

YORK CATHOLIC DISTRICT SCHOOL BOARD

AGENDA

POLICY REVIEW COMMITTEE

Board Room, Catholic Education Centre

Monday January 23, 2017

6:30 P.M. – Boardroom

Trustee Members:

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

Senior Admin: P. Preston F. Bagley

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| Policy 404 Academic Services Recruitment and Promotion | |
| Policy 406 Performance Appraisal of Academic Staff | |
| Policy 407 Criminal Background Checks | |
| Policy 409 Occupational Health & Safety | |
| Policy 410 Principal & Vice Principal Performance Appraisal | |
| Policy 411 Workplace Accommodation | |
| Policy 423 Conflict of Interest Employees | |
| Policy 424 Disposition of Complaints About Board Employees | |
| Policy 427 Workplace Violence | |
| Policy 428 Racial & Ethnocultural Harassment | |
| Policy 703 Community Use of Schools | |
| 11. PROPOSED FUTURE MEETING DATES: TBD | |

A New Year Prayer
Lord, You make all things new
You bring hope alive in our hearts
and cause our Spirits to be born again.
Thank you for this New Year
For all the potential it holds.
Come and kindle in us
A mighty flame
So that in our time, many will see the
wonders of God
and live forever to praise Your
glorious name.
Amen

ADJOURNMENT

IMPORTANT NOTICE

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

York Catholic District School Board

**MINUTES
POLICY REVIEW COMMITTEE**

November 14, 2016

Attending:

Committee Members: T. Ciaravella, C. Cotton, C. Ferlisi,

Teleconference: M. Marchese, D. Mazzotta

Absent with Notice: N/A

Other Trustees: E. Crowe, M. Mogado, A. Stong

Administration: F. Bagley, A. Chan, J. Porter

Other Guests: C. Rosenberger

Presiding: C. Ferlisi

Recording: J. Di Bratto

1. Approval of the Agenda

MOTION Ciaravella/Crowe

CARRIED

2. Approval of the Previous Minutes – October 12, 2016

MOTION Crowe/Cotton

CARRIED

3. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING: N/A

4. OUTSIDE PRESENTATIONS: N/A

5. STAFF PRESENTATIONS:

Policy 611 Criminal Background Checks for Service Providers

A.Chan updated the committee that this policy is up for its 5 year review and the main change to the policy is that the company previously procured, Ontario Education Services Corporation (OESC) is no longer providing the service for background checks. With some discussion the committee suggested expanding clarifications specifically on the difference between Board and school service providers. A. Chan will revise accordingly and present the policy at the January 23, 2017 Policy Review Committee Meeting.

Policy 615 Educational Partnerships

F. Bagley introduced C. Rosenberger, Vice-Principal, Cardinal Carter CHS to present this policy as part of her Supervisory Officer Practicum. C. Rosenberger appreciated the opportunity to share a brief history and details of the development of the Educational Partnerships policy. The committee discussed and suggested further revisions to the policy. C. Rosenberger will revise and present the policy at the January 23, 2017 Policy Review Committee Meeting.

7:00 p.m. T. Ciaravella stepped out to attend SEAC presentation and returned at 7:30 p.m.

7:15 p.m. C. Cotton stepped out to attend SEAC presentation and returned at 7:30 p.m.

7:30 p.m. Upon completing her presentation, C. Rosenberger excused herself from the Policy Review Committee Meeting.

6. ACTION ITEMS

Policy 106 Delegations to the Board and Input to Agenda Items

F. Bagley shared that a section relating to the Pupil Accommodation Review of Schools has been added to the policy. The committee discussed and suggested additional minor revisions. F. Bagley will forward the revisions to the committee members prior to the November 29th Board Meeting for review. Policy 106 was moved and approved.

MOTION Crowe/Ciaravella

CARRIED

Policy 208 Student Disability Accommodation

Further to the May 24, 2016 Policy Review Committee meeting, F. Bagley updated the committee with the revisions that have been incorporated into the policy resulting from the community consultation feedback process. The committee discussed and suggested additional minor revisions. F. Bagley will forward the revisions to the committee members prior to the November 29th Board Meeting for review. Policy 208 Student Disability Accommodation was moved and approved.

MOTION Crowe/Ciaravella

CARRIED

8:10 p.m. M. Marchese signed off.

Policy 602 Safe Arrival, Safe Departure & Attendance – Elementary

Further to the Policy Review Committee Meeting held on October 12, 2016, F. Bagley updated the committee with the suggested revisions. With additional minor revisions and the inclusion of Appendix A, that being the draft of a Board process for situations if/when Parents/Guardians receive a call from the automated Safe Arrival system and contact the school to advise that their child should be in attendance. Trustee Mazzotta stressed the importance of a consistent process to address this situation and therefore direction was given to F. Bagley to develop a procedure in consultation with the Elementary Supervisory Officers for inclusion in the agenda package of November 29th. Policy 602 Safe Arrival, Safe Departure & Attendance was moved and approved.

MOTION Cotton/Ciaravella

CARRIED

8:25 p.m. D. Mazzotta signed off.

Policy 808 Travel, Meals and Expense Reimbursement

Further to the Policy Review Committee Meeting held on October 12, 2016 A. Chan updated the committee with the suggested revisions. With minor revisions Policy 808 Travel, Meals and Expense Reimbursement was moved and approved.

MOTION Cotton/Mogado

CARRIED

DISCUSSION

7. INFORMATION ITEMS

Memo Re: Annual Summary Child Care/School Age Enrolment by Trustee

F. Bagley presented the summary Child Care/School Age Enrolment report on behalf of F. Zeppieri. The committee appreciated the information as it substantiated the provisions offered to families in our school communities by the various Child Care operators.

8. Future Discussion Items

Policies to be brought to future Policy Committee Meetings

Policy 119	Disposition of Complaints against Trustees
Policy 217	Sexual Harassment (Students)
Policy 403	Support Services Recruitment and Promotion
Policy 404	Academic Services Recruitment and Promotion
Policy 406	Performance Appraisal of Academic Staff

Policy 407 Criminal Background Checks
Policy 409 Occupational Health & Safety
Policy 410 Principal & Vice Principal Performance Appraisal
Policy 411 Workplace Accommodation
Policy 423 Conflict of Interest for Employees
Policy 424 Disposition of Complaints about Board Employees
Policy 426 Sexual Harassment (Workplace)
Policy 427 Workplace Violence
Policy 428 Racial & Ethnocultural Harassment
Policy 703 Community Use of Schools
Police School Board Protocol

9. Adjournment

That, the Policy Review Committee meeting adjourned at 8:40 p.m.

MOTION Ciaravella/Crowe

CARRIED

10. Next Policy Review Committee meeting: Tuesday, January 23, 2017 in the Boardroom.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 23, 2017

Report: Approved Speakers: Follow up from 'Business Arising' at the November 29, 2016 Regular Meeting of the Board

Executive Summary

This report is intended to provide more detailed information to the Policy Review Committee related to Trustee Ferlisi's comments and questions presented in the 'Business Arising' segment of the November 29, 2016 Regular Meeting of the Board relating to a Board-approved list of speakers.

Background Information

Trustee Ferlisi submitted a Notice of Motion "Outside Speaker/Presenter Criteria" for inclusion on the agenda for the November 13, 2012 Regular Meeting of the Board. The motion read as follows:

LET IT BE RESOLVED:

THAT all organizations, speakers, guests, etc. addressing the students and teachers employed by the York Catholic District School Board be vetted through the Archdiocese of Toronto or the local parish to ensure that the organizations, speakers, guests, etc. and their related presentations are congruent with that of the Catholic Church.

The motion was reviewed as part of the Executive Committee Meeting held on November 6, 2012 and placed on the agenda for the November 13th Board Meeting [Item 15(a)]. A revised agenda for the November 13th Board Meeting was distributed on the evening of with the item noted above deleted.

Details contained within this report will provide Trustees with information, processes and procedures that Board employees apply when determining a suitable speaker, facilitator or organization for presentations and/or student participation in retreats. In November 2015, under the leadership of M. Moore, Communications Manager, an Independent Procedure for outside organizations, groups or individuals wishing to distribute material or to make public presentations in our schools was developed in consultation with Senior Administration, Departmental Representatives and Lead Principals (**Appendix A**). The York Catholic District School Board recognizes that outside organizations, groups or individuals may enhance the educational experience of some or all of the students in a class or school and, as such, endorses such presentations subject to prior approval from Senior Administration or the School Principal as per Board policies and procedures. Materials and presentations must support the Catholic teachings and values of our Faith, and align with the Board's Mission, Vision, Core Values and Strategic Commitments for student achievement and well-being.

The YCDSB *Chaplaincy Team Guidelines and Services* document, approved in conjunction with Policy xxx Chaplaincy in Secondary Schools, (date), and updated annually, contains 2-pages outlining Facilitators and Retreat Location/Centres reviewed by the Board's Religious Education Department and supported by the Archdiocese of Toronto (**Appendix B**). The annual, updated list was posted to the board's website through system memo on November 30, 2016. The document, in its entirety, may be accessed through the following link:

<https://drive.google.com/a/ycdsbk12.ca/file/0B4xOknflU4vjY1VxS1FyzlwN3M/view?usp=sharing>

The YCDSB Supported Charities list is also a resource for teachers and/or Administrators to secure a speaker or organization for presentation to students (**Appendix C**). This list is reviewed and updated on an annual basis by the Religious Education Department and posted to the Board's website for staff reference.

Summary

In summary, this report has provided information relating to the procedures staff applies when approving a speaker, facilitator or organization for a presentation to students or staff. The primary objectives of such opportunities shall be to support school initiatives, curriculum expectations, student engagement and/or well-being.

Prepared and Submitted by:
Endorsed by:

F. Bagley, Associate Director, Strategic Leadership
P. Preston, Director of Education



INDEPENDENT PROCEDURE:

**FOR OUTSIDE ORGANIZATIONS, GROUPS OR
INDIVIDUALS WISHING TO DISTRIBUTE MATERIAL
OR TO MAKE PUBLIC PRESENTATIONS IN OUR
SCHOOLS**

November 2015

The York Catholic District School Board (the Board) recognizes its role as a community partner in York Region. As such, the Board is committed to working with external organizations, community groups and individuals to help support community-related activities, events and opportunities which are of benefit to our students, staff, schools and school communities. In keeping with the Board's commitment to environmental sustainability, distribution of materials is at the discretion of the Board and school Principals.

All materials must comply with the expectations of the Board and support the Mission, Vision and Strategic Commitments for student achievement and well-being. The primary objectives of such partnerships shall be to support curriculum expectations, student engagement and/or well-being. Educational/community partnerships shall not compromise nor exploit students and/or employees.

1. DISTRIBUTION OF MATERIAL

All permissions and approvals to distribute material in a school of the York Catholic District School Board shall be processed through the Communications Department.

- 1.1 In order to receive pre-approval to distribute material within the York Catholic District School Board, the following criteria must be met:

Criteria for Pre-Approval:

- must concur with the teachings of the Roman Catholic Church;
- must support the Mission, Vision, Core Values and Strategic Commitments for student achievement and well-being of the Board;
- must support all policies and procedures of the Board;
- must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status;
- material from any level of government (municipal, regional, provincial or federal) and/or Ministry, and/or public sector organization.

Requests that do not qualify for Pre-Approval:

- material that is contrary to the Board's Mission, Vision and Strategic Commitments for student achievement and well-being;
- material that is contrary to the Board's policies and procedures;
- material or messages related to political parties or groups;
- material from for-profit organizations;
- material that contains logos of political or for-profit organizations;
- material from organizations that do not provide a valid charitable registration number or proof of non-profit status;
- materials from permit holders or service providers unless they meet the criteria;
- material related to tutors or any tutoring organizations;
- requests that send a student to a private home (i.e. home childcare, tutor, home music lessons).

- 1.2 Distribution requests for elementary schools may be for students to take home, for staff, or for display at the school, if the School Principal deems appropriate.
- 1.3 Distribution requests for secondary schools may be disseminated to staff, or for displayed in guidance offices, department office, or any other area in the school the School Principal deems appropriate.
- 1.4 Canada's Anti-Spam Legislation (CASL) took effect July 1, 2014. This new law prohibits the sending of any type of electronic material that is commercial in nature unless the recipient has provided express consent**. As a result, material from external organizations that is commercial in nature will not be shared with students, parents or staff electronically. **Express consent means that a person has clearly agreed (verbally or in writing) to receive a commercial electronic message. It is not time-limited, unless the recipient withdraws his or her consent.
- 1.5 The Communications Department will review all distribution requests from external organizations. It is preferred that submissions are sent electronically for consideration. External organizations should allow at least 20 business days for their request to be reviewed.
- 1.6 During the first three weeks of a new school year, distribution requests from external organizations can be submitted for review, but will not be granted approval for distribution during this time.
- 1.7 Pre-approval is granted if qualifying criteria is met. Pre-approval only applies to the materials submitted and is valid for a one-time distribution only. External organizations will receive a confirmation letter if their requests are given pre-approval. The Board maintains the right to deny requests or remove pre-approval at any time.
- 1.8 The Communications Department will produce a Pre-Approved Flyer Distribution List once a week notifying schools of materials that have been preapproved for distribution. The Board may add to the pre-approved lists as it deems necessary and maintains the right to remove organization's pre-approval at any time. School Principals **will not** distribute any material that is not on the list, with the exception of School principal approved fundraising which must be in accordance with Board policy 603A *School Fundraising*, 603B *Fundraising for External Charitable Purposes*, Policy 607 *Sponsorships*.
- 1.9 Pre-approval of a request to distribute material only allows an external organization to directly contact School Principals for permission to distribute their material through their schools. School Principals hold the final decision and will use their discretion regarding the distribution of any pre-approved material.
- 1.10 If an external organization receives Board pre-approval, it must share the confirmation letter with the School Principal as proof that pre-approval was received at the time of contact with the School Principal. It should also confirm with the School Principal that he/she is willing to distribute their material before printing and delivering the materials to the school.
- 1.11 School Principals will not accept any electronic copies of material for the purpose of printing. It is the sole responsibility of pre-approved external organizations to print and deliver their pre-approved materials to schools if a School Principal approves distribution. The maximum number of printed material will be up to the School Principal. If applicable, enrolment information will be provided. A list of schools with addresses is on the Board's website at

www.ycdsb.ca. The Board's internal courier service will only distribute material that has been given specific pre-approval from the Communications Department for mailroom distribution.

- 1.12 Distribution of political advertising/material by an outside agency that promotes a specific party, group, person or personal point of view **shall not** be permitted on school property or school buildings.
- 1.13 Materials that promote a school as a polling place may be used.
- 1.14 The York Catholic District School Board's name and logo should **not** be referenced or used on any materials without prior permission from the Communications Department. In addition, these materials must not suggest or claim the support or endorsement of the York Catholic District School Board or Board staff. As per Policy 113 *Intellectual Property*, The name York Catholic District School Board, YCDSB, the logo of the Board, as well as any derivatives, related names and graphics are trademarks and the property of the York Catholic District School Board. They must not be duplicated or used without permission.

2. PUBLIC PRESENTATION(S)

The York Catholic District School Board recognizes that outside organizations, groups or individuals may enhance the educational experience of some or all of the students in a school and, as such, endorses such presentations subject to prior approval from Senior Administration or the School Principal as per Board policies and procedures.

Presentations must support the Catholic teachings and values of our Faith, and align with the Mission, Vision and Strategic Commitments for student achievement and well-being of the Board.

- 2.1 Should the School Principal have a concern about a proposed presentation, he/she will consult with his/her appropriate Superintendent to grant permission to outside organizations, groups or individuals wishing to make a presentation.

Permission will be based upon a review of the intent of the organization, group or individual, the information it shares or posts on the website, and a clear understanding of the message it will deliver to schools, and confirmed by the appropriate Superintendent, with the School Principal.

- 2.2 If a school is interested in having a public presentation, the School Principal and teacher(s) involved must apprise themselves of the basic content of the presentation and determine that such presentation would be appropriate/acceptable to the students/parents for whom it is intended.
- 2.3 The School Principal and teacher(s) are to prepare the students as necessary prior to the presentation. The school should also advise the parents prior to the presentation and can promote the presentation on its school website, as it deems appropriate.
- 2.4 If the public presentation is occurring outside of the instructional day, the School Principal shall comply with Community Use of Schools guidelines (Policy 703 *Community Use of Schools*).

- 2.5 The School Principal shall ensure the Trustee is informed as per Policy 110, *Communications: Trustee/Administration*, through the school's regular communications channels.
- 2.6 Where during the presentation a concern arises related to the appropriateness/acceptability of the presentation, the School Principal or teacher(s) shall immediately stop the presentation. The School Principal shall communicate with the appropriate Superintendent, who will advise the Director's Office. The appropriate Superintendent will communicate with the Trustee concerning the issue and undertake steps to address the concern, as per the parameters in Policy 110, *Communications: Trustee/Administration*.
- 2.7 Where the presentation by an outside organization, group or individual fails to comply with agreed upon obligations and expectations, said organization, group or individual shall no longer be allowed to make a presentation in a school of the Board.
 - 2.7.1 The Superintendent will contact the Communications Department to discuss next steps and appropriate communications to parents, School Principals (informing them about not using this particular speaker), and to the speaker or his/her Public Relations/management team.

3. CLASS/COURSE PRESENTATIONS

The York Catholic District School Board recognizes that, on occasion, a presentation by an outside organization, group or individual may enhance a class or course for the students. Such presentations are subject to prior approval by the School Principal with consultation with the appropriate Superintendent of Education if required.

Presentations must support the Catholic teachings and values of our Faith, and align with the Mission, Vision, Core Values and Strategic Commitments for student achievement and well-being.

- 3.1 The teacher or course leader must obtain permission from the School Principal prior to inviting an outside organization, group or individual to address a class or group of students.

Permission will be granted subject to the teacher or course leader providing to the School Principal sufficient information about the organization, group or individual to ascertain the appropriateness/acceptability, the specific purpose of the presentation, and the time of the presentation. A School Principal may wish to confer with the appropriate Superintendent of Education prior to granting approval.
- 3.2 The teacher or course leader shall prepare the students prior to the presentation. The teacher or course leader should also advise the parents prior to the class presentation and can promote the presentation on its school website, as it deems appropriate.
- 3.3 The School Principal shall ensure the Trustee is informed as per Policy 110, *Communications: Trustee/Administration*, through the school's regular communications channels.
- 3.4 The teacher or course leader shall reflect on the effectiveness, value, and impact of the presentation on the students, and report back to the School Principal.
- 3.5 Where during the presentation a concern arises related to the appropriateness/acceptability of the presentation, the School Principal or teach(s) shall immediately stop the presentation. The

School Principal shall communicate with the appropriate Superintendent, who will advise the Director's Office. The appropriate Superintendent will communicate with the Trustee concerning the issue and undertake steps to address the concern, as per the parameters in Policy 110, *Communications: Trustee/Administration*.

- 3.6 Where the presentation by an outside organization, group or individual fails to comply with agreed upon obligations and expectations, said organization, group or individual shall no longer be allowed to make a presentation in a school of the Board.

3.6.1 The Superintendent will contact the Communications Department to discuss next steps and appropriate communications to parents, School Principals (informing them about not using this particular speaker), and to the speaker or his/her PR/management team.

4. DEFINITIONS

4.1 Material

Promotional items, or resources used in marketing, presentations and communications programs including, but not limited to, posters, flyers, postcards, brochures, booklets, forms, etc. that enhance educational opportunities.

4.2 Public Presentations

Delivering a topic, idea, or information in the form of a presentation by an individual or group of individuals directly speaking to a targeted audience, in a structured manner to enhance their educational experience.

