placed in a sealed file. The sealed file shall be retained separate from personnel files under the control and direction of the Superintendent of Human Resources. Such files may only be accessed under the following circumstances:

- a) by any subsequent Investigator who considers the information relevant to their investigation;
- b) as required by law;
- c) in the event there is a subsequent allegation of a related or similar nature.

All persons reviewing the sealed file material shall place in the file a notation indicating the name, date and reason for the review. The file shall be re-sealed after examination. The person accused of harassment may apply to the Superintendent of Human Resources to consider further restricting access to the sealed file material so that the material may be accessed only as required by law.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 504
<i>Former Policy #</i> 412	<i>Page</i> 1 of 4
<i>Original Approved Date:</i> September 25, 1990	<i>Subsequent Approval Dates</i> July 2, 1991 July 6, 2010 June 19, 2012 October 29, 2013

POLICY TITLE: WORKPLACE VIOLENCE

1. PURPOSE

The York Catholic District School Board recognizes its obligation to establish policies and procedures to minimize and/or prevent violence and unacceptable behaviour in the workplace in order to foster the safety and security of Board employees.

2. POLICY STATEMENT

The York Catholic District School Board does not tolerate violence or unacceptable behaviour in the workplace perpetrated by or against employees. In the event of a violent incident or unacceptable behaviour perpetrated by an employee, the York Catholic District School Board will discipline the employee, up to and including discharge for cause.

3. PARAMETERS

The York Catholic District School Board shall establish procedures to reduce the risk of violence and unacceptable behaviour in the workplace. All employees are expected to be aware of and participate in such programs and procedures, as required.

The violence prevention program shall include:

- Risk assessment process
- Policies and procedures
- Control measures in place / evaluation and implementation of corrective action
- Communication process / instruction to employees
- Training and education
- Reporting and investigation process

3.1 Policy

3.1.1 The policy and procedures shall be posted so that they are available to all employees.

3.1.2 The policy and procedures shall be posted electronically on the YCDSB website.

3.1.3 The policy will be reviewed at least annually to ensure its effectiveness in accordance with the *Occupational Health and Safety Act*.

3.2 Risk Assessment

- 3.2.1 The risk of workplace violence shall be re-assessed as often as necessary to ensure the policy and related administrative procedures continue to protect the workers from workplace violence.
- 3.2.2 Once the results have been analyzed by the parties, recommendations as well as actions must be taken to remove as many risks as can be reasonably removed and to instruct employees how to recognize any remaining risk.
- 3.2.3 Specific written policies and procedures must be developed to respond to any identified risks. It will cover everything from work arrangements and the work environment to employee training and education.

3.3 Information to Employees

- 3.3.1 The Manager of Human Resources, Business Services shall ensure a copy of the policy and any other related policy is provided to and reviewed with each new employee during that employee's orientation process.
- 3.3.2 The policy shall be posted so it is available to all employees.
- 3.3.3 Employees will be provided with newly acquired information, including personal information, related to a risk of workplace violence to them in a timely manner as needed.

3.4 Training and Education

- 3.4.1 All employees are required to be educated and trained on the contents of this policy. These training and education sessions will be scheduled by Human Resources.

3.5 Reporting

- 3.5.1 Each and every incident of violence in the workplace shall be reported immediately to the School Administrator / Department Manager / Supervisor.
- 3.5.2 The Employer's Report of Accident/Violent Incident – Admin 10 will be used to record and report any incident of workplace violence to the Superintendent of Human Resources or designate.
- 3.5.3 Dependent upon the nature of the violent incident, other forms may require completion and submission.

3.6 Investigation

- 3.6.1 Under the direction of the Superintendent of Human Resources, all violent incidents shall be investigated immediately by the appropriate School Administrator/ Department Manager / Supervisor along with the Health & Safety Officer and Joint Health & Safety Committee Certified Worker Member.
- 3.6.2 Incidents involving students shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1 To oversee compliance with the Workplace Violence policy.

4.2 Senior Administrators

- 4.2.1 To support the implementation and compliance with the Workplace Violence policy.
- 4.2.2 To be responsible for providing leadership in the implementation of the Workplace Violence policy.

4.3 **Health and Safety Officer**

- 4.3.1 To be responsible for providing the management of the implementation of the Workplace Violence policy.
- 4.3.2 To be responsible for ensuring employees are provided appropriate training on the Workplace Violence policy and procedures.

4.4 **Principals / Department Managers / Supervisors**

- 4.4.1 To be responsible for assessing the risk of violence to employees in their jurisdiction, minimizing those risks where necessary or reasonably possible and for informing any affected employee of such risk or potential risk.
- 4.4.2 To be responsible for reporting risks of violence and, incidents of violence, to the Health and Safety Officer and Senior Administration according to the time lines set out in the procedures.
- 4.4.3 To be responsible for ensuring proper medical care is provided for anyone involved in an incident and for securing the safety of employees, before investigating the incident or taking statements.
- 4.4.4 To be responsible for co-operating with police, or other authorities, as required during any investigation related to workplace violence.

4.5 **Employees**

- 4.5.1 To be responsible for informing their School Administrator/Department Manager/Supervisor of any violence, potential risk of violence, or unacceptable behaviour they may experience or witness. This includes issues in the employee's non-work life that may impact on the employee's or his or her co-worker's safety.
- 4.5.2 To be responsible for reporting to their School Administrator/Department Manager/Supervisor any incidents of violence or close calls according to the procedures.
- 4.5.3 To be responsible for attending any training or information session provided by the employer to reduce violence or risks of violence.
- 4.5.4 Co-operate with the police or other authorities, as required during any investigation related to workplace violence.

5. **DEFINITIONS**

5.1 **Unacceptable Behaviour** means physically or psychologically aggressive behaviours including, but not limited to:

- hitting, kicking, punching, pushing, shoving, slapping, pinching, grabbing, biting;
- carrying or brandishing weapons of any sort;
- throwing objects at an individual with a view to cause physical injury or fear;
- destruction of workplace, co-worker's or others' property;
- threats of violence;
- intimidating behaviour or gesture that causes the recipient to have a fear of physical violence;
- obscene or threatening communication e.g. telephone, emails, instant messaging.

5.2 **Workplace Violence**

Workplace violence is the attempted or actual exercise of any intentional physical force that causes or may cause physical injury to a York Catholic District School Board employee. It would include any threats that would give an individual reasonable grounds to believe he or she is at risk of physical injury.

- 5.3 **Workplace** means in or on the property of the York Catholic District School Board or away from York Catholic District School Board property if the employee is engaged in work-related activities.

6. CROSS REFERENCES

Occupational Health and Safety Act and Regulations (OHSA)

YCDSB Policy 409 Occupational Health and Safety

YCDSB Policy 501 Respectful Workplace

YCDSB Policy 202 Safe Schools

Approval by Board

June 19th, 2012

Date

Effective Date

June 19th, 2012

Date

Revision Dates

November 6, 2014

Date

Review Date

October 2015

Date

York Catholic District School Board



PROCEDURE: WORKPLACE VIOLENCE

Addendum to Policy 504: Workplace Violence

PURPOSE

The York Catholic District School Board is committed to establishing policies and procedures to prevent workplace violence and unacceptable behaviour in the workplace in order to foster the safety and security of Board employees. Any form of violence in the workplace or at any work related event is unacceptable.

1. Scope

This procedure applies to all work activities that occur while on Board property or while engaging in workplace activities for workplace social events.

This procedure applies to all members of the Board school community including but not limited to, trustees, students, employees, visitors, parents, community members, volunteers, permit holders, and contractors.

2. Definitions

2.1. Workplace Violence – as defined by the *Occupational Health & Safety Act*, workplace violence includes:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or,
- A statement or behaviour that is reasonable that causes or may cause physical injury to a Board employee. It would include any threats that would give individual reasonable grounds to believe he or she is at risk of physical injury.

2.2. Workplace violence can consist of physical or psychological unacceptable behaviours including but not limited to:

- Hitting, kicking, punching, pushing, shoving, slapping, pinching, grabbing, biting
- Carrying or brandishing weapons of any sort
- Throwing objects at an individual with a view to cause physical injury or fear
- Destruction of workplace, co-worker's or others' property
- Threats of violence
- Intimidating behaviour or gesture that causes the recipient to have a fear of physical violence
- Obscene or threatening communication e.g. telephone, emails, instant messaging

2.3. Workplace – means in or on the property of the York Catholic District School Board or away from York Catholic District School Board property if the employee is engaged in work-related activities.

2.4. Domestic violence – is characterized by abusive, coercive, forceful, or threatening acts or words used by one member of a family, household, or intimate relationship against another. Domestic violence can enter the workplace when an abuser attempts to harass, stalk, threaten or injure a victim at work.

3. Workplace Violence Procedures

3.1. Reporting

- Each and every incident of violence in the workplace shall be reported immediately to the School Administrator / Department Manager / Supervisor (see Appendix A).

- If the situation presents an emergency, the School Administrator / Department Manager / Supervisor will contact York Region Emergency Services (911).
- The School Administrator / Department Manager / Supervisor will use the Admin 10 – Employer's Report of Accident/Violent Incident to report any incident of workplace violence to the Health & Safety Officer.
 - Dependant upon the nature of the violent incident, other forms, as stipulated on the Admin 10 may be required.
 - The Health & Safety Officer will notify the JHSC Certified Worker Member.
 - The Ministry of Labour shall be contacted by the Health & Safety Officer under any of the following circumstances:
 - In the event of a critical injury or death related to workplace violence. Within 48 hours, a written report will be provided to the MOL describing the circumstances of the critical injury or death.
 - In the event of a work refusal related to workplace violence when the refusal continues to be an issue after investigation by a Certified JHSC Worker Member and the School Administrator / Department Manager / Supervisor.

3.2. Investigation

- Incidents involving students as the assailant shall be investigated in accordance with the procedures established by the Student Services Department and Safe and Caring Schools program.
- The School Administrator/ Department Manager/Supervisor along with the Health & Safety Officer and JHSC Certified Worker Member shall immediately begin the investigation process by using the Violent Incident Investigation Report (see Appendix B).
- All investigations will have associated action plans, timelines for completion and assigned responsibilities to specific workplace parties.
- Once investigation has been completed, feedback will be provided to the affected employee on any identified corrective actions.
- Investigations of all workplace violence incidents will be kept confidential and the individual's right to privacy will be respected.
- If an employee of YCDSB is the assailant, the Superintendent of Human Resources shall take appropriate disciplinary measures based on the facts of the incident.
- Employees affected by workplace violence will be referred to the Employee and Family Assistance Program to ensure they receive the appropriate medical and psychological treatment as required.
- The School Administrator / Department Manager / Supervisor shall immediately make the appropriate inquiries of the victim and/or witnesses to determine if the incident is minor or serious.

3.3. Domestic Violence

- If an employee feels threatened by potential domestic violence, they must report this hazard to their immediate Supervisor or the Superintendent of Human Resources.
- The Supervisor, under advice from their Superintendent of Education and Human Resources, must take action to ensure the victim and fellow employees are protected. Such steps may include warnings, employee transfers, informing police, and requesting restraining orders.

3.4. Work Refusal

- Under the *Occupational Health & Safety Act*, a worker has the right to refuse work if he or she has reason to believe he or she may be endangered by violence in the workplace.

4. Communication

- The policy and procedures shall be posted so that they are available to all employees.
- A copy of the Workplace Violence policy shall be provided and reviewed with each new employee during the new hire orientation process.
- Employees will be provided, as required, with information, including personal information, related to a risk of workplace violence from a person with a history of violent behaviour. This information will only be provided in the following circumstances:
 - Worker can be expected to encounter the violent person in the course of his or her work; and the
 - Risk of workplace violence is likely to expose the worker to physical injury.
 - Supervisors shall not disclose more information than is reasonably necessary for the protection of a worker from physical injury.

