

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, June 16, 2020
Via Live Stream
7:30 P.M.**

Stream Link: [Click Here](#)
Username: public@ycdsb.ca
Password: learning

LAND ACKNOWLEDGEMENT

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

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4. APPROVAL OF THE AGENDA	M. Marchese	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING		
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11. OCSTA BOARD OF DIRECTOR'S UPDATE:	C. Cotton	
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(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)

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

22. ADJOURNMENT

SPECIAL BOARD MEETING

Tuesday, June 30, 2020

7:30 pm

(If necessary)

SPECIAL BOARD MEETING

Tuesday, July 7, 2020

7:30 pm

(If necessary)

SPECIAL BOARD MEETING

Tuesday, July 14, 2020

7:30 pm

Public Request to Make a Presentation or Present Petition

Inbox



Annie Robinson <ycdsb.forms@ycdsb.ca>

Mon, Jun 1, 12:40 PM (3 days ago)

to board.delegations

Name	Annie Robinson
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	
Is this request related to a Motion and/or decision of the Board?	No
Spokesperson 1 Name	Kathy Bryden
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Harold Adams
Spokesperson 2 Email Address	
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	Jun 16, 2020
Specific Statement of Issue	Presentation to Board of Trustees in regards to special education funding for the 2020-2021 school year
Summary of key presentation points:	Awareness of the increasing need for special education programs and services due to increasing incidence rates, complex needs, and, in particular, the effects of COVID-19 on exceptional students
If Applicable, your key recommendations/suggestions to address the problem/issue:	N/A
4) Electronic Presentation Details	
If your presentation is in an electronic format (Powerpoint, Slides, Audio, Video) the information you provide in this form will help us support you during the presentation. Please submit the request and email a copy of the electronic presentation 48 hours in advance of the Board meeting. Email Presentation to board.delegations@ycdsb.ca	
Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded

Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Laptop - Google Meet
Form prepared by:	Annie Robinson
Date	Jun 01, 2020



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.
2. Each individual/group is allowed 3 minutes to present a petition and to answer questions from Trustees.

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

1) INDIVIDUAL MAKING THE REQUEST:

Name: Kearie Daniel

Home Address: _____ Email Address: _____

Home Telephone: _____ Business Telephone: _____

Name of Group Being Represented (if Applicable): _____

Name of Home School being represented: Not Applicable

Is this request related to a Motion and/or decision of the Board? Yes ☒ No ☐

2) SPOKESPERSON (No more than three people)

Name: Kearie Daniel Name: Charline Hines

Address: _____ Address: _____

Home Telephone: _____ Home Telephone: _____

Business Telephone: _____ Business Telephone: _____

Email Address: _____ mail Address: _____

3) SPECIFIC STATEMENT OF ISSUE:

4) SUMMARY OF KEY PRESENTATION POINTS:

I've already provided a full presentation on anti-Black racism to the school board.
I am happy to provide another copy is needed.

[Please see reverse]

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

Form prepared by: Kearie Daniel Date: June 8, 2020

EQUIPMENT REQUIREMENTS

If your presentation is in an electronic format (PowerPoint, Slides, Audio, Video) the information you provide will help us support you during the presentation. Please email a copy of the electronic presentation **48 hours** in advance of the Board meeting. Email Presentation to board.delegations@ycdsb.ca

Please specify technology requirements needed:

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

Other: _____

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.
- If presenters submit all presentation materials to the Secretary to the Director's Office – Trustee Services no later than 6 calendar days prior to the scheduled Board Meeting they will be included in the appropriate meeting agenda package.
- 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.

Public Request to Make a Presentation or Present Petition

Inbox



Paolo De Buono <ycdsb.forms@ycdsb.ca>

8:56 AM (1 hour ago)

to board.delegations

Name	Paolo De Buono
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Paolo De Buono
Is this request related to a Motion and/or decision of the Board?	No
Spokesperson 1 Name	Paolo De Buono
Spokesperson 1 Email Address	_____
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	Canada
3) Presentation/Petition Details	
Date of Board Meeting	Jun 16, 2020
Specific Statement of Issue Title: Recognition of June 2020 as Pride Month in all YCDSB Schools Statement: The York Catholic District School Board (YCDSB) should recognize in clear language June 2020 as Pride Month in all of its schools. Alternatively, if YCDSB decides not to recognize June 2020 as Pride Month, the YCDSB community deserves in clear language an explanation why it has decided not to do so.	
Summary of key presentation points: - As of this morning (June 4), five (English) Catholic school boards (Ottawa, Waterloo, Simcoe Muskoka, Thunder Bay, and Algonquin and Lakeshore) have with clear language recognized June 2020 as Pride Month; however, YCDSB has not issued a statement that it recognizes June 2020 as Pride Month, which is inconsistent with YCDSB's leadership in Catholic education in LGBTQ student inclusion - YCDSB students will notice that the York Region District School Board & all their relevant government agencies in and beyond York Region are recognizing June 2020 as Pride Month but not their own school board. - It is in the interest of all YCDSB students and families (I am a YCDSB family member) for the YCDSB to recognize in clear language that it is recognizing June 2020 as Pride Month.	
If Applicable, your key recommendations/suggestions to address the problem/issue: The York Catholic District School Board (YCDSB) should recognize in clear language June 2020 as Pride Month in all of its schools. Alternatively, if YCDSB decides not to recognize June 2020 as Pride Month, the YCDSB community deserves in clear language an explanation why it has decided not to do so. (Please note that I will submit my presentation by video (likely a link to a video posted on YouTube). I may participate in other ways (Zoom, etc.) should there be special circumstances related to COVID-19 restrictions.	

4) Electronic Presentation Details

If your presentation is in an electronic format (Powerpoint, Slides, Audio, Video) the information you provide in this form will help us support you during the presentation. Please submit the request and email a copy of the electronic presentation 48 hours in advance of the Board meeting. Email Presentation to board.delegations@ycdsb.ca

Is your presentation in an electronic format?	Yes
Type of Presentation	Video
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Anticipating that I cannot attend in person due to COVID-19 restrictions, I will upload a presentation video to YouTube in advance of the board meeting, and I will be available by video (or audio) for any questions from trustees.
Form prepared by:	Paolo De Buono
Date	Jun 04, 2020



HUMAN RIGHTS, EQUITY, INCLUSION and DIVERSITY ADVISORY COMMITTEE

(IDEA)/(HEID)(HIED)(HEDI)



HUMAN RIGHTS, EQUITY, INCLUSION and DIVERSITY ADVISORY COMMITTEE (IDEA)/(HEID)(HIED)(HEDI)

PREAMBLE:

Equity at YCDSB is a core value that calls us to recognize that all those we serve in our community are created in the image of God.