5. CROSS REFERENCES

YCDSB Policy 110	Communications: Trustee/Administration
YCDSB Policy 113	Intellectual Property
YCDSB Policy 603A	School Fundraising
YCDSB Policy 603B	Fundraising for External Charitable Purposes
YCDSB Policy 607	Sponsorships
YCDSB Policy 704	Community Planning & Partnerships

APPENDIX E

RETREAT FACILITY/FACILITATOR RESOURCE LIST

FACILITY	CONTACT NUMBER	LOCATION	SERVICES
Albion Hills Conservation Area	1-800-838-9921 or 905-880-4855 Email: ahills@trca.on.ca	16500 Hwy. 50, Palgrave, L0N 1P0	
Archdiocese of Toronto	http://www.occb.on.ca/english/toronto.html		Local Parishes and halls available for Retreats
Blue Veil Ministry	416-747-9796 blueveil.org	109 Mercury Rd Etobicoke, On M9W 3H7	
Bruce Mills Conservation Area	(416) 667-6295 or info@trca.on.ca	Stouffville Road	
Carter Centre	905-726-6488	1335 St. John's Sideroad E., Aurora	Facilitate own retreat
Cedar Glen Outdoor Discovery Campus	905-859-9622 Fax: 905-859-675	Bolton	1. Curriculum-based programs for grades 1-8 for 1.5 – 3 hrs. 2. Outdoor ropes/leadership training/meeting rooms suitable for guided retreat (for older students)
Consolation Ministries	(416) 749-8907	2671 Islington (North of Albion Rd.), Toronto	Large hall with washrooms and kitchen; Use of Chapel
Covenant House	(416) 598-4898	20 Gerrard Street East Toronto, ON M5B2P3 Canada	
Good Shepherd Refuge	416-869-3619	412 Queen Street East Toronto, Ontario M5A 1T3	

L'Arche Daybreak (Dayspring)	905-884-3454 Ext. 226	11339 Yonge Street Richmond Hill	Facilitate own retreat
Loretto Maryholme	905-476-1140	379A Bouchier St. Box 1131 Roches Point, Keswick	Facilitate own retreat
Manresa Jesuit Retreat Centre	905-839-2864	2325 Liverpool Road Pickering, On L1X 1V4	
Marylake	905-833-5368	Keele St. and 15 th Concession Rd., King City	Facilitate own retreat; Lunch provided
Queen of Apostles	905-278-5229	1617 Blythe Road Mississauga, Ontario	
Regina Mundi	(905) 478-4264	Warden Avenue Sharon, Ontario	Large hall with washrooms and kitchen; large playing field
St. Francis Centre	519-941-1747 Fax: 519-941-6961	RR#8 (Mono Mills), Orangeville	Includes lunch; facility and facilitation fee.
Scott Mission	Extension 222 (416) 923-8872	502 Spadina Avenue, Toronto, Ontario, M5S 2H1	Volunteer opportunities in food services, distribution centre and daycare
Shadow Lake	905-640-6432	Stouffville	Facilitate own retreat
Teopoli	705-687-4488	1458 Housey's Rapids Rd. RR#3 Gravenhurst ON	Individual Private Retreats Guided Retreat Adult Group Retreat School/Class/Confirmation/Youth Groups Customized Retreats

YCDSB Supported Charities

APPENDIX C

Catholic Charities

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

Health Related / Medical Charities

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

Health Related / Medical Charities (continued)

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

Other Charities

- A Cup for Africa Mission
- Canadian Rights Action Foundation
- Canadian Unicef Committee
- Children of Hope Uganda
- Crime Stoppers of York Region
- Free the Children, now known as We Charity
- Habitat for Humanity Greater Toronto Area
- Holiday Heroes
- Kids Help Phone

Other Charities (continued)

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

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Curriculum	<i>Policy Number</i> 320
<i>Former Policy #:</i>	<i>Page</i> 1 of 6
<i>Original Approved Date:</i> xxx 2017	<i>Subsequent Approval Dates:</i> xxx 2022

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION A

1. PURPOSE

French is one of Canada's two official languages and one of Ontario's two official languages of instruction. Research shows that knowledge of a second language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning, problem-solving as well as creative-thinking skills. For these reasons, the York Catholic District School Board offers, along with the Core French program currently provided in our schools, French Immersion as a regional program of choice in which students receive their instruction in French for a variety of subjects.

French Immersion programs are designed to provide non-francophone students with a high degree of proficiency in the French language. While the Board recognizes that any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure.

2. POLICY STATEMENT

In keeping with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board, it is the policy of the Board to offer French Immersion as a regional program of choice, based on grade appropriate Ontario Curriculum expectations, for students beginning in Grade 1 and extending to Grade 12.

3. PARAMETERS

- 3.1 Participation in the French Immersion program shall be open to all eligible students as per Board procedures outlined in the addendum to this policy.
- 3.2 The elementary French Immersion program shall be available to students beginning in Grade 1 at selected regional school locations approved by the Board.

- 3.3 French shall be the language of instruction in Grades 1, 2, and 3 for eighty-five percent (85%) of the instructional day with Religious Education and Physical Education taught in English.
- 3.4 In Grades 4-8 the minutes of instructional time shall be shared between French and English as outlined in the procedures, an addendum to this policy.
- 3.5 In Grades 9-12 a minimum of ten (10) course credits shall be offered at each Secondary school designated by the Board as a regional French Immersion school site as outlined in the procedures, an addendum to this policy.
- 3.6 Single Track French Immersion Elementary schools shall offer no other language of instruction other than the subjects to be taught in English as outlined in parameters 3.3 and 3.4.
- 3.7 Single Track French Immersion schools shall not offer Kindergarten since the French Immersion program commences in Grade 1.
- 3.8 The Board shall provide English as a Second Language (ESL) support to students in the French Immersion program in accordance with board procedures for ESL support.
- 3.9 The Board shall provide Core Resource support in English to students in the French Immersion program in accordance with board procedures for Special Education support.
- 3.10 The French Immersion program shall be based on Ontario Curriculum expectations.
- 3.11 Students shall be assessed and evaluated against curriculum expectations in accordance with the Board's Assessment and Evaluation of Student Achievement policy.
- 3.12 Student participation in standardized assessments [i.e.: Canadian Test of Basic Skills (CTBS), Education Quality and Assessment Office (EQAO) or Ontario Secondary School Literacy Test (OSSLT)] shall be determined by the Board upon recommendation from the Director of Education in consultation with the Superintendent of Education overseeing Curriculum and Assessment and the Superintendent of Education overseeing Student Services
- 3.13 Communication to Parents/Guardians shall be in English, including, but not limited to, report cards, newsletters, parent-teacher interviews and general school communication.
- 3.14 Program locations for the implementation and delivery of the French Immersion program shall be subject to approval by the Board upon recommendation from the Director of Education.
- 3.15 Student enrolment and average class size requirements are determined by the Ministry of Education and local collective agreements.
- 3.16 The Board shall establish and implement guidelines for the review of dual track schools when a significant program or accommodation issue affects the school's ability to provide a sustainable program, in either the French or English track. Such a

review may lead to a relocation of either the French or English track to another more viable location.

- 3.17 Admission into the French Immersion program for Grade 1 shall be by lottery, as outlined in the procedures, an addendum to this policy.
- 3.18 Siblings of students in the French Immersion program must register, but are exempt from the lottery process, as long as one older child in the family continues in the French Immersion program for the following school year.
- 3.19 Provision for transportation of students attending the French Immersion program shall be in accordance with the policies and procedures of the Board's Student Transportation Services Policy.

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To receive, review and approve requests for the location and possible relocation of regional French Immersion school sites.

4.2 Student Success and Pathways Committee

- 4.2.1 To make recommendations to the Board regarding the establishment, expansion, and/or relocation of focus and/or regional programs.
- 4.2.2 To advise the Board on issues related to boundaries, transportation and costs/benefits of focus and/or regional programs.

4.3 Director of Education

- 4.3.1 To oversee compliance with the French Immersion Program policy and procedures.
- 4.3.2 To recommend regional program locations to the Board for consideration and approval.

4.4 Superintendent of Curriculum and Assessment

- 4.4.1 To review French Immersion attendance areas and recommend regional program locations to the Director of Education.
- 4.4.2 To select and communicate the dates of the Parent/Guardian information sessions and the French Immersion registration period as appropriate.
- 4.4.3 To review subject and/or course designations for the French Immersion program.
- 4.4.4 To allocate resources to support the implementation of elementary and secondary Ontario French Immersion Curriculum.
- 4.4.5 To develop a process for the admission and demission of students from a French Immersion program.

4.5 Coordinating Manager of Planning & Operations

- 4.5.1 To support the Superintendent of Curriculum and Assessment in reviewing and determining French Immersion program locations and associated boundaries.

4.6 Human Resources

- 4.6.1 To hire, select and allocate staff to support the French Immersion program in

accordance with Board policies and staffing procedures.

4.7 All Principals

- 4.7.1 To adhere to the Board's French Immersion policy and procedures.
- 4.7.2 To ensure that French is the language of instruction in all subjects designated by the Board to be taught in French.
- 4.7.3 To provide leadership and support to teachers in implementing appropriate supports for students.
- 4.7.4 To ensure the Student Record of Accumulated Instruction in French is recorded on an annual basis and filed in the student's Ontario Student Record.

4.8 Secondary Principals

- 4.8.1 To ensure the most appropriate Core French placement for students who graduate from the Grade 8 French Immersion program but do not continue with French Immersion in Secondary School.
- 4.8.2 To ensure that all required courses are available to students enrolled in the French Immersion program in order to satisfy the requirements of the French Immersion Certificate.
- 4.8.3 To ensure that students who have obtained at least ten (10) French Immersion credits receive the Certificate of Bilingual Studies in French Immersion upon graduation.

4.9 Teachers

- 4.9.1 To recognize that the French Immersion program operates similarly to the program offered in English, and that all curriculum expectations and relevant Board policies and procedures for the implementation of French Immersion are applied.
- 4.9.2 To use French as the language of instruction for subjects designated to be taught in French.
- 4.9.3 To encourage student use of French at all times in subjects designated to be taught in French.
- 4.9.4 To foster, model and encourage the use of French outside of the classroom.
- 4.9.5 To provide the necessary program accommodations and/or adaptations for English Language Learners and students with identified exceptional learning needs.
- 4.9.6 To record on an annual basis the number of instructional hours taught in French on the Student Record of Accumulated Instruction filed in the student's Ontario Student Record.

4.10 Parents/Guardians

- 4.10.1 To register their child for the French Immersion program in accordance with Board policies and procedures.
- 4.10.2 To communicate concerns about their child's progress or any additional information relevant to the student's learning, achievement and well-being with appropriate school staff.
- 4.10.3 To understand that learning materials will be in French, including, but not limited to, homework assignments, assessment criteria and learning goals for the subjects designated to be taught in French.
- 4.10.4 To understand that school boundaries and regional program locations are subject to accommodation reviews and may be revised or changed subject to approval by the Board upon recommendation from the Director of Education

and in consultation with Senior Administration.

4.11 Students

4.11.1 To attend school and classes each day, as required.

4.11.2 To use French to the best of their abilities in all subjects designated to be taught in French.

5. DEFINITIONS

5.1 Core French

Core French is the study of the subject French. Core French is mandatory for English-language schools from Grades 4-8 at the elementary level. One French as a Second Language (FSL) credit is compulsory for obtaining the high school diploma. York Catholic District School Board offers Core French commencing in Grade 1.

5.2 French Immersion Program

An optional second-language program where French is not only taught as a subject but is also the language of instruction in one or more than one other subject. French Immersion replaces the need for Core French instruction for students enrolled in the program.

5.3 French Immersion Program: Dual Track School

A school which offers programming in English as well as the French Immersion and Core French programs.

5.4 French Immersion Program: Single Track School

A school which offers only French Immersion programming with no other language of instruction offered other than the subjects to be taught in English.

6. CROSS REFERENCES

YCDSB Policy 203

Student Transportation Services

YCDSB Policy 309

Assessment and Evaluation of Student Achievement

Education Act

Ontario Regulation 298 – Operation of Schools

YCDSB French Immersion Program Procedure: An Addendum to Policy 320: French Immersion Program

7. RELATED FORMS (TBD if required)

Approval by Board

Date

Effective Date

Date

Revision Dates

Date

Review Date

Date

POLICY TITLE: FRENCH IMMERSION PROGRAM

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

1. Application Processes

- 1.1 Regional Program Boundaries & Catchment Areas
- 1.2 Lottery Process, Registration & Admission
- 1.3 Admission of Siblings
- 1.4 Transfer from other YCDSB Schools or School Boards
- 1.5 Collapse of Waiting Lists and Delayed Entry

2. French Immersion Program Delivery (Subjects/Courses & Instructional Minutes)

- 2.1 Elementary
 - 2.1.1 Primary Division
 - 2.1.2 Junior Division
 - 2.1.3 Intermediate Division
- 2.2 Secondary
 - 2.2.1 Subjects/Courses
 - 2.2.2 French Immersion Certificate Requirements

3. Demission from French Immersion

- 3.1 Elementary School: Re-entry to Regular English Track Program
- 3.2 Secondary: Transition from Elementary French Immersion program to Regular English Track Program

4. Long Term Accommodation Planning

- 4.1 Program Location and/or Relocation
- 4.2 Enrolment Cap
- 4.3 Dual Track Program Review

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
Policy Section	Policy Number 615
Former Policy # 707	Page 1 of 6
Original Approved Date	Subsequent Approval Dates
Dec 19, 1995	May 27, 1997

POLICY TITLE: EDUCATIONAL PARTNERSHIPS

SECTION A

1. PURPOSE

The York Catholic District School Board believes that partnerships between the Board or Schools and community that support the Mission, Vision, Core Values and Strategic Commitments of the Board, may provide opportunities to make a positive impact on student achievement.

The purpose of this policy is to provide parameters and to clarify procedures for the approval of partnership arrangements at the Board and/or School level.

For further clarification, this policy does not apply to Educational-Out of Classroom Activities as defined in *Policy 303, Community Planning and Partnerships* as defined in *Policy 704, Sponsorships* as defined in *Policy 607, Charitable Donations* as defined in *Policy 603B* or *Community Use of Schools (Permits)* as defined in *Policy 703*.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to **welcome and facilitate educational partnerships that support and enhance student achievement and well-being.**

3. PARAMETERS

- 3.1 Educational Partnerships shall be aligned with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board.
- 3.2 Educational partnerships shall support curriculum expectations **and** enhance student achievement and well-being.

- 3.3 Educational partnerships shall not compromise nor exploit students and/or employees.
- 3.4 Educational partnerships shall be under the supervision of Board and/or School staff.
- 3.5 Educational partnership opportunities or arrangements shall follow application, review, and approval processes that are open, fair and transparent and in accordance with the guidelines and procedures of this policy.
- 3.6 Board employees shall not use their influence or position for personal gain or to advance the interest of any potential corporate or community partner during the educational partnership application, review and approval processes.
- 3.7 Employees shall, as far as practical, avoid placing themselves in conflict of interest situations, whether real or perceived. Employees shall take all reasonable steps, at any and all times, to avoid the exercise of any influence on Board decisions in which they have a personal interest. Employees in doubt concerning the propriety of any action concerning the Board shall disclose a possible conflict of interest to their immediate supervisor for determination.
- 3.8 Educational partnerships shall be for a specified period of time.
- 3.9 The Board shall reserve the right to terminate any educational partnership agreement that is, or is deemed to be, in contravention with the Board's Mission, Vision, Core Values and Strategic Commitments or contrary to Church teachings.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Educational Partnerships policy, guidelines and procedures.

4.2 Superintendents of Education

- 4.2.1 To support Principals with the implementation of the Educational Partnerships policy, guidelines and procedures as required.
- 4.2.2 To participate in application of Educational Partnerships where appropriate.
- 4.2.3 To ensure that insurance and liability clauses shall be part of the educational partnership agreement.

4.3 Principal

- 4.3.1 To ensure proper implementation of the Educational Partnerships policy and procedures.
- 4.3.2 To process all Educational Partnership applications and/or contracts in accordance with the parameters outlined in the Educational Partnerships policy, its guidelines and associated procedures.
- 4.3.3 To ensure that insurance and liability clauses shall be part of the educational partnership agreement and require the consultation of appropriate Board level staff.

4.4 Teachers

- 4.4.1 To submit all requests for Educational Partnerships to the Principal in accordance with the parameters outlined in the Educational Partnerships policy, its guidelines and associated procedures.

5. DEFINITIONS

5.1 Conflict of Interest

5.1.1 A situation in which an employee, whether for himself/herself or for some other person(s) attempts to promote a private or personal interest which results or could appear to result in:

- An interference with the Mission, Vision, Core Values, and/or Strategic Commitments of the Board
- A gain or an advantage by virtue of his/her position in the York Catholic District School Board.

OR

5.1.2 A situation in which the personal or private interests of an employee (or the employee's family or close business associates) conflict with the interest of the Board or when there is a reasonable basis for the perception of such conflict.

OR

5.1.3 A situation in which access to, or quality of service rendered by, an employee is affected by any form of privilege, favouritism or special arrangement between an employee and another party, including a student or a student's family.

5.2 Educational Partnership

A formal arrangement, between a school or the Board and an individual or group of individuals that provides a service with a direct link to curriculum expectations that align with the Board's Mission, Vision, Core Values and Strategic Commitments enhancing student achievement and well-being. The quality and relevance of learning involves contact with students under the supervision of Board and/or School staff. Educational Partnerships may or may not have financial implications to the school depending on the relationship of that partnership.

5.3 Employee

Any individual employed by the York Catholic District School Board to perform services in exchange for a salary or an hourly wage on a casual, temporary or permanent basis.

6. CROSS REFERENCES

YCDSB Policy 304A	Research
YCDSB Policy 319	Supplementary Learning Resources
YCDSB Policy 423	Conflict of Interest for Employees
YCDSB Policy 611	Criminal Background Checks – Service Providers

7. RELATED FORMS

YCDSB AAS	Authority Approval Schedule
YCDSB FOI 2011	Annual Parental Consent FOI Form – September 2011
YCDSB Protocol	Third Party Protocol for External Partnerships

Approval by Board

May 27, 1997

Date

Effective Date

May 27, 1997

Date

Revision Dates

Date

Review Date

Date

DRAFT

POLICY TITLE: EDUCATIONAL PARTNERSHIPS

SECTION B: GUIDELINES

The following guidelines are intended to support YCDSB Policy 615 *Educational Partnerships* and provide a framework of accountability, transparency and fairness to guide the effective oversight of partnership arrangements.

GUIDING PRINCIPLES

1. Educational Partnerships shall:
 - 1.1 Be designed to meet the needs of **all** students, enhance curriculum, and support student achievement.
 - 1.2 **Educational partnerships shall adhere to teachings of the Catholic faith and shall be aligned with the Board's supplementary learning resources, policy and procedures.**
 - 1.3 Provide opportunities to meet shared social responsibilities toward education;
 - 1.4 Be based on clearly defined expectations;
 - 1.5 Be based on shared or aligned objectives that support the strategic goals of the Board/School;
 - 1.6 Allocate resources, if applicable, to complement and not replace public funding for education.
2. Development of educational partnership agreements shall:
 - 2.1. Clearly define roles and responsibilities of all partners;
 - 2.2. Recognize and respect each partners' expertise;
 - 2.3. Ensure that the resources and/or services are compatible with the Mission, Vision, Core Values, Strategic Commitment and policies of the Board;
 - 2.4. Identify the reasons for the partner's interest in the Board or School and conversely, the Board's or School's interest in the partner(s);
 - 2.5. Identify the program and/or event **where** the partner will have direct student **or staff** involvement;
 - 2.6. Identify the representative of the community or business partner with whom staff will work and liaise;
 - 2.7. Clearly define the expectations of the partner and **any** relevance to specific curriculum expectations.
3. **Students shall not be used** as a captive audience for the commercialization of **any** products. The educational partnership is to be Board and/or School directed within a mutually beneficial association that does not entail the use of students as a captive audience for corporate promotion.
4. Special concern must be taken when requests are made to actively promote a product or service to students as opposed to enhancing the learning opportunities for students in relation to specific curriculum expectations.
5. Educational partnerships involving the use of educational materials are to be examined for bias, inaccuracies and self-serving promotion.

LEVELS OF EDUCATIONAL PARTNERSHIP

Educational partnership agreements must provide, as part of the application and/or contract a direct link to student achievement, student engagement and curriculum and be aligned with the Board's Mission, Vision and Strategic Commitments.

Level	Impact	Type	Approval Process
Level 1: Short-Term Contract	School	This is usually a project-specific face-to-face event or activity that will affect one school or one class . It is often a one-time event, and usually requires minimal time.	Principal approval in consultation with teacher
Level 2: Classroom Support	School	Normally, this type of face-to-face contract covers one or more complete classes, divisions or departments and lasts for one or more full terms or semesters .	Principal approval in consultation with department, division or staff . Annual report to Board for all Level 2 Educational Partnerships.
Level 3: Formal Contract	School and /or Board	This type of contract usually involves a complete school (or several departments) initiated at the School level or a system level partnership initiated at the Board level .	A comprehensive educational partnership agreement/contract that may involve contractual obligations. Principal, in consultation with teacher(s), submits a completed Educational Partnership Approval form (Admin 39A) along with the educational partnership documentation to the appropriate Superintendent. Requires approval from the appropriate Superintendent. Annual report to Board for all Level 3 Educational Partnerships.



York Catholic District School Board

PROCEDURE:

EDUCATIONAL PARTNERSHIPS APPROVAL PROCESS

An Addendum to Policy 615: Educational Partnerships

Effective: xxxx 2016

PURPOSE

These procedures are designed in conjunction with the *YCDSB Policy 615 – Educational Partnerships* and specify the process for the approval of educational partnerships.

Educational partnerships are formal arrangements, between a school or the Board and an individual or group of individuals that provides a service with direct link to curriculum expectations, that align with the Board's Mission, Vision, Core Values and Strategic Commitments enhancing student achievement and well-being. The quality and relevance of learning involves contact with students under the supervision of Board and/or School staff. Educational Partnerships may or may not have financial implications to the school depending on the relationship of that partnership.

For further clarification, this policy does not apply to Educational-Out of Classroom Activities as defined in Policy 303, *Community Planning and Partnerships* as defined in Policy 704, Sponsorships as defined in Policy 607, *Charitable Donations* as defined in Policy 603B or *Community Use of Schools* (Permits) as defined in Policy 703.