5. Training

- All employees are required to be trained on the contents of the Workplace Violence policy and procedures.
- Employee training shall include:
 - The means to recognize potentially violent situations;
 - Procedures, practices, administrative arrangements and controls that have been developed to minimize or eliminate the risk to workers;
 - The appropriate responses of workers to incidents of violence, including how to obtain assistance;
 - Procedures for reporting violent incidents

6. Evaluation

- The Workplace Violence policy shall be reviewed on an annual basis.
- The Workplace Violence guideline will be reviewed and updated as required and if any of the following apply:
 - A risk assessment reveals additional areas requiring controls
 - JHSC identifies areas for improvement
 - Incident investigation identified areas for program improvement
 - Implementation of a procedure identifies areas for improvement

7. Appendices

- Appendix A – Workplace Violence – Incident Reporting Flow Chart
- Appendix B – Violent Incident Investigation Report Form

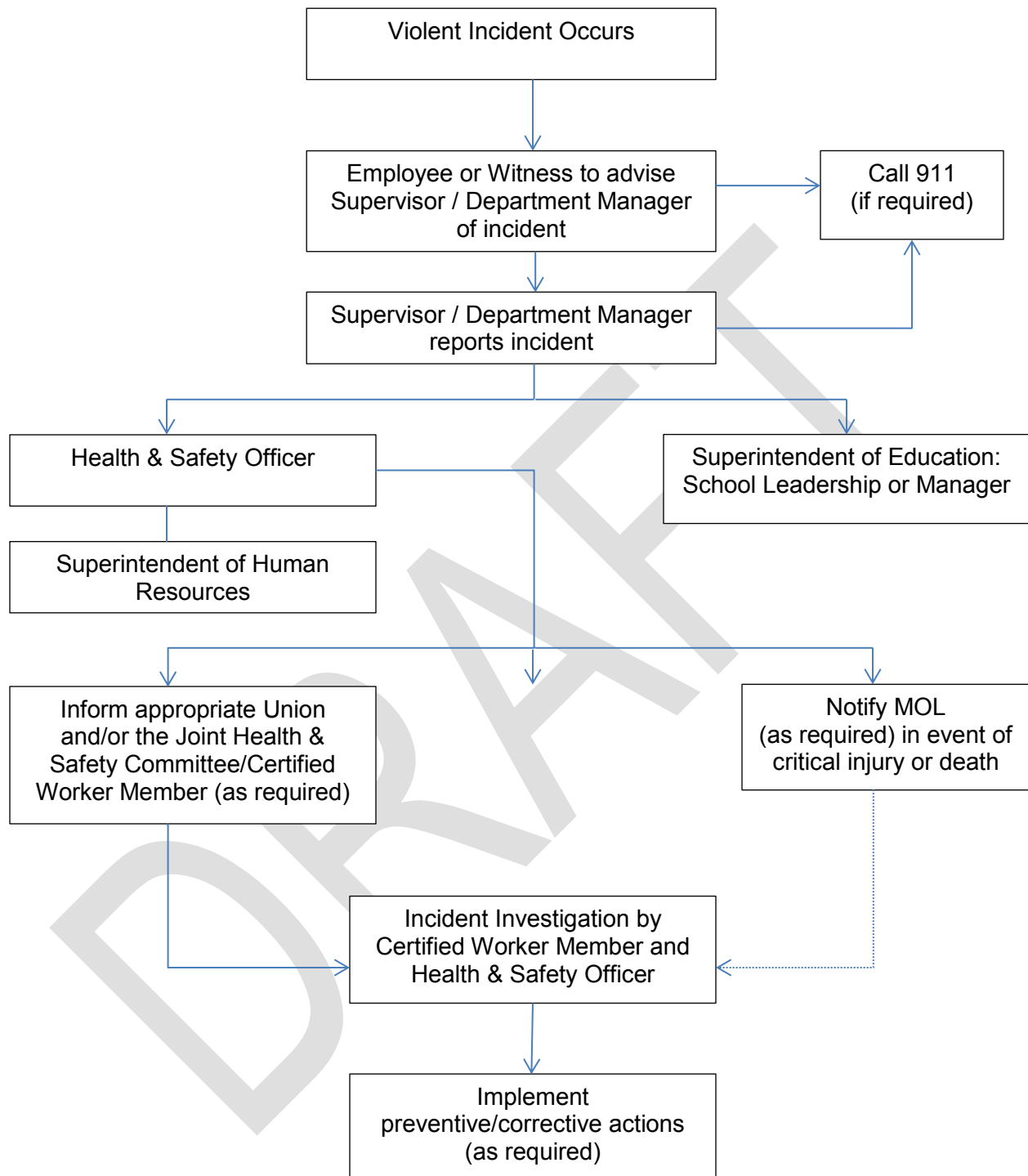
8. Related Documents

- *Admin 10 – Employer's Report of Accident/Violent Incident*
- *Policy 501: Respectful Workplace*
- *Policy 504: Workplace Violence Policy*



Workplace Violence – Incident Reporting Flow Chart

Appendix A





Violent Incident INVESTIGATION REPORT

Appendix B

At the beginning of the interview:

- Make the person being interviewed feel as comfortable as possible
- Ask the person to describe what happened
- Listen carefully
- Ask clarifying questions, interrupting as little as possible
- Repeat the information back to the person being interviewed

Worker Information	
Victim's Name:	
Position:	
School/CEC Department:	
Supervisor/Principal's Name:	

Incident Location	
Date of incident:	Date reported to Supervisor:
Time of Incident: ☐ AM ☐ PM	
Incident Location (school name, facility, etc.):	
Area (check all that apply):	
☐ Hallway	☐ Classroom
☐ Stairs	☐ Library
☐ Work Room	☐ School Grounds
☐ Gym	☐ Washroom
☐ Office	☐ Staff Room
☐ Other (please specify):	

Incident Details	
Alleged Aggressor (check all that apply):	
☐ Male	☐ Female
☐ Co-worker	☐ Supervisor
☐ Contractor	☐ Student*
☐ Other (please specify):	☐ Parent
	☐ Visitor/Public
	☐ Special Needs Student**
* If alleged aggressor was a student, please complete Student Conduct Report	
** If Special Needs Student, complete SE50 Form and submit to Student Services and document in Student Log	
Nature of Incident (check all that apply):	
Physical:	☐ Punch
	☐ Scratch
	☐ Spit
	☐ Struck by object
☐ Push/Pull	☐ Kick
☐ Bite	☐ Slap
☐ Grab	☐ Pinch
☐ Other (please specify):	
☐ Verbal threat	☐ Verbal abuse
☐ Threatening Gesture	☐ Other:



Instructions for Completing the Employer's Report of Accident/Violent Incident – Admin 10

Purpose: To receive detailed information concerning employee accidents/injuries and violent incidents in the workplace in a timely manner.

Procedure: - All fillable areas on the electronic form must be completed, as information from the Admin 10 is entered into a formal database and, if applicable, is also used to complete any WSIB reporting.

- The Admin 10 must be completed and signed by the affected employee's immediate supervisor, and faxed to the attention of the WSIB Coordinator at **905-713-2058** as soon as possible after completion. ***Do not send a scanned copy by email.***

- **The Admin 10 must be faxed within 48 hours after an injury is reported.** There is a \$250 penalty from the WSIB for late reporting which will be charged to your school/department budget if an injury report is received past the 48 hour deadline. The cost of the late filing penalty is in addition to any lost time, health care and administration cost incurred by the school board.



York Catholic District School Board

EMPLOYER'S REPORT OF ACCIDENT/VIOLENT INCIDENT-ADMIN 10

REPORT MUST BE COMPLETED BY PRINCIPAL/IMMEDIATE SUPERVISOR

For all Accidents/Injuries and Violent Incidents

Critical Injury: Determine if this is a critical injury; defined as an incident that places life in jeopardy, causes a broken arm or leg (but not a wrist or ankle, finger or toe), results in heavy blood loss, **produces unconsciousness**, loss of sight in one eye or both eyes, or produces widespread burns. **IMMEDIATELY** report to Employee Health & Wellness, ext. 13809 (escalate call until you make personal contact). Do **NOT** leave a voicemail message. Complete this report with as much information as available and fax it to the WSIB Co-ordinator on the same day. If employee has sustained a CRITICAL INJURY – please secure the area of the accident. **FAX: 905-713-2058**

Other: The completion of this report should include an interview with the affected worker and/or witness (es) and where possible, a physical examination of the accident site.

The WSIB Co-ordinator in Employee Health & Wellness must receive the completed Employer's Report of Accident / Violent Incident within **48 hours of the reported injury**. The WSIB current standard fine for late reporting is \$250 and the maximum fine is \$25,000. **Fines will be charged to your school / department budget**; the cost of the late filing penalty is in addition to any lost time, health care and administration costs incurred by the school board. **FAX: 905-713-2058**

SECTION 1

Employee Name:		Employee ID Number:	
Position:	Work Location:		
Incident Location:	Daily Work Hours:	to	
Date & Time of Incident: Date:	Time:		
Date & Time Reported: Date:	Time:		
Reported to: (Name and Position)		Phone #:	
Please complete only if Critical Injury:			
Critical Injury Reported to EH&W on: Date:		Time:	
Spoke with: (Name)			

SECTION 2

LOST TIME FROM WORK - NO LOST TIME FROM WORK: (additional space available on page 4 if required)

Please choose **ONE** of the following. (**Not including the day of incident**)

The employee:

Returned to regular job and has not lost any time from work.

Returned to modified job and has not lost any time from
work.

Was absent from work on their next scheduled workday. Please complete below.

Date and hour last worked? Date: Time:

First day of lost time from work? (**not including the day of incident**):

Did you discuss modified work with the employee? Yes No

Date returned to work?

SECTION 3

FIRST AID:

Did employee receive onsite first aid? Yes No

If yes, please provide additional information (e.g. assessed, cleansed, application of cold/heat, bandaged, flushed with water etc.):

SECTION 4

HEALTH CARE:

Did employee receive outside medical attention? Yes No - If yes, please provide date:

Date principal / immediate supervisor learned employee received outside medical attention?

Name, address and phone number of health care professional:

Where was the employee treated? (please check all that apply)

On-site first aid

Ambulance

Admitted to Hospital

Clinic

Emergency Dept.

Health Care Professional Office
(Doctor/Dentist/Chiropractor/Physiotherapist)

SECTION 5

RE-OCCURRENCE:

Is this injury/illness related to a prior injury/illness which was reported to the WSIB? Yes No

If so, when was the original date of injury/illness?

SECTION 6

DESCRIPTION OF INCIDENT:

Explain what happened to cause the incident and what the employee was doing at the time. Describe the injury providing details of equipment, materials, another person, environmental conditions (work area, temperature, noise, chemical, gas, fumes) that may have been involved. If a condition occurred gradually over time, please explain how it developed.

NATURE OF INJURY: (please check all that apply):

Loss of Consciousness – Critical Injury

Fracture (arm, leg, wrist, ankle) - Critical Injury

Substantial blood loss – Critical Injury

Widespread Burns – Critical Injury

Loss of Sight – Critical Injury

Abrasion

Fracture-finger or toe

Minor Bleeding

Dislocation

Sprain / Strain

Minor Burn

Cut/Laceration / Amputation

Swelling

Bruise / Contusion

Electric Shock

Concussion

Irritation / Rash

SECTION 7**TYPE OF INCIDENT:**

Struck or Contact By Slip/No Fall	Struck Against/Contact with Caught In/under/on/between	Fall	Traumatic Event
Over Exertion/Strain	Repetitive Body Movement	Exposure Other	Burn
Aggression	Verbal Threat – In person	Verbal Threat – Telephone	Verbal Threat - Written
Violence (specify): Co-Worker	Student	Parent/Guardian	Visitor

CAUSE(S): (please check all that apply)

Unsafe Equipment	Operating without Authority
Unsafe Design or Arrangement	Unsafe Position or Posture
Improper Ventilation	Failure to use Personal Protective Devices
Inadequate Tools or Equipment	Failure to Follow Established Procedures
Inadequate Maintenance	Inattention
Inadequate Illumination	Physical Condition
Improperly Labeled or Identified	Unsafe Loading, Placing, Mixing, Combining, etc.
Inadequate Clearance, workspace	Distracting, Teasing, Willful Misconduct
Inadequate Help	Hazardous Personal Attire
Making Safety Devices Inoperable	Hazardous Method or Procedure
Inadequate Housekeeping	Improper Footwear
No Hazard	Fire, Explosion, Atmospheric Hazard
Outside Hazardous Condition	Other

AREA OF INJURY/BODY PART: (please check all that apply)

Head	Upper Back	Teeth	Abdomen
Neck	Mid Back	Face	Chest
Lower Back	Other		

PLEASE INDICATE LEFT OR RIGHT:

Shoulder	Left	Right	Arm	Left	Right
Elbow	Left	Right	Forearm	Left	Right
Wrist	Left	Right	Hand	Left	Right
Finger(s)	Left	Right	Hip	Left	Right
Thigh	Left	Right	Knee	Left	Right
Lower Leg	Left	Right	Eye	Left	Right
Foot	Left	Right	Toe(s)	Left	Right
Ear	Left	Right	Ankle	Left	Right

WHERE INCIDENT OCCURRED:

Outdoor walkways	Classroom	Hallway	Washroom	Cafeteria
Indoor foyer/entrance/exit	Office	Parking Lot	Vehicle	Stage
Playground	Stairwell	Gymnasium	Portable	Playing Field
Library	Off School Property	Staff Room	Workroom	
Other				

FAX ONLY - (905) 713-2058

SECTION 8

PRIOR CONDITIONS:

Are you aware of any prior similar / related problem, injury or condition? Yes No

If yes, please explain:

SECTION 9

WITNESS(ES):

Give the names and status (i.e. co-worker, bus driver) and contact information of all eyewitnesses or persons aware of the incident.