Each person brings a gift to our schools, our Board and the broader community. By acknowledging this, we invite a common sense of purpose and belonging that links us in our humanity and faith. We honour the diversity and complexity that underlie the essential personhood of each human being.

TERMS OF REFERENCE

- An umbrella committee that will innovatively and proactively support, build on and enhance previous and existing initiatives to meet individual needs, identify and eliminate barriers, promote a sense of belonging, and engage our community.
- To provide an equitable and inclusive platform in support of the educational and work environment, to support student achievement and well-being.
- In receiving updates from the various "pillar" committees, to provide informed advice and guidance to the Board and trustees in developing accountable practices, supporting a safe, caring and inclusive environment for students, staff and community.

MANDATE:

- To receive updates from and provide feedback to working committees related to Safe and Inclusive Schools, Equity and Diversity.
- To provide and receive updates to working groups on current trends, Ministry Initiatives and Board Policies related to Diversity, Equity and Inclusion.

Definitions

Human Rights

Rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without discrimination, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or other similar factors.

Diversity

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

Equity

————— “ —————

**Equity is a process that begins by acknowledging
an unequal starting place and continues to
correct and address the imbalance.**

Nelson MANdela used to say “THERE IS NO GREATER INEQUALITY THAN THE EQUAL TREATMENT OF UNEQUALS.”

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

Inclusion

Inclusion is about folks with different identities feeling and/or being valued, leveraged, and welcomed within a given setting (e.g., your team, workplace, or industry). In the wise words of longtime Diversity, Equity and Inclusion (DEI) educator [Verna Myers](#): “Diversity is being asked to the party. Inclusion is being asked to dance.”

You can have a diverse team of talent, but that doesn’t mean that everyone, particularly those with marginalized identities (for example women, racialized people and people with disabilities)) feel welcome or are valued, given opportunities to grow, or developed by a mentor. The list goes on.

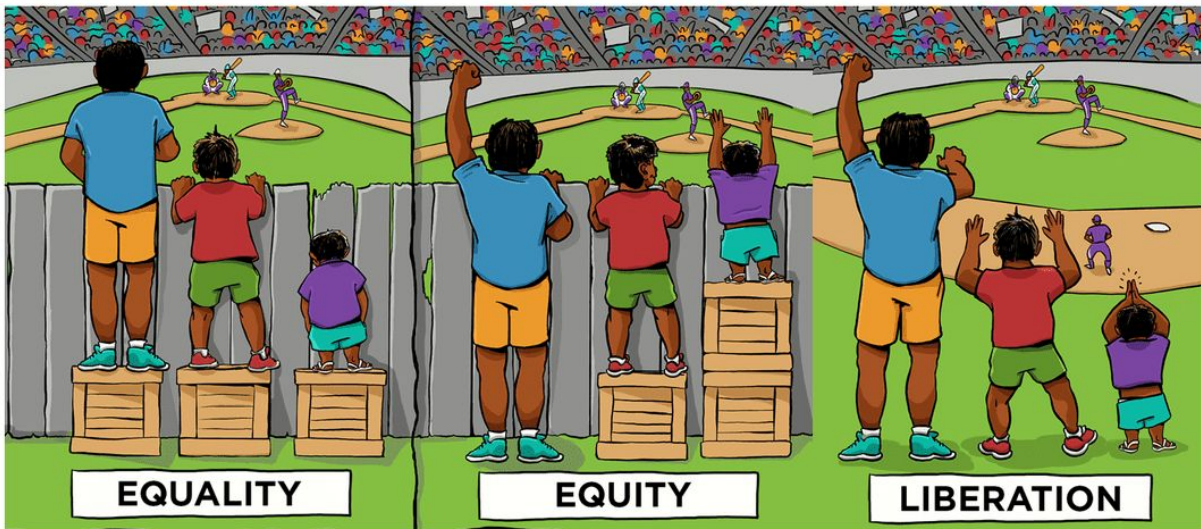
Inclusion is not a natural consequence of diversity. You can spend millions or thousands of getting a diverse collection of people in the door and never change the environment they walk into.

- Diversity is an outcome: “Oh man, this company is really diverse!”
- Inclusion is also an outcome: “We do frequent internal temperature checks, and as far as we know we have an inclusive and welcoming place for women and people of colour here.”

- Equity is not an outcome. Equity refers to the process a company consistently engages in to ensure that people with marginalized identities have the opportunity to grow, contribute, and develop — regardless of their identity.



Don't just tell a different version of the same story.
Change The Story!



RESPONSIBILITIES OF THE COMMITTEE:

- To provide input in determining priorities and strategies for systemic implementation;
- To provide feedback to the YCDSB on issues related to equity, inclusion and diversity from broad community perspectives and trends affecting the community;
- To participate in advising the YCDSB with respect to the development of more inclusive, representative and developmentally appropriate curriculum and programming reflective of diverse groups;
- To assist in determining strategies to engage students, parents and members of the community to more adequately reflect the diversity within schools;
- To provide leadership on matters related to inclusivity, equity and the elimination of all types of discrimination;
- To advise on the development, maintenance and refinement of policies, practices and processes that facilitate inclusive and supportive learning and work environment and diverse workforce;

- To make recommendations on the Board's progress in achieving equity of access to learning opportunities for all students;
- To champion opportunities to create greater awareness of barriers and types of discrimination occurring in our schools;
- To act as a liaison on behalf of the Board to address issues of community interest and concern related to diversity, equity and inclusion;
- To act as a source of information on community resources available to assist those who have enquiries related to matters of discrimination including acts of prejudice, racism and hate;
- To foster greater understanding and awareness of equity-related matters among students, staff and the community; and,
- To promote successes within school communities that support closing equity and opportunity gaps.