APPROVAL PROCESS

Depending on the level of the Educational Partnership, the process for approval shall be as follows:

1. The Principal shall review and approve Level 1 and Level 2 educational partnerships in consultation with the teacher, as needed. Documentation, if applicable, is to be maintained with the school records as support to any funds collected, deposited and expended.
2. Applications for Level 3 Educational Partnerships will be reviewed by the appropriate Superintendent of Education: School Leadership along with the submitted Educational Partnership Approval form (Admin 39A) and supporting documentation. The Superintendent of Education: School Leadership will determine the consultation requirements, if any, based on the submitted documentation (Appendix A). These may include:
 - a. Director of Education and/or Associate Director
 - b. Facilities/Maintenance Department (if involving school facilities or grounds)
 - c. Finance Department
 - d. Information Systems Department (if involving computers/technology)
 - e. Curriculum, Student Services and/or Communications Department (if impacted by an educational partnership)
 - f. Any other department or Senior Administrator that may be impacted by an educational partnership or is in need of being consulted given the nature of the educational partnership
3. Educational partnerships that involve academic programs, facilities, grounds, equipment and/or resources require consultation and final approval from the appropriate Superintendent of Education: School Leadership.
4. Insurance and liability clauses shall be part of the educational partnership agreement and require the consultation of appropriate Board level staff.
5. As Level 3 educational partnerships are approved, the Superintendent of Education: School Leadership will send an authorizing email to the Principal or appropriate Board staff who submitted the application.

6. Any funding for local school educational partnerships (Levels 1-3) will be deposited into the school bank account distinguished in the appropriate sub-ledger as an **“Educational Partnership”** and will be processed in the same manner as other school generated funds. Backup documentation regarding the educational partnership is the responsibility of the Principal and is to be maintained at the school level for 6 +1 years for auditing purposes.
7. Any funding for Board educational partnerships shall be processed and posted as revenue to the board in a separate fund centre. Supporting documentation regarding the educational partnership is the responsibility of the individual submitting the application and is to be maintained for auditing purposes for 6 +1 years.
8. An educational partnership agreement may be terminated by the School or the Board if it is, or is deemed to be, in contravention of the Board’s Mission, Vision, Core Values and Strategic Commitments or contrary to Church teachings.
9. **An annual reporting to the Board, will be provided by the Superintendent of Education: School Leadership, with regards to Level 2 and Level 3 Educational Partnerships.**

YORK CATHOLIC DISTRICT SCHOOL BOARD

Educational Partnership Approval (Required for **Level 3 Only**)

RIM	
Board Form	Board Form No.
Administration	Admin 39(a)
Classification	Retention
Community	6 +1 = 7 yrs
Approval Date	Revision Date
	Nov 2016

School Name: _____

Contact Name: _____ (Principal/Board Staff)

Please complete and submit this form to the appropriate Superintendent of Education: School Leadership **PRIOR** to accepting any Level 3 educational partnership(s) as per YCDSB Policy 615. **Attach all documentation pertaining to this educational partnership that will assist in the approval process.** Please note that educational partnerships **do not** include the exchange of public recognition (advertising) for the corporation/community partner, are not considered to be donations and therefore, not eligible for income tax receipts.

1. **Educational Partner (Corporation/Community partner name):**

2. Term of Educational Partnership:

One Time only ☐ OR From: _____ To: _____ **Current year only**

3. Summarize the conditions/terms of the Educational Partnership agreement (if any):
(Refer to YCDSB Approval Authority Schedule (AAS) terms and conditions)

4. List the educational opportunities of how student achievement and/or well-being will be enhanced:

5. List specific curriculum links, expectations or experiential learning of this partnership:

Date Submitted: _____ Principal Signature _____

Submitted to Superintendent of Education: School Leadership:

_____ (Superintendent Name)

This section for use by the Superintendent of Education: School Leadership

YCDSB Department involved: _____ Not applicable _____

Final Approval ☐ Granted ☐ Not Approved Reason _____

Signature of Principal and Superintendent of Education: School Leadership

Principal: _____ Superintendent: _____

Date: _____ Date: _____

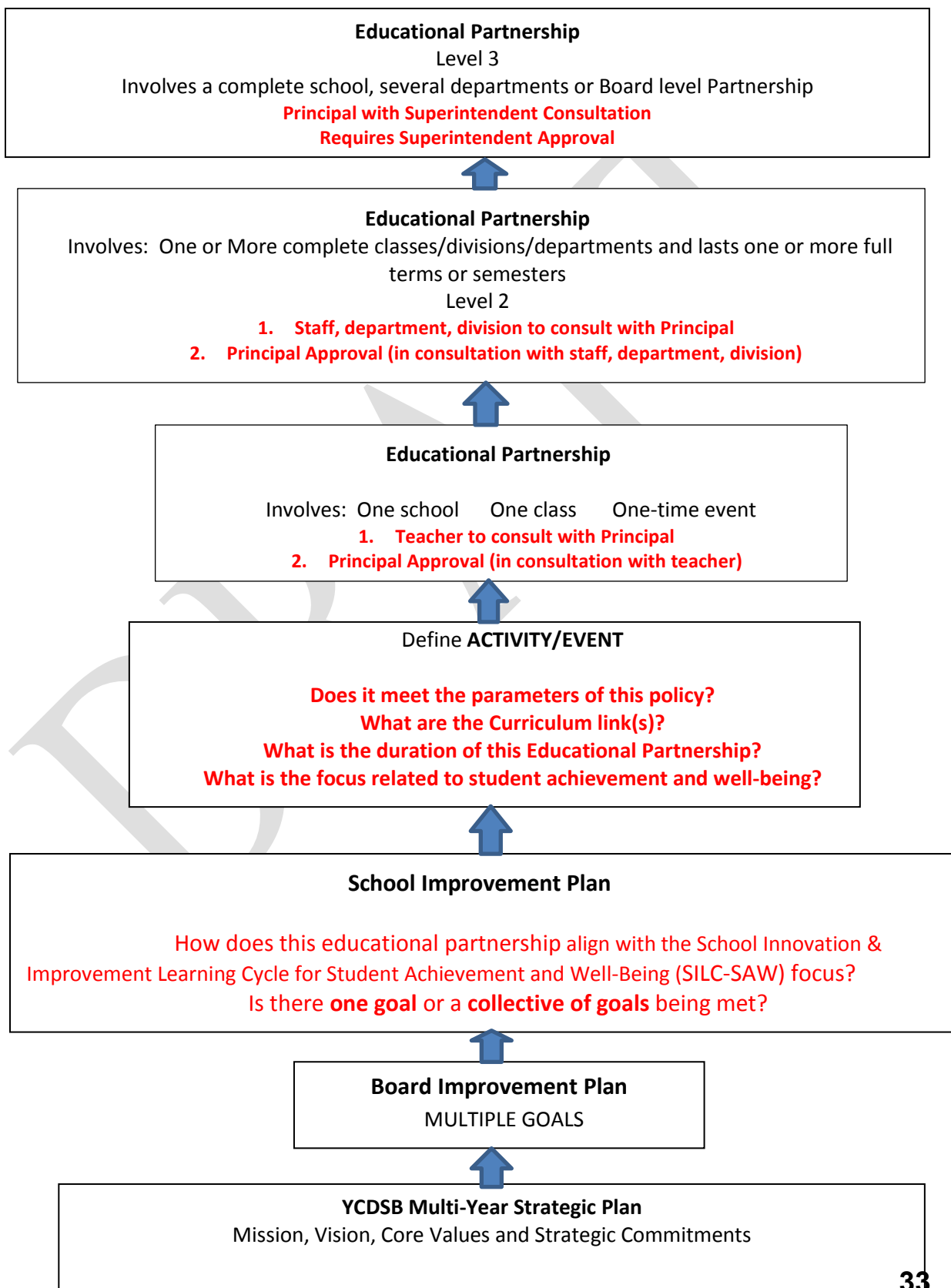
LEVELS OF EDUCATIONAL PARTNERSHIP

Educational partnership agreements must provide, as part of the application and/or contract a direct link to student achievement, student engagement and curriculum and be aligned with the Board's Mission, Vision, Core Values and Strategic Commitments.

Level	Impact	Type	Approval Process
Level 1: Short-Term Contract	School	This is usually a project-specific face-to-face event or activity that will affect one school or one class . It is often a one-time event, and usually requires minimal time.	Principal approval in consultation with teacher
Level 2: Classroom Support	School	Normally, this type of face-to-face contact covers one or more complete classes, divisions, or departments and lasts for one or more full terms or semesters .	Principal Approval in consultation with department, division and staff. Annual report to Board for all Level 2 Educational Partnerships.
Level 3: Formal Contract	School and/or Board	This type of contract usually involves a complete school (or several departments) initiated at the School level or a system level partnership initiated at the Board level.	A comprehensive educational partnership agreement/contract that may involve contractual obligations. Principal, in consultation with teacher(s), submits a completed Educational Partnership Approval form (Admin 39A) along with the educational partnership documentation to the appropriate Superintendent. Requires approval from the appropriate Superintendent. Annual report to Board for all Level 3 Educational Partnerships.

EDUCATIONAL PARTNERSHIPS FLOWCHART

Educational Partnerships shall be aligned with the Mission, Vision, Core Values and Strategic Commitments of the York Catholic District School Board. Educational partnerships shall support curriculum expectations that enhance student achievement and well-being.



YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 611
<i>Former Policy #</i>	<i>Page</i> 1 of 4
<i>Original Approved Date</i> February 7, 2012	<i>Subsequent Approval Dates</i>

POLICY TITLE: CRIMINAL BACKGROUND CHECKS - SERVICE PROVIDERS

SECTION A

1. PURPOSE

The York Catholic District School Board ("Board") affirms its responsibility to provide a safe and secure learning and working environment for students and staff. The Board is in a position of trust with regards to students and must strive to protect their intellectual, physical and emotional well-being. In accordance with Ontario Regulation 521/01, the Collection of Personal Information, the Board commits to implementing appropriate measures to ensure that those service providers having direct and regular contact with students are free of any criminal records which may place students at risk.

2. POLICY STATEMENT

It is the policy of the Board to allow opportunities for providing goods or services requiring direct and regular contact with students, only to individuals in compliance with Regulation 521/01.

3. PARAMETERS

- 3.1 The Board shall comply with Ontario Regulation 521/01, the Collection of Personal Information, as it pertains to Service Providers.
- 3.2 The Board shall implement procedures to address governance of criminal background checks for Service Providers.
- 3.3 Service Providers shall only provide goods and/or services to the Board when all required documentation with respect to criminal background checks has been received by the appropriate party, as is outlined in the procedures.
- 3.4 Criminal background check procedures are subject to audit by the Board.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Criminal Background Checks – Service Providers policy.

4.2 Chief Financial Officer & Treasurer of the Board

4.2.1 To ensure that this Policy is administered as approved.

4.2.2 To oversee the ongoing implementation of this Policy.

4.3 Senior Administrators

4.3.1 To support the implementation and compliance with the policy and related guidelines.

4.3.2 To ensure awareness of, and compliance with, approved Policy by their staff members.

4.4 Principals

4.4.1 To ensure compliance with this Policy for Service Providers selected by School Administration.

4.5 Purchasing Services Manager

4.5.1 To ensure awareness of and compliance with approved Policy.

4.5.2 To develop and implement procedures and review on an ongoing basis.

4.5.3 To adjudicate, where required.

4.6 Purchasing Services Staff

4.6.1 To ensure awareness of and compliance with approved Policy among end users involved in the engagement of Service Providers.

4.6.2 To apply related procedures to ensure compliance with this Policy for Service Providers selected via a competitive process.

5. DEFINITIONS

5.1 Board-Appointed Service Provider

Service Providers engaged by Purchasing Services via a competitive bid process, i.e. higher-value engagements - Child Youth Workers.

5.2 Criminal Background Check

A document concerning an individual that was prepared by a police force within six months before the day the Board collects the document, containing information concerning the individual's personal criminal history.

5.3 Direct and Regular Contact with Students

Working with students face-to-face or having unsupervised access to students on a recurring basis.

5.4 Goods

Tangible consumable items.

5.5 Services

Tasks performed by individuals.

5.6 Service Provider

An individual who comes into direct contact with students on a regular basis at a school site of the Board in the normal course of providing goods or services to the Board, as defined in Regulation 521/01, including a company's owner, employee or subcontractor.

5.7 School-Appointed Service Provider

Service Providers selected locally by School Administration. These primarily address the expenditure of locally raised funds i.e. Tour Operators, School Photographers.

6. CROSS-REFERENCES

Ontario Regulation 521/01 *The Collection of Personal Information*
YCDSB Purchase Reference Guide

Approval by Board

February 7, 2012

Date _____

Effective Date

February 7, 2012

Date _____

Revision Dates

Date

Review Date

February 2016

Date _____

POLICY TITLE: CRIMINAL BACKGROUND CHECKS – SERVICE PROVIDERS

SECTION B: GUIDELINES

The Board's procedures, an addendum to this policy, contain information related to the following components:

- 1. Criminal Background Check Requirements**
 - 1.1 Initial, annual and subsequent requirements
 - 1.2 Level of criminal background check required
- 2. Board-appointed Service Providers**
 - 2.1 Examples of Board-appointed Service Providers
 - 2.2 Responsibilities of Purchasing Services
- 3. School Administration appointed Service Providers**
 - 3.1 Examples of School Administration appointed Service Provider
 - 3.2 Principal's responsibilities

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 425
<i>Former Policy #</i> 501/420	<i>Page</i> 1 of 7
<i>Original Approved Date:</i>	<i>Last Approval Date:</i>
July 4, 2001	October 12, 2010 June 19, 2012 November 26, 2013 November 10, 2014 March 29, 2016 Annually

POLICY TITLE: ~~RESPECTFUL~~ WORKPLACE HARASSMENT

SECTION A

1. PURPOSE

~~The purpose of this policy is to support employees working and teaching in an environment which fosters mutual respect for the dignity and wellbeing of all employees. The York Catholic District School Board also recognizes that every employee has a fundamental right to a workplace free from harassment.~~ **The purpose of this policy is to provide procedures and guidelines that are intended to ensure a harassment free workplace for all Board employees. The policy is in keeping with provincial health and safety legislation.**

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all persons employed or contracted by the Board are entitled to perform their duties in a respectful work environment free from workplace harassment. This policy applies to all workers and it addresses workplace harassment from all sources including members of the public.

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~~ **shall be investigated in a timely manner.**
- 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 to **be considered permanent in accordance with** ~~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 **reputation integrity** of another individual or individuals will be subject to disciplinary action up to and including dismissal **from employment.**

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 An employee may seek additional support from ~~their~~ **his/her** Union, Human Rights Legal Support Centre or Employee and Family Assistance program, as appropriate.

3.10 This policy will be reviewed annually in accordance with the *Occupational Health and Safety Act* in consultation with the Joint Health and Safety Committee or when any gaps of **or** deficiencies in the procedures are identified as a result of an investigation.

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 harassment free workplace is a shared responsibility.

4.1 Director of Education

4.1.1 To oversee compliance of the Workplace Harassment policy.

4.2 Superintendent of Human Resources

4.2.1 To ensure that all employees are aware of the policy.

4.2.2 To ensure leadership in the implementation and training of this policy.

4.2.3 To facilitate the ~~Formal Resolution Process~~ **investigation of complaints.**

4.3 Superintendents of Education

- 4.3.1 To support the implementation of the Workplace Harassment policy and procedures as required or guided by the Superintendent of Human Resources.

4.4 School Administrators / Department Managers / Supervisors

- 4.4.1 To recognize and address actions of workplace harassment that offend, embarrass or humiliate others, whether deliberate or unintentional.
- 4.4.2 To treat each situation as a serious matter **and conduct an investigation where appropriate.**
- 4.4.3 To facilitate the situation towards a resolution between the parties if possible, with a view to correcting behaviour and preserving long term working relationships.
- 4.4.5 To consult with Human Resources if the situation cannot be resolved between the parties.
- 4.4.6 To ensure employees are aware of this policy.

4.5 Employees

- 4.5.1 To treat others with respect.
- 4.5.2 To become familiar with the Board's policy on Workplace Harassment.
- 4.5.3 To address workplace harassment by bringing it to the attention of the employee displaying it or to a person in authority, as soon as possible.
- 4.5.4 To not make allegations of harassment that are frivolous or vindictive.
- 4.5.5 To make every effort to resolve Workplace Harassment issues, where possible ~~in an informal manner.~~

5. DEFINITIONS

5.1 Complaint Resolutions:

All allegations of workplace harassment that are documented by a complainant.

~~5.1.1~~ **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~~

~~5.1.2~~ **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.~~

5.2 Workplace Harassment

5.2.1 Sexual Harassment

- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or

advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

5.2.2 Sexual Harassment

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

- Expressing bias on the basis of sex through derogatory or degrading remarks;
- Unwelcome inquiries or comments about a person's clothing, body or social activities;
- Remarks, jokes, or innuendoes of a sexual nature;
- Persistent objectionable looks at a person's body;
- Unnecessary and unwanted physical contact;
- Displaying pornographic or other offensive or derogatory pictures or cartoons in the workplace;
- Condescension or paternalism which undermines self-respect;
- Coercive behaviour that asserts control and/or influence over the victim;
- Sexual assault (criminal offence – police to be contacted)

5.2.3 Workplace Harassment

- Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.
- Workplace sexual harassment.

5.2.4 Workplace Harassment

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

- Unwanted comments, inferences or suggestions;
- Various forms of intimidation and aggressive behaviour;
- Verbal and emotional abuse;
- Withholding information necessary to perform one's duties; and
- 'Bullying' which is an attempt to undermine an individual through cruel and humiliating behaviour, including 'cyber-bullying'
- Regular use of profanity and abusive or violent language;
- Violent behaviours – slamming doors, throwing objects;
- Frequent angry shouting/yelling or blow-ups;
- Targeting individual(s) in humiliating practical jokes.

5.3 Timely Manner

Any formal complaint made under this policy must be filed ~~within a reasonable time~~ **in a timely manner** following the occurrence of the incident(s). The Board adopts a twelve (12) month time frame and may, in its discretion, decide not to address the complaint when the facts upon which the complaint is based, occurred more than twelve (12) months ~~before the complaint was filed.~~ **prior to the date the complaint was filed.**

5.4 Workplace

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

- Activities within offices, staffrooms, classrooms, cafeterias/lunchrooms, and other Board property;

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

6. CROSS REFERENCES

YCDSB Policy 408 Employee Acceptable Use of Information Technology

YCDSB Policy 412 Progressive Discipline

YCDSB Policy 506 Racial and Ethnocultural Harassment

YCDSB Procedure (Addendum to Workplace Harassment Policy)

Municipal Freedom of Information and Protection of Privacy Act

Limitations Act

Occupational Health and Safety Act

Ontario Human Rights Code

Approval by Board	March 29, 2016

	Date
Effective Date	March 30, 2016

	Date
Revision Dates	March 29, 2016

	Date
Review Date	
Annually	_____
	Date

POLICY TITLE: WORKPLACE HARASSMENT

SECTION B GUIDELINES

The Board's procedures, an addendum to this policy, are adapted from the Ministry of Labour's "Code of Practice" to address workplace harassment under Ontario's *Occupational Health and Safety Act*. The procedures contain information related to the following components:

1. Complaint Process

- 1.1 Information on how to file a workplace complaint, in a timely manner, with all the facts of the allegation.
- 1.2 An investigation is conducted into complaints of workplace harassment that is appropriate in the circumstances.
- 1.3 An employee may seek additional support from his/her Union, Human Rights Legal Support Centre or Employee and Family Assistance program, as appropriate.
- 1.4 All employees making a harassment complaint as per the guidelines will do so without fear of reprisal.

2. Records Management

- 2.1 All records shall be kept confidential.
- 2.2 Records are retained separate from personnel files under the control and direction of the Superintendent of Human Resources.
- 2.3 Access to records is limited based on applicable legislative obligations and Board policies.

3. Training

- 3.1 Strategies for providing all Board employees with training on the following:
 - 3.1.1 What conduct is considered workplace harassment, including workplace sexual harassment and how to recognize it;
 - 3.1.2 How and to whom to report an incident;
 - 3.1.3 How the complaint will be investigated;
 - 3.1.4 How the results of an investigation will be reported.

4. Review

- 4.1 The policy and procedures will be reviewed annually in accordance with the *Occupational Health and Safety Act*.
- 4.2 The review will be undertaken in consultation with the Joint Health and Safety Committee on an annual basis and/or when any gaps or deficiencies in the procedures are identified as a result of an investigation.