Eyewitness(es):

Person(s) aware of the incident:

Was an individual who does not work for the school board partially or totally responsible for this incident? (Not a YCDSB employee or student)

Yes No

If yes, provide name, phone #, and employer's name:

SECTION 10

What actions have been or will be taken to prevent a recurrence?

CORRECTIVE & PREVENTATIVE ACTION:

Re-instruction of person involved
Improved Personal Protective Equipment
Repair or Replacement
Installation of Guard or Safety Device

Consult with Health & Safety
Correction of Congested Area
Improve Housekeeping Procedure
Other

Describe how the above action(s) have been or will be implemented to prevent a recurrence & include timelines:

Was an SE50 (Staff Incident Report) completed for this incident? Yes No

Principal/Immediate Supervisor's
Name (Please print)

Principal / Immediate Supervisor's
Signature

Date

Employee's Signature

Date

Additional Notes:

Fax the completed and signed Admin 10 to the WSIB Co-ordinator at **(905) 713-2058**. The Admin 10 must be received within 48 hours of the reported incident to avoid costly fines from the WSIB. The originals of all faxed Admin 10's must be sent to the WSIB Co-ordinator in the EH&W unit at the Catholic Education Centre.

DO NOT DELAY FAXING THE ADMIN 10 IF THE EMPLOYEE'S SIGNATURE IS NOT AVAILABLE

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 21, 2015

Report: **Before and After School Childcare Program Enrolment Summary**

Executive Summary

This report is intended to provide more detailed information to the Policy Review Committee related to the number of children enrolled in childcare programs, specifically Before and After School childcare programs as follows:

- a) Childcare/School Age Enrolment by School (Alpha)
- b) Childcare/School Age Enrolment by Trustee (Alpha)
- c) Childcare/School Age Enrolment for JK/SK (Percentage from Maximum to Minimum)
- d) Childcare/School Age Enrolment for Grade 1-6 (Percentage from Maximum to Minimum)

Background Information

As a follow up to the Before and After Day School Program – Childcare Services presentation by Tina D’Acunto and Fran Zeppieri at the Accommodation and Business Affairs Committee meeting of November 18th Chair Crowe requested more detailed information as noted in the executive summary above.

Chair Crowe requested that this information be presented at the next Policy Review Committee meeting of January 21, 2015 for Trustee review and discussion.

Summary

Please find attached data analysis prepared by Fran Zeppieri, Manager of Child Care Services as requested.

Childcare / School Age Enrolment									
Sorted by Name (Alpha)									
		School Enrolment				Child Care /		Percentage of	Percentage of
						Before & After Care		Children	Children
								in JK & SK	in
								in Child Care/	Grade 1 - 6
Elementary Schools	Trustee	FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6	Before & After Care	Before & After Care
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
All Saints	Carol Cotton	23	30	53	304	6	46	11%	15%
Blessed Scalabrini	Cathy Ferlisi	36	20	56	122	20	36	36%	30%
Blessed Trinity	Teresa Ciaravella	51	67	118	381	20	70	17%	18%
Canadian Martyrs	Theresa McNicol	52	54	106	284	19	35	18%	12%
Christ the King	Ann Stong/Domenic Mazzotta	29	49	78	376	29	92	37%	24%
Corpus Christi	Ann Stong/Domenic Mazzotta	16	18	34	162	11	45	32%	28%
Divine Mercy	Teresa Ciaravella	32	36	68	332	20	48	29%	14%
Father Henri Nouwen	Ann Stong/Domenic Mazzotta	30	26	56	211	16	45	29%	21%
Father John Kelly	Teresa Ciaravella	20	33	53	165	20	45	38%	27%
Fr. Frederick McGinn	Ann Stong/Domenic Mazzotta	54	68	122	366	40	58	33%	16%
Good Shepperd	Theresa McNicol	17	17	34	105	8	15	24%	14%
Guardian Angels	Maria Marchese	48	58	106	182	26	48	25%	26%
Holy Family	Cathy Ferlisi	23	24	47	97	NA	10	NA	10%
Holy Jubilee	Teresa Ciaravella	37	69	106	458	33	48	31%	10%
Holy Name	Elizabeth Crowe	35	43	78	235	14	26	18%	11%
Holy Spirit	Elizabeth Crowe	16	32	48	163	15	33	31%	20%
Immaculate Conception	Maria Marchese	50	60	110	123	19	30	17%	24%
Light of Christ	Elizabeth Crowe	22	34	56	158	22	30	39%	19%
Mother Teresa	Marlene Mogado	22	22	44	154	1	8	2%	5%
Notre Dame	Theresa McNicol	51	44	95	351	26	51	27%	15%
Our Lady Help of Christians	Ann Stong/Domenic Mazzotta	28	35	63	306	14	50	22%	16%
Our Lady of Fatima	Dino Giuliani	27	26	53	256	6	15	11%	6%
Our Lady of Good Counsel	Theresa McNicol	17	25	42	156	10	23	24%	15%
Our Lady of Grace	Elizabeth Crowe	16	18	34	180	7	20	21%	11%
Our Lady of Hope	Ann Stong/Domenic Mazzotta	44	47	91	427	15	45	16%	11%
Our Lady of Peace	Teresa Ciaravella	30	44	74	130	17	30	23%	23%
Our Lady of the Annunciation	Ann Stong/Domenic Mazzotta	44	20	64	224	20	45	31%	20%
Our Lady of the Rosary	Cathy Ferlisi	27	36	63	182	9	13	14%	7%
Prince of Peace	Theresa McNicol	32	34	66	166	14	29	21%	17%
San Lorenzo Ruiz	Marlene Mogado	77	49	126	353	47	80	37%	23%

San Marco	Dino Giuliani	25	30	55	188	7	15	13%	8%
Sir Richard W. Scott	Marlene Mogado	28	34	62	272	10	20	16%	7%
St. Agnes of Assisi	Maria Marchese	39	43	82	316	20	66	24%	21%
St. Andrew	Dino Giuliani	33	33	66	336	19	93	29%	28%
St. Angela Merici	Dino Giuliani	23	37	60	239	7	42	12%	18%
St. Anne	Ann Stong/Domenic Mazzotta	29	24	53	142	10	24	19%	17%
St. Anthony	Carol Cotton	23	28	51	82	9	12	18%	15%
St. Benedict	Marlene Mogado	26	24	50	134	7	4	14%	3%
St. Bernadette	Theresa McNicol	27	28	55	94	17	25	31%	27%
St. Brendan	Elizabeth Crowe	82	119	201	316	46	87	23%	28%
St. Brigid	Elizabeth Crowe	46	51	97	218	30	21	31%	10%
St. Catherine of Siena	Dino Giuliani	21	33	54	187	12	17	22%	9%
St. Cecilia	Cathy Ferlisi	75	91	166	423	44	145	27%	34%
St. Charles Garnier	Ann Stong/Domenic Mazzotta	21	17	38	121	10	22	26%	18%
St. Clare	Maria Marchese	27	28	55	259	7	30	13%	12%
St. Clement	Dino Giuliani	38	45	83	199	19	25	23%	13%
St. David	Teresa Ciaravella	29	23	52	254	6	43	12%	17%
St. Edward	Marlene Mogado	42	37	79	376	21	83	27%	22%
St. Elizabeth Seton	Theresa McNicol	39	44	83	98	15	30	18%	31%
St. Emily	Maria Marchese	60	77	137	533	37	104	27%	20%
St. Francis of Assisi	Maria Marchese	25	31	56	166	10	26	18%	16%
St. Francis Xavier	Marlene Mogado	23	21	44	123	NA	25	NA	20%
St. Gabriel the Archangel	Maria Marchese	29	27	56	198	20	45	36%	23%
St. Gregory the Great Academy	Maria Marchese	21	22	43	260	20	30	47%	12%
St. James	Teresa Ciaravella	36	45	81	346	19	48	23%	14%
St. Jerome	Elizabeth Crowe	53	64	117	419	30	69	26%	16%
St. John Bosco	Maria Marchese	30	22	52	156	11	30	21%	19%
St. John Chrysostom	Teresa Ciaravella	31	34	65	201	20	28	31%	14%
St. John Paul II	Ann Stong/Domenic Mazzotta	31	22	53	173	13	27	25%	16%
St. John XXIII	Carol Cotton	18	21	39	97	8	17	21%	18%
St. Joseph the Worker	Cathy Ferlisi	26	22	48	123	18	45	38%	37%
St. Joseph, Aurora	Elizabeth Crowe	30	25	55	275	10	43	18%	16%
St. Joseph, Markham	Marlene Mogado	35	30	65	212	21	19	32%	9%
St. Joseph, Richmond Hill	Ann Stong/Domenic Mazzotta	20	31	51	190	10	25	20%	13%
St. Julia Billiart	Marlene Mogado	47	76	123	409	36	89	29%	22%
St. Justin Martyr	Carol Cotton	30	28	58	283	10	41	17%	14%
St. Kateri Tekakwitha	Marlene Mogado	41	24	65	222	19	74	29%	33%
St. Margaret Mary	Dino Giuliani	35	23	58	255	10	48	17%	19%
St. Marguerite D'Youville	Ann Stong/Domenic Mazzotta	26	29	55	287	13	47	24%	16%

St. Mark	Elizabeth Crowe	34	30	64	201	20	18	31%	9%
St. Mary Immaculate	Maria Marchese	34	37	71	193	19	28	27%	15%
St. Mary of the Angels	Ann Stong/Domenic Mazzotta	96	97	193	441	54	123	28%	28%
St. Mary, Nobleton	Elizabeth Crowe	40	48	88	316	13	32	15%	10%
St. Matthew	Carol Cotton	16	14	30	92	8	15	27%	16%
St. Michael Academy	Carol Cotton	23	24	47	234	7	44	15%	19%
St. Michael the Archangel	Maria Marchese	80	83	163	469	29	90	18%	19%
St. Monica	Carol Cotton	32	44	76	236	18	38	24%	16%
St. Nicholas	Theresa McNicol	22	19	41	149	20	24	49%	16%
St. Padre Pio	Dino Giuliani	46	66	112	453	24	68	21%	15%
St. Patrick, Markham	Marlene Mogado	17	25	42	147	10	25	24%	17%
St. Patrick, Schomberg	Elizabeth Crowe	38	31	69	211	16	34	23%	16%
St. Peter	Dino Giuliani	37	25	62	167	8	10	13%	6%
St. Raphael de Archangel	Teresa Ciaravella	40	47	87	320	26	72	30%	23%
St. Rene Goupil-St. Luke	Carol Cotton	11	22	33	125	10	55	30%	44%
St. Stephen	Dino Giuliani	32	60	92	523	24	93	26%	18%
St. Thomas Aquinas	Theresa McNicol	34	36	70	147	10	22	14%	15%
St. Veronica	Maria Marchese	71	83	154	506	56	118	36%	23%
St. Vincent de Paul	Marlene Mogado	15	18	33	113	4	14	12%	12%
TOTAL ELEMENTARY		3,044	3,390	6,434	21,334	1,551	3,776	24%	18%