Composition of Advisory committee:

Chair: Nalini Jugnundan

Ex-Officio: Ab Falconi

SUGGESTED PILLARS:

CULTURAL/RACIAL IDENTITY

ANTI- BLACK RACISM(ABR)

RELIGION

ACCESSIBILITY /ACCOMMODATION

2SLGBTQ+

INDIGENOUS EDUCATION

SPECIAL EDUCATION

CULTURALLY RESPONSIVE AND RELEVANT
PEDAGOGY

LEAD

Joel Chiutsi/ Anthony Arcadi/Jennifer Sarna

Siobhan Wright/Opiyo Oloya

Michael Way-Skinner/Eugene Pivato

Teresa Ligget/Michael Gray

Nick Galatianos/Tina D'Acunto

Shannon Ulgiati/ Laura Sawicky

Diane Lood/Marianne Fedrigoni

Daniel La Gamba / Mary Battista

EX-OFFICIO

POLICY

Nancy Di Nardo

TRAINING

Marc Mercanti

COMMUNICATIONS

Mariann Gordon

TRUSTEE REPRESENTATION

Chair of the Board- Maria Marchese

INFORMATION TECHNOLOGY

Darlene Clapham

SUGGESTED COMPOSITION OF EACH “PILLAR COMMITTEE”

Each “pillar”/ steering committee shall include members from diverse social identities from the stakeholder groups listed below. The composition of this Steering committee will also include (where necessary) an individual/s (outside of those suggested below) with expertise and experience that will enhance/support the work of each pillar. The composition of these committees will include

- Senior Administrators
- School Administrators
- Teaching Staff
- Support Staff
- Students
- YCDSB Parent representative (As necessary or appropriate)



2020 BUDGET CONSULTATION

THOUGHT EXCHANGE FEEDBACK

DIRECTOR OF EDUCATION
AB FALCONI

CHIEF FINANCIAL OFFICER
ANTHONY YEUNG

BUDGET DEVELOPMENT PROCESS

- The Ministry of Education typically announces its education funding to school boards in the Spring of each year. This year, due to the COVID-19 pandemic, the funding announcements are delayed.
- Funding for education is determined through provincial benchmarks for the major categories of education operations, as well as student enrolment.
- Trustees and staff work together to create a balanced and sustainable budget which will foster academic rigour and standards, support high graduation rates and nurture the mental health and well-being of students and staff.
- School boards are required to approve their balanced budgets before the start of the new school year.

BUDGET DEVELOPMENT PROCESS

- Members of the York Catholic community are invited to share feedback throughout the YCDSB's budget development process including completing an online survey and making a delegation to Trustees at a Special Meeting of the Board.
- Stakeholder feedback is used to guide and inform budget decisions in support of the achievement of the Strategic Commitments in the [Multi-Year Strategic Plan](#):
 - Integration of Our Catholic Faith;
 - Continuous Improvement of Student Achievement;
 - Effective Use of Our Resources;
 - Engaging Our Communities.

THOUGHT EXCHANGE QUESTIONS

EXCHANGE #1

As we continue to plan the upcoming budget, what are some priorities we should consider?

EXCHANGE #2

Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

EXPLANATORY NOTE: Stakeholder feedback gathered through the online Budget consultation should be interpreted with caution. Low participation and using an online approach means that the results may not be representative of any one group within the York Catholic Community. Notwithstanding, the focus of this report is on the quality of the thoughts offered by the stakeholders.

PARTICIPATION IN THE EXCHANGES

EXCHANGE #1

Budget Priorities for
Consideration



632

Participants



772

Thoughts



17 461

Ratings

EXCHANGE #2

Suggestions for Cost Savings,
Efficiencies & Revenue Generation

230

Participants

270

Thoughts

6 908

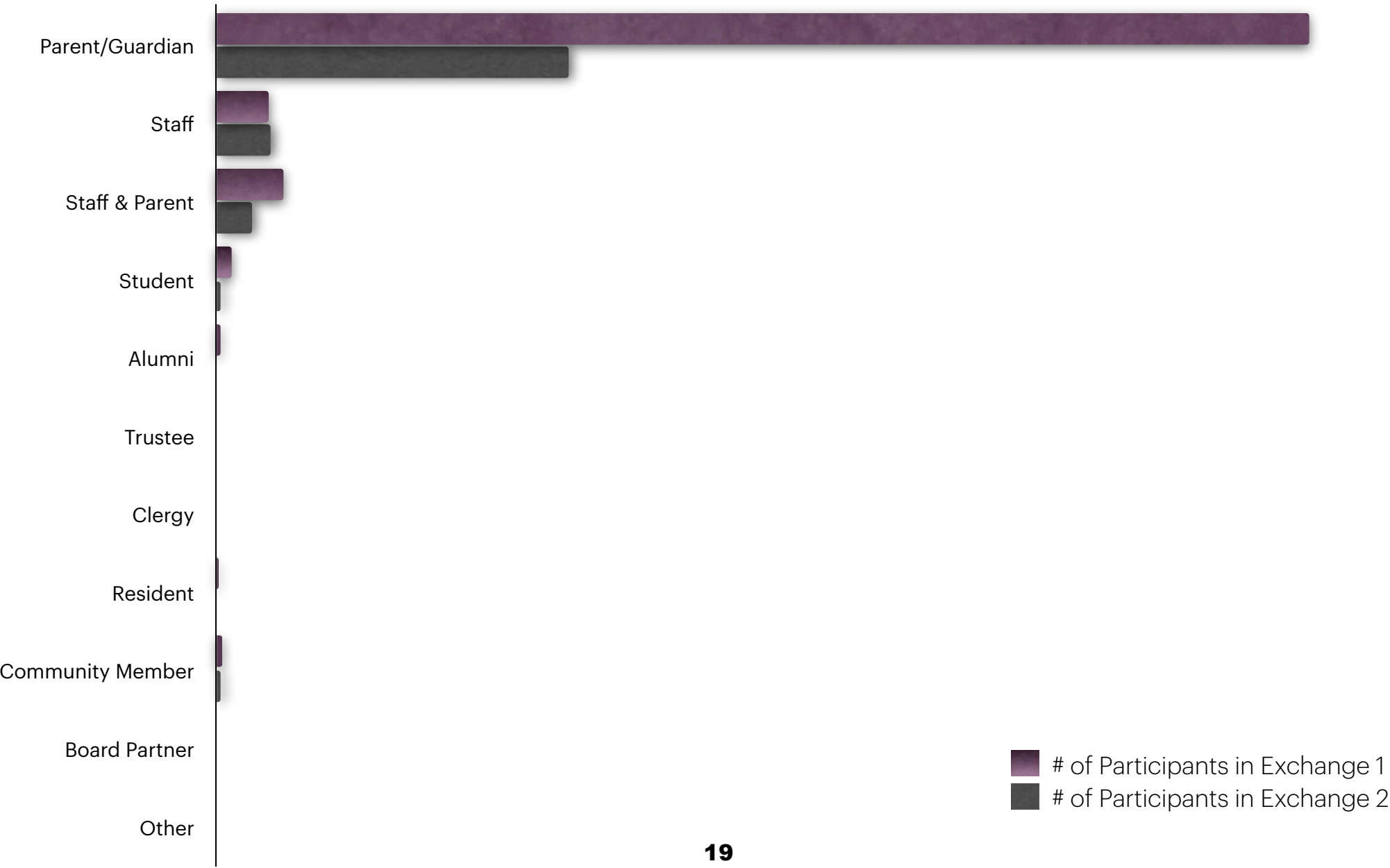
Ratings



RELATIONSHIP TO THE BOARD

Exchange 1: As we continue to plan the upcoming budget, what are some priorities we should consider?