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 Workplace Harassment policy, including choosing to ignore it or implementing the procedures outlined in the guidelines.~~

~~All employees making a harassment complaint as per the guidelines will do so without fear of reprisal. Although employees are encouraged to follow the policy as a resolution, employees have the right to file a complaint with the Human Rights Commissioner or seek redress through any other legal means at any time.~~

~~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.~~

The Board's procedures, an addendum to this policy, contain information related to the following components:

1. Early Intervention

- ~~1.1 Strategies on how to handle a workplace matter, prior to it escalating.~~
- ~~1.2 At this stage, only advice is being sought and names need not be disclosed.~~
- ~~1.3 The complainant is under no obligation to file a formal complaint.~~
- ~~1.4 Employee support is available through the Board's Employee and Family Assistance Program.~~

2. Complaint: Informal Resolution

- ~~2.1 Informal resolution is conciliatory.~~
- ~~2.2 Strategies on how to discuss the issue with the employee.~~
- ~~2.3 Strategies on how to develop appropriate solutions.~~
- ~~2.4 Human Resources involvement if there is no resolution.~~
- ~~2.5 Employee support is available through the Board's Employee and Family Assistance Program.~~

3. Complaint: Formal Resolution

- ~~3.1 Information on how to file a formal respectful workplace complaint, in a timely manner, with all the facts of the allegation.~~
- ~~3.2 Steps in the formal process may include interim measures, mediation, investigation, or the dismissal of the complaint.~~
- ~~3.3 An investigation is conducted into incidents and complaints of workplace harassment that is appropriate in the circumstances.~~
- ~~3.4 Employee support is available through the Board's Employee and Family Assistance Program.~~

4. Records Management

- ~~4.1 All records shall be kept confidential.~~
- ~~4.2 Records are retained separate from personnel files under the control and direction of the Superintendent of Human Resources.~~
- ~~4.3 Access to records is limited based on applicable legislative obligations and Board policies.~~



York Catholic District School Board

PROCEDURE

Addendum to Policy 425: Workplace Harassment

January 2017

PURPOSE

These procedures are designed in conjunction with Policy 425: Workplace Harassment and ~~provide specific detail regarding~~ **outline** the process for the reporting and **the** investigation of harassment. **In addition to the complaint process, these procedures address records management of workplace harassment documents, the review of the policy, as well as employee training.**

1. ~~COMPLAINTS:~~ **FORMAL RESOLUTION PROCESS**

1.1 Step 1

1.1.1 Filing a Complaint

The complainant will submit a written complaint, in a timely manner* to ~~the Superintendent of Human Resources.~~ **his/her immediate supervisor.**

The written complaint should include the following:

- i. Name and contact information;
- ii. The nature of the allegation;
- iii. The name of the respondent, position and contact information if known;
- iv. The relationship of the respondent to the complainant (for example, ~~supervisor, colleague,~~ **member of the public, supervisor ****);
- v. The date(s) and a description of the incident(s) including frequency and location;
- vi. If applicable, the names of the witnesses and contact information, if known;
- vii. Any supporting documents you may have that are relevant to the complaint;
- viii. List any documents that a witness, another person, or the alleged harasser may have that are relevant to the complaint.

The information provided should be as precise and concise as possible.

*Please refer to section **5.3** in the Workplace **Harassment** policy.

**** In the event the complaint is in regards to the employee's supervisor, please address the written complaint to the attention of the Superintendent of Human Resources.**

1.1.2 Screening and Acknowledgment of Complaint

Upon receipt of the complaint, the ~~Superintendent of Human Resources~~ **immediate supervisor shall** acknowledges receipt within two (2) days. The ~~Superintendent of Human Resources~~ **immediate supervisor** 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.

1.1.3 Interim Measures

After a complaint is made, the ~~Superintendent of Human Resources~~ **immediate supervisor**, in consultation with the ~~Director of Education~~ **School Superintendent/Superintendent of Human Resources** 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.

~~3.1 Step 2~~

~~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.~~

~~3.2 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:~~

- ~~1. The Superintendent of Human Resources will discuss the nature of the complaint and agree upon who will conduct the mediation;~~
- ~~2. The mediation process and resolution will be kept strictly confidential by all participants;~~
- ~~3. 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.~~

~~1.1.4 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.~~

- a) An investigation will be appointed **commence** within ten (10) working days of referral **receiving the complaint**. The investigation will be completed within ninety (90) calendar days or less, unless there have been extenuating circumstances.
- b) Instruction on how to conduct investigations appropriate in the circumstances, including not to disclose identifying information unless it is necessary to conduct the investigation and take corrective action or otherwise required by law.

~~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.~~

- c) Any complaint of harassment shall be kept confidential except as is necessary to investigate and resolve the issue and subject to **MFIPPA** ~~(The 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.*~~

- d) The investigator shall
 - i. Interview the complainant and respondent separately;
 - ii. Interview all witnesses separately, including any non-employees, if possible;
 - iii. Or provide written explanation as to why they were not interviewed;
 - iv. Provide a written report.

3.5 Step 5

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.~~

- 1.1.5** Once an investigation is complete, the **School Superintendent or** Superintendent of Human Resources **shall** 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.

- 1.1.6 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. termination.~~
- 1.1.7 The ~~School Superintendent~~ or Superintendent of Human Resources shall inform the complainant, ~~and the respondent, and the Director of Education~~ in writing of the decision ~~within 10 calendar days of the conclusion of the investigation~~ and **if any**, the corrective and/or disciplinary measures and actions.

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.~~

~~In the event that the harasser is the employee's immediate supervisor, please notify Human Resources for assistance.~~

COMPLAINTS: 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.~~

~~— 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.~~

~~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.~~

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.~~

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.~~

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~~

2. RECORDS

2.1 Upon the conclusion of an investigation and **School Superintendent/Superintendent of Human Resources** 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:

- 2.1.1 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.

2.2 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.

3. REVIEW

3.1.1 This policy will be reviewed annually in accordance with the Occupational Health and Safety Act.

3.1.2 The **review shall be conducted** in consultation with the Joint Health and Safety Committee **on an annual basis and/or** when any gaps ~~of~~ **or** deficiencies in the procedures are identified, as a result of an investigation.

4. TRAINING

- 4.1 All workers will be provided with information and instruction on this policy and the procedures, which will include:
- 4.1.1
- i) What conduct is considered workplace harassment, including workplace sexual harassment, and how to recognize it;
 - ii) How and to whom to report an incident;
 - iii) ~~How the employer will investigate~~ the complaint will be investigated;
 - iv) ~~How the employer will report the results of an investigation~~ will be reported.
- 4.2 If there are substantial changes to the policy or procedures all workers are to be informed of the changes and instructions will be provided.
- 4.3 Supervisors, Managers and the Joint Health and Safety Committee will be provided with information and instruction on how to recognize workplace harassment and how to handle a complaint.
- 4.4 Supervisors, Managers and School Superintendents will be trained on how to conduct an investigation into a complaint of workplace harassment, including sexual harassment.



YORK CATHOLIC DISTRICT SCHOOL BOARD SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Lynda Coulter, Superintendent of Human Resources

DATE: January 23, 2017

SUBJECT: Policies
426 Sexual Harassment (Workplace)

This memo is intended to inform the Policy Review Committee of the rationale for the termination of policy #426.

Policy 426 Sexual Harassment (Workplace) is no longer necessary as the principles and standards have now been incorporated into the newly revised Workplace Harassment (#425). Policy #425 was renamed from Respectful Workplace to Workplace Harassment.

There have been significant reforms to the *Occupational Health and Safety Act* (OHSA), placing additional duties on employers with respect to the prevention of workplace harassment. A major change was the OHSA definition of “workplace harassment” to now include “sexual harassment”. The collapsing of the two policies into one policy is intended to provide a consistent and credible process in responding to all types of workplace harassment.

Accordingly, Human Resources is recommending the termination of policy #426 (attached with memo as supplemental information).



No.: 810A Policy 426

Section: Board

Approved: July 4, 2000

Board Approved Revision Date:

Implementation: Superintendent of Human Resources

POLICY:**SEXUAL HARASSMENT (WORKPLACE)**

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

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by the Policy. The policy also applies to elected officials, members of boards and committees and volunteers.

Administration will treat any complaint of sexual harassment as a serious matter and, where a complaint is substantiated, individuals, regardless of position or seniority, will be subject to appropriate disciplinary measures, up to and including dismissal.

Notwithstanding the existence of this policy, every person continues to have the right to seek assistance from the Ontario Human Rights Commission or the police. Nothing in this policy precludes a person from filing a grievance where the person is entitled to do so. By mutual agreement the time limits under any collective agreement may be extended.

What is Workplace Sexual Harassment:

Workplace sexual harassment may include one or a series of incidents involving unwelcome sexual advances, requests for sexual favours, or other verbal or physical conduct of a sexual nature. Any person who engages in such behaviour which he or she knows or should know is unwelcome may be guilty of sexual harassment.

Sexual harassment refers to harassment on the basis of sex and gender. Harassment on the basis of sex is sexually motivated and most frequently directed at women. Harassment based on gender is directed at an individual because of commonly held societal notions of masculinity and femininity. The term sexual harassment as defined in this document is inclusive of both forms of harassment.

Sexual Harassment may include but is not limited to:

- Inappropriate comments about a person's body or appearance
- Expressing bias on the basis of sex through derogatory or degrading remarks
- Unwelcome inquiries or comments about a person's sexual practices
- Sexually suggestive remarks or innuendoes

- Sexist jokes causing embarrassment or offence, told or carried out after the joker has been advised that they are embarrassing or offensive, or are by their nature clearly embarrassing or offensive
- Displaying of pornographic or other offensive or derogatory pictures, cartoons and graffiti in the schools and other Board premises as well as clothing
- Letters, phone calls or visits of a sexually harassing nature
- Persistent unwanted contact or attention
- Persistent requests for a date, propositions or demands for sexual favours
- Unwanted physical contact
- Leering or inappropriate staring
- Condescension or paternalism which undermines self respect
- Coercive behaviour that asserts control and/or influence over the victim
- Promise of a job related benefit in exchange for a sexual favour
- Verbal abuse or threats
- Sexual assault (criminal offence - police should be contacted)

Workplace Defined:

For the purposes of this policy, the workplace included locations where activities related to the business of the Board take place. These include:

- Activities within offices, staff rooms, classrooms, cafeterias/lunch rooms and other Board property
- Events associated with and including co-instructional and extra-curricular activities
- Situations outside of Board operated premises e.g. field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings
- Activities in other locations where sexual harassment may have a subsequent impact on the work relationship, performance or environment.

Confidentiality:

All reports regarding sexual 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 sexual harassment report.

Policy 810A: Sexual Harassment (Workplace)

Conclusion:

All issues arising out of this policy will be dealt with in a timely fashion and in accordance with the Complaint Procedures: Sexual Harassment (Workplace).

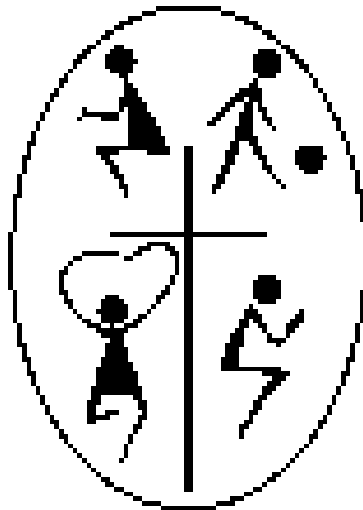
CROSS REFERENCE

- Complaint Procedures for Sexual Harassment - Workplace
- Policy 808 Antiracism and Ethnocultural Equity 1995
- Policy 811 Affirmative Action/Gender Equity in Employment and Curriculum 1991
- Policy 420 Respectful Workplace & Complaint Procedures

YORK CATHOLIC DISTRICT SCHOOL BOARD

**COMPLAINT PROCEDURES
SEXUAL HARASSMENT (WORKPLACE)**

**CROSS REFERENCE
POLICY No. 810A (Policy 426)**



Susan LaRosa
Director of Education

Elizabeth Crowe
Chair of the Board

COMPLAINT PROCEDURES

Sexual Harassment (Workplace)

Each employee retains the right to decide how to respond to sexual harassment, including either verbal or written communication with the respondent, in order to resolve the situation. The complainant may contact his or her principal, manager, school superintendent, a human resources representative, bargaining unit representative and/or the Equity Consultant to discuss the situation and how it might be resolved. At this stage, since 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.

One may choose to go directly to the formal process or utilize both the informal and formal stages.

Informal Resolution Process:

1. As soon as possible, one is advised to make a record of the details surrounding the incidents including times, dates, places, names of witnesses, if any, and circumstances surrounding the incident.
2. One may wish to speak directly to the person involved in the alleged harassment. One may choose to do this alone or in the presence of another Board employee, Equity Consultant or bargaining unit representative.

If one chooses to speak to the person, it would be helpful to make a note of the conversation that took place. One should tell the person calmly but firmly that the behaviour is unwelcome and must stop. This is often an effective way to end the harassment.

3. One may wish to advise the person by letter. If one chooses this option, it is advisable to keep a copy of the letter and proof that it is received, such as a courier or registered mail receipt.
4. If one is not satisfied with the results of the initial contact with the respondent or if the harassment continues, one may wish to contact his or her principal, manager, school superintendent, a human resources representative, bargaining unit representative and/or Equity Consultant to request the presence of a facilitator. A facilitator is a neutral third party who assists with the discussions so that the parties may focus on the substantive issues and work toward achieving a satisfactory resolution.
5. One may wish to consider counselling to help deal with the psychological and emotional impact of these events. Suggestions for counsellors and/or a spiritual advisor can be obtained from the Board's Employee Assistance Plan.
6. No formal written records are completed at this stage although both parties should keep personal documentation of the meetings.

7. If the harassment incident is not resolved at the informal stage, the complainant may choose to initiate the next option - the Formal Complaint.

Formal Resolution Process:

1. The complainant will submit a written complaint, in a timely manner,* on the attached form to the Superintendent of Human Resources/Designate.

*Any complaint must be filed within a reasonable time following the occurrence of the event. The Board adopts the six month time frame prescribed by the Ontario Human Rights Commission and the Board may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six months before the complaint was filed.

2. The Superintendent of Human Resources/Designate will confirm in writing to the complainant, receipt of the complaint within seven (7) working days.
3. The Superintendent of Human Resources/Designate will forward a copy to the respondent within seven (7) working days of receipt of the complaint.
4. The Superintendent of Human Resources/Designate will discuss the complaint separately with the complainant(s) and respondent(s) and on their recommendation, may consult with others who are in a position to provide relevant information.

The parties have the right to representation during these and any other discussions during this process and shall be informed of such right by the Superintendent of Human Resources/Designate.

Following each interview with the complainant(s) or respondent(s), the Superintendent will prepare written statements based on the interviews. These statements will be disclosed to the complainant(s) and respondent(s). The parties will each have the opportunity to provide any written addition or amendment to the statements. If persons other than the complainant(s) and respondent(s) are interviewed, statements will be prepared and the essence of relevant information contained in those statements will be disclosed to the complainant(s) and respondent(s).

NB. The Superintendent of Human Resources/Designate, in consultation with the Director of Education, may exercise his or her discretion and refer a complaint to a Complaint Review Investigator (see paragraph 7) upon initial receipt of a complaint.

5. The Superintendent of Human Resources/Designate will meet with the relevant parties to attempt a resolution. If the incident is resolved at this stage, no further action will be taken.
6. If the complaint is not resolved in a manner which is mutually agreeable to both parties, the Superintendent of Human Resources/Designate will submit a report to the Director of Education with recommendations for resolution. The Director of Education may act upon the recommendations and/or appoint a Complaint Review Investigator.
7. The Investigators shall be chosen by the Director from an approved roster of providers.

The qualities of those on the approved roster of providers shall include the following:

- Education and/or experience in the investigation of sexual harassment complaints
- Non-judgmental approach and good communication skills
- High ethical standards

The Investigator shall:

- Interview separately, both the complainant and the respondent;
- Meet with persons who may have some knowledge of matters and evidence connected with the alleged incident(s) including witnesses named or persons who may have experienced sexual harassment by the respondent. Following each interview, statements will be prepared by the Complaint Review Investigator based on the information provided during the interviews. Where possible, the statements should be reviewed, signed and dated by the witness. The witness is entitled to retain a confidential copy of the statement. The Investigator may conduct physical examinations of locations and review any documents, records, or other evidence relevant to the investigation. Once the investigation is complete, the Complaint Review Investigator shall prepare a report summarizing the evidence, making findings of fact and providing recommendations based on their findings. Names of witnesses shall be included in the report. A copy of the report, but not witness statements, are to be provided to the complainant(s) and respondent(s). The report will include the essence of statements provided by witnesses, which have been relied upon by the investigators. The complainant(s) and respondent(s) may provide comments to the Investigator on the report, including suggestions for further investigation or changes to the report. The Investigator shall review the comments, if any, provided by the parties and decide to amend the report, conduct further investigations or finalize the report. If the report is amended it shall again be produced to the parties.

Any party refusing to participate may provide a written explanation of the refusal for consideration by the Investigator.

- The investigation should be concluded within ninety (90) working days from the submission of the original written complaint to the Superintendent of Human Resources.

N.B. While it is expected that all investigations occurring under this complaint procedure are completed within ninety working days of the filing of the written complaint, delays may still occur.

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

8. Findings of the investigations and recommendations of the Investigator in the form of a final report will be submitted to the Director of Education/Designate for approval and action. Copies will be forwarded to both parties. The Director of Education/Designate shall review the Investigator's findings and take action within twenty (20) working days of the submission of the Investigator's report.
9. Where disciplinary action is taken as a result of the investigation, the disciplinary letter shall be placed in the personnel file of the employee. As with any disciplinary letters in the personnel file, the employee may apply to the Superintendent of Human Resources to consider removing the document.
10. At the conclusion of the 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:
 - 1) By any subsequent Investigator who considers the information relevant to their investigation;
 - 2) As required by law;
 - 3) 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.

11. 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.

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. Such disciplinary action will be placed in the employee's personnel file.

YORK CATHOLIC DISTRICT SCHOOL BOARD

SEXUAL HARASSMENT FORMAL COMPLAINT FORM

(To be used to commence a formal complaint.

The Information contained herein is of a highly confidential nature.)

Date: _____

Name of Complainant: _____ **Job Title:** _____

School/Department/Board Office/Other: _____

Name of Person(s) Accused of Harassment: _____

Statement of Complaint & Complainant's Description of the Alleged Harassment: (Please read the attached Policy on Sexual Harassment (Workplace) and the Complaint Procedures before completing the form.)

Date(s) Location(s) of Incident(s) (if the harassment has been repeated over a period of time, give approximate length of time period involved.) _____

Is this the first complaint? If not, how was/were the prior/previous complaint(s) addressed?

Complainant's Signature: _____ **Date:** _____

Received by: _____ Date: _____ Complaint I.D.# _____

Distribution: Original: Superintendent of Human Resources/Designate

Copy 1: Complainant

Copy 2: Respondent

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Governance	<i>Policy Number</i> 106
<i>Former Policy #</i> 803	<i>Page</i> 1 of 6
<i>Original Approved Date</i> May 1969	<i>Subsequent Approval Dates</i> May, 1988 June 22nd, 1999 January 2003 March 25, 2008 February 25, 2014 November 29, 2016

SECTION A

POLICY TITLE: DELEGATIONS TO THE BOARD AND INPUT TO AGENDA ITEMS

1. PURPOSE

The Board recognizes that *all stakeholders* need to have a voice in the decision making process of the Board and to have their concerns heard. This policy is intended to provide the guidelines under which the above may occur.

2. POLICY STATEMENT

The York Catholic District School Board values the input members of the community may provide into issues where they have a particular concern or interest subject to approved guidelines. Therefore, it is the policy of York Catholic District School Board that delegations to the Board enable members of the community to give timely input on items to be discussed on a Board Agenda.

3. PARAMETERS

In the interest of engaging our communities, the Board is committed to providing stakeholders with opportunities to provide input and/or feedback that supports or informs Board decision-making through delegations received at Regular or Special Meetings of the Board. **In any one school year the Board will approve one delegation per individual or group of individuals per topic in accordance with the following parameters.**

DELEGATIONS TO THE BOARD: PUBLIC PRESENTATIONS

- 3.1 An individual or delegation wishing to make a presentation to the Board shall process the request through the Secretary to the Director's Office: Trustee

Services who will provide direction and a copy of Form Admin. 29(a) which must be fully completed and received at least seven (7) days prior to the date of the meeting.

- 3.2 An individual or delegation wishing to make a presentation to the Board requesting the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix A (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the Secretary to the Director's Office: Trustee Services as outlined in parameter 3.1.
- 3.3 Upon receipt of an Admin 29(a), the Executive Committee of the Board will review the request, and determine whether the presentation will be heard before the whole Board, in a private session of the Board, referred to a committee of the Board, or referred to the Director of Education to determine appropriate action(s).
- 3.4 All delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and parameter 3.26 of this policy.
- 3.5 At the discretion of the Chair, delegations may be added to a Board agenda in the event of a time sensitive situation.
- 3.6 No more than three (3) delegations will be approved for any Board meeting without approval of the Executive Committee of the Board.
- 3.7 The Chair reserves the discretion to defer a request for a presentation.
- 3.8 Following approval to hear the presentation, before the full Board or a committee of the Board, the spokesperson for the group (or individual) shall be notified of the meeting date and time and shall be apprised of the parameters for the presentation.
- 3.9 Up to two (2) individuals may serve as spokespersons for any delegation, and no other members of the delegation shall address the Board, except by request of a Trustee and permission of the Chair. Additional written material in support of the presentation may be provided to Trustees at the meeting.
- 3.10 A maximum of *ten* (10) minutes per delegation is allowed to make a presentation. The Chair may choose to extend the time.
- 3.11 Where the matter brought before the Board requires a decision, the Board reserves the right not to make the decision at the same meeting at which a presentation is heard. The individual or the official spokesperson of the delegation shall be notified verbally, or by letter of the decision, or of the date of the meeting at which a decision is to be made, or a staff report concerning the presentation is to be considered.