Childcare / School Age Enrolment									
Sorted by Trustee (Alpha Trustee First Name)									
		School Enrolment				Child Care /		Percentage of	Percentage of
						Before & After Care		Children	Children
								in JK & SK	in
								in Child Care/	Grade 1 - 6
Elementary Schools	Trustee	FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6	Before & After Care	Before & After Care
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
Christ the King	Ann Stong/Domenic Mazzotta	29	49	78	376	29	92	37%	24%
Corpus Christi	Ann Stong/Domenic Mazzotta	16	18	34	162	11	45	32%	28%
Father Henri Nouwen	Ann Stong/Domenic Mazzotta	30	26	56	211	16	45	29%	21%
Fr. Frederick McGinn	Ann Stong/Domenic Mazzotta	54	68	122	366	40	58	33%	16%
Our Lady Help of Christians	Ann Stong/Domenic Mazzotta	28	35	63	306	14	50	22%	16%
Our Lady of Hope	Ann Stong/Domenic Mazzotta	44	47	91	427	15	45	16%	11%
Our Lady of the Annunciation	Ann Stong/Domenic Mazzotta	44	20	64	224	20	45	31%	20%
St. Anne	Ann Stong/Domenic Mazzotta	29	24	53	142	10	24	19%	17%
St. Charles Garnier	Ann Stong/Domenic Mazzotta	21	17	38	121	10	22	26%	18%
St. John Paul II	Ann Stong/Domenic Mazzotta	31	22	53	173	13	27	25%	16%
St. Joseph, Richmond Hill	Ann Stong/Domenic Mazzotta	20	31	51	190	10	25	20%	13%
St. Marguerite D'Youville	Ann Stong/Domenic Mazzotta	26	29	55	287	13	47	24%	16%
St. Mary of the Angels	Ann Stong/Domenic Mazzotta	96	97	193	441	54	123	28%	28%
All Saints	Carol Cotton	23	30	53	304	6	46	11%	15%
St. Anthony	Carol Cotton	23	28	51	82	9	12	18%	15%
St. John XXIII	Carol Cotton	18	21	39	97	8	17	21%	18%
St. Justin Martyr	Carol Cotton	30	28	58	283	10	41	17%	14%
St. Matthew	Carol Cotton	16	14	30	92	8	15	27%	16%
St. Michael Academy	Carol Cotton	23	24	47	234	7	44	15%	19%
St. Monica	Carol Cotton	32	44	76	236	18	38	24%	16%
St. Rene Goupil-St. Luke	Carol Cotton	11	22	33	125	10	55	30%	44%
Blessed Scalabrini	Cathy Ferlisi	36	20	56	122	20	36	36%	30%
Holy Family	Cathy Ferlisi	23	24	47	97	NA	10	NA	10%
Our Lady of the Rosary	Cathy Ferlisi	27	36	63	182	9	13	14%	7%
St. Cecilia	Cathy Ferlisi	75	91	166	423	44	145	27%	34%
St. Joseph the Worker	Cathy Ferlisi	26	22	48	123	18	45	38%	37%
Our Lady of Fatima	Dino Giuliani	27	26	53	256	6	15	11%	6%
San Marco	Dino Giuliani	25	30	55	188	7	15	13%	8%
St. Andrew	Dino Giuliani	33	33	66	336	19	93	29%	28%

St. Angela Merici	Dino Giuliani	23	37	60	239	7	42	12%	18%
St. Catherine of Siena	Dino Giuliani	21	33	54	187	12	17	22%	9%
St. Clement	Dino Giuliani	38	45	83	199	19	25	23%	13%
St. Margaret Mary	Dino Giuliani	35	23	58	255	10	48	17%	19%
St. Padre Pio	Dino Giuliani	46	66	112	453	24	68	21%	15%
St. Peter	Dino Giuliani	37	25	62	167	8	10	13%	6%
St. Stephen	Dino Giuliani	32	60	92	523	24	93	26%	18%
Holy Name	Elizabeth Crowe	35	43	78	235	14	26	18%	11%
Holy Spirit	Elizabeth Crowe	16	32	48	163	15	33	31%	20%
Light of Christ	Elizabeth Crowe	22	34	56	158	22	30	39%	19%
Our Lady of Grace	Elizabeth Crowe	16	18	34	180	7	20	21%	11%
St. Brendan	Elizabeth Crowe	82	119	201	316	46	87	23%	28%
St. Brigid	Elizabeth Crowe	46	51	97	218	30	21	31%	10%
St. Jerome	Elizabeth Crowe	53	64	117	419	30	69	26%	16%
St. Joseph, Aurora	Elizabeth Crowe	30	25	55	275	10	43	18%	16%
St. Mark	Elizabeth Crowe	34	30	64	201	20	18	31%	9%
St. Mary, Nobleton	Elizabeth Crowe	40	48	88	316	13	32	15%	10%
St. Patrick, Schomberg	Elizabeth Crowe	38	31	69	211	16	34	23%	16%
Guardian Angels	Maria Marchese	48	58	106	182	26	48	25%	26%
Immaculate Conception	Maria Marchese	50	60	110	123	19	30	17%	24%
St. Agnes of Assisi	Maria Marchese	39	43	82	316	20	66	24%	21%
St. Clare	Maria Marchese	27	28	55	259	7	30	13%	12%
St. Emily	Maria Marchese	60	77	137	533	37	104	27%	20%
St. Francis of Assisi	Maria Marchese	25	31	56	166	10	26	18%	16%
St. Gabriel the Archangel	Maria Marchese	29	27	56	198	20	45	36%	23%
St. Gregory the Great Academy	Maria Marchese	21	22	43	260	20	30	47%	12%
St. John Bosco	Maria Marchese	30	22	52	156	11	30	21%	19%
St. Mary Immaculate	Maria Marchese	34	37	71	193	19	28	27%	15%
St. Michael the Archangel	Maria Marchese	80	83	163	469	29	90	18%	19%
St. Veronica	Maria Marchese	71	83	154	506	56	118	36%	23%
Mother Teresa	Marlene Mogado	22	22	44	154	1	8	2%	5%
San Lorenzo Ruiz	Marlene Mogado	77	49	126	353	47	80	37%	23%
Sir Richard W. Scott	Marlene Mogado	28	34	62	272	10	20	16%	7%
St. Benedict	Marlene Mogado	26	24	50	134	7	4	14%	3%
St. Edward	Marlene Mogado	42	37	79	376	21	83	27%	22%
St. Francis Xavier	Marlene Mogado	23	21	44	123	NA	25	NA	20%
St. Joseph, Markham	Marlene Mogado	35	30	65	212	21	19	32%	9%
St. Julia Billiart	Marlene Mogado	47	76	123	409	36	89	29%	22%
St. Kateri Tekakwitha	Marlene Mogado	41	24	65	222	19	74	29%	33%
St. Patrick, Markham	Marlene Mogado	17	25	42	147	10	25	24%	17%

St. Vincent de Paul	Marlene Mogado	15	18	33	113	4	14	12%	12%
Blessed Trinity	Teresa Ciaravella	51	67	118	381	20	70	17%	18%
Divine Mercy	Teresa Ciaravella	32	36	68	332	20	48	29%	14%
Father John Kelly	Teresa Ciaravella	20	33	53	165	20	45	38%	27%
Holy Jubilee	Teresa Ciaravella	37	69	106	458	33	48	31%	10%
Our Lady of Peace	Teresa Ciaravella	30	44	74	130	17	30	23%	23%
St. David	Teresa Ciaravella	29	23	52	254	6	43	12%	17%
St. James	Teresa Ciaravella	36	45	81	346	19	48	23%	14%
St. John Chrysostom	Teresa Ciaravella	31	34	65	201	20	28	31%	14%
St. Raphael de Archangel	Teresa Ciaravella	40	47	87	320	26	72	30%	23%
Canadian Martyrs	Theresa McNicol	52	54	106	284	19	35	18%	12%
Good Shepperd	Theresa McNicol	17	17	34	105	8	15	24%	14%
Notre Dame	Theresa McNicol	51	44	95	351	26	51	27%	15%
Our Lady of Good Counsel	Theresa McNicol	17	25	42	156	10	23	24%	15%
Prince of Peace	Theresa McNicol	32	34	66	166	14	29	21%	17%
St. Bernadette	Theresa McNicol	27	28	55	94	17	25	31%	27%
St. Elizabeth Seton	Theresa McNicol	39	44	83	98	15	30	18%	31%
St. Nicholas	Theresa McNicol	22	19	41	149	20	24	49%	16%
St. Thomas Aquinas	Theresa McNicol	34	36	70	147	10	22	14%	15%
TOTAL ELEMENTARY		3,044	3,390	6,434	21,334	1,551	3,776	24%	18%

Childcare / School Age Enrolment									
Sorted by Percentage (max.-min.) of									
Children in JK & SK in Child Care									
						Before & After Care		Children	Children
								in JK & SK	in
								in Child Care/	Grade 1 - 6
Elementary Schools	Trustee	FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6	Before & After Care	Before & After Care
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
								Max. - Min.	
Holy Family	Cathy Ferlisi	23	24	47	97	NA	10	NA	10%
St. Francis Xavier	Marlene Mogado	23	21	44	123	NA	25	NA	20%
St. Nicholas	Theresa McNicol	22	19	41	149	20	24	49%	16%
St. Gregory the Great Academy	Maria Marchese	21	22	43	260	20	30	47%	12%
Light of Christ	Elizabeth Crowe	22	34	56	158	22	30	39%	19%
Father John Kelly	Teresa Ciaravella	20	33	53	165	20	45	38%	27%
St. Joseph the Worker	Cathy Ferlisi	26	22	48	123	18	45	38%	37%
San Lorenzo Ruiz	Marlene Mogado	77	49	126	353	47	80	37%	23%
Christ the King	Ann Stong/Domenic Mazzotta	29	49	78	376	29	92	37%	24%
St. Veronica	Maria Marchese	71	83	154	506	56	118	36%	23%
Blessed Scalabrini	Cathy Ferlisi	36	20	56	122	20	36	36%	30%
St. Gabriel the Archangel	Maria Marchese	29	27	56	198	20	45	36%	23%
Fr. Frederick McGinn	Ann Stong/Domenic Mazzotta	54	68	122	366	40	58	33%	16%
Corpus Christi	Ann Stong/Domenic Mazzotta	16	18	34	162	11	45	32%	28%
St. Joseph, Markham	Marlene Mogado	35	30	65	212	21	19	32%	9%
Our Lady of the Annunciation	Ann Stong/Domenic Mazzotta	44	20	64	224	20	45	31%	20%
Holy Spirit	Elizabeth Crowe	16	32	48	163	15	33	31%	20%
St. Mark	Elizabeth Crowe	34	30	64	201	20	18	31%	9%
Holy Jubilee	Teresa Ciaravella	37	69	106	458	33	48	31%	10%
St. Brigid	Elizabeth Crowe	46	51	97	218	30	21	31%	10%
St. Bernadette	Theresa McNicol	27	28	55	94	17	25	31%	27%
St. John Chrysostom	Teresa Ciaravella	31	34	65	201	20	28	31%	14%
St. Rene Goupil-St. Luke	Carol Cotton	11	22	33	125	10	55	30%	44%
St. Raphael de Archangel	Teresa Ciaravella	40	47	87	320	26	72	30%	23%
Divine Mercy	Teresa Ciaravella	32	36	68	332	20	48	29%	14%
St. Julia Billiard	Marlene Mogado	47	76	123	409	36	89	29%	22%
St. Kateri Tekakwitha	Marlene Mogado	41	24	65	222	19	74	29%	33%
St. Andrew	Dino Giuliani	33	33	66	336	19	93	29%	28%
Father Henri Nouwen	Ann Stong/Domenic Mazzotta	30	26	56	211	16	45	29%	21%
St. Mary of the Angels	Ann Stong/Domenic Mazzotta	96	97	193	441	54	123	28%	28%

Notre Dame	Theresa McNicol	51	44	95	351	26	51	27%	15%
St. Emily	Maria Marchese	60	77	137	533	37	104	27%	20%
St. Mary Immaculate	Maria Marchese	34	37	71	193	19	28	27%	15%
St. Matthew	Carol Cotton	16	14	30	92	8	15	27%	16%
St. Edward	Marlene Mogado	42	37	79	376	21	83	27%	22%
St. Cecilia	Cathy Ferlisi	75	91	166	423	44	145	27%	34%
St. Charles Garnier	Ann Stong/Domenic Mazzotta	21	17	38	121	10	22	26%	18%
St. Stephen	Dino Giuliani	32	60	92	523	24	93	26%	18%
St. Jerome	Elizabeth Crowe	53	64	117	419	30	69	26%	16%
St. John Paul II	Ann Stong/Domenic Mazzotta	31	22	53	173	13	27	25%	16%
Guardian Angels	Maria Marchese	48	58	106	182	26	48	25%	26%
St. Agnes of Assisi	Maria Marchese	39	43	82	316	20	66	24%	21%
St. Patrick, Markham	Marlene Mogado	17	25	42	147	10	25	24%	17%
Our Lady of Good Counsel	Theresa McNicol	17	25	42	156	10	23	24%	15%
St. Monica	Carol Cotton	32	44	76	236	18	38	24%	16%
St. Marguerite D'Youville	Ann Stong/Domenic Mazzotta	26	29	55	287	13	47	24%	16%
Good Shepperd	Theresa McNicol	17	17	34	105	8	15	24%	14%
St. James	Teresa Ciaravella	36	45	81	346	19	48	23%	14%
St. Patrick, Schomberg	Elizabeth Crowe	38	31	69	211	16	34	23%	16%
Our Lady of Peace	Teresa Ciaravella	30	44	74	130	17	30	23%	23%
St. Clement	Dino Giuliani	38	45	83	199	19	25	23%	13%
St. Brendan	Elizabeth Crowe	82	119	201	316	46	87	23%	28%
Our Lady Help of Christians	Ann Stong/Domenic Mazzotta	28	35	63	306	14	50	22%	16%
St. Catherine of Siena	Dino Giuliani	21	33	54	187	12	17	22%	9%
St. Padre Pio	Dino Giuliani	46	66	112	453	24	68	21%	15%
Prince of Peace	Theresa McNicol	32	34	66	166	14	29	21%	17%
St. John Bosco	Maria Marchese	30	22	52	156	11	30	21%	19%
Our Lady of Grace	Elizabeth Crowe	16	18	34	180	7	20	21%	11%
St. John XXIII	Carol Cotton	18	21	39	97	8	17	21%	18%
St. Joseph, Richmond Hill	Ann Stong/Domenic Mazzotta	20	31	51	190	10	25	20%	13%
St. Anne	Ann Stong/Domenic Mazzotta	29	24	53	142	10	24	19%	17%
St. Joseph, Aurora	Elizabeth Crowe	30	25	55	275	10	43	18%	16%
St. Elizabeth Seton	Theresa McNicol	39	44	83	98	15	30	18%	31%
Holy Name	Elizabeth Crowe	35	43	78	235	14	26	18%	11%
Canadian Martyrs	Theresa McNicol	52	54	106	284	19	35	18%	12%
St. Francis of Assisi	Maria Marchese	25	31	56	166	10	26	18%	16%
St. Michael the Archangel	Maria Marchese	80	83	163	469	29	90	18%	19%
St. Anthony	Carol Cotton	23	28	51	82	9	12	18%	15%
Immaculate Conception	Maria Marchese	50	60	110	123	19	30	17%	24%