Exchange 2: Where do you think the Board could obtain cost savings, efficiencies or revenue generation?



EXCHANGE #1

As we continue to plan the upcoming budget, what are some priorities we should consider?

WORD CLOUD - BUDGET PRIORITIES

———— As we continue to plan the upcoming budget, what are some priorities we should consider?



HIGHLIGHTS FROM THE 2020 ONLINE BUDGET CONSULTATION FROM THIS EXCHANGE

- Overall, most participants of this exchange were parents/guardians.
- Most suggestions for budget priorities identified by parents/guardians were directed at elementary schools and International and Continuing Education.
- Suggestions from staff applied to elementary schools, International and Continuing Education and secondary schools.
- The majority of stakeholders who participated in the consultation identified the following areas as priorities for the Board to consider for the 2020-2021 Budget: student learning, class size, quality education, technology, Catholic faith and well-being, and special education.

KEY THEMES - BUDGET PRIORITIES

As we continue to plan the upcoming budget, what are some priorities we should consider?



- Student Learning
- Class Size
- Quality Education
- Technology
- Catholic Faith & Well-Being
- Special Education

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Student Learning

- Core and Life Skills: Focus on Mathematics, Language and Financial Literacy Skills
- Primary Literacy
- STREAM skill development and resources
- Online learning
- Classroom resources including investments in technology and digital resources
- Resource supports - Special Education and Guidance
- Field trips and outside of classroom or out of school learning experiences

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Class Size

- Smaller class size
- Class size caps
- Proper/adequate staffing relative to class size
- Safer classrooms
- Social and physical distancing to protect the health and safety of students

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Quality Education

- Focus on excellence in the core subjects
- Delivery of quality education (including online learning)
- Quality teaching and feedback
- Accountability and evaluation of online teaching
- Cleanliness of schools

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Technology

- Appropriate technology and licensing products
- Enhanced technology to support student learning and improve remote learning
- Technology knowledge for students and teachers
- Updated learning tools and resources
- Upgraded technology in the classrooms

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Catholic Faith & Well-Being

- Faith-based funding must be a priority and the foundation of any decisions made
- Funding for retreats, chaplaincy and faith formation/development must be a priority
- Expand the religious education program with more practical approaches that immerse students in authentic Catholic doctrine
- Allocate funds to the purchase and development of Catholic resources
- Support wellness through Catholic education and Catholic mental health resources

SUGGESTED AREAS OF FOCUS

— As we continue to plan the upcoming budget, what are some priorities we should consider?

Special Education

- Increased supports for exceptional learners including funding for additional staff and technology
- Professional development for teachers and support staff
- Safe learning environment

EXCHANGE #2

Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

COST SAVINGS, EFFICIENCIES & REVENUE GENERATION

Where do you think the Board could obtain cost savings, efficiencies or revenue generation?



HIGHLIGHTS FROM THE 2020 ONLINE BUDGET CONSULTATION FROM THIS EXCHANGE

- Overall, most participants of this exchange were parents/guardians.
- Most suggestions for cost savings, efficiencies and revenue generation identified by parents/guardians were directed at elementary schools and International and Continuing Education.
- Suggestions from staff applied to secondary schools, International and Continuing Education and elementary schools.
- The majority of stakeholders who participated in the consultation identified the following areas for the Board to obtain cost savings, efficiencies or revenue generation:
 1. Efficient Management of School/Board Operations;
 2. School Programming and Supports;
 3. Effective Allocation of School/Board Staffing Resources.

KEY THEMES - COST SAVINGS, EFFICIENCIES & REVENUE GENERATION

Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

Efficient Management
of School/Board
Operations

School Programming
and Supports

Effective Allocation of
School/Board Staffing
Resources



**COST SAVINGS,
EFFICIENCIES
& REVENUE
GENERATION**

MANAGEMENT OF SCHOOL/BOARD OPERATIONS

—— Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

Sub-Themes (in alpha order)

- Board Expenditures
- Efficiency Audit
- Electronic Communication (less paper-based communication)
- Energy Efficiencies
- Fundraising
- Partnerships & Sponsorships
- Renting/Leasing School Board Facilities
- Tendering, Vendors, Permits
- Transportation, Bussing

SCHOOL PROGRAMMING AND SUPPORTS

Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

Sub-Themes (in alpha order)

- Continuing Education
- ESL Program
- International Language Program
- Online Learning and Resource Supports
- Special Education Resources and Supports
- Specialized Programs
- Summer School, Night School

ALLOCATION OF SCHOOL/BOARD STAFFING RESOURCES

—— Where do you think the Board could obtain cost savings, efficiencies or revenue generation?

Sub-Themes (in alpha order)

- Align School Budget Investments to Support Student Learning
- Engage in Performance Accountability
- Reassess Staffing Needs
- Recruit and Retain Qualified Staff
- Reorganize Sites or Restructure Programs
- Review Wages, Compensation, Benefits, Vacation and Sick Days



Thank You to the members of the school board
community for supporting Catholic education.

The York Catholic DSB believes that every student deserves an equal opportunity to be successful and is committed to working with all community stakeholders to ensure programs, services and resources are provided in an equitable and inclusive manner.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT NO. 2020:03

SPECIAL

YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

To: Regular Board Meeting

June 16, 2020

A York Catholic Parent Involvement Committee (YCPIC) meeting was held via Google Meet commencing at 7 p.m., on Monday, June 1, 2020.