DELEGATIONS TO THE BOARD: PRESENTATION OF A PETITION

- 3.12 An individual or delegation wishing to present a petition to the Board shall present a written copy of the petition to the Recording Secretary at least fifteen (15) minutes

prior to the start of the Board Meeting along with a completed Admin 29(a). Receipt of the petition will be noted by the Chair on behalf of the Board during the Presentations segment of the Agenda.

- 3.13 All delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and parameter 3.26 of this policy.
- 3.14 Following approval to hear a petition, before the full Board or a committee of the Board, the spokesperson for the group presenting a petition shall be allowed to address the Board, if they so desire, in public session or in camera, as determined by the Chair of the Board.
- 3.15 A maximum of three (3) minutes is allowed to present a petition. The Chair may choose to extend the time.
- 3.16 A Trustee may also present a petition to the Board on behalf of their community during the "Presentations" segment of the Agenda.
- 3.17 After receiving a petition, and where the matter requires a decision, the Board reserves the right not to make the decision at the same meeting at which the petition is presented. The official spokesperson of the delegation shall be notified verbally, or by letter of the decision, or of the date of the meeting at which a decision is to be made, or a staff report concerning a petition to be considered.

DELEGATIONS TO THE BOARD: PRESENTATIONS OF INPUT RELATED TO AN ITEM ON THE AGENDA

- 3.18 An individual or delegation wishing to give input to the Board, related to any item on the Agenda, shall notify the Secretary to the Director's Office: Trustee Services at least fifteen (15) minutes prior to the start of the Board Meeting. The Secretary to the Director's Office: Trustee Services will provide a copy of Admin 29(b) for completion and approve the request if the item is on the agenda and inform the spokesperson for the group of the parameters for the presentation.
- 3.19 All public delegations related to a specific Pupil Accommodation Review, and included as an item on an agenda other than the Special Meeting of the Board related to the Pupil Accommodation Review, shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and parameter 3.26 of this policy.
- 3.20 On occasion, there may be a Notice of Motion presented to the Board by an individual Trustee that is need of immediate action due to its urgency or its time sensitive nature. In this situation, the Chair of the Board shall take responsibility for extending an invitation to members in the audience for presentation of input related to the specific item.
- 3.21 An individual or delegation wishing to make a presentation to the Board requesting the development of a proposed policy or the revision of an existing policy as part of their presentation to give input to the Board, related to an item on the Agenda, must

also complete and submit Appendix A (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the Secretary to the Director's Office: Trustee Services as outlined in parameter 3.18.

- 3.22 One person shall serve as spokesperson for the group and no other members of the group shall address the Board. Additional written material in support of the presentation may be provided to Trustees at the meeting.
- 3.23 Each presentation of input shall be limited to a maximum of three (3) minutes. The Chair may choose to extend the time.
- 3.24 In the interest of operating efficient board meetings, there may be occasions when presentations of input are limited.
- 3.25 After hearing the presentation, the Board reserves the right not to make a decision at the same meeting at which the related presentation is heard.

DELEGATIONS TO THE BOARD: PRESENTATIONS RELATED TO A PUPIL ACCOMMODATION REVIEW OF SCHOOLS

- 3.26 All public delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and this policy.
- 3.27 When a Special Meeting of the Board is convened to receive delegations related to a *Final Staff Report with Community Consultation (Report 2)* parameters 3.18 to 3.25 of this policy shall be waived **with the exception of parameter 3.19.**
- 3.28 Members of the public will be given the opportunity to provide feedback on a *Final Staff Report with Community Consultation (Report 2)* through public delegations to the Board of Trustees at a Special Meeting of the Board no later than ten (10) business days after a *Final Staff Report with Community Consultation (Report 2)* is publicly posted.
- 3.29 The Special Meeting of the Board to receive public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be announced and advertised publicly by the Board through a range of communication methods and shall be posted on the Board's website.
- 3.30 In accordance with Ministry *Guidelines* and in alignment with Board Policy 713: *Pupil Accommodation Review of Schools*, there is no limit to the number of delegations approved for presentation at the Special Meeting of the Board as it is designated solely to receiving input to a *Final Staff Report with Community Consultation (Report 2)*. There may be occasion where the number of delegation requests received exceeds the time allotment of the Special Meeting of the Board. If this occurs another Special Meeting of the Board shall be confirmed by the Chair of the Board.
- 3.31 An individual or delegation wishing to give input to the Board related to a *Final Staff Report with Community Consultation (Report 2)* may notify the Secretary to the Director's Office: Trustee Services at any time prior to the start of the Special

Meeting of the Board or notify designated personnel at any time during the Special Meeting of the Board. A copy of Admin 29(c) for completion will be distributed to the individual or delegation.

- 3.32 One person shall serve as spokesperson for a group. Additional written material in support of the presentation may be provided to Trustees at the meeting, but shall be provided to the Secretary to the Director's Office for inclusion in the *Final Staff Report with Public Delegations Addendum (Report 3)*.
- 3.33 Each presentation of input shall be limited to a maximum of five (5) minutes.
- 3.34 Feedback received through the presentation of public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be included in the *Final Staff Report with Public Delegations Addendum (Report 3)*.
- 3.35 On the date of the Regular Meeting of Board where a decision related to a Pupil Accommodation Review, specifically a school consolidation and/or closure, is to be made by the Board of Trustees, and with the acknowledgement that a Special Meeting of the Board for delegations related to the specific Pupil Accommodation Review has occurred, parameters 3.18 to 3.25 of this policy shall be suspended **with the exception of parameter 3.19**.

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

- 3.36 Items should be forwarded to the Executive of the Board for consideration.

4. RESPONSIBILITIES

4.1 Executive Committee

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

4.2 Director of Education

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

4.3 Secretary to the Director's Office – Trustee Services or Recording Secretary

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

5. DEFINITIONS

5.1 Delegation

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

5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such request will be presented in the form of a typewritten document

containing original signatures only, written directly on the face of the petition, printed names, addresses postal codes and telephone numbers. Email, faxed or photocopied petitions are not accepted and will not be presented.

6. RELATED FORMS

YCDSB Form: Admin 29(a) Public Request to Make a Presentation or Present a Petition

YCDSB Form: Admin 29(b) Public Request to Make a Presentation Related to an Item on the Agenda

YCDSB Form: Admin 29(c) Public Request to Make a Presentation Related to a Pupil Accommodation Review

YCDSB Policy 101 Meta Policy: Policy Management and Governance – Appendix A “Rationale for the Development of a Proposed Policy or Revision to an Existing Policy”

7. CROSS REFERENCES

YCDSB Policy 713 Pupil Accommodation Review of Schools

Approval by Board	November 29 2016 <i>Date</i>
Effective Date	November 30, 2016 <i>Date</i>
Revision Date(s)	November 29, 2016 <i>Date</i>
Review Date	November 2021 <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC REQUEST TO MAKE A PRESENTATION OR PRESENT A PETITION

Please Note:

1. Each individual/group is allowed a maximum of 10 minutes to make a presentation and to answer questions from Trustees. ~~It is suggested that presenters may wish to allot 7-8 minutes to address Trustees and leave 2-3 minutes for questions of clarification.~~
2. Each individual/group is allowed 3 minutes to present a petition and to answer questions from Trustees. ~~It is suggested that presenters may wish to allot 2 minutes to address Trustees and leave 1 minute for questions of clarification.~~
3. In any one school year the Board will approve one delegation per individual or group of individuals per topic in accordance with the policy parameters.
In the interest of operating efficient Board meetings there will be occasions when delegations shall be limited.

1) INDIVIDUAL MAKING THE REQUEST:

Name: _____

Home Address: _____ Email Address: _____

Home Telephone: _____ Business Telephone: _____

Name of Group Being Represented (if Applicable): _____

Name of Home School being represented: _____

2) SPOKESPERSON (No more than three people)

Name: _____	Name: _____
Address: _____	Address: _____
Home Telephone: _____	Home Telephone: _____
Business Telephone: _____	Business Telephone: _____
Email Address: _____	Email Address: _____

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

[Please see reverse]

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

Form prepared by: _____ Date: _____

EQUIPMENT REQUIREMENTS

Please specify technology requirements needed (ie., Computer, CD Player, etc.):

Other: _____

HIGHLIGHTS OF POLICY 106 – DELEGATIONS TO THE BOARD:

- Presenters should ensure that a completed Admin. 29(a) form is received by the Secretary to the Director's Office - Trustee Services at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 7 days in advance of the meeting for a Public Presentation and at least 15 minutes prior to the start of the Board Meeting for a Presentation of a Petition.
- Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix A (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.
- Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.

OTHER: Presenters are not required to supply a complete text of their remarks in advance of the meeting. At their discretion, they may elect to distribute their text to trustees/staff at the meeting (35 copies).



REQUEST APPROVED

Yes

☐

No

☐

Admin. 29(b)
File Ref. M14
Feb. 2014

YORK CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC REQUEST TO GIVE INPUT RELATED TO AN ITEM ON THE AGENDA

Please Note:

Each individual/group is allowed a maximum of 3 minutes to present input to an item on the agenda and to answer questions from Trustees. ~~It is suggested that presenters may wish to allot 2 minutes to address trustees and 1 minute to receive questions of clarification.~~ In any one school year the Board will approve one delegation per individual or group of individuals per topic in accordance with the policy parameters.

In the interest of operating efficient Board meetings there will be occasions when delegations shall be limited.

1) INDIVIDUAL MAKING THE REQUEST:

Name: _____

Address: _____ Email Address: _____

Home Telephone: _____ Business Telephone: _____

Name of Group Being Represented (if Applicable): _____

~~Name of Home School being represented:~~

2) SPOKESPERSON (An individual or one designated person to represent a group of individuals)

Name: _____ Name: _____

Address: _____ Address: _____

Home Telephone: _____ Home Telephone: _____

Business Telephone: _____ Business Telephone: _____

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

Please see reverse]

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

**6) IF YOU WOULD LIKE PRINTED MATERIAL DISTRIBUTED PRIOR TO THE BOARD
MEETING PLEASE SUBMIT ALONG WITH THE COMPLETED ADMIN. 29(b).**

Form prepared by: _____ Date: _____

HIGHLIGHTS OF POLICY 106 – DELEGATIONS TO THE BOARD:

- Presenters should ensure that a completed Admin. 29(b) form is received by the Secretary to the Director's Office - Trustee Services at the Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario, L4G 0M1 by mail or fax (905) 713-1272 at least 30 minutes in advance of the Board Meeting.
- Presenters who are requesting the development of a proposed policy or the revision of an existing policy as part of their delegation to the Board must also complete and submit Appendix A (Rationale for the Development of a Proposed Policy or Revision of an Existing Policy) of Policy 101: Meta Policy: Policy Management and Governance.
- Presenters who use the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated. The Chair will direct the presentation to a private meeting of the Board. The presentation shall be processed as per Policy No. 424: Disposition of Complaints About Board Employees.

OTHER: Presenters are not required to supply a complete text of their remarks in advance of the meeting. At their discretion, they may elect to distribute their text to trustees/staff at the meeting (35 copies).



PAR

Pupil Accommodation Review

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

Please Note:

Each individual/group is allowed a maximum of 5 minutes to present input to a Pupil Accommodation Review. ~~It is suggested that presenters may wish to allot 3 minutes to address trustees and 2 minutes to receive questions of clarification.~~ In any one school year the Board will approve one delegation per individual or group of individuals per topic in accordance with the policy parameters.

Input received from presenters will become the property of the Board and will be included as an addendum to Report 3 (refer to Policy 713: School Pupil Accommodation Reviews).

This form must be submitted to designated Board personnel for inclusion in Report immediately following the presentation.

1) INDIVIDUAL MAKING THE REQUEST

Name: _____

Address: _____ Email Address: _____

Home _____ Business _____

Telephone: _____ Telephone: _____

Name of Home School being represented:

Identify the applicable geographical area being addressed: (Insert Geographical Area) ☐

(Insert Geographical Area) ☐

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

Name: _____

Address: _____

Home _____

Telephone: _____

3) SPECIFIC STATEMENT OF ISSUE:

[Please see reverse]

1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Discussion**
 6. **Conclusion**
 7. **References**
 8. **Appendix**
 9. **Figure 1**
 10. **Figure 2**
 11. **Figure 3**
 12. **Figure 4**
 13. **Figure 5**
 14. **Figure 6**
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 214. **Figure 206**
 215. **Figure 207**
 216. **Figure 208**
 217. **Figure 209**

HIGHLIGHTS

- A presenter who uses the name/title/position of a person in a negative, critical or derogatory manner shall have their presentation terminated by the Committee Chair.
- A presenter(s) is not required to supply a complete text of their remarks in advance of the meeting. At the presenter's discretion, they may elect to prepare, copy and distribute their text to trustees/staff at the meeting (35 copies).

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 226A
<i>Former Policy #</i> 602A	<i>Page</i> 1 of 9
<i>Original Approved Date:</i> March 1987	<i>Last Approval Date:</i> June 1999 May 18, 2010 February 7th, 2012 November 25, 2014 January 26, 2016

POLICY TITLE: ADMISSION TO ELEMENTARY SCHOOLS

SECTION A

1. PURPOSE

The York Catholic District School Board embraces the opportunities and challenges of providing a learning environment in which all students are able to maximize their potential in a setting where Christ's teachings and our Catholic faith are preeminent.

Our Elementary schools enable young people to complete their Kindergarten through Grade 8 education in an environment that enriches their personal and collective Faith life, and supports the goal of meeting the Ontario Catholic School Graduate Expectations.

~~Each Catholic Elementary school is organized to accept students who have a right of attendance to a Catholic Elementary school from a defined geographic area. York Catholic District School Board also recognizes that there may be instances where a student may wish to attend another Catholic Elementary school outside of the defined geographic area.~~

Each Catholic Elementary school is organized to accept students who live in a defined geographic boundary and are Resident Pupils who have a right to attend a Catholic Elementary school under the jurisdiction of the York Catholic District School Board. The Board also recognizes that there may be instances where a student may wish to attend another Catholic Elementary school outside of the defined geographic boundary.

The purpose of this policy is to outline the procedures and guidelines whereby a student may be admitted to a Catholic Elementary school in the York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to admit to its Catholic Elementary schools first those students who reside in the Catholic School's defined geographic

boundary, ~~have a right of attendance~~, and then to consider other admission requests from Resident Pupils or Out-of-Region Pupils.

3. PARAMETERS

- 3.1 The provisions of the *Education Act* and regulations, the *Human Rights Code*, and any other relevant Provincial or Federal Regulations along with defined Board geographical boundaries, referred to as a school boundary, shall determine which students are granted priority to attend ~~entitled to a 'right of attendance'~~ at a specific Catholic Elementary school in the Board.
- 3.2 All Admission Requirements in Section B of this policy must be met before an admission to a Catholic Elementary school will be approved or continued.
- 3.3 The residential address of the Parent/Guardian whom the student resides with will determine the geographically designated Catholic Elementary home school (right of attendance).
- 3.4 Elementary school-aged children whose Parent(s)/Guardian(s) direct School Support to the English Separate School Board shall be admitted to the designated Catholic Elementary home school.
- 3.5 The initial placement of a student new to a Catholic Elementary school will be in the age-appropriate grade.
- 3.6 Elementary students must participate in all required instructional periods, including classes in religious education, family life education and the liturgical celebrations of the Catholic Elementary school.
- 3.7 Students are expected to attend a specific Catholic Elementary school based on the defined geographic boundary, whether newly created or revised, unless otherwise defined by the Board.
- 3.8 Students shall be entitled to transportation services in accordance with Board policies and procedures.
- 3.9 Out of Boundary/Out of Region (TCH19) students shall not be entitled to transportation services.
- 3.10 Out of Boundary/Out of Region Parents/Guardians may make application for their child(ren) to attend a Catholic Elementary school through the Out of Boundary/Out of Region application process. Such application is subject to approval and the availability of appropriate educational programming to meet the student's needs.
- 3.11 Only Catholic students will be considered for an Out of Region admission.
- 3.12 All requests to attend a Catholic Elementary school other than the Catholic Elementary home school, will be addressed as follows:
 - 3.12.1 The Parent/Guardian must submit an Out of Boundary/Out of Region application (TCH19);

- 3.12.2 Applications will be kept on file in the order of date received; and,
- 3.12.3 Applications will be considered on an individual basis and where there is capacity within the school.
- 3.13 An Out of Boundary student attending a Catholic Elementary school in Grade 8 is not automatically entitled to attend the Catholic Secondary school to which the Catholic Elementary is a feeder school. The student shall be directed to his/her Catholic Secondary home school or may apply for an Out of Boundary/Out of Region admission via a TCH19. It is incumbent for the Catholic Elementary school to inform the student of his/her Catholic Secondary "boundary" school during the time period (October/ November) when initial application is being made to the Catholic Secondary school.
- 3.14 ~~Admission of students with special needs who reside outside of the geographical boundary of a Catholic Elementary school may be approved by the Superintendent of Education responsible for Student Services subject to satisfying all admission requirements and completion of an appropriate Transition to School plan.~~
- 3.15 Pursuant to Policy/Program Memorandum 156: *Supporting Transitions for Students with Special Education Needs* a Transition to School Plan must be developed and prepared for implementation prior to the admission attendance of a student with very high needs who may require additional supports. The implementation of the requirements set out in this memorandum will result in continuity of programs and services for students with special education needs and will support improved student achievement and well-being.
- 3.16 Students who have been expelled from any Ontario school, and who have completed a program for expelled students, shall be referred to the Superintendent of Education overseeing Safe Schools who, in consultation with the Principal, will determine an appropriate placement recommendation.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Admission to Elementary Schools policy and guidelines.
- 4.1.2 To authorize agreements with Exchange organizations.
- 4.1.3 To authorize discretionary admission(s) other than those in the defined guidelines.

4.2 Senior Manager of Administrative Services

- 4.2.1 To support the implementation and compliance of the Admission to Elementary Schools policy and guidelines.

4.3 Admissions Services

- 4.3.1 To monitor the administration of the Admission to Elementary Schools policy and guidelines to ensure compliance.
- 4.3.2 To be a resource to Catholic Elementary schools and Parents/Guardians for clarification of admission requirements and with meeting the requirements of admission to Catholic Elementary schools.

4.4 Superintendent of Education: Safe Schools

- 4.4.1 To review and approve, in consultation with the appropriate school Superintendent of Education and Principal, the admission of all expelled students as outlined in the guidelines of the Admission to Elementary Schools policy.
- 4.4.2 To ensure that appropriate resources and supports are in place to support the learning needs of students who have completed a program for expelled students.

4.5 Superintendent of Education: School Leadership (Elementary)

- 4.5.1 To collaborate with Principals on the admission of Out of Boundary/Out of Region students as outlined in the guidelines of the Admission to Elementary Schools policy.
- 4.5.2 To collaborate with the appropriate Superintendent of Education responsible for Student Services or Safe Schools when considering the admission of an Out of Boundary/Out of Region student with special needs or an expelled student.
- 4.5.3 To determine the final resolution in matters of admission appeals.

4.6 Superintendent of Education: Student Services

- 4.6.1 To review and approve, in consultation with the Coordinator of Special Programs, the appropriate school Superintendent of Education and Principal, the admission of all Out of Boundary/Out of Region students with special needs as outlined in the guidelines of the Admission to Elementary Schools policy.
- 4.6.2 To review and approve the Transition to School plan for all students with special needs.

4.7 Principals

- 4.7.1 To comply with the guidelines of this policy when admitting students to a Catholic Elementary school.
- 4.7.2 To collaborate and consult with the appropriate Superintendent of Education when considering the admission of a student with special needs or an expelled student.
- 4.7.3 To oversee the implementation of the Transition to School plan.
- 4.7.4 To respond in writing to any request for admissions which are denied citing the reasons.

5. DEFINITIONS

5.1 Home School

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

5.2 Non-resident Student

Refers to VISA and Out of Province students.

5.3 Out of Boundary/Out of Region School

Refers to the residential address of the Parent or Guardian that is located in a different Board defined boundary area.

5.4 Out of Region Student

Refers to a student who does not live in York Region.

5.5 Resident Pupil

A child or youth who is at least 3.8 years of age on the first day of September, resides in York Region and whose Parent/Guardian is an English-language separate school supporter.

5.6 Transition to School Plan

A written plan developed in accordance with PPM 156 by the Coordinator of Special Programs in consultation and collaboration with the Parent/Guardian, Special Education Consultant assigned to the Catholic Elementary school and the school Principal.

~~The Transition to School Plan's completion and readiness for implementation at the school level is a condition for the approval of admission for students with special needs:~~

The implementation of a student's Transition to School Plan shall be evaluated when making a decision regarding admission.