St. Justin Martyr	Carol Cotton	30	28	58	283	10	41	17%	14%
St. Margaret Mary	Dino Giuliani	35	23	58	255	10	48	17%	19%
Blessed Trinity	Teresa Ciaravella	51	67	118	381	20	70	17%	18%
Our Lady of Hope	Ann Stong/Domenic Mazzotta	44	47	91	427	15	45	16%	11%
Sir Richard W. Scott	Marlene Mogado	28	34	62	272	10	20	16%	7%
St. Michael Academy	Carol Cotton	23	24	47	234	7	44	15%	19%
St. Mary, Nobleton	Elizabeth Crowe	40	48	88	316	13	32	15%	10%
Our Lady of the Rosary	Cathy Ferlisi	27	36	63	182	9	13	14%	7%
St. Thomas Aquinas	Theresa McNicol	34	36	70	147	10	22	14%	15%
St. Benedict	Marlene Mogado	26	24	50	134	7	4	14%	3%
St. Peter	Dino Giuliani	37	25	62	167	8	10	13%	6%
San Marco	Dino Giuliani	25	30	55	188	7	15	13%	8%
St. Clare	Maria Marchese	27	28	55	259	7	30	13%	12%
St. Vincent de Paul	Marlene Mogado	15	18	33	113	4	14	12%	12%
St. Angela Merici	Dino Giuliani	23	37	60	239	7	42	12%	18%
St. David	Teresa Ciaravella	29	23	52	254	6	43	12%	17%
All Saints	Carol Cotton	23	30	53	304	6	46	11%	15%
Our Lady of Fatima	Dino Giuliani	27	26	53	256	6	15	11%	6%
Mother Teresa	Marlene Mogado	22	22	44	154	1	8	2%	5%
TOTAL ELEMENTARY		3,044	3,390	6,434	21,334	1,551	3,776	24%	18%

Childcare / School Age Enrolment									
Sorted by Percentage (max.-min.) of									
Children in Grade 1-6 in Child Care									
						Before & After Care		Children	Children
								in JK & SK	in
								in Child Care/	Grade 1 - 6
Elementary Schools	Trustee	FT		FDK	Grade 1 - 6	FDK	Grade 1 - 6	Before & After Care	Before & After Care
		J.K.	S.K.	TOTALS	TOTALS	TOTALS	TOTALS	%	%
									Max.-Min.
St. Rene Goupil-St. Luke	Carol Cotton	11	22	33	125	10	55	30%	44%
St. Joseph the Worker	Cathy Ferlisi	26	22	48	123	18	45	38%	37%
St. Cecilia	Cathy Ferlisi	75	91	166	423	44	145	27%	34%
St. Kateri Tekakwitha	Marlene Mogado	41	24	65	222	19	74	29%	33%
St. Elizabeth Seton	Theresa McNicol	39	44	83	98	15	30	18%	31%
Blessed Scalabrini	Cathy Ferlisi	36	20	56	122	20	36	36%	30%
St. Mary of the Angels	Ann Stong/Domenic Mazzotta	96	97	193	441	54	123	28%	28%
Corpus Christi	Ann Stong/Domenic Mazzotta	16	18	34	162	11	45	32%	28%
St. Andrew	Dino Giuliani	33	33	66	336	19	93	29%	28%
St. Brendan	Elizabeth Crowe	82	119	201	316	46	87	23%	28%
Father John Kelly	Teresa Ciaravella	20	33	53	165	20	45	38%	27%
St. Bernadette	Theresa McNicol	27	28	55	94	17	25	31%	27%
Guardian Angels	Maria Marchese	48	58	106	182	26	48	25%	26%
Christ the King	Ann Stong/Domenic Mazzotta	29	49	78	376	29	92	37%	24%
Immaculate Conception	Maria Marchese	50	60	110	123	19	30	17%	24%
St. Veronica	Maria Marchese	71	83	154	506	56	118	36%	23%
Our Lady of Peace	Teresa Ciaravella	30	44	74	130	17	30	23%	23%
St. Gabriel the Archangel	Maria Marchese	29	27	56	198	20	45	36%	23%
San Lorenzo Ruiz	Marlene Mogado	77	49	126	353	47	80	37%	23%
St. Raphael de Archangel	Teresa Ciaravella	40	47	87	320	26	72	30%	23%
St. Edward	Marlene Mogado	42	37	79	376	21	83	27%	22%
St. Julia Billiart	Marlene Mogado	47	76	123	409	36	89	29%	22%
Father Henri Nouwen	Ann Stong/Domenic Mazzotta	30	26	56	211	16	45	29%	21%
St. Agnes of Assisi	Maria Marchese	39	43	82	316	20	66	24%	21%
St. Francis Xavier	Marlene Mogado	23	21	44	123	NA	25	NA	20%
Holy Spirit	Elizabeth Crowe	16	32	48	163	15	33	31%	20%
Our Lady of the Annunciation	Ann Stong/Domenic Mazzotta	44	20	64	224	20	45	31%	20%
St. Emily	Maria Marchese	60	77	137	533	37	104	27%	20%
St. John Bosco	Maria Marchese	30	22	52	156	11	30	21%	19%

St. Michael the Archangel	Maria Marchese	80	83	163	469	29	90	18%	19%
Light of Christ	Elizabeth Crowe	22	34	56	158	22	30	39%	19%
St. Margaret Mary	Dino Giuliani	35	23	58	255	10	48	17%	19%
St. Michael Academy	Carol Cotton	23	24	47	234	7	44	15%	19%
Blessed Trinity	Teresa Ciaravella	51	67	118	381	20	70	17%	18%
St. Charles Garnier	Ann Stong/Domenic Mazzotta	21	17	38	121	10	22	26%	18%
St. Stephen	Dino Giuliani	32	60	92	523	24	93	26%	18%
St. Angela Merici	Dino Giuliani	23	37	60	239	7	42	12%	18%
St. John XXIII	Carol Cotton	18	21	39	97	8	17	21%	18%
Prince of Peace	Theresa McNicol	32	34	66	166	14	29	21%	17%
St. Patrick, Markham	Marlene Mogado	17	25	42	147	10	25	24%	17%
St. David	Teresa Ciaravella	29	23	52	254	6	43	12%	17%
St. Anne	Ann Stong/Domenic Mazzotta	29	24	53	142	10	24	19%	17%
St. Jerome	Elizabeth Crowe	53	64	117	419	30	69	26%	16%
St. Marguerite D'Youville	Ann Stong/Domenic Mazzotta	26	29	55	287	13	47	24%	16%
Our Lady Help of Christians	Ann Stong/Domenic Mazzotta	28	35	63	306	14	50	22%	16%
St. Matthew	Carol Cotton	16	14	30	92	8	15	27%	16%
St. Patrick, Schomberg	Elizabeth Crowe	38	31	69	211	16	34	23%	16%
St. Nicholas	Theresa McNicol	22	19	41	149	20	24	49%	16%
St. Monica	Carol Cotton	32	44	76	236	18	38	24%	16%
Fr. Frederick McGinn	Ann Stong/Domenic Mazzotta	54	68	122	366	40	58	33%	16%
St. Francis of Assisi	Maria Marchese	25	31	56	166	10	26	18%	16%
St. Joseph, Aurora	Elizabeth Crowe	30	25	55	275	10	43	18%	16%
St. John Paul II	Ann Stong/Domenic Mazzotta	31	22	53	173	13	27	25%	16%
All Saints	Carol Cotton	23	30	53	304	6	46	11%	15%
St. Padre Pio	Dino Giuliani	46	66	112	453	24	68	21%	15%
St. Thomas Aquinas	Theresa McNicol	34	36	70	147	10	22	14%	15%
Our Lady of Good Counsel	Theresa McNicol	17	25	42	156	10	23	24%	15%
St. Anthony	Carol Cotton	23	28	51	82	9	12	18%	15%
Notre Dame	Theresa McNicol	51	44	95	351	26	51	27%	15%
St. Mary Immaculate	Maria Marchese	34	37	71	193	19	28	27%	15%
St. Justin Martyr	Carol Cotton	30	28	58	283	10	41	17%	14%
Divine Mercy	Teresa Ciaravella	32	36	68	332	20	48	29%	14%
Good Shepperd	Theresa McNicol	17	17	34	105	8	15	24%	14%
St. John Chrysostom	Teresa Ciaravella	31	34	65	201	20	28	31%	14%
St. James	Teresa Ciaravella	36	45	81	346	19	48	23%	14%
St. Joseph, Richmond Hill	Ann Stong/Domenic Mazzotta	20	31	51	190	10	25	20%	13%
St. Clement	Dino Giuliani	38	45	83	199	19	25	23%	13%
St. Vincent de Paul	Marlene Mogado	15	18	33	113	4	14	12%	12%

Canadian Martyrs	Theresa McNicol	52	54	106	284	19	35	18%	12%
St. Clare	Maria Marchese	27	28	55	259	7	30	13%	12%
St. Gregory the Great Academy	Maria Marchese	21	22	43	260	20	30	47%	12%
Our Lady of Grace	Elizabeth Crowe	16	18	34	180	7	20	21%	11%
Holy Name	Elizabeth Crowe	35	43	78	235	14	26	18%	11%
Our Lady of Hope	Ann Stong/Domenic Mazzotta	44	47	91	427	15	45	16%	11%
Holy Jubilee	Teresa Ciaravella	37	69	106	458	33	48	31%	10%
Holy Family	Cathy Ferlisi	23	24	47	97	NA	10	NA	10%
St. Mary, Nobleton	Elizabeth Crowe	40	48	88	316	13	32	15%	10%
St. Brigid	Elizabeth Crowe	46	51	97	218	30	21	31%	10%
St. Catherine of Siena	Dino Giuliani	21	33	54	187	12	17	22%	9%
St. Joseph, Markham	Marlene Mogado	35	30	65	212	21	19	32%	9%
St. Mark	Elizabeth Crowe	34	30	64	201	20	18	31%	9%
San Marco	Dino Giuliani	25	30	55	188	7	15	13%	8%
Sir Richard W. Scott	Marlene Mogado	28	34	62	272	10	20	16%	7%
Our Lady of the Rosary	Cathy Ferlisi	27	36	63	182	9	13	14%	7%
St. Peter	Dino Giuliani	37	25	62	167	8	10	13%	6%
Our Lady of Fatima	Dino Giuliani	27	26	53	256	6	15	11%	6%
Mother Teresa	Marlene Mogado	22	22	44	154	1	8	2%	5%
St. Benedict	Marlene Mogado	26	24	50	134	7	4	14%	3%
TOTAL ELEMENTARY		3,044	3,390	6,434	21,334	1,551	3,776	24%	18%

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 21, 2015

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

Executive Summary

This report is intended to provide more detailed information to the Policy Review Committee related to the review and revision of previous Board Policies: 604 – *Before and After School Programs in York Catholic District School Board*, and 605 – *Child Care in York Catholic Schools*.

Trustees will note that the two previous policies have been incorporated into one overall Child Care policy with sub-sections that address each of the elements of child care in our schools: Child Care Centres, Early Years, Extended Day, and Before and After. This revision will facilitate greater consistency among all programs and ensure alignment with Ministry of Education expectations in the delivery of Child Care Services.

Background Information

As a follow up to Board direction to review and revise all Board policies, the attached document reflects the most current practices and expectations of all partners in the delivery of child care services within the schools of the Board.