PRESENT:

Committee Member(s): Carmen Bunker, David Cheng, Sonja DaSilva, Januario De Souza, Mary Giardina, Johnson Irimpan, Tony Lorini, Gabriella Marchione, Emanuela Polin-De Luca, Singai Rani Wilson, Maurizio Ruberto, Deven Sandhu, Martina Saverino, Rosanna Soda, Andrea Telfer, Sarah Tjin-a-joe, Tony Zafran, Florence Wang

Administration(s): Ab Falconi, Director of Education
Tina D'Acunto, Superintendent of Education
Danny Di Lallo, Secondary Vice-Principal
Franco Di Marco, Elementary Principal
Mary Marcello, Elementary Staff Rep
Anna Polisco, Secondary Staff Rep

Trustee(s): James Ecker

Guest(s): N/A

Recording Secretary: Martina Saverino

REGRETS:

Committee Member(s): Nadia Iacoucci, Rina Kulathinal, Marion Menezes, Julie Merianos, Yasya Pegeta, Kaline Rozek, Rachel Shields

Administration(s): N/A

Trustee(s): Carol Cotton, (Elizabeth Crowe – Alternate)

1. ACTION ITEM(S): N/A

2. DISCUSSION/INFORMATION ITEM(S):

- a) Update of YCPIC Finances / Parents Reaching Out Grant
- b) YCPIC Conference Discussion for the Fall 2020
- c) Orientation for CSC Chairs and Secretaries in the Fall 2020
- d) YCPIC Membership – New Application
- e) Election of Chair and Vice-Chair in September 2020
- f) YCPIC By-Laws

3. FUTURE MEETING DATES:

~~September 21, 2020~~ – NEW DATE: September 28, 2020

Maurizio Ruberto, YCPIC Chair

York Catholic District School Board

**REPORT NO. 2020:03 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

June 16, 2020

A regular session of the Policy Review Committee was held through Google Meet on Wednesday, June 3, 2020 starting at 6:30 p.m.

PRESENT:

Committee Members Present

Through Google Meet: R. Cantisano, E. Crowe (7:00 p.m.), J. Ecker, D. Giuliani (7:00 p.m.), M. Iafrate, M. Marchese, D. Mazzotta, J. Wigston

Absent with Notice: C. Cotton, T. McNicol **Student Trustee:** M. Ho, T. Siby

Administration: A. Arcadi, M. Battista, D. Clapham, T. D'Acunto, N. Di Nardo, M. Fedrigoni, M. Gray, N. Jugnundan, O. Oloya, T. Pechkovsky, E. Pivato, J. Sarna, L. Sawicky, A. Yeung

Recording: J. Di Bratto

Presiding: R. Cantisano, Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 203 Student Transportation Services
2. **THAT** the Board approve the following revised policy:
Policy 209 Supporting Students with Prevalent Medical Conditions: Anaphylaxis
3. **THAT** the Board approve the termination of the following policies:
Policy 406 Performance Appraisal of Academic Staff (Due to inclusion in legislation)
Policy 410 Principal & Vice Principals Performance Appraisal (Due to inclusion in legislation)
4. **THAT** the Board approve the following revised policy:
Policy 709 Naming of Schools

INFORMATION/DISCUSSION ITEMS:

Policy 101 Meta policy: Policy Management and Governance

Policy 803 School Generated Funds

YCDSB By-Law No. 1 Operational By-Law

FUTURE ITEMS:

Policy 218 Code of Conduct

Policy 303 School Organized and Continuing Education Excursions

Policy 425 Workplace Harassment

Policy 429 Human Rights and Equity

Policy 614 Ethics and Compliance Reporting

Future meeting date for Policy Review Committee

TBD

Adjournment – 9:46 p.m.

R. Cantisano, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

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

POLICY TITLE: STUDENT TRANSPORTATION SERVICES

SECTION A

1. PURPOSE

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

2. POLICY STATEMENT

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

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

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

This policy is aligned with and supports the principles and expectations of the Board's Human Rights and Equity policy and the Equity and Inclusive Education policy. At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*.

3. PARAMETERS

- 3.1 Eligibility for transportation to and/or from a student's designated home school is a function of the distance from their residence to their home school and grade level as follows:
- i) Junior Kindergarten to Grade 3 – a student whose residence is more than 1.2 kilometres from their home school is eligible for Board-provided transportation;
 - ii) Grades 4 to 8 - a student whose residence is more than 1.6 kilometres from their home school is eligible for Board-provided transportation; and
 - iii) Grades 9 to 12 –
 - A secondary student whose residence is more than 4.8 kilometres from their home secondary school is eligible for Board-provided transportation.
 - A secondary student whose residence is more than 3.2 kilometres from their home secondary school, who's home address is not transit served, is eligible for Board-provided transportation.
- 3.2 A student's residence address is used to determine their home school and eligibility for transportation.
- 3.2.1 A caregiver's address may be used (to determine collector point) only if it is used consistently and is also within the eligible transportation zone for the home school.
- 3.3 Students attending school outside the Board's jurisdiction shall not be entitled to Board-provided transportation services.
- 3.4 Students attending a school and/or program outside their home school attendance area are not eligible for Board-provided transportation services, **as stated in the Transportation Acknowledgement/Agreement included in the application process for out of boundary/ out of region admission.**
- 3.5 In circumstances where students are deemed to be ineligible to receive Board-provided transportation, as noted above, it is the responsibility of Parents/Guardians and/or students to determine and provide the most appropriate and safe means of arrival to and/or departure from school.
- 3.6 Transportation may be provided for:
- 3.6.1 Physically challenged students;
 - 3.6.2 Students requiring a special education program as identified by the Superintendent of Student Services or the Director of Education;
 - 3.6.3 Medical reasons as certified by a doctor and approved by the Coordinating Manager of Planning & Operations or the Director of Education, in accordance with the Student Transportation Services procedures ~~manual~~ and appropriate documentation supportive of such request(s).
 - 3.6.4 Optional programs as determined by the Board of Trustees through the budgeting process.
 - 3.6.4.1 Elementary French Immersion (F.I) students residing within the defined F.I. boundary of their designated school are eligible for transportation. In all cases Non-Transportation Zones apply.
 - 3.6.4.2 **Secondary French Immersion students**
 - 3.6.4.2.1 **Who reside within the regular track boundary of the French Immersion School they attend are eligible for transportation as per 3.1iii.**
 - 3.6.4.2.2 **Who reside outside the regular track boundary of the French Immersion School they attend, in non-transit**

served (see definition 5.11) area, are eligible for transportation as per the French Immersion Service Area Maps. In all cases Non-Transportation Zones apply.