The Transition to School Plan contains the following components:

- 5.6.1 Signed consent forms for the release of information from the appropriate School Board, hospital or agency;
- 5.6.2 Special Education placement and program information from the previous School Board, hospital or agency; and,
- 5.6.3 Collaboration with the Coordinator of Special Programs (Elementary) if the student requires a program or resources not available in the school.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 203 Student Transportation Services

YCDSB Policy 226B Admission to Secondary Schools

YCDSB Special Education Guidelines

Student Transportation Services Procedures Manual

Education Act

Human Rights Code

Immigration and Refugee Protection Act (Canada)

Ontario Works Act

Policy/Program Memorandum 156: Supporting Transitions for Students with Special Education Needs

Regulations of the Government of Canada; Department of Indian and Northern Affairs

7. RELATED FORMS

TCH 19 Out of Boundary/Out of Region Application

Approval by Board	January 26, 2016 <i>Date</i>
Effective Date	January 27, 2016 <i>Date</i>
Revision Dates	January 26, 2016 <i>Date</i>
Review Date	January 2021 <i>Date</i>

POLICY TITLE: ADMISSION TO ELEMENTARY SCHOOLS

SECTION B: GUIDELINES

1. ADMISSION REQUIREMENTS (Original Documents)

- 1.1 A Baptismal certificate from a Roman Catholic Church or a Catholic Church in Communion with the Holy See of Rome of:
 - 1.1.1 The student; **or**,
 - 1.1.2 The Parent/Guardian.
- 1.2 Student's proof of age.
- 1.3 Proof of Canadian citizenship or landed immigrant status or other valid legal status.
- 1.4 Proof of residency.
- 1.5 If not residing with Parents, Proof of Guardianship through the Courts of Ontario (under 18 years).
- 1.6 A Roman Catholic student who is a Ward of the Government of Ontario.
- 1.7 One Parent/Guardian must be eligible to designate English Separate School support and provide proof of English Separate School support.

2. DISCRETIONARY ADMISSION

Subject to the approval of the Principal or Admissions Services:

- 2.1 A non-Catholic student being prepared for a Roman Catholic Baptism or Profession of Faith where the Parent/Guardian will become a Separate School supporter. Admission will be on a temporary basis for the current school year only.
- 2.2 A student, upon presentation of a Baptismal Certificate in the Christian Orthodox church, provided other admissions requirements are met.
- 2.3 A newly landed immigrant/refugee, who cannot comply with admission requirements as defined in Section 1.

3. OUT OF BOUNDARY/OUT OF REGION ADMISSION PROCESS

- 3.1 **Out of Boundary Admission** (student residence within York Region)
 - 3.1.1 Eligible students residing within York Region but wishing to attend a Catholic Elementary school other than their Catholic Elementary home school must submit an application to the Principal of the requested Out of Boundary Catholic Elementary school.
 - 3.1.2 The decision to admit an Out of Boundary student is subject to the parameters and guidelines of this policy. The Principal must consult with the appropriate Superintendent of Education of Schools, Safe Schools and/or Student Services as they retain the final authority to approve the admission.

- 3.2 **Out of Region Admission** (Catholic student residence outside of York Region)
 - 3.2.1 Catholic students residing outside of York Region who wish to attend a York Catholic District School Board Elementary school must submit an application to the Principal of the requested Out of Region Catholic Elementary school.
 - 3.2.2 The decision to admit is at the discretion of the receiving Principal, (subject to the parameters of this policy) in consultation with the Superintendent of Education, who retains the final authority to approve the admission.
 - 3.2.3 Criteria for consideration include but are not limited to the following:
 - 3.2.3.1 The student's admission will not have an impact on the school/class organization (i.e. additional staff or classrooms required);
 - 3.2.3.2 Sufficient accommodation is available at the school;
 - 3.2.3.3 Parent/Guardian is a English Separate School supporter; and,
 - 3.2.3.4 A positive student record.

4. STUDENTS WITH SPECIAL NEEDS

- 4.1 Students with special needs residing within or outside of York Region and who require particular support to assist with their learning may be admitted **and begin their attendance** subject to:
 - 4.1.1 All admission criteria (Elementary) are met;
 - 4.1.2 Transition to School Plan is complete;
 - 4.1.3 Space is available to meet projected local needs;
 - 4.1.4 The pupil can be accommodated by the existing resources within the school; and,
 - 4.1.5 Approval has been granted by the Superintendent of Education responsible for Student Services.
- 4.2 Admission may not occur until after the start of a school year/semester as all pertinent information must be received and reviewed in order to prepare an appropriate Individual Education Plan (IEP).

5. EXCHANGE STUDENTS

Students identified as exchange students will participate in reciprocal, school-based programs, provided in co-operation with Board authorized Canadian school authorities and Board authorized foreign exchange partners. Admission will be in accordance to Board policies and procedures.

6. NATIVE PEOPLE (Government of Canada)

Students identified as Native people will be admitted in accordance with the Regulations of the Government of Canada, Department of Indian and Northern Affairs, the *Education Act* and all relevant Provincial and/or Federal Regulations and in accordance with Board policies and procedures.

7. NON-LANDED IMMIGRANT, REFUGEE, PARENTS ON STUDY/WORK PERMIT, DIPLOMATIC STATUS

Students identified as non-landed Immigrant, Refugee, Parents on Study/Work Permit, Diplomatic Status, will be admitted in accordance to the *Education Act* and all relevant

Provincial and/or Federal Regulations, Immigration Canada Laws and procedures, and in accordance with Board policies and procedures.

8. NON-RESIDENT STUDENT ADMISSIONS (VISA/OUT of PROVINCE)

All non-resident student admissions are processed through the Admissions Office at the Catholic Education Centre, York Catholic District School Board.

9. EXPELLED STUDENTS

An expelled student will be referred to the Superintendent of Education responsible for Safe Schools who, in consultation with the appropriate school Superintendent of Education and Principal, will determine an appropriate placement recommendation.

10. ADMISSION APPEALS

Parents or legal guardians may appeal a Principal's admission decision in writing to the appropriate Elementary School Superintendent of Education. Appeals should clearly state the reason(s) for the appeal highlighting violations to due process or procedures not followed within this policy. In general, appeals will be denied if the Principal has fulfilled his/her duties within the parameters of this policy.

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 226B
<i>Former Policy #</i> 602B	<i>Page</i> 1 of 8
<i>Original Approved Date:</i> March 1987	<i>Last Approval Date:</i> June 1999 May 18, 2010 November 25, 2014 January 26, 2016

POLICY TITLE: ADMISSION TO SECONDARY SCHOOLS

SECTION A

1. PURPOSE

The York Catholic District School Board embraces the opportunities and challenges of providing a learning environment in which all students are able to maximize their potential in a setting where Christ's teachings and our Catholic faith are preeminent.

Our Secondary Schools enable young people to complete their education in an environment that enriches their personal and collective Faith life, and supports the goal of meeting the Ontario Catholic School Graduate Expectations.

~~Each Catholic Secondary school is organized to accept students who have a right of attendance to a Catholic Secondary school from a defined geographic area. York Catholic District School Board also recognizes that there may be instances where a student whose residential address is outside of the boundary may wish to attend another Catholic Secondary school.~~

Each Catholic Secondary school is organized to accept students who live in a defined geographic boundary and are Resident Pupils who have a right to attend a Catholic Secondary school under the jurisdiction of the York Catholic District School Board. The Board also recognizes that there may be instances where a student may wish to attend another Catholic Secondary school outside of the defined geographic boundary.

The purpose of this policy is to outline the procedures and guidelines whereby a student may be admitted to a Catholic Secondary school in the York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to admit to its Catholic Secondary schools first those students who reside in the Catholic Secondary School's defined

~~geographic boundary, have a right of attendance,~~ and then to consider other admission requests ~~from Resident Pupils or Out-of-Region Pupils.~~

3. PARAMETERS

- 3.1 The provisions of the *Education Act* ~~and regulations, the *Human Rights Code*,~~ and any other relevant Provincial and/or Federal Regulations along with ~~defined~~ Board geographical boundaries, ~~referred to as a school boundary,~~ shall determine which students are ~~granted priority to attend~~ ~~entitled to a 'right of attendance'~~ at a specific Catholic Secondary school in the Board.
- 3.2 All admission requirements in Section B of this policy must be met before an admission to a Catholic Secondary school will be approved or continued.
- 3.3 The residential address of the Parent/Guardian whom the student resides with will determine the geographically designated Catholic Secondary home school (right of attendance).
- 3.4 Participation in all required instructional courses/programs including Religious Education is mandatory for every Catholic Secondary student in the York Catholic District School Board.
- 3.5 Application to a York Catholic District School Board Secondary School through the Out of Boundary/Out of Region application process does not necessarily guarantee admission.
- 3.6 Only Catholic students will be considered for an Out of Region admission.
- 3.7 All requests to attend a Catholic Secondary school, other than the Catholic Secondary home school, will be addressed as follows:
 - 3.7.1 The student must submit an Out of Boundary/Out of Region application (TCH19A);
 - 3.7.2 Applications will be kept on file in the order of date received; and,
 - 3.7.3 Applications will be considered on an individual basis and where there is capacity within the school ~~and the availability of appropriate educational programming to meet the student's needs.~~
- 3.8 An Out of Boundary/Out of Region student attending a Catholic Elementary school in Grade 8 is not automatically entitled to attend the Catholic Secondary School to which the Elementary is a feeder school.
 - 3.8.1 The student shall be directed to his/her Catholic Secondary home school or may apply for an Out of Boundary/Out of Region admission via a TCH19A.
 - 3.8.2 Final approval of the TCH19A will be by the School Superintendent, ~~with due consideration being given to students that have attended the Catholic Elementary School consecutively from grades 4 to 8.~~
- 3.9 Additional consideration for an Out of Boundary/Out of Region admission will be given when a specific program or course of study for the school year of requested enrolment is unavailable at the student's home school.
- 3.10 Admission of an Out of Boundary/Out of Region student is 'student specific' and does not guarantee that siblings will be approved for admission.

- 3.11 Out of Boundary/Out of Region (TCH19A) students are not eligible for transportation services.
- 3.12 Additional admissions criteria/processes may exist for schools providing Regional Programs.
- 3.13 Students attending a Regional Program, in a school outside of their boundary area, will be required to complete an application for Out of Boundary/Out of Region admission (TCH19A) should they wish to remain at that school, upon leaving the Regional Program.
- 3.14 ~~Admission of students with special needs who reside outside of the geographical boundary of a school may be approved by the Superintendent of Education responsible for Student Services subject to satisfying all admission requirements and completion of an appropriate Transition to School plan.~~
- 3.15 Pursuant to Policy/Program Memorandum 156: *Supporting Transitions for Students with Special Educational Needs* a Transition to School Plan must be developed and prepared for implementation prior to the ~~attendance admission~~ of a student with very high needs who may require additional supports. ~~The implementation of the requirements set out in this memorandum will result in the continuity of programs and services for students with special education needs and will support improved student achievement and well-being.~~
- 3.16 Students shall be entitled to transportation services in accordance with current Board policies and procedures.
- 3.17 When a new Catholic Secondary School is opened, all Grade 9 and 10 students whose residential address is within the boundary of the new school shall have the new school deemed as their home school in accordance with boundaries approved by the Board. Acceptance of Out of Boundary/Out of Region students for the first two years of operation will only be approved subject to parameter 3.8.
- 3.18 A student in Grade 9 and 10 whose family moves Out of Boundary/Out of Region during a school year may finish the current year but shall not be readmitted the next school year if they still reside Out of Boundary/Out of Region unless approved by the Out of Boundary/Out of Region application process.
- 3.19 Students wishing to be admitted to a Catholic Secondary school, after completing the first semester of Grade 9 at another Secondary school must:
- 3.19.1 Satisfy all admission requirements; and,
 - 3.19.2 Participate in an intake interview, with the Principal, to discuss the Pre Admission Questionnaire/Checklist (S3A) prior to the admission being approved.
- 3.20 A current student in Grade 11 or 12 whose Parents/Guardians move Out of Boundary/Out of Region prior to his/her Graduation will be permitted to remain until Graduation, upon completion of a TCH19A, but will receive no transportation.
- 3.21 Students who have been expelled from any Ontario school, and who have completed a program for expelled students, shall be referred to the Superintendent of Education

overseeing Safe Schools who, in consultation with the Principal, will determine an appropriate placement recommendation.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Admission to Secondary Schools policy and guidelines.
- 4.1.2 To authorize agreements with Exchange organizations.
- 4.1.3 To authorize discretionary admission(s) other than those in the defined guidelines.

4.2 Senior Manager of Administrative Services

- 4.2.1 To support the implementation and compliance of the Admission to Secondary Schools policy and guidelines.

4.3 Admissions Services

- 4.3.1 To monitor the administration of the Admission to Secondary Schools policy and guidelines to ensure compliance.
- 4.3.2 To be a resource to Catholic Secondary schools and Parents/Guardians for clarification of admission requirements and with meeting the requirements of admission to Catholic Secondary schools.

4.4 Superintendent of Education: Safe Schools

- 4.4.1 To review and approve, in consultation with the appropriate school Superintendent of Education and Principal, the admission of all expelled students as outlined in the guidelines of the Admission to Secondary Schools policy.
- 4.4.2 To ensure that appropriate resources and supports are in place to support learning needs of students who have completed a program for expelled students.

4.5 Superintendent of Education: School Leadership (Secondary)

- 4.5.1 To collaborate with Principals on the admission of Out of Boundary/Out of Region students as outlined in the guidelines of the Admission to Secondary Schools policy.
- 4.5.2 To collaborate with the appropriate Superintendent of Education responsible for Students Services or Safe Schools when considering the admission of an Out of Boundary/Out of Region student with special needs or an expelled student.
- 4.5.3 To determine the final resolution in matters of admission appeals.

4.6 Superintendent of Education: Student Services

- 4.6.1 To review and approve, in consultation with the Coordinator of Special Programs, the appropriate school Superintendent of Education and Principal, the admission of all Out of Boundary/Out of Region students with special needs as outlined in the guidelines of the Admission to Secondary Schools policy.
- 4.6.2 To review and approve the Transition to School plan for all students with special needs.

4.7 Principals

- 4.7.1 To comply with the guidelines of this policy when admitting students to a Catholic Secondary school.
- 4.7.2 To collaborate and consult with the appropriate Superintendent of Education when considering the admission of a student with special needs or an expelled student.
- 4.7.3 To oversee the implementation of the Transition to School plan.
- 4.7.4 To respond in writing to any request for admissions which are denied citing the reasons.

5. DEFINITIONS

5.1 Home School

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

5.2 Non-resident Student

Refers to VISA and Out of Province students.

5.3 Open Access Student

Refers to a student who under provincial legislation has a right to attend a public or Catholic district school board Secondary school within York Region irrespective of religious affiliation.

5.4 Out of Boundary/Out of Region School

Refers to the residential address of the Parent or Guardian that is located in a different Board defined boundary area.

5.5 Out of Region Student

Refers to a student who does not live in York Region.

5.6 Resident Pupil

A youth who is less than twenty-one (21) years of age in September, resides in York Region and whose Parent/Guardian is an English-language Separate School Supporter. A Resident Pupil may also be an Adult Pupil who resides with his/her Parent/Guardian and is eighteen (18) years or older, or a student who is sixteen (16) or seventeen (17) years of age and has removed him/herself from the care and control of his/her Parent/Guardian.

5.7 Transition to School Plan

A written plan developed in accordance with PPM 156 by the Coordinator of Special Programs in consultation and collaboration with the Parent/Guardian, Special Education Consultant assigned to the Catholic Secondary school and the school Principal.

~~The Transition to School Plan's completion and readiness for implementation at the school level is a condition for the approval of admission for students with special needs:~~

~~The implementation of a student's *Transition to School Plan* shall be evaluated when making a decision regarding admission.~~

The Transition to School Plan contains the following components:

- 5.7.1 Signed consent forms for the release of information from the appropriate School Board, hospital or agency;

- 5.7.2 Special Education placement and program information from the previous School Board, hospital or agency; and,
- 5.7.3 Collaboration with the Coordinator of Special Programs (Secondary) if the student requires a program/resources not available in the school.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)
 YCDSB Policy 203 Student Transportation Services
 YCDSB Policy 226A Admission to Elementary Schools
 YCDSB Special Education Guidelines
 Student Transportation Services Procedures Manual
 Education Act
Human Rights Code
 Immigration and Refugee Protection Act (Canada)
 Ontario Works Act
Policy/Program Memorandum 156: Supporting Transitions for Students with Special Education Needs
 Regulations of the Government of Canada; Department of Indian and Northern Affairs

7. RELATED FORMS

TCH 19A Out of Boundary/Out of Region Application
 S3A Pre-Admission Questionnaire/Checklist

Approval by Board	January 26, 2016 <i>Date</i>
Effective Date	January 27, 2016 <i>Date</i>
Revision Dates	January 26, 2016 <i>Date</i>
Review Date	January 2021 <i>Date</i>

POLICY TITLE: ADMISSION TO SECONDARY SCHOOLS

SECTION B: GUIDELINES

1. ADMISSION REQUIREMENTS (Original Documents)

- 1.1 A Roman Catholic Baptismal certificate or student identification as being in accordance with rules governing open access;
- 1.2 Student's Proof of age;
- 1.3 Proof of Canadian citizenship or landed immigrant status or other valid legal status.
- 1.4 Proof of residency
- 1.5 Commitment to participate in school liturgical celebrations with reverence and to take the required Religious Education credits;
- 1.6 Completion of Pre-admission Questionnaire/Checklist, where required (S3A);
- 1.7 If not residing with parents, proof of guardianship through the Courts of Ontario (under 18 years).

2. OUT OF BOUNDARY/OUT OF REGION ADMISSION PROCESS

- 2.1 **Out of Boundary Admission** (student residence within York Region)
 - 2.1.1 Eligible students residing within York Region but wishing to attend a Catholic Secondary school other than their Catholic Secondary home school must submit an application to the Principal of the requested out of boundary Catholic Secondary school.
 - 2.1.2 The decision to admit an Out of Boundary student is subject to the parameters and guidelines of this policy. The Principal must consult with the appropriate Superintendent of Education of Schools, Safe Schools and/or Student Services as they retain the final authority to approve the admission.
- 2.2 **Out of Region Admission** (Catholic student residence outside of York Region)
 - 2.2.1 Catholic students residing outside of York Region who wish to attend a York Catholic District School Board Secondary school must submit an application to the Principal of the requested out of region Catholic Secondary school.
 - 2.2.2 The decision to admit is at the discretion of the receiving Principal, (subject to the parameters of this policy) in consultation with the appropriate Superintendent of Education, who retains the final authority to approve the admission.
 - 2.2.3 Criteria for consideration include, but are not limited to the following:
 - 2.2.3.1 The student's admission will not have an impact on the school/class organization (i.e.: additional staff or classrooms required);
 - 2.2.3.2 Sufficient accommodation is available at the school;
 - 2.2.3.3 Parent/guardian is an English-language Separate School Supporter; and,
 - 2.2.3.4 A positive student record.

3. STUDENTS WITH SPECIAL NEEDS

3.1 Students with special needs residing within or outside of York Region and who require particular support to assist with their learning may be admitted **and begin their attendance** subject to:

- 3.1.1 All admission criteria (Secondary) are met;
- 3.1.2 Transition to School Plan is complete;
- 3.1.3 Space is available to meet projected local needs;
- 3.1.4 The pupil can be accommodated by the existing resources within the school; and,
- 3.1.5 Approval has been granted by the Superintendent of Education responsible for Student Services.

3.2 Admission may not occur until after the start of a school year/semester as all pertinent information must be received and reviewed in order to prepare an appropriate Individual Education Plan (IEP).

4. EXCHANGE STUDENTS

Students identified as exchange students will participate in reciprocal, school-based programs, provided in co-operation with Board authorized Canadian school authorities and Board authorized foreign exchange partners. Admission will be in accordance to Board policies and procedures.

5. NATIVE PEOPLE (Government of Canada)

Students identified as Native people will be admitted in accordance with the Regulations of the Government of Canada, Department of Indian and Northern Affairs, the *Education Act* and all relevant Provincial and/or Federal Regulations and in accordance with Board policies and procedures.

6. NON-LANDED IMMIGRANT, REFUGEE, PARENTS ON STUDY/WORK PERMIT, DIPLOMATIC STATUS

Students identified as non-landed Immigrant, Refugee, Parents on Study/Work Permit, Diplomatic Status, will be admitted in accordance to the *Education Act* and all relevant Provincial and/or Federal Regulations, Immigration Canada Laws and procedures, and in accordance with Board policies and procedures.

7. NON-RESIDENT STUDENT ADMISSIONS (VISA/OUT of PROVINCE)

All non-resident student admissions are processed through the Admissions Office at the Catholic Education Centre, York Catholic District School Board.

8. EXPELLED STUDENTS

An expelled student will be referred to the Superintendent of Education responsible for Safe Schools who, in consultation with the appropriate school Superintendent of Education and Principal, will determine an appropriate placement recommendation.