Summary

The review and revision to NEW Policy 604: *Child Care: Early Years, Extended Day, Before and After School Programs* was a comprehensive process involving several different departments of the Board, Child Care Operators, and the Ministry of Education, who has assumed a significant role in the delivery of quality child care programs.

There were relatively few changes to the practices and procedures found in the previous policies as the Best Practices articulated in those policies reflect the current expectations of the Ministry of Education which support an integrated early years and child care system to provide seamless, high quality programs for children throughout the day.

Prepared and Submitted by: Tina D'Acunto, Superintendent of Education: Exceptional Learners
Fran Zeppieri, Manager, Child Care Services

Endorsed by: P. Preston, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 604
<i>Former Policy #</i> 604/605	<i>Page</i> 1 of 5
<i>Original Approved Date</i> August 1988	<i>Subsequent Approval Dates</i> May 1995 June 1997 June 2000

POLICY TITLE: CHILD CARE: EARLY YEARS, EXTENDED DAY, BEFORE AND AFTER SCHOOL PROGRAMS

SECTION A

1. PURPOSE

York Catholic District School Board recognizes that **Child Care programs including, Early Years, Extended Day, and Before and After School**, provide a valuable and necessary service to families.

Furthermore, the York Catholic District School Board acknowledges that Board Staff and Child Care Staff are expected to work in partnership to provide seamless, high quality programs for children throughout the day.

The purpose of this policy is to affirm the Board's commitment, to provide a safe and secure space in schools to qualified, licensed Child Care Operators.

This policy identifies the parameters and procedures which will enable the Board to support communities with the care of children up to the age of twelve (12) years.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that use of space shall be approved for the provision of **Child Care programs**, in accordance with Ministry of Education policies and procedures, in schools using a shared space model and when the need has been identified through community and/or regional planning processes.

3. PARAMETERS

3.1 Principals, School Staff, Child Care Supervisors/Operators and their Staff shall work together in the utilization of licensed shared space.

- 3.2 Child Care Operators shall be licensed by the Ministry of Education in accordance with all relevant legislation and be of non-profit status.
- 3.3 The Operator shall establish a Parent Advisory Committee at each location to provide community feedback to the Operator.
- 3.4 The Board shall establish a Child Care Services Advisory Committee to operate in accordance with relevant Provincial and Municipal Acts and Regulations, as well as, policies and procedures of the Board.
- 3.5 Child Care programs and services shall **operate at no cost to the Board.**
- 3.6 All matters of concern between an employee of the Board and a staff member of the Child Care program shall be communicated to the school Principal and may be addressed in accordance **with Board Policies and procedures.**
- 3.7 Before and After school programs shall be accommodated in licensed shared space within the school building. Any exceptions shall require approval by the Director of Education.
- 3.8 All matters of concern shall be communicated to the Operator of the specific program and shall be addressed in accordance with each Centre's operating guidelines, policies and procedures.

4 RESPONSIBILITIES

4.1 Director of Education/Designate

- 4.1.1 To oversee compliance with the Child Care: **Early Years**, Extended Day and Before and After School Programs policy and procedures.

4.2 Superintendent of Education

- 4.2.1 To support the implementation of the Child Care: **Early Years**, Extended Day and Before and After School Programs policy and procedures.
- 4.2.2 To support Child Care program initiatives in schools of the Board.

4.3 Superintendent of Education overseeing Child Care

- 4.3.1 To support the development and implementation of the Childcare: **Early Years**, Extended Day and Before and After School Programs policy and procedures.
- 4.3.2 To support and act as a resource to the Manager of Child Care Services.

4.4 Manager, Child Care Services

- 4.4.1 To serve as the official representative of the Board on all child care matters.
- 4.4.2 To oversee the implementation of the Child Care: **Early Years**, Extended Day and Before School Programs policy and procedures.
- 4.4.3 To support Child Care Services Advisory Committees, Local Child Care Board of Directors and Parent Advisory Committees as required.

4.5 Manager of Planning Services

- 4.5.1 To oversee the administration of leases and licenses as per Board policies and procedures on a cost-recovery basis.

4.6 Senior Manager of Facilities and Maintenance Services

- 4.6.1 To oversee and ensure that facilities are maintained as per applicable Legislation and Board policies and procedures.
- 4.6.2 To oversee the issuance of permits, where applicable, and collect fees as per Board Policies and procedures.

4.7 Child Care Operators

- 4.7.1 To offer quality Child Care programs in keeping with the expectations of the York Catholic District School Board, the Ministry of Education and all relevant Provincial and Municipal legislation and regulations.
- 4.7.2 To establish a Parent Advisory Committee.
- 4.7.3 Communication to parents referencing the York Catholic District School Board must be approved by the Superintendent of Education overseeing Child Care Services.
- 4.7.4 To initiate and support opportunities where the School and Child Care programs may partner on activities that enhance learning.

4.8 Principal

- 4.8.1 To support the implementation of the Child Care: Early Years, Extended Day and Before and After School Programs policy and procedures.
- 4.8.2 To provide guidance and leadership to Operators relative to the policies and procedures of the School and Board.
- 4.8.3 To maintain communication and facilitate collaboration between the School and the Child Care Operator/Staff.
- 4.8.4 To ensure Operators have access to their space as per the Community Use of Schools permit.

4.9 Child Care Services Advisory Committee

- 4.9.1 To serve as a forum for professional development, resource sharing and networking.
- 4.9.2 To address issues and concerns related to, or emerging from the Child Care programs and Schools/Board as per the centre's or program's policies and procedures.

5. DEFINITIONS

5.1 Child Care Programs:

A Child Care program serving children from the ages of 0 to 12 years, including Early Years, Extended Day and Before and After School programs, in compliance with regulations established by the *Day Nurseries Act*. The Child Care space is leased from the York Catholic District School Board. The hours of operation are determined by the individual Operator. Most programs are also available during P.A. Days, Christmas Break, March Break and the summer as determined by the Board and the Child Care Operator. Fees are payable directly to the Child Care Operator. Fee subsidies may be available through the Region of York, Children's Services.

5.1.1 Early Years Program

A Child Care program serving children from the ages of 0 to 5 years that is designed to help children develop their social and communication skills, provide a variety of play and learning activities to enhance development and prepare them for school.

5.1.2 Extended Day Program (Full Day Kindergarten)

A program serving children aged 4 and 5 years that operate before and after the school day. A program intended to be an extension of the core day – aligned with Full Day Early Learning Kindergarten curriculum. Most programs are also available during P.A. Days, during Christmas Break, March Break and the summer as determined by the Board and the Child Care Operator. Fees are payable directly to the Child Care Operator. Fee subsidies are transferrable into this program. Fee subsidies may be available through the Region of York Children's Services.

5.1.3 Before and After School Program or School Aged Program

A Child Care program operating before and after the school day serving the needs of children from the ages of 6 - 12 years. The program may operate a full-day program on P.A. Days, during Christmas Break, March Break and summer vacation as determined by the Board and the Child Care Operator.

5.2 Licensed Child Care

A government-regulated program, facility and operations for early years learning and child care.

5.3 Parent Advisory Committee

An established group of parents, whose children are registered in the child care program, that gives feedback to the Operator. Quarterly meetings are recommended.

6. CROSS REFERENCES

YCDSB Policy 703 Community Use of Schools
Day Nurseries Act
Education Act

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> Governance	<i>Policy Number</i> 118
<i>Former Policy #</i>	<i>Page</i> 1 of 7
<i>Original Approved Date</i> xxx 2014	<i>Subsequent Approval Dates</i> xxx 2019

POLICY TITLE: TRUSTEE CODE OF CONDUCT

SECTION A

1. PURPOSE

The York Catholic District School Board confirms that the role of Trustee is one where public trust and confidence is essential because Trustees are elected to represent all stakeholders in the Board. The York Catholic District School Board believes that personal commitment to high ethical standards is required by all individuals elected to the role of Trustee. This will ensure that the Board can responsibly fulfill its obligations and discharge its duties in a manner motivated by the spirit of the Gospel and modeled on the examples of Jesus Christ.

Trustees of the York Catholic District School Board are expected to fulfill their duties and responsibilities consistent with Gospel Values, the teachings of the Catholic Church, any and all applicable provincial legislation and regulations and the Board's By-Laws.

2. POLICY STATEMENT

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

3. PARAMETERS

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

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

3.2 CATHOLIC FAITH, COMMUNITY AND CULTURE

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

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

3.3 RESPECT, CIVILITY AND COMMUNICATION

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

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

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To make the declaration and oath of office prior to commencing their role as Trustee.

4.2 Director of Education

- 4.2.1 To oversee the compliance with the Trustee Code of Conduct Policy.

5. DEFINITIONS

5.1 Conflict of Interest

A conflict of interest exists when the decisions and/or actions of a Trustee during the course of exercising his or her duties are affected by (or reasonably perceived to be affected by) the Trustee's personal, financial or business interests, or the personal, financial or business interests of a relative, friend and/or business associate of the Trustee. All Trustees must abide by the rules and regulations defined within the municipal *Conflict of Interest Act*.

5.2 Trustee

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

6. CROSS REFERENCES

YCDSB Policy 423 Conflict of Interest
Education Act
Municipal Freedom of Information and Protection of Privacy Act
Municipal Conflict of Interest Act

Approval by Board	<u>2014</u> Date
Effective Date	<u>2014</u> Date
Revision Date(s)	<u> </u> Date
Review Date	<u>2019</u> Date

TRUSTEE CODE OF ETHICS

Preamble:

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

Accordingly, as a Catholic School Trustee:

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

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 1st, 2009	<i>Subsequent Approval Dates</i> November 3rd, 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.

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.

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 goods and services of the Board.

3. PARAMETERS

- 3.1 Learning and working environments shall reflect the key principles of independence, dignity, integration and equality of opportunity.
- 3.2 People with disabilities shall have the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

- 3.3 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:
- 3.3.1 Staff and volunteers provide services that respect the dignity and independence of persons with disabilities;
 - 3.3.2 Provisions are in place for interacting with assistive devices and accommodating support persons and service animals to ensure equal access to those persons with disabilities;
 - 3.3.3 Appropriate training, within a reasonable timeframe, is provided for all Board employees (including 3rd party contractors) who deal with the public;
 - 3.3.4 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 person's disability;
 - 3.3.5 Disruption of service notices are posted when services that are normally provide to a person with a disability are temporarily unavailable;
 - 3.3.6 The impact on persons with disabilities shall be taken into account when purchasing new equipment, designing new systems or planning new initiatives; and,
 - 3.3.7 Appropriate mechanisms are established to receive and respond to feedback from the public and various constituency groups.
- 3.4 The Principal or Manager shall consult with the person 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.

4.3 Senior Manager of Maintenance and Facilities

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

4.4 Human Resources Department

- 4.3.1 To provide appropriate training/training guidelines for new and current staff, and volunteers, within appropriate timelines.
- 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 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 in schools and workplaces.
- 4.5.2 To participate in required training related to this policy.
- 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 person with a disability.

5.2 Accommodation

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

5.3 Assistive Device

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

5.3 Barriers to Accessibility

Anything that prevents a person with a disability from fully participating in all aspects 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.

5.4 Customer

Any person who uses the goods and services of the Board.

5.5 Customer Service

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

5.6 Disability

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

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

5.7 Service Animal

An animal that is being used because of a person's disability. This is either readily apparent or is supported by a letter from a medical practitioner.

5.8 Support Person

A person who assists or interprets for a person 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.

5.9 Third Party Contractors

Any person or organization acting on behalf of or as an agent of the Board (e.g. bus operator, psychologist).

6. CROSS REFERENCES

YCDSB Accessibility Plan
YCDSB Service Animal Protocol for Students
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, Approval and Payment

Approval by Board

November 3rd, 2009

Date

Effective Date

November 3rd, 2009

Date

Revision Date

Date

Review Date

November, 2014

Date

DRAFT



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 Guidelines and Procedures are intended to provide clarification and support to staff when implementing the Accessibility Standards for Customer Service Policy, which is 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 guidelines 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.

EIGHT AREAS OF FOCUS TO IMPLEMENT THE CUSTOMER SERVICE STANDARD OF THE ACT

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 Guidelines

Possible Barriers	Possible Accommodations
Visual impairment	Staff 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 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.
Intellectual/ developmental disability or learning disability.	Staff 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	Staff 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 superintendent. 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 to 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 Guidelines

Possible Barriers	Possible Accommodations
Physical disability	The Principal/location supervisor 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 help

Note: Specific YCDSB policies and procedures have been developed to support staff and students with their personal use of assistive devices.