~~3.6.4.3 Secondary French Immersion students who reside in non-transit served (see definition 5.9) areas are eligible for transportation.*
In all cases Non-Transportation Zones apply.~~

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

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

distances are measured by STS using the most direct walking route (which may include approved walkways) from the edge of a student's residence to the closest collector point.

3.11.1 Collector points may be added/ adjusted to address unique circumstances such as:

3.11.1.1 A physical hazard, or barrier associated with the collector point, and/or pedestrian route to the collector point, or;

3.11.1.2 A student's disability certified by a doctor and approved by the Coordinating Manager of Planning & Operations or the Director of Education, in accordance with the Student Transportation Services procedures and appropriate documentation supportive of such request(s).

3.12 Ride time is the time a student spends on a bus from collector points to school. The walking time to and from collector points is not included. Ride times on Board provided transportation exceeding 60 minutes would be considered exceptional circumstances.

3.13 Concerns regarding bus routes, location of bus stops, consistently late running busses, or driver behaviour should be reported to the Principal who will forward concerns to Student Transportation Services.

3.13.1 Bus drivers do not have the authority to modify routes or bus stops.

3.14 All Board Employees, students on placement, Volunteers, Third Party Providers (Transportation Service Providers), Bus Drivers, and/or any other person in a position of trust or authority who have reasonable grounds to suspect that a child is or may be in need of protection, shall **immediately** report the suspicion and, the information on which it is based, to a Children's Aid Society **directly** in accordance with Policy 204 *Child Protection & Abuse and Police & School Boards Protocol*. **The duty to make a report overrides the provisions of any other provincial statute, including those legislative provisions that would otherwise prohibit the individual from disclosing confidential or privileged information. The individual shall make the report directly to the Children's Aid Society, in respect of a child up to the age of the 18th birthday, and shall not rely on any other person to report on his or her behalf.**

3.15 Transportation service may be cancelled from time to time due to inclement weather and/or poor road conditions. In these cases, parents and students should develop alternate care/transportation arrangements.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To ensure Trustee representation on the Joint Board Consortium.

4.1.2 To refer operational concerns and eligibility issues to the Coordinating Manager of Planning & Operations.

4.1.3 To review the provision of transportation to optional programs through the Board's annual budgeting process.

4.2 Director of Education

4.2.1 To oversee compliance with the Student Transportation Services policy and procedures.

4.2.2 To ensure that appropriate decisions are made with respect to new and/or emerging transportation issues.

- 4.2.3 To ensure that unique and extenuating circumstances requiring consideration on compassionate grounds are examined and approved **annually** as appropriate.
- 4.2.4 **To report transportation exceptions to the Board. Semi-annually (October and February).**
- 4.3 Senior Administration**
 - 4.3.1 To support the implementation of and compliance with the Student Transportation Services policy and related procedures.
- 4.4 Coordinating Managers of Planning & Operations**
 - 4.4.1 To establish the criteria for and management of a procedure for temporary transportation and approval as appropriate in consultation with the appropriate Superintendent, **who will advise the school Principal.**
 - 4.4.2 To review issues and make appropriate decisions regarding safety and non-transportation zones as required in the best interests of the students.
 - 4.4.3 To be the main communicator between and among Student Transportation Services, Principals, Trustees and the community.
 - 4.4.4 To notify the Director's Office of any behaviour which affects the safety and/or well-being of a student in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
 - 4.4.5 To respond to concerns raised by Trustees, Superintendents, School Administrators, Parents/Guardians and community members.
 - 4.4.6 To ensure the appropriate implementation of the Student Transportation Policy and procedures.
 - 4.4.7 To cancel buses in circumstances of inclement weather in consultation with York Region District School Board (YRDSB) and Student Transportation Services (STS).
 - 4.4.8 To investigate and notify the Director's Office, as appropriate, in situations where a Board provided transportation service is involved in an accident or the safety/well-being of a student(s) is a concern.
- 4.5 Principals**
 - 4.5.1 To address discipline issues on Board-provided transportation vehicles.
 - 4.5.2 To communicate the policy and procedures to students, parents and the community.
 - 4.5.3 To manage the daily school related operational issues and report any concerns to Student Transportation Services.
 - 4.5.4 To **ensure only eligible riders access transportation** ~~administer the validation of eligible ridership as provided by Student Transportation Services.~~
 - 4.5.5 To notify Student Transportation Services of any concerns regarding a school bus driver.
 - 4.5.6 To notify the Coordinating Manager of Planning & Operations of any concerns regarding service from Student Transportation Services.
 - 4.5.7 To notify the Superintendent of Education of any behaviour which affects the safety and/or well-being of a student, in accordance with Policy 204 *Child Protection & Abuse* and/or *Police & School Boards Protocol*.
 - 4.5.8 To communicate with bus drivers' students who have been approved for temporary transportation.
 - 4.5.9 To be available to Student Transportation Services for any unforeseen circumstance which may result in the return of student(s) to the school, or require communication to Parents/Guardians.

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

4.6 Manager of Student Transportation Services

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

4.7 Student Transportation Services Transportation Planners

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

- 4.7.9 To ensure the appropriate approval forms are provided for special transportation requests (S9, S9a, S10, Safe Schools and Service Exceptions).

4.8 Transportation Service Provider

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

4.9 School Bus Drivers

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

4.10 Parent(s)/Guardian(s)

- 4.10.1 To ensure safe, age-appropriate methods of travel to/from school for students deemed **ineligible** for transportation.
- 4.10.2 To ensure safe, age-appropriate methods of travel to/from collector points for students **eligible** for transportation.

- 4.10.3 To ensure their child(ren) arrives at the collector points on time for pick up.
- 4.10.4 To ensure the safety and behaviour of their child(ren) prior to pick-up and following drop-off at the end of the school day.
- 4.10.5 To ensure that only their child(ren) who are eligible for transportation are riding the bus.

4.11 Students

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

5. DEFINITIONS

5.1 Collector Points (Bus Stops)

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

5.2 Caregiver's address

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

5.3 Eligible Rider

Students who qualify for transportation as outlined within this policy.

5.4 Inclement Weather

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

5.5 Joint Board Consortium

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

5.6 Non-Transportation Zone

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

5.7 Optional Programs

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

5.8 Other Transportation Service Providers

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

5.9 School Attendance Area

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

5.10 Student's Residence Address

The legal municipal address of where the student lives. This address is used to determine transportation eligibility.