9. STUDENTS ON SOCIAL ASSISTANCE

Students identified as being on Social Assistance will be admitted in accordance with Board policy and procedure. Under the Ontario Works Act, it is the responsibility of the student to provide Social Services with their school attendance report. In cases of concern, or any changes in residence or status, the Principal in consultation with appropriate staff and/or agencies, should contact Social Services.

10. ADMISSION APPEALS

Parents or legal guardians may appeal a Principal's admission decision in writing to the appropriate Secondary School Superintendent of Education. Appeals should clearly state the reason(s) for the appeal highlighting violations to due process or procedures not followed within this policy. In general, appeals will be denied if the Principal has fulfilled his/her duties within the parameters of this policy.

York Catholic District School Board

REPORT

Report To: Policy Review Committee

From: Administration

Date: January 23, 2017

Report: YCDSB Office Consolidation of By-Law No. 1 Operational By-Law: Section 4.1
(New Committee Names)

Executive Summary

This report is intended to provide an update to the Policy Review Committee relating to the realignment of the Board's current Committee structure with the Board's Multi-Year Strategic Plan. This realignment is in accordance with Trustee Ciaravella's motion approved at the Regular Meeting of the Board on October 25, 2016.

Background Information

Trustee Ciaravella advised the Board that the intent of her Motion was to align Standing Committees, as defined in the Board's Operating By-Law, with the Board's Multi-Year Strategic Plan and Strategic Commitments (refer to Appendix "A"). As well, the motion's intent was to ensure that all Committee *Terms of Reference* be consistent and uniform. In order to accomplish this task Trustees were invited to participate in a meeting at the Catholic Education Centre to draft recommendations for input and/or feedback from Senior Administration and presentation to the Board for further input and/or feedback. At the upcoming January 31st Regular Meeting of the Board the appointment of Trustees to each Committee, as defined in the chart below and further detailed in Appendix "A" attached to this report, will be approved.

Below, represented in chart form, is a summary of the recommendations for the realignment of the Board's current Committee structure with the Strategic Commitments defined within the Board's Multi-Year Strategic Plan. Some of the current Committees have been renamed, while some new committees have been added and Staff Committees included. This information will be inserted into the Board's Operational By-Law, section 4.1.

STAFF COMMITTEES	STANDING COMMITTEES	STATUTORY COMMITTEES
• Accessibility • Awards & Recognition • International Language Extended Day Advisory	• Corporate Services • Executive • Human Resources • Integration of Catholic Faith • Joint Board Consortium (YCDSB/YRDSB) • Policy Review • Student Success & Pathways • Surplus Asset Committee	• Audit • Safe Schools • Special Education Advisory Committee – SEAC • Supervised Alternative Learning - SAL • York Catholic Parent Involvement Committee - YCPIC

Furthermore, it is stated in section 4.1.4 of the Board's Operating By-Law, *Terms of Reference* that: Annually, all established Committees shall, at their first meeting, review their terms of reference and forward to the Board any proposed revisions for approval. The terms of reference of other committees be approved by the Board at the time of the committee is established. All Statutory Committees shall include in the terms of reference, the requirements for quorum and voting procedures. Terms of reference for all committees shall be kept on file in the Director's Office.

A draft *Terms of Reference* template has been included as Appendix "B" for Trustee consideration. Once approved, the *Terms of Reference* template will be shared with the Committee's membership for completion at the first meeting.

Summary

This report has provided an update to the Policy Review Committee pertaining to the realignment of the Board's current Committee structure with the Board's Multi-Year Strategic Plan (Appendix A) for inclusion in the Board's Operating By-Law, section 4.1. This realignment is in accordance with Trustee Ciaravella's motion approved at the Regular Meeting of the Board on October 25, 2016.

All *Terms of Reference* will be presented to the Board for approval at a future Board Meeting.

Prepared and Submitted by:
Endorsed by:

F. Bagley, Associate Director, Strategic Leadership
P. Preston, Director of Education



STATUTORY AND STANDING COMMITTEES

APPENDIX A

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT	EFFECTIVE USE OF OUR RESOURCES	ENGAGING OUR COMMUNITIES	GOVERNANCE
Integration of Catholic Faith (NEW) - Religious Education Programs - Retreats/ Faith Days - FNMI - Social Justice - Equity & Inclusion - Parish Partnership 5 TRUSTEES	Audit Committee - Internal Audit - External Audit - RIAT 3 TRUSTEES	Accessibility (Staff Committee with Trustee Membership) 1 TRUSTEE	Executive Committee CHAIR, VICE-CHAIR + 1 OR 2 TRUSTEES
Safe Schools Committee 3 TRUSTEES + 1 ALTERNATE	Corporate Services - Transportation - Budget & Finance - Capital - Facility Management / Environmental / Energy - Planning including LTAP - Admissions ALL TRUSTEES	Awards & Recognition (NEW: Staff Committee with Trustee Membership) 1 TRUSTEE International Language Extended Day Advisory Committee (NEW Staff Committee with Trustee Membership)	Joint Board Consortium CHAIR – EX-OFFICIO PLUS 2 TRUSTEES
Student Alternative Learning (SAL) 1 TRUSTEE + 1 ALTERNATE	Human Resources - General Labour Issues - Performance Appraisal - Contract Management - Employee Well-Being - Collective Agreements / Personal Services Contract 5 TRUSTEES	Special Education Advisory Committee (SEAC) 2 TRUSTEES + 1 ALTERNATE	Policy Review Committee All Policies – Review and Development ALL TRUSTEES
Student Success & Pathways - Focus / Specialty Programs - E.Q.A.O. - Board Improvement Plans - PD Initiatives - Pathways - Curriculum Initiatives - Assessment & Evaluation - Mental Health & Well-Being - Special Education Issues & Initiatives 5 TRUSTEES	Surplus Asset Committee CHAIR – EX-OFFICIO PLUS 3 TRUSTEES	York Catholic Parent Involvement Committee (YCPIC) 2 TRUSTEES + 1 ALTERNATE	Legend: Red = Statutory Committees Green = Standing Committees Black = Staff Committee w/Trustee Rep

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

TERMS OF REFERENCE

(Insert Date)

The Policy Review Committee will support the York Catholic District School Board's Strategic Commitment of *The Effective Use of Our Resources* as outlined within these terms of reference as follows:

1. Purpose/Mandate:

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

2. Expected Outcome of the Committee's Work:

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

3. Committee Membership:

- 3.1 The Policy Review Committee will be comprised of 10 Trustees.

4. Resource Personnel:

- 4.1 Director of Education
- 4.2 Associate Director, Strategic Leadership
- 4.3 Chief Financial Officer, Treasurer of the Board
- 4.4 Administrator, Director's Office

5. Meeting Schedule and Time:

- 5.1 The Policy Review Committee will meet at least **(insert number)** times/year or as needed.

Current Trustee Membership:
T. Ciaravella (Vice-Chair)
C. Cotton
C. Ferlisi (Chair)
M. Marchese
D. Mazzotta

Last Revision/Approval Date:
(Insert Date)

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students/Admissions	<i>Policy Number</i> 219A
<i>Former Policy #</i> 219	<i>Page</i> 1 of 6
<i>Original Approved Date</i> January 29, 2002	<i>Last Approved Date</i> January 22, 2008 February 3rd, 2009 September 1st, 2009 March 5, 2013

POLICY TITLE ELEMENTARY DRESS CODE

SECTION A

1. PURPOSE

In keeping with the distinctiveness of our Catholic schools, the York Catholic District School Board believes that a student Dress Code fosters:

- 1.1 A sense of belonging and pride;
- 1.2 A safe and respectful learning and teaching environment; and
- 1.3 A confident and positive sense of self and respect for the dignity and welfare of others.

The purpose of this policy is to provide guidance to school Administrators and Catholic School Councils with respect to student Dress Code.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all schools shall have a Dress Code.

- 2.1 Appropriate Dress Code – students dressed in clothes that are respectful, neat and clean. (applicable only to schools which opted out of the Standardized Dress Code prior to June 1st, 2013)
- 2.2 Standardized Dress Code - students dressed in clothes of common colour and style.
- 2.3 Full Uniform – students dressed in approved clothing items purchased from an approved Board supplier.

3. PARAMETERS

- 3.1 In Elementary schools that opted out of the Board Standardized Dress Code prior to June 1st, 2013, the Appropriate Dress Code will remain in place and be reviewed annually.
- 3.2 In Elementary schools with a Standardized Dress Code, the Principal, in conjunction with the Catholic School Council, will assess both the efficacy of the approved clothing items and adherence to the code annually.
- 3.3 In Elementary schools with a Full Uniform Dress Code, efficacy of the approved clothing items and the supplier will be reviewed annually by the Principal in collaboration with the Catholic School Council.
- 3.4 No suspensions or expulsions for dress infractions will occur at the Elementary level. A list of progressive discipline strategies to address non-compliance is included in the Policy Guidelines, Section B.
- 3.5 Compliance with the school Dress Code for students assigned to holding schools or for students transitioning to a new school as the result of a Pupil Accommodation Review decision, will be ~~at the discretion of the Principal~~ for a period of one year maximum.
- 3.6 No decision-making process shall be repeated within a 5 year period with the exception of schools affected by a Pupil Accommodation Review.
- 3.7 Schools affected by a Pupil Accommodation Review shall conduct the Dress Code review after the pupil accommodation review decision related to a school consolidation/closure has been made by the Board of Trustees and as part of each school's Transition Plan as outlined in the procedures, an addendum to this policy.

4. RESPONSIBILITIES

4.1 Principals

- 4.1.1 To provide leadership and support to the school community with respect to Dress Code implementation and the application of the Elementary Dress Code policy and procedures.
- 4.1.2 To exercise discretion in allowing exceptions to the Dress Code.
- 4.1.3 To liaise with Purchasing Services on issues related to Dress Code, where applicable.

4.2 School Staff

- 4.2.1 To support school community initiatives which promote compliance with the Dress Code.

4.3 Catholic School Councils

- 4.3.1 To collaborate with the Principal with regards to Dress Code.

4.4 Parents/Students

- 4.4.1 To abide by the approved Dress Code.

5. DEFINITIONS

5.1 Families eligible to participate in the decision-making process

All registered families, except for families with children in Grade 8 only (or children in Grade 6 only in the Georgina schools) will be eligible to participate in the process and vote accordingly throughout the decision making process.

6. CROSS REFERENCES

YCDSB Policy 202 Safe Schools (Student Discipline)

YCDSB Policy 802 Purchasing, Lease and Rental of Products and Services

YCDSB Policy 812 Fair Labour Practices

YCDSB Procedure Transition Process for School Consolidation/Closure
(Addendum to Policy 713: Pupil Accommodation Review of
Schools)

Approval by Board	<u>March 5th, 2013</u> <i>Date</i>
Effective Date	<u>March 5th, 2013</u> <i>Date</i>
Revision Dates	<u> <i>Date</i></u>
Review Date	<u>March 2018</u> <i>Date</i>

POLICY TITLE: STANDARDIZED DRESS CODE – ELEMENTARY

SECTION B: GUIDELINES

1. PARAMETERS FOR THE STANDARDIZED DRESS CODE

Each school **must** take into consideration the following when developing their standardized Dress Code options:

- 1.1 Affordability;
- 1.2 Ease of purchase from local vendors;
- 1.3 Practicality and respect for the age, growth, specific individual needs and developmental stages of children within the elementary school community (i.e.: stretchy bottoms that provide for ease of wear, comfort and foster independence);
- 1.4 Durability and ease of care;
- 1.5 Respect for cultural norms within the school community;
- 1.6 Alternative options for top-wear with at least two colour options (not white only);
- 1.7 Inclusion of skirts, shorts and dresses;
- 1.8 Seasonal temperature changes;
- 1.9 Neatness and cleanliness;
- 1.10 No restrictions regarding footwear;
- 1.11 “Spirit Wear” will be acceptable as Dress Code options;
- 1.12 **JEANS OF ANY KIND WILL NOT FORM PART OF THE STANDARDIZED DRESS CODE.**

All Elementary school Standardized Dress Codes will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

2. PARAMETERS FOR THE APPROPRIATE DRESS CODE.

(APPLICABLE TO THE SCHOOLS WHICH OPTED OUT OF THE STANDARDIZED DRESS CODE PRIOR TO JUNE 2013)

All student attire must be in keeping with our Catholic teachings and beliefs, and reflect principles of modesty and **shall not** include the following:

- 2.1 Halter tops, tank tops, spaghetti strap tops (narrower in width than 3 fingers) or tube tops;
- 2.2 Half t-shirts, tops with cut-outs, tops made of mesh or netting type material;
- 2.3 Short shorts or skirts;
- 2.4 Low necklines, front or back;
- 2.5 Language and/or representation (pictures) on attire that indicates gang affiliation and/or depicts violence, profanity or discrimination of any kind whatsoever or that otherwise demeans an identifiable individual or group;
- 2.6 Accessories not in keeping with the spirit of the Dress Code as determined by the local school;
- 2.7 Tops, pants, shorts and skirts **must** cover the entire midriff.

Appropriate Dress Code enforcement is the responsibility of the Principal and school staff are expected to support its consistent implementation.

The Appropriate Dress Code will permit the Principal to exercise discretion to allow exceptions to the Dress Code or exceptions regarding compliance.

3. PARAMETERS FOR THE FULL UNIFORM DRESS CODE

A full Uniform Dress Code requires all clothing items to be purchased from a Board approved supplier. The selection of items to be included in a school Dress Code shall be made by the Principal in collaboration with the Catholic School Council with consideration of the parameters listed above in #1.

4. PROCESS TO CHANGE AN EXISTING SCHOOL DRESS CODE

To implement a Standardized Dress Code for the first time, or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code, or to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

- 4.1 Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code, a survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process **as outlined in the procedures, an addendum to this policy.**
- 4.2 If the Dress Code: Preliminary Survey results in greater than 20% of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated **as outlined in the procedures, an addendum to this policy.**
- 4.3 The decision-making process will enable all registered families (eligible to participate) in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
- 4.4 No decision-making process shall be repeated within a 5 year period **with the exception of schools affected by a Pupil Accommodation Review decision related to a school closure/consolidation.**

5. COMPLIANCE / NON-COMPLIANCE

Schools may wish to consider holding “Spirit/Theme Days” or “Civvies Days” to promote compliance with the Dress Code expectations. Such initiatives will be developed at the local level by the Principal in consultation with the school staff and the Catholic School Council. If any funds are collected through these initiatives, they shall be used to support Social Justice causes.

Examples of a progressive discipline approach for non-compliance include but are not limited to:

- 5.1** Verbal reminders of expectations;
- 5.2** Communication with parent / guardian;
- 5.3** Written notification to parent / guardian by the Principal or designate outlining the Dress Code expectations.

Any action taken to implement the requirements of this Policy, including the application of supports and consequences to students, must be consistent with the YCDSB Safe Schools (Student Discipline) Policy 202.

No elementary school student shall be suspended / expelled for non-compliance with this policy.

6. COMMUNICATION

Dress Code expectations will be clearly stated in the following:

- 6.1 Y.C.D.S.B. Student/Parent Handbook;
- 6.2 Student Agenda;
- 6.3 School Website;
- 6.4 Kindergarten and New Registration Packages, and
- 6.5 September and April/May School Newsletters/

7. REVIEW / ASSESSMENT

Where a Standardized/Full Uniform Dress Code has been implemented, the Principal, in consultation with the Catholic School Council will assess both the efficacy of the clothing items, and adherence to the code annually. Amendments to the approved clothing items may be made at this time (no formal voting process required). **All other proposed amendments to the school's current dress code shall only be considered during the school's review of the Dress Code as outlined in section 4.4.**

8. CROSS REFERENCES

YCDSB Procedure: Elementary Dress Code



York Catholic District School Board

PROCEDURE:

ELEMENTARY DRESS CODE

Addendum to Policy 219A Elementary Dress Code

xxx, 2017

INTRODUCTION

For the time period of **November 1st to March 31st**, after an Elementary school has enforced the dress code voted upon by the school community for five (5) school years, the school community may wish to reconsider the school's current dress code standards.

Schools affected by a Pupil Accommodation Review shall conduct the Dress Code review after the pupil accommodation review decision related to a school consolidation/closure has been made by the Board of Trustees and as part of each school's Transition Plan as outlined in these procedures. The timelines for the implementation of the Dress Code Review for schools affected by a Pupil Accommodation shall align with the decision-making process outlined within this procedure.

The following procedure will be used to shape the decision-making process:

INITIAL STEPS

1. The Principal, after consultation with the Catholic School Council, will communicate with the school community that the school has completed five (5) full years of dress code enforcement and may, as outlined in the Guidelines: Section 4 of Policy 219A consider a change to the existing school dress code or indicate continued support for the school's current dress code. The Principal will distribute the Elementary Dress Code: Preliminary Survey (**Appendix A**) to all registered, eligible families with students in JK-Grade 7 (JK-Grade 5 in Georgina schools), to confirm if more than 20% of the total eligible number of families in the school community indicate a preference to move forward with a formal voting process. The Principal will also seek membership for a school Dress Code Advisory Committee, if required, through the dissemination of the Elementary Dress Code: Preliminary Survey.
2. The Principal will communicate to the school community results of the Elementary Dress Code: Preliminary Survey no later than mid-December of the current school year. If **20% or less** of the total eligible number of families in the school community indicates a preference to maintain the school's current dress code, this process ends and the results of the preliminary survey will be communicated to Parents/Guardians. If **more than 20%** of the total eligible number of families in the school community indicates a preference to change the school's current dress code, the process will continue as outlined in **Appendix B** for Appropriate Dress Code Schools, **Appendix C** for Standardized Dress Code Schools and **Appendix D** for Full Uniform Dress Code Schools.
3. The Principal, after consultation with the Catholic School Council, will establish the school's Dress Code Advisory Committee no later than mid-December of the current school year if more than 20% of the total eligible number of families in the school indicate a preference to move forward with a formal voting process. The Principal will communicate the membership of the school's Dress Code Advisory Committee to the school community upon its establishment.
4. The Principal, in consultation with the school's Dress Code Advisory Committee, will hold a meeting prior to the public Parent/Guardian information session in order to:
 - a) Review the parameters and guidelines prescribed within Policy 219A, and;
 - b) Prepare a selection of proposed clothing items to present at a public Parent/Guardian information meeting.

PUBLIC INFORMATION SESSION

1. A public Parent/Guardian information session shall be organized for the school community no later than the end of February in the current school year. The session will be organized and officiated by the Principal. Notification will be provided well ahead of time and each family will be invited to attend (**Appendix B(i)** for schools enforcing the Appropriate Dress Code; **Appendix C(i)** for schools enforcing the Standardized Dress Code; **Appendix D(i)** for schools enforcing the Full Uniform Dress Code).
2. The primary focus of the public information session will be to inform the Parent/Guardian community of the work of the school's Dress Code Advisory Committee. Samples of the proposed Dress Code options in a variety of styles, including information related to the possible location of retailers with associated costing, will be prominently displayed. Those that attend will be provided an opportunity to provide input regarding the proposed selection.
3. The Principal will present an overview of the voting process and the timelines for implementation.

VOTING PROCESS IF REQUIRED

1. If the **more than 20%** criteria from the results of the Elementary Dress Code: Preliminary Survey is confirmed, the initiation of the vote process will commence during the month of March in the current school year with a completion date of March 31st.
2. Registered families eligible to participate will receive a letter which will include highlights of the suggested Dress Code along with a numbered Vote Ballot [**Appendices B(ii) & B(iii) for schools enforcing the Appropriate Dress Code; or C(ii) and C(iii) for schools enforcing the Standardized Dress Code; or D(ii) & D(iii) for schools enforcing the Full Uniform Dress Code**]. Parents may forward questions and/or comments to the attention of the Chair of the school's Dress Code Advisory Committee.
3. The voting process will be completed by March 31st of the current school year. Schools will make every effort to ensure that votes are received from every registered (eligible) family in the school, save and except the registered families who only have a Grade 8 student, or in the case of the Georgina schools, registered families who only have a Grade 6 student.
4. **Parents who do not return the ballot will be considered an affirmative vote for the continued implementation of the school's current Dress Code.**
5. It is important that samples of suggested Dress Code clothing options be on display at the school throughout the entire decision-making process.
6. **If the vote is a 50% +1 "no" result** then the process stops and the school opts out of the Dress Code process [**Vote Results Parent Letter, Appendix B(iv), C(iv) or D(iv)**].
7. **If the vote is a 50% +1 "yes" result** then the school will proceed with the implementation process for the upcoming September [**Vote Results Parent Letter, Appendix B(v), C(v) or D(v)**].

8. Where the Parent/Guardian community approves a new Dress Code the Principal will clearly outline the Dress Code expectations for the school community, provide information about purchasing the new Dress Code articles of clothing and clarify implementation timelines.
9. The school community must be informed of this decision in a timely manner, but no later than the end of April in the current school year, through various means of communication some of which may include but not be limited to letters, synrevoice, school website, council/school newsletter and assemblies.
10. All vote results will be stored at the school for a minimum of three years.