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 and others dealing with 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. Access to classrooms for service animals used by students and staff is covered under separate procedures (*York Catholic District School Board Decision-Making Protocol for Entry of a Personal Service Dog for Supporting Students that Attend School Within YCDSB*).

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 as 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, the staff 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 or staff member 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, why the animal is needed or how it is used.
- 3.5.2 Where the person using the service animal regularly attends at the school or Board facility, the Principal or departmental Manager 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 Manager 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 Guidelines with Respect to Service Dogs that Accompany Visitors

The following guidelines are in reference to service dogs that accompany visitors to any Board location.

- 3.6.1. Principal, designate, 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 the services of the Board. 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 goods or 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

Superintendents, Principals and Managers will ensure that frontline staff 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, i.e., the classroom.

4.3 Confidentiality

- 4.3.1 Where a support person is not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, Principal or other staff member must first obtain the consent of the parent/guardian regarding such disclosure.
- 4.3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian (Appendix 1)
- 4.3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 4.3.4 A copy of the signed consent document will be retained in the school/Board office.
- 4.3.5 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.

5.1 Responsibility

Superintendents, Principals and 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 Synervoice, 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. See Appendix 2 for a sample notice.

6. TRAINING

6.1 Responsibility

- 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 person 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 provider's goods or 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 guidelines relating to the *Accessibility for Ontarians with Disabilities Act, 2005* are available to the public in the following formats:

- Policy #601-The Accessibility Standards for Customer Service is available on www.ycdsb.ca in a PDF file
- By a request to the Communications Department of the Board:
 - Enlarged print or different colour paper for contrast
 - Email
 - Braille
 - Other electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads.

8. MONITORING AND FEEDBACK SERVICES

8.1 Responsibility

- 8.1.1 The Principal or Manager will review and respond to all customer complaints in regards to access to services for people with disabilities.

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 will review all user feedback on their experience with or 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 access via the following:

- Online via www.ycdsb.ca under 'Accessibility'
- In person to the Director's office
- By telephone to the Director's office
- By Other electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads to the Director's office

8.3 Methods for Resolution of a 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 'in person' via phone, email, other electronic formats such as CDs, DVDs, Mp3s, audio streaming or audio downloads or by ASL interpreter (5-7 business days advanced notice required).

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, if the concern is received in writing, refer the information to the Principal or the Manager 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 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 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 superintendent, and
- The development of a joint plan of response.

Phase 2

Where the matter is NOT resolved at the Principal or department Manager level, the 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 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;
- 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*



YORK CATHOLIC DISTRICT SCHOOL BOARD

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: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from May 1 to May 7, 2009.

A temporary ramp has been set up that gives access to the door at the east of the school building.

We regret this inconvenience. If you have questions or concerns, please contact _____ at (phone number).

Thank you,

Principal
School Name

**ACCESSIBILITY ACCOMMODATION REQUEST, APPROVAL AND PAYMENT**

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 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 Independent 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: _____	Fd	GL	FC	CC	TX	Amount	PD
		10	65302			Z4		Payroll
		10	36100			ZZ		A/P
		Authorized by: _____ (Director of Education) 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: Silvana Greco, Assistant to the Director of Education)

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 21, 2015

Report: Extreme Cold Weather Temperature: Elementary School Survey

Executive Summary

This report is intended to provide information to the Board related to the identification of the extreme cold weather temperature that determines the implementation of “Indoor Recess” routines at Elementary Schools as per *Policy 221: Extreme Weather*.

Background Information

Policy 221: Extreme Weather, was updated and approved by the Board on September 24, 2013. Through the implementation of this policy and related guidelines, the Board directs staff to put into action steps which will minimize, to the greatest extent possible, risks associated with extreme weather including frostbite, sunburn and heat exposure.

The following parameters outlined in Section 3 of Policy 221 apply as follows:

- 3.1 At the beginning of each school year, administrators, in collaboration with their Catholic School Councils, will determine the extreme cold weather temperature. This temperature with wind chill, shall be no warmer than -15 degrees Celsius and no colder than -20 degrees Celsius.
- 3.2 The agreed upon extreme cold weather temperature is final and shall remain in effect for the entire school year.
- 3.3 The extreme cold weather temperature shall be reviewed with the Catholic School.

Summary

The table on page 2 provides a summary of the extreme cold weather temperature determined in consultation with Catholic School Councils for the implementation of indoor recess routines throughout the 2014-2015 school year. Details for each school, summarized by Area, may be found in Appendices A-D.

Extreme Cold Weather Temperature: Elementary School Survey

Elementary School Area								
	-15C	-16C	-17C	-18C	-19C	-20C	Temperature Range with Wind Chill: Principal Discretion	
Area 1 (22 Schools)				3		6	13	6 @ -15 to -20 1 @ -15 to -19 3 @ -17 to -20 3 @ -18 to -20
Area 2 (23 Schools)	4		1	3		2	13	3 @ -15 to -20 2 @ -15 to -17 3 @ -15 to -18 2 @ -17 to -20 3 @ -18 to -20
Area 3 (22 Schools)	8	1	3	3			7	3 @ -15 to -20 1 @ -15 to -17 1 @ -15 to -18 1 @ -16 to -20 1 @ -17 to -19
Area 4 (22 Schools)	2		2	2		3	13	5 @ -15 to -17 3 @ -15 to -18 1 @ -15 to -20 1 @ -16 to -18 3 @ -18 to -20
Total Number of Schools (89)	14	1	6	11	0	11	46	

*** Principal Discretion:** A professional judgment based on variables such as wind chill, freezing rain or hail, icy conditions, and/or protection from wind in the yard which will assist with the determination of the following variations for recess routines: all recesses indoors; all recesses outdoors; a.m. and/or p.m. outdoors with a full 40 minutes outdoors or 20 minutes indoor/ 20 minutes outdoor lunch routine; a.m. and/or p.m. outdoors with a full 40 minutes indoor lunch routine.

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

AREA 1 SCHOOLS 2014-2015 (22 SCHOOLS)

APPENDIX A

O. Oloya, Superintendent of Education

SCHOOL	PRINCIPAL	EXTREME COLD WEATHER TEMPERATURE SET FOR 2014 – 2015 SCHOOL YEAR
CANADIAN MARTYRS	DAVE FORREST	Principal discretion: -17 to -20 degrees
GOOD SHEPHERD	DOMENICA FERRI-VIOLANTE	Principal discretion : -15 to -20 degrees
HOLY NAME	JUNE BUICK	- 18 degrees
HOLY SPIRIT	ANNE BRANDER	-20 degrees
LIGHT OF CHRIST	CARINA JONES	Principal discretion: -15 to -20 degrees
NOTRE DAME	TIM LALIBERTE	Principal discretion: -15 to -19 degrees
OUR LADY OF GOOD COUNSEL	GIANCARLO SCHIRIPA	-20 degrees
OUR LADY OF GRACE	DAN RYAN	-18 degrees
PRINCE OF PEACE	JANIS SCULLY (FRANK PIGNATARO, ACTING)	Principal discretion: -17 to – 20 degrees
ST. BERNADETTE	JANET MACMILLAN	Principal discretion: -20 degrees
ST. BRENDAN	DIANE SHARP	Principal discretion: -17 to -20 degrees
ST. BRIGID	MAUREEN SULLIVAN	-20 degrees
ST. ELIZABETH SETON	FRAN DALY-HUTCHINSON	Principal discretion: -15 to -20 degrees
ST. JEROME	MICHELLE REAUME	Principal discretion: -18 to – 20 degrees
ST. JOHN CHRYSOSTOM	CORINNE SANTIANNI	-20 degrees
ST. JOSEPH, AURORA	CHRISTINE DEHAAS	Principal discretion: -15 to -20 degrees
ST. MARK	DERMOT FITZPATRICK	Principal discretion: -20 degrees
ST. MARY, NOBLETON	JOEANNE BORTOLUSSI	Principal discretion: - 18 degrees
ST. NICHOLAS	PAUL PAGE	Principal discretion: -15 to -20 degrees
ST. PATRICK, SCHOMBERG	FRAN HILL	-20 degrees
ST. PAUL	RICHARD AMOS	Principal discretion: -18 to -20
ST. THOMAS AQUINAS	TODD WILKINSON	Principal discretion: -15 to -20 degrees

* Principal Discretion: A professional judgment based on variables such as wind chill, freezing rain or hail, icy conditions, and/or protection from wind in the yard which will assist with the determination of the following variations for recess routines: all recesses indoors; all recesses outdoors; a.m. and/or p.m. outdoors with a full 40 minutes outdoors or 20 minutes indoor/ 20 minutes outdoor lunch routine; a.m. and/or p.m. outdoors with a full 40 minutes indoor lunch routine.

AREA 2 SCHOOLS 2014-2015 (23 SCHOOLS)

APPENDIX B

N. DiNardo, Superintendent of Education

SCHOOL	PRINCIPAL	EXTREME COLD WEATHER TEMPERATURE SET FOR 2014 – 2015 SCHOOL YEAR
ALL SAINTS	VAN QUINN	-17 degrees
BLESSED SCALABRINI	DAYNA FITZPATRICK	Principal discretion: -18 to -20 degrees
HOLY FAMILY	HENRY DILLON-LEITCH	-15 degrees
MOTHER TERESA	KENDALL MYLER	Principal discretion: -17 to -20 degrees
OUR LADY OF THE ROSARY	ANTHONY MCGRATH	Principal's discretion: -18 to -20 degrees
SAN LORENZO RUIZ	TERESA LOMBARDO	Principal discretion: -15 degrees
SIR RICHARD W. SCOTT	NICOLE LIBERTY	Principal discretion: -15 to -18 degrees
ST. ANTHONY	BEV COLES	Principal discretion: -15 to -18 degrees
ST. BENEDICT	ED HAMEL	Principal discretion: -15 to -17 degrees
ST. EDWARD	MIREILLE WALTER	Principal discretion: -15 to -20 degrees
ST. FRANCIS XAVIER	LINDA WARD	-18 degrees
ST. JOHN XXIII	MICHAEL NEILANDS	Principal discretion: -15 to -20 degrees
ST. JOSEPH, MARKHAM	ROSEMARY POLKA	Principal discretion: -20 degrees
ST. JOSEPH THE WORKER	VICKY AUGUSTYNEK	Principal discretion: -18 degrees
ST. JULIA BILLIART	JACQUIE CUSHING-DILL	Principal discretion: -20 degrees
ST. JUSTIN MARTYR	SUSAN KNETSCH	Principal discretion: -15 to -20 degrees
ST. KATERI TEKAKWITHA	JENNY DIMARIA	Principal discretion: -18 degrees
ST. MATTHEW	CHRISTINE KWIATKOWSKI	Principal discretion: -15 to -18 degrees
ST. MICHAEL	SUSAN MACDONALD	Principal discretion: -17 to -20 degrees
ST. MONICA	CORINNA TAVERN-ROSSI	Principal discretion: -18 to -20 degrees
ST. PATRICK, MARKHAM	BRENT MATTHEWS	-15 degrees
ST. RENE GOUPIL/ST. LUKE	MARIA ZAK	Principal discretion: -15 to -17 degrees
ST. VINCENT DE PAUL	CHRISTOBEL PAYNE	Principal discretion: -15 degrees

* Principal Discretion: A professional judgment based on variables such as wind chill, freezing rain or hail, icy conditions, and/or protection from wind in the yard which will assist with the determination of the following variations for recess routines: all recesses indoors; all recesses outdoors; a.m. and/or p.m. outdoors with a full 40 minutes outdoors or 20 minutes indoor/ 20 minutes outdoor lunch routine; a.m. and/or p.m. outdoors with a full 40 minutes indoor lunch routine.