5.11 Transit Served Student

A student who:

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

5.12 Transportation Service Providers

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

5.13 Transportation Zone

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

5.14 Travel Time

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

6. CROSS REFERENCES

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

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

YCDSB Policy 218 [Code of Conduct](#)

YCDSB Policy 429 Human Rights and Equity

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

[YCDSB Inclement Weather Notification](#)

[Education Act](#)

[Human Rights Code](#)

[Police & School Boards Protocol](#)

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

7. RELATED FORMS

S9 Request for Special Transportation

S9A Medical Form for Special Transportation

Approval by Board	<u>January 30, 2018</u> <i>Date</i>
Effective Date	<u>January 31, 2018</u> <i>Date</i>
Revision Date	<u>January 30, 2018</u> <i>Date</i>
Review Date	<u>January 2023</u> <i>Date</i>

DRAFT



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 209
<i>Former Policy #</i> 209	<i>Page</i> 1 of 7
<i>Original Approved Date</i> April 18, 2006	<i>Subsequent Approval Dates</i> January 28, 2014 October 28, 2014

POLICY TITLE: SUPPORTING STUDENTS WITH PREVALENT MEDICAL CONDITIONS: ANAPHYLAXIS

SECTION A

1. PURPOSE

The York Catholic District School Board recognizes that there are some students within the school system that are susceptible to severe anaphylactic reactions which could be life threatening. The York Catholic District School board also recognizes that anaphylaxis management is a shared responsibility that requires a team approach among allergic students, Parent(s)/Guardians, health care providers and the entire school community.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all students be entitled to safe and healthy environments in our schools. The Board is committed to supporting students with an anaphylactic allergy to fully access school in a safe, accepting and healthy learning environment that supports well-being. An individual plan for a student with an anaphylactic allergy shall be consistent with the Board's policy in accordance with Sabrina's Law, 2005, Statutes of Ontario, Chapter 7.

While it is impossible to create a risk free environment, school staff and Parent(s)/Guardian(s) can take important steps to minimize potentially fatal allergic reactions. There are three key factors to consider in providing a safe, caring, supportive and inclusive environment for anaphylactic students:

1. Information and awareness for the entire school community,
2. Avoidance of the allergen, and,
3. An action emergency plan (outlined within the Individual Action Plan – S15(a) for Elementary; S15(a1) for Secondary) in case of accidental exposure.

3. PARAMETERS

3.1 Every school in the York Catholic District School Board shall implement and maintain procedures in accordance with *Supporting Students with Prevalent Medical Conditions: Anaphylaxis* for the protection of anaphylactic students. While it is impossible to create a risk free environment, school staff and Parent(s)/Guardian(s) can take important steps to minimize potentially life-threatening situations including the following:

- 3.1.1 Avoidance strategies to reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas;

- 3.1.2 A communication and implementation plan shall be developed for the dissemination of information on life-threatening allergies to Parent(s)/Guardian(s), students and employees; and,
- 3.1.3 Regular training, on a twice per year basis, dealing with life-threatening allergies for all employees and others who are in direct contact with students on a regular basis.
- 3.2 Every Principal shall ensure that, upon registration, or upon being informed of a student's diagnosis, Parent(s)/Guardian(s) and students of 16 years of age or older are asked to supply information on life-threatening allergies.
- 3.3 Every school Principal shall develop an individual action plan (S15(a) for Elementary; S15(a1) for Secondary) for each student who has an anaphylactic allergy which must include:
- details on the type of allergy;
 - monitoring strategies;
 - avoidance strategies;
 - appropriate treatment;
 - a readily accessible emergency procedure for the student; and,
 - storage for Epinephrine auto-injector, where necessary.
- 3.4 Every school Principal shall create and maintain a centrally accessible file containing all individual action plans (S15(a) for Elementary; S15(a1) for Secondary) for the current school year.
- 3.5 No actions for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction, unless the damages are the result of an employee's gross negligence (*Sabrina's Law, 2005, S.O., c.7, s.s.3.4*).

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the *Supporting Students with Prevalent Medical Conditions: Anaphylaxis* policy and related procedures and guidelines.

4.2 Superintendents of Education

- 4.2.1 To support Principals with the implementation of and compliance with the *Supporting Students with Prevalent Medical Conditions: Anaphylaxis* policy.

4.3 Senior Managers

- 4.3.1 To ensure that Policy 209, its guidelines and related procedures have been communicated to all permit, contract and lease holders.

4.4 Principals

- 4.4.1 To participate with staff and others in direct contact with students in training on anaphylaxis twice annually to learn how to recognize the symptoms of an anaphylactic reaction and the procedures to follow should a life-threatening allergic reaction occur.
- 4.4.2 To implement and comply with the policy, related guidelines and procedures.
- 4.4.3 To inform Parent(s)/Guardian(s) of the need to advise the school if their child has a life threatening allergy.

- 4.4.4 To communicate with all staff and others who are in direct contact with students the name, grade and classroom teacher of students who could require the immediate administration of medication due to life-threatening allergies and where their individual action plan and medication are located.
- 4.4.5 To develop an “individual action plan” for each student who has an anaphylactic allergy that includes details informing staff and others who are in direct contact with the student on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment; a readily accessible emergency procedure for the student, including emergency contact information and storage for Epinephrine auto-injector, where necessary.
- 4.4.6 To create and maintain a central file for all students with anaphylaxis.
- 4.4.7 To ensure that this policy and accompanying guidelines are included in the school’s Emergency Response/Action Plan.
- 4.4.8 To provide and communicate to all staff the designated location of medication for students with anaphylaxis.
- 4.4.9 To establish an “allergy safe” school environment via food restrictions, no food sharing rules and hand washing routines.
- 4.4.10 To communicate to the entire school community stressing “allergen safe” schools via newsletter, website, student agendas, regular assemblies and posting of “allergy safe” signs throughout the school.
- 4.4.11 To provide separate communication to individual classrooms regarding allergens in that classroom and through the classroom to the community regarding specific allergens.
- 4.4.12 To promote the avoidance of allergens where practical and possible (i.e., school events, such as Pancake Tuesday, any Food & Nutrition program provided by a third party and all one day and/or overnight school excursions.)
- 4.4.13 To ensure that school volunteers and visitors are aware of the *Supporting Students with Prevalent Medical Conditions: Anaphylaxis* policy.

4.5 School Staff

- 4.5.1 To participate in the regular and current training on anaphylaxis twice annually to learn how to recognize the symptoms of an anaphylactic reaction and the procedures to follow should a life-threatening allergic reaction occur.
- 4.5.2 To provide a copy of the S15(a) or S15(a1) form (which includes a photo of the student) to occasional teachers.
- 4.5.3 To discuss anaphylaxis with the class, in age appropriate terms outlining the allergen in the class, describing symptoms of an anaphylactic reaction and procedures to follow should an anaphylactic reaction occur.
- 4.5.4 To ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.
- 4.5.5 To administer an Epinephrine auto-injector or other medication that is prescribed, even if there is no pre-authorization to do so if there is reason to believe that a student is experiencing an anaphylactic reaction.

4.6 Parent(s)/Guardian(s)

- 4.6.1 To inform the Principal immediately upon registration and/or when in receipt of a diagnosis of an anaphylactic allergy.
- 4.6.2 To provide the school with a completed copy of form S15(a) for Elementary students and S15(a1) for Secondary students prior to, or immediately after the start of the student’s Elementary career and prior to, or immediately after the start of the student’s Secondary career, or immediately after a diagnosis of an anaphylactic allergy.

- 4.6.3 To ensure that all medical information pertinent to the student's life-threatening allergy is always current.
- 4.6.4 To provide the school with two (2) * up-to-date single-dose applications of the Epinephrine auto-injector, one to be stored in the school office, clearly marked with student's name and known allergen and the second to be carried on the student's person, clearly marked with the student's name and known allergen.
- 4.6.5 Or, to provide the school with one (1)* up-to-date **twinject ALLERJECT** application of the Epinephrine auto-injector, to be worn on the student's person, clearly marked with student's name and known allergen or to be kept with a person in a position of authority.
- 4.6.6 To provide your child with a MEDIC ALERT BRACELET to be worn at all times.
- 4.6.7 To practice allergen avoidance measures.
- 4.6.8 To research field trip sites and overnight excursion sites for potential allergen risks.
- 4.6.9 To provide education to their child about their medical condition, as well as the safe keeping and administration of their medication with support from their child's health care professional.

*If the Parent(s)/Guardian(s) is not in agreement with providing the school with two up-to-date applications of the Epinephrine auto-injector or the possession and carrying of one application Epinephrine auto-injector or the **twinject ALLERJECT** Epinephrine auto-injector on the student then the parent will be required to indicate this on the S15(a) or S15(a1) form upon submission to the Principal acknowledging that they take full responsibility for their decision.

4.7 Students with an Anaphylactic Allergy

- 4.7.1 To practice allergen avoidance measures.
- 4.7.2 To learn to recognize symptoms of an anaphylactic reaction.
- 4.7.3 To promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- 4.7.4 To take responsibility for advocating for their personal safety and well-being, as well as the safe keeping and administration of their medication that is consistent with their cognitive, emotional, social and physical stage of development and their capacity for self-management. To communicate with their Parent(s)/Guardian(s) and school staff if they are facing challenges related to their medical condition at school.
- 4.7.5 To wear a Medic Alert identification at all times.

4.9 Student Transportation Services

- 4.9.1 To ensure the names of students with a diagnosis of Anaphylaxis have been communicated to Transportation Service Providers.
- 4.9.2 To ensure that Policy 209 *Supporting Students with Prevalent Medical Conditions: Anaphylaxis* has been communicated with all Transportation Service Providers.
- 4.9.2 To ensure that the current form S15(a) or S15(a1) form received from the Principal is available on file:
 - i) in the Student Transportation Services office,
 - ii) in the appropriate service provider's dispatch office, and,
 - iii) in the appropriate school vehicle(s)
- 4.9.3 To require the service provider to ensure there has been adequate Epinephrine auto-injector in-servicing and training of all regular drivers and substitute drivers that transport a student with life-threatening allergies.
- 4.9.4 To work with the school Principal and service provider to assign a specific seat to a student with life threatening allergies, if required.

4.10 Human Resources

4.10.1 To ensure that all occasional teachers and casual support staff are in-serviced upon hiring and on an annual basis by Human Resources on how to recognize symptoms of an anaphylactic attack, on how to respond to life threatening allergic reactions, and how to administer medication (e.g. Epinephrine auto-injector).

5. DEFINITIONS

5.1 Age and/or Developmentally Appropriate

Age and/or developmentally appropriate readiness for individual students will need to be considered by the Superintendent of Schools and Principal in consultation with the Parent(s)/Guardian(s). The responsibilities that a student can assume will be assessed based on the student's age and capability to understand their life-threatening condition. Students with special education needs may require additional assistance and avocation by school or central staff and Parent(s)/Guardian(s).

5.2 Allergens

Allergens are any substance or condition that can bring on an allergic reaction leading to a severe, life-threatening, allergic reaction known as anaphylaxis.

5.3 Allergen Safe School Environment

Allergen safe school environment is one where every reasonable effort and precaution has been taken to minimize the risk of exposure to potentially life threatening allergens.

5.4 Anaphylactic Reaction

Anaphylactic reaction is a life-threatening reaction characterized by a range of symptoms including but not limited to:

Skin Reactions: hives, swelling, itching, body warmth, skin redness or rash

Respiratory Reactions: coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, swelling of the tongue, tingling of the mouth, nasal congestion or hay fever-like symptoms or trouble swallowing

Gastrointestinal Reactions: nausea, pain or cramps, vomiting or diarrhea

Cardiovascular Reactions: pale/blue colour, weak pulse, unconsciousness, dizzy or lightheaded, shock

Other symptoms may include, but are not limited to anxiety, headache or feeling of "impending doom" that can develop within seconds to minutes of exposure to an allergen. In rare cases, the timeframe can vary up to several hours after exposure.

5.5 Anaphylaxis

Anaphylaxis means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock.

5.6 Auto-Injector

An auto-injector is a medical device used to deliver a pre-measured dose (or doses) of Epinephrine auto-injector commonly trademarked as the Epinephrine auto-injector.

5.7 Person in a Position of Authority

A person employed by the Board to perform services with respect to a student or students.

5.8 School Environment

School environment includes the entire school building and grounds, buses and other modes of transportation, school excursions, before and after school programs, and school sanctioned events involving students.

6. CROSS REFERENCES

YCDSB Policy 201A [Healthy Schools - Eating and Nutrition](#)

YCDSB Policy 703 [Community Use of Schools](#)

YCDSB [Purchasing Reference Guide](#)

YCDSB Standard Child Care and Purchasing of Services Leases and/or Contracts

YCDSB Student Transportation