DRAFT

(School Letterhead)

(Date)

Elementary Dress Code: Preliminary Survey

Dear Parents/Guardians:

As per Policy 219A: *Elementary Dress Code*, school communities may indicate a preference to change the existing school dress code after the completion of five (5) school years. Policy 219A further states:

To implement a Standardized Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, a preliminary survey must be distributed to all registered (eligible) families in the school community who have students in JK-Grade 7 (JK-Grade 5 in the Georgina schools). Interest for Parent/Guardian membership on the school's Dress Code Advisory Committee will also be collected through the preliminary survey.

I ask that you complete the attached preliminary survey and return it to the school by **(date)** so that the school's Dress Code Advisory Committee can determine overall interest from the school community.

Please note that this **Preliminary Feedback Survey** is **not** the **official ballot/vote** but the first step in the process. To assist you in making your decision, the following information is provided:

What is required to implement a change to the existing dress code?

If the results of the preliminary survey confirm **more than 20%** of the total eligible number of families in the school community being in favour of a change to the existing dress code, then the following process will take place:

- A Parent/Guardian information session will be held at the school.
- Samples of the **standardized or full uniform dress** clothing articles will be displayed at the school throughout the next few months.
- An official vote will be held with the following requirements:
 - Must occur in a timely manner (following the preliminary survey results);
 - Every family, with children up to and including Grade 7 (Grade 5 in Georgina schools) is required to vote – one ballot per family.
 - There must be at least 50% +1 majority in favour to implement a change to the school's existing dress code.

- ~~Should the results of the vote come within 5% of the votes necessary to implement a change to the existing dress code, the ballots of Grade 7 students (Grade 5 students in Georgina schools) who do not have younger siblings in the school will be reviewed to determine if the elimination of their “no” votes would result in the achievement of the required percentage.~~
- Upon obtaining 50% +1 approval in the official vote, the implementation of the dress code would be implemented in the following September.

Your feedback is vital to ensure that:

- ✓ You have input into the school’s dress code.
- ✓ We establish a dress code that meets with the approval of our school community.
- ✓ If officially voted on by the community, we attain a high level of success in implementing the new dress code.

What would a standardized or full uniform dress code mean?

- Students would be required to attend school wearing clothing that meets with the criteria of the new standardized or full uniform dress code.
- Standardized Dress Code is defined as “students dressed in clothes of common colour and style”.
- Full Uniform Dress Code is defined as “students dressed in approved clothing items purchased from an approved Board supplier”.
- The proposed standardized or full uniform dress will be developed with the following objectives in mind:

Attractiveness • Practicality • Comfort
Affordability • Durability

Thank you for your support in this initiative. We again ask that you complete the attached preliminary survey and return to the school by **(date)**.

Yours in Catholic education,

Principal

Catholic School Council Chair

Elementary Dress Code: Preliminary Survey

Insert School Name

You must return this Preliminary Survey by **(insert date)** to your child's teacher.

This preliminary survey is not a vote.
It is part of the decision-making process as per Policy 219A: Elementary Dress Code whereby school communities may indicate a preference to change the existing school dress code after the completion of five (5) school years.
Families who do not return this survey are assumed to support the school's current dress code and will be considered to favour a "no" response.

POLICY 219A: ELEMENTARY DRESS CODE PROCESS TO CHANGE AN EXISTING SCHOOL DRESS CODE (Section B: Guidelines)

To implement a Standardized Dress Code for the first time; or to move from the Standardized Dress Code to a Full Uniform Dress Code, or back to the Appropriate Dress Code; or, to move from a Full Uniform Dress Code to a Standardized Dress Code, the following steps shall be taken:

1. Where a Principal and/or Catholic School Council has been approached with a request to change the existing school Dress Code, a survey process may be implemented to determine if there is sufficient interest amongst the school community to proceed with a formal voting process (Appendix A: Elementary Dress Code: Preliminary Survey).
2. If this survey results in greater than **20%** of the total (eligible) number of families in the school community being in favour of the change, the full decision-making process will be initiated. (Appendix B: Appropriate/Standardized/Full Uniform Dress Code Implementation).
3. The decision-making process will enable all registered families (eligible to participate) in selecting the form of Dress Code to be implemented in their elementary school. The process should commence in the fall of the school year, no later than November 1st, and must be completed by March 31st for implementation in September of the next school year.
4. **No decision-making process will be repeated within a 5 year period.**

Elementary Dress Code: Preliminary Survey

Do you support the idea of change to the school's current Dress Code? Yes No

Parent/Guardian: _____
(Please print your name)

Child's(ren's) Name(s): _____	Grade: _____
_____	_____
_____	_____

Do you wish to be a member of the school's Dress Code Advisory Committee? Yes No

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 20%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Appropriate Dress Code* may, at the 5-year review date, implement a Standardized Dress Code if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the ***Appropriate Dress Code*** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes that are respectful, neat and clean” (Parameter 2.1).

As we move forward with the possibility of implementing a ***Standardized Dress Code*** for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school's *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school's *Dress Code Advisory Committee*;
- View samples of the proposed *Standardized Dress Code* options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed *Standardized Dress Code* clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Appropriate Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

**BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE STANDARDIZED DRESS CODE**

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Appropriate Dress Code for September, 2018.

☐

I support the implementation of a Standardized Dress Code for September, 2018.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

**PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.**

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) do not support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Appropriate Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated within a five (5) year period.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who assisted with ensuring that the process and vote was transparent and ran smoothly.

If you have any questions feel free to call the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 20%** of the total (eligible) number of families in the school community has indicated, through their submission of the Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Standardized Dress Code* may, at the 5-year review date, implement a change to either *Full Uniform Dress Code* or back to *Appropriate Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the **Standardized Dress Code** defined in Policy 219A *Elementary Dress Code* as “students dressed in clothes of common colour and style” (Parameter 2.2).

As we move forward with the possibility of implementing a new Dress Code for this coming fall, I wish to inform you that a date for a public information session for our parent community has been confirmed.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school's *Dress Code Advisory Committee* on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school's *Dress Code Advisory Committee*;
- Discuss the parameters for Appropriate Dress Code;
- Discuss the parameters for and view samples of proposed Full Uniform Dress Code options inviting input on the proposed samples; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed Dress Code options for our school.

I am pleased to confirm that while Appropriate Dress Code is a consideration, the Full Uniform Dress Code options include:

(Insert a description of all proposed Full Uniform Dress Code clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK – Grade 7 with the exception of Georgina who will distribute information to JK – Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than insert date.

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Standardized Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on insert date.

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE CONTINUED IMPLEMENTATION OF THE
SCHOOL'S CURRENT DRESS CODE.

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current
Standardized Dress Code for September, 2018.

☐

I support the Implementation of Full Uniform Dress Code for
September, 2018.

☐

I support the Implementation of Appropriate Dress Code for
September, 2018.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote started on (insert date) to determine whether or not we will be instituting an *Appropriate* Dress Code, a *Full Uniform* Dress Code or continuing with the implementation of the school's current *Standardized* Dress Code at (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) participated in the vote.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of either an *Appropriate* or *Full Uniform* Dress Code.

Therefore, the implementation of any change to the school's current Standardized Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the vote started on (insert date) to determine whether or not we will be instituting an *Appropriate* Dress Code or *Full Uniform* Dress Code for (Name of school).

Out of a total of (Insert Number) registered families eligible to vote, (Insert total number of votes in favour & %) support the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a (Insert Appropriate or Full Uniform) Dress Code.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation of the proposed (Insert Appropriate or Full Uniform) dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, 2018.

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and ran smoothly.

If you have any questions feel free to call the school.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I am writing to inform you that **more than 20%** of the total (eligible) number of families in the school community has indicated, through their submission of the Elementary Dress Code: Preliminary Survey, they are in favour of a change to the school's current dress code. As per Policy 219A *Elementary Dress Code*, schools currently enforcing the *Full Uniform Dress Code* may, at the 5-year review date, implement a *Standardized Dress Code* if **50% + 1** of the total (eligible) number of families with students in JK – Grade 7 (JK-Grade 5 in the Georgina schools) vote to move forward with this change.

Presently, the school is enforcing the *Full Uniform Dress Code* defined in Policy 219A *Elementary Dress Code* as “students dressed in approved clothing items purchased from an approved Board supplier” (Parameter 2.3).

As we move forward with the possibility of implementing a *Standardized Dress Code* for this coming fall, I wish to inform you that we have set a date for a public information session for our Parent/Guardian community.

You are invited to attend a Parent/Guardian Information Session on (insert date) at (insert time) at our school. There will be a short presentation to parents from the school's Dress Code Advisory Committee on the timelines for implementation.

The meeting will also provide Parents/Guardians with an opportunity to:

- Receive an update on the work that has been done to date by the school's Dress Code Advisory Committee;
- View samples of the proposed *Standardized Dress Code* options in a variety of styles and offer input on a proposed selection; and,
- Learn about the location of possible retailers and approximate cost.

I look forward to seeing you all soon.

Sincerely,

Principal

(Insert School Name/Letterhead)

Insert Date

Dear Parents / Guardians:

I wish to thank the Parents/Guardians who attended the Parent/Guardian Information Session on (insert date) at (insert time) at our school to view the proposed *Standardized Dress Code* options for our school.

I wish to communicate that the *Standardized Dress Code* options include:

(Insert a description of all proposed *Standardized Dress Code* clothing options, suggested location(s) of purchase and costs)

In order to move forward with this process each family eligible to vote (JK–Grade 7; with the exception for our Georgina schools who will distribute information to JK–Grade 5) is receiving a numbered Ballot with this letter.

Please indicate your preference by marking **only one** “x” on the ballot, and return to the school no later than (insert date).

Ballots not returned will be considered an affirmative vote for the continued implementation of the school’s current Full Uniform Dress Code.

A letter informing Parents/Guardians of the outcome of the ballot will go home on (insert date).

Sincerely,

Principal

(Insert School Name/Letterhead)

No. XXXX

ELEMENTARY DRESS CODE POLICY IMPLEMENTATION BALLOT

BALLOTS NOT RETURNED WILL BE CONSIDERED
AN AFFIRMATIVE VOTE FOR THE SCHOOL'S CURRENT FULL UNIFORM DRESS CODE

PLEASE CHECK ONLY ONE

☐

I support the continued implementation of the school's current Full Uniform Dress Code for September, 2018.

☐

I support the implementation of a Standardized Dress Code for September, 2018.

Name of Parent: _____

Current Grade(s) of Child(ren): _____

Signature: _____

PLEASE RETURN THIS BALLOT TO YOUR SCHOOL OFFICE
NO LATER THAN (INSERT DATE), AT 4:00 p.m.

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* at (Name of school). Out of a total of (Insert Number) registered families eligible to vote (Insert total number of not in favour votes & %) support the vote to opt out of the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are not in favour** of the implementation of a *Standardized Dress Code*.

Therefore, the implementation of any change to the school's current Full Uniform Dress Code will **not** proceed. The school's Advisory Dress Code Committee for the implementation of a change to the school's current Dress Code also ceases to exist effective immediately.

As per Policy 219A: *Elementary Dress Code*, no decision-making process will be repeated within a five (5) year period.

I would like to thank Parents/Guardians for taking the time to express their views on this issue.

Sincerely,

Principal

(Insert School Letterhead)

(Insert Date)

Dear Parents / Guardians:

I am writing to inform you about the outcome of the voting process started on (insert date) to determine whether or not we will be instituting a *Standardized Dress Code* for (Name of school). Out of a total (Insert Number) registered families eligible to vote (Insert total number of votes in favour & %) support the implementation of a *Standardized Dress Code*.

The voting results are that **50% + 1** of the registered families eligible to vote **are in favour** of the implementation of a *Standardized Dress Code*.

Please find attached a report from the school's Dress Code Advisory Committee for the implementation on the colour scheme of the proposed standardized dress, the Dress Code expectations and the compliance / non-compliance expectations to be implemented in September, (Insert year).

I would like to thank (Name of Dress Code Advisory Committee Chair) who helped with ensuring that the process and vote was transparent and ran smoothly.

If you have any questions feel free to call the school.

Sincerely,

Principal

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 309
<i>Former Policy #</i> 214	<i>Page</i> 1 of 7
<i>Original Approved Date</i> December 16, 1997	<i>Subsequent Approval Dates</i> May 27, 2014

POLICY TITLE: ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to providing a high-quality educational experience to all students, enabling them to reach their potential as 21st century learners and make successful transitions to the post-secondary destination of their choice. We believe that every student is unique and that each must have opportunities to achieve success according to his or her own interests, goals and God-given abilities.

Effective assessment and evaluation practices are the foundation for success. This policy is intended to ensure that assessment and evaluation practices are clearly understood and consistently applied.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to maintain high standards of practice to ensure that assessment and evaluation practices are rooted in our Catholic understanding of the human person, that they are valid and reliable, that they lead to improvements in student achievement, and that they foster engagement and well-being.

In order to do so:

- our teachers will use assessment and evaluation practices that are fair, transparent, equitable for all students, and understood by stakeholders; and,
- parents should support their child(ren) to set goals and plan for success in their studies.

2.1 York Catholic District School Board's assessment and evaluation practices recognize and affirm our Catholic Faith values by:

- 2.1.1 Respecting the dignity and worth of all learners;
- 2.1.2 Providing successful experiences for all students;
- 2.1.3 Being 'just' and 'compassionate' in nature by providing varied opportunities for students to demonstrate their learning;

- 2.1.4 Fostering life-long learners and recognizing the God-given capacity of all persons to learn and grow throughout their lives; and,
- 2.1.5 Reflecting the holistic nature of assessment that integrates the nature of learning and faith Formation.

3. PARAMETERS

- 3.1 This policy ensures compliance with the York Catholic District School Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*, which teachers shall use to guide their practices.
- 3.2 The purpose of assessment and evaluation shall be to improve student achievement, foster engagement, and promote well-being.
- 3.3 Assessment and evaluation shall be communicated in a timely manner and provide information to be used by teachers and students to:
 - 3.3.1 Determine where students are in their learning, where they need to go, and how best to get there.
 - 3.3.2 Monitor progress towards achieving the overall and specific curriculum expectations.
 - 3.3.3 Provide feedback, make adjustments, and set individual goals.
 - 3.3.4 Promote the development of reflective habits of mind (i.e., metacognition).
 - 3.3.5 Engage parents/guardians in their child's learning.
- 3.4 Teachers shall use a variety of strategies (e.g., observations, student-teacher conversations, student products, self/peer assessment) to elicit information about student growth and learning.
- 3.5 Students shall be assessed and evaluated against curriculum expectations using criterion referenced tools. Where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP).
- 3.6 Students shall be provided with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
- 3.7 Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations.
- 3.8 Assessment and evaluation tools shall be free of bias.
- 3.9 In alignment with the *Education Act*, specifically *Ontario Regulation 304*, the Board may designate up to ten (10) instructional days per school year as examination days. (Regulation Reference)
 Or
 The Board shall designate up to ten (10) instructional days per school year as examination days, four (4) per semester with one (1) per semester for inclement weather or emergency situations. (YCDSB suggested)

4. RESPONSIBILITIES

4.1 Board of Trustees

- 4.1.1 To uphold the Assessment and Evaluation of Student Achievement policy.
- 4.1.2 To use assessment and evaluation information (school and system) to inform decisions that support Board planning processes.

4.2 Director of Education

- 4.2.1 To oversee compliance with the Assessment and Evaluation of Student Achievement policy.

4.3 Senior Administration

- 4.3.1 To support implementation and compliance with the policy and related guidelines.
- 4.3.2 To provide leadership and professional development opportunities to build capacity and ensure the use of effective, bias-free assessment and evaluation strategies and tools.
- 4.3.3 To use assessment and evaluation information (school and system) to inform the Board Improvement Plan for Student Achievement (BIPSA).
- 4.3.4 To support school administrators and staff in the analysis, communication and response to large scale assessment information.
- 4.3.5 To support school staff in their understanding, use and communication of fair, transparent, and equitable assessment and evaluation information for student and school improvement.

4.4 Principals

- 4.4.1 To support compliance with the policy and related guidelines by building capacity to understand and implement the Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*.
- 4.4.2 To provide leadership and professional development opportunities to ensure the use of effective, bias-free assessment and evaluation strategies and tools.
- 4.4.3 To support school staff in the analysis, communication and response to large scale assessment information.
- 4.4.4 To use assessment and evaluation data, including information from the BIPSA, to inform the School Improvement Plan for Student Achievement (SIPSA).
- 4.4.5 To ensure consistent administration of large-scale assessments.

4.5 Teachers

- 4.5.1 To implement effective assessment and evaluation practices in accordance with the Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*.
- 4.5.2 To provide students with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

4.6 Students

- To fully participate in their learning by:
 - 4.6.1 Articulating what they are expected to learn and be able to do.
 - 4.6.2 Monitoring and assessing their learning.
 - 4.6.3 Setting specific improvement goals and planning accordingly.

- 4.6.4 Demonstrating achievement of curriculum expectations.
- 4.6.5 Developing the learning skills and work habits that support life-long learning.

4.7 Parents

- 4.7.1 To engage with teacher(s), their child(ren) and School Administration to support improved student achievement and promote well-being.

5. DEFINITIONS

5.1 Accommodation

Accommodation is used to refer to the “unique teaching and assessment strategies, human supports, and/or individual equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.”

5.2 Achievement

Achievement refers to the learning and skills that students are able to demonstrate.

5.3 Assessment

Assessment is the process of gathering and recording information about students’ knowledge and skills as well as providing students with descriptive feedback to guide their improvement. Information should be gathered from a variety of sources over time. Assessments include:

5.4 Assessment as Learning

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process when they monitor their own learning, use assessment feedback from teacher, self, and peers to determine next steps, and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. The co-construction of success criteria is a powerful opportunity to engage students in assessment as learning.

5.5 Assessment for Learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction, and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. The co-construction of success criteria is a powerful opportunity to engage students in assessment for learning.

5.6 Assessment of Learning

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

usually involves rich performance tasks, demonstrations, projects, or essays. Assessment of learning does not include ongoing homework that students do to practice skills, to consolidate knowledge, to prepare for the next class or to be introduced to new content.

5.7 Bias

Bias refers to an inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials.

5.8 Catholic Understanding of the Human Person

As Catholics, we draw on sacred scripture, the teachings and traditions of the church, and the lived faith of the current community. From this, we present an understanding of the human person as inherently good, loved by God, always capable of improvement, and already redeemed.

5.9 Criterion-Referenced Assessment

Criterion-referenced assessment describes a student's accomplishment of curriculum expectations in relation to the achievement chart.

5.10 Engagement

There are four dimensions of student engagement:

- 5.10.1 Spiritual Engagement: The integration of faith with life through reflection, planning and action;
- 5.10.2 Intellectual Engagement: A serious emotional and cognitive investment in learning, using higher order thinking skills such as creativity and analysis) to increase understanding, solve complex problems, or construct new knowledge;
- 5.10.3 Social Engagement: A sense of belonging and participation in school life; and,
- 5.10.4 Academic (or Institutional) Engagement: The understanding and appreciation of the formal requirements of schooling.

5.11 Evaluation (Assessment of Learning)

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value/grade/achievement level to represent that quality.

5.12 Individual Education Plan (IEP)

A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identified learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

5.13 Modification

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations.

5.14 Ontario Curriculum Expectations

The knowledge and skills that students are expected to develop and demonstrate. The Ontario Curriculum Policy documents identify expectations for each grade/course from Kindergarten to Gr. 12.

5.15 Peer Assessment

Peer assessment refers to a reflective, non-evaluative practice, based on established criteria, in which students make observations about their peers' performance (e.g., checklist, interview). The evaluation of student learning is the responsibility of the teacher and must not include the judgment of a student's peers.

5.16 Professional Judgment

This term refers to judgment that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

5.17 Reflective Habits of Mind (Metacognition)

The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor, assess, and manage one's own learning (e.g., think aloud, self-assessments, decision-making, goal setting, planning for success, reflections).

5.18 Reporting

Reporting is the process of communicating the results of assessment and evaluation to students and parents/guardians.

5.19 Self-Assessment

Self-assessment refers to reflective practices based on established criteria in which students make observations about their own learning and performance. They may use tools like checklists, conferencing, and journals to frame these reflections. When students assess themselves, they develop insights into their own learning and are better able to monitor, track, and plan next steps for their learning.

5.20 Well-being

Well-being refers to being happy, hopeful, resilient (i.e., spiritually, mentally, emotionally and physically strong) and successful. Students with a sense of well-being feel:

- physically well;
- nourished and active;
- physically and psychologically safe;
- included, valued and supported at home, at school and in the community;

- able to participate in productive activities;
- able to form and sustain healthy relationships;
- able to cope with adversity and are resilient; and,
- that adults care about their well-being.

6. CROSS REFERENCES

YCDSB Policy 313 Homework

YCDSB Policy 601 Accessibility Standards for Customer Service

YCDSB *Guidelines and Procedures for the Implementation of Ministry Policy: Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, 2011*
Education Act

Ministry of Education: *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12, 2010*

Ontario Regulation 304: School Year Calendar, Professional Activity Days

Approval by Board	December 1997 Date
Effective Date	December 1997 Date
Revision Date(s)	May 27, 2014 Date
Review Date	May 2019 Date