AREA 3 SCHOOLS 2014-2015 (22 SCHOOLS)

APPENDIX C

D. Hackett, Superintendent of Education

SCHOOL	PRINCIPAL	EXTREME COLD WEATHER TEMPERATURE SET FOR 2014 – 2015 SCHOOL YEAR
GUARDIAN ANGELS	DIANA CANDIDO-CAFAZZO	-15 degrees
IMMACULATE CONCEPTION	ANTOINETTA SAVO	-15 degrees
OUR LADY OF FATIMA	VINCE GAROFALO	-18 degrees
SAN MARCO	LINO MANCINELLA	-15 degrees
ST. AGNES OF ASSISI	ALIDA FILLIPELLI	Principal discretion: -15 to -20 degrees
ST. ANDREW	CONNIE FARRONATO	Principal discretion: -17 to -19 degrees
ST. ANGELA MERICI	LORI PICCOLI	Principal discretion: -15 to -20 degrees
ST. CATHERINE OF SIENA	RENEE RICKERBY	As per Policy 221 (3), CSC will be discussing at December 2 CSC meeting; in interim, Principal continues to use parameters set last year - -15 to -20, Principal's discretion
ST. CLARE	RITA ZANATTA	-15 degrees
ST. CLEMENT	PETER MORRONE	-18 degrees
ST. EMILY	LUCY RIZZI	-16 degrees
ST. FRANCIS OF ASSISI	ROB LI TRENTA	-15 degrees
ST. GABRIEL THE ARCHANGEL	ANNA PROVATO	Principal discretion: -15 to -17 degrees
ST. GREGORY THE GREAT	AMERICO DE SOUSA	-15 degrees
ST. JOHN BOSCO	INES CURIALE	-17 degrees
ST. MARGARET MARY	ANGELA LOMUTO-CORRIERO	Principal discretion: -15 degrees
ST. MARY OF THE ANGELS	ELENA NACCARATO	-15 degrees
ST. MICHAEL THE ARCHANGEL	ROSANNE BALDASSARRA	Principal discretion: -18 degrees
ST. PADRE PIO	JO-ANN DAWSON	-17 degrees
ST. PETER	MIRANDA SCENNA	-17 degrees
ST. STEPHEN	ANNA BARONE	Principal discretion: -15 to -18 degrees
ST. VERONICA	SANDRA TUZI-DE CARO	Principal discretion: -16 to -20 degrees

* Principal Discretion: A professional judgment based on variables such as wind chill, freezing rain or hail, icy conditions, and/or protection from wind in the yard which will assist with the determination of the following variations for recess routines: all recesses indoors; all recesses outdoors; a.m. and/or p.m. outdoors with a full 40 minutes outdoors or 20 minutes indoor/ 20 minutes outdoor lunch routine; a.m. and/or p.m. outdoors with a full 40 minutes indoor lunch routine.

AREA 4 SCHOOLS 2014-2015 (22 SCHOOLS)

APPENDIX D

M. Battista, Superintendent of Education

SCHOOL	PRINCIPAL	EXTREME COLD WEATHER TEMPERATURE SET FOR 2014 – 2015 SCHOOL YEAR
BLESSED TRINITY	ANNAMARIA DIGIAMMARINO	Principal discretion: -18 to -20 degrees
CHRIST THE KING	MICHEL BERGERON	Principal discretion: -15 to -20 degrees
CORPUS CHRISTI	JOE CORDI	-18 degrees
DIVINE MERCY	LUISA BUSATO	Principal discretion: -15 to -17 degrees
FR. FREDERICK MCGINN	MARLENE VICKERS	Principal discretion: -18 to -20 degrees
FR. HENRI NOUWEN	LAURA SAWICKY	Principal discretion: -15 to -20 degrees
FR. JOHN KELLY	IDA D'ADDESE	Principal discretion: -15 to -20 degrees
HOLY JULBILEE	KARLA BEBIE	Principal discretion: -15 to -18 degrees
OUR LADY HELP OF CHRISTIANS	GABRIELLA MASTRODICASA	-15 degrees
OUR LADY OF HOPE	KATHY PELLEGRINI	Principal discretion: -20 degrees
OUR LADY OF PEACE	ANNA IAFRATE	Principal discretion: -15 to -18 degrees
OUR LADY OF THE ANNUNCIATION	JENNIE DIXON	Principal discretion: -18 degrees
ST. ANNE	VERA ZUCCHI	Principal discretion: -16 to -18 degrees
ST. CECILIA	ROCCO BARRILA	-15 degrees
ST. CHARLES GARNIER	LUCY PARMIGIANO	Principal discretion: -15 to -17 degrees
ST. DAVID	ANGEL HAYES	Principal discretion: -17 degrees
ST. JAMES	ANTHONY ARCADI	Principal discretion: -17 degrees
ST. JOHN PAUL II	LAWRENCE TAVOLACCI	Principal discretion: -20 degrees
ST. JOSEPH, RICHMOND HILL	SEAN HAYES	-20 degrees
ST. MARGUERITE D'YOUVILLE	FRANCO RIZZI	Principal discretion: -15 to -18 degrees
ST. MARY IMMACULATE	LYNNE CHABOT	Principal discretion: -18 to -20 degrees
ST. RAPHAEL THE ARCHANGEL	CARLA CINELLI	Principal discretion: -15 to -17 degrees

* Principal Discretion: A professional judgment based on variables such as wind chill, freezing rain or hail, icy conditions, and/or protection from wind in the yard which will assist with the determination of the following variations for recess routines: all recesses indoors; all recesses outdoors; a.m. and/or p.m. outdoors with a full 40 minutes outdoors or 20 minutes indoor/ 20 minutes outdoor lunch routine; a.m. and/or p.m. outdoors with a full 40 minutes indoor lunch routine.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 212
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> xxx 2014	<i>Subsequent Approval Dates</i> xxx 2019

POLICY TITLE: CONCUSSIONS

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students is essential for student and learning and wellbeing. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can progressively Return to Learn/ Return to Play.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to reinforce the knowledge, skills and attitudes regarding concussion awareness, prevention, identification of signs and symptoms as well as Second Impact Syndrome, management and training while making meaningful connections with the curriculum, where relevant.

3. PARAMETERS

- 3.1 The Board shall implement the procedures related to concussion awareness, prevention, identification, management procedures and training.
- 3.2 The procedure shall be reviewed on an annual basis to ensure compliance with Ministry of Education directives.
- 3.3 The Board shall provide annual training to relevant school board employees, third party providers and school volunteers based on staff roles and responsibilities.
- 3.4 The Board shall report to the Ministry of Education upon implementation, and upon request thereafter, on the activities to achieve the expectations outlined in Policy/Program Memorandum No. 158.
- 3.5 The Board shall work with the York Region Public Health to develop and implement the Concussion policy and related procedures.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Concussions policy and procedures.

4.2 Superintendents of Education

- 4.2.1 To support the implementation of the Concussions policy and procedures.

4.3 Superintendent of Curriculum and Assessment

- 4.3.1 To provide Board Employees with the appropriate training for the implementation of the Concussions policy and procedures.

4.4 Principals

- 4.4.1 To ensure the implementation of the Concussions policy and procedures.
- 4.4.2 To provide Parents/Guardians with information about the prevention and awareness of concussions (Policy Procedures: Appendices C & D).
- 4.4.3 To provide, on an annual basis, a review of the Concussions policy and procedures to School Staff, Catholic School Council, students on placements, volunteers, and any other individual who has direct contact with students in the school to ensure familiarization with the policy and procedures.
- 4.4.4 To inform all school staff working directly with a student, that if a concussion is suspected they are to communicate to the student, that they shall not participate in any learning or physical activities until the Parent/Guardian communicates the written results of a medical examination to the school (Policy Procedures: Appendix C).
- 4.4.5 To inform all school staff who work with the student, or are responsible for the supervision of the student, the results of the written medical examination once confirmed by the Parent/Guardian with the school.
- 4.4.6 To share the accommodation request, if a concussion has been diagnosed, with the School Based Resource Team (SBRT) or Student Success Team (SST).
- 4.4.7 To ensure an appropriate Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) is developed and implemented to meet the students' academic needs in consultation with appropriate School staff or Board staff, if required.
- 4.4.8 To communicate the Return to Learn/Return to Play plan with the Parent/Guardian.
- 4.4.9 To follow and implement the appropriate reporting procedures related to the stages of return to learn/Return to Play as outlined in the procedures.
- 4.4.10 To file all written documentation related to the suspected concussion, medical examination and return to learn/Return to Play plan in the student's OSR for the academic life of the student.
- 4.4.11 To ensure that documentation of a student concussion is recorded in Maplewood.

4.5 Manager of Child Care Services

- 4.5.1 To communicate the Concussions policy and procedures to Operators of Child Care, Extended Day and Before and After School Programs.

4.6 Employees

- 4.6.1 To participate in training that is conducted related to this policy and procedures as requested.

- 4.6.2 To follow the appropriate reporting guidelines outlined in the procedures and Management of Concussion Process (Policy Procedures: Appendix C).
 - 4.6.3 To be a collaborative partner in the development and implementation of the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) as required.
 - 4.6.4 To ensure accommodations are made in accordance with the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan).
- 4.7 Parents/Guardians**
- 4.7.1 To comply with the "documentation of a medical examination", "Return to Learn / Return to Play" requirements outlined within the procedures of the Concussion policy.
 - 4.7.2 To provide the Principal with the appropriate medical information diagnosed by a licensed Medical Doctor or Nurse Practitioner, to support the development of the Student Disability Accommodation Plan, whether the injury occurs during or outside of school sanctioned activities.
 - 4.7.3 To ensure up-to-date current and accurate information is provided by a licensed Medical Doctor or Nurse Practitioner on an ongoing basis to the Principal when monitoring and managing the signs and symptoms of a diagnosed concussion.
 - 4.7.4 To communicate with Child Care and/or Continuing Education program providers and provide the appropriate medical information by a licensed Medical Doctor or Nurse Practitioner if a concussion has been diagnosed.
- 4.8 Students**
- 4.8.1 To demonstrate respect for the mutual safety of all persons when participating in physical activity.
 - 4.8.2 To participate in all lessons and/or concussion training related to the awareness, prevention, identification and management procedures.

5. DEFINITIONS

5.1. Concussion

A concussion:

- 5.1.1 Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty with concentration or memory), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- 5.1.2 May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- 5.1.3 Can occur even if there has been no loss of consciousness;
- 5.1.4 Cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

5.2 Return to Learn

A four-step process to support/accommodate a student, as needed, when returning to the classroom after a concussion.

5.3 Return to Play

A six-step process to reintroduce a student to activities and/or athletics after a concussion.

5.4 Second Impact Syndrome

Second Impact Syndrome is a rare condition that causes rapid and severe brain swelling and often catastrophic results. This syndrome may occur if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion.

5.5 Sign

Outward, observed and objective evidence of illness, injury or disease, i.e.: loss of consciousness, slurred speech, slowed reaction time.

5.6 Symptom

Subjective and unseen symptoms can only be detected or sensed by the injured or ill party, i.e.: headache, difficulty concentrating and/or remembering, anxious, drowsy.

6. CROSS REFERENCES

YCDSB Policy 208 Student Disability Accommodation
Crisis Response Manual
Ministry of Education Policy / Program Memorandum No. 158: *School Board Policies on Concussion*
OPHEA Guidelines *Ontario Physical Education Safety Guidelines - Concussions*

Approval by Board	xxx 2015 Date
Effective Date	xxx 2015 Date
Revision Date(s)	Date
Review Date	xxx 2020 Date

POLICY TITLE: CONCUSSIONS

SECTION B: GUIDELINES

The *Board's procedures*, an addendum to this policy, *is adapted from the Ontario Physical Education Safety Guidelines – Concussions* and contains information related to the following components:

1. Development of Awareness

- 1.1 Strategies for sharing information on the seriousness of concussions, and on concussion prevention, identification, and management with all board employees and school volunteers.
- 1.2 Provisions for making connections with the curriculum, where applicable.

2. Prevention

- 2.1 Strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events.

3. Identification

- 3.1 Information on the safe removal of an injured student from activity (for example, initial emergency response strategies following a blow to a student's head, face, or neck, or a blow to a student's body that transmits a force to the student's head);
- 3.2 Initial concussion-assessment strategies (for example, a checklist of common symptoms and signs of a concussion); and,
- 3.3 Steps to take following an initial assessment

4. Management Procedures for a Diagnosed Concussion

- 4.1 Information on the development of an individualized and gradual "return to learning and/or Return to Play" plan for every student with a diagnosed concussion; and,
- 4.2 Established processes for identifying and documenting instructional approaches and resources that may be required for responding to student's ongoing learning needs (for example, individualized classroom accommodations) for students experiencing long-term difficulties.

5. Training

- 5.1 Strategies for providing annual training on concussion awareness, prevention, identification, and management to relevant board employees.
- 5.2 When developing these strategies, the board should consider basing the timing and intensity of training on staff roles and responsibilities.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Work Environment – Respectful Workplace	<i>Policy Number</i> 505
<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.

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 All reasonable steps shall be taken to provide religious accommodations to staff, students and families in accordance with the Board's Religious Accommodation procedures.
- 3.3 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.
- 3.4 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.
- 3.5 School board staff shall be provided with professional learning opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Ontario Human Rights Code*.
- 3.6 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.
- 3.7 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.
- 3.8 Staff shall assess and monitor the implementation of the *Equity and Inclusive Education Strategy* through school climate surveys of students, parents and staff.
- 3.9 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.
- 3.10 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*.
- 3.11 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.

5.8 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.

5.9 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.

5.17 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 who wish not to participate in any form of religious observance.

5.18 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

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.

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 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 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	
<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 Members of other faith traditions should NOT be using the Chapel as their own place of prayer. 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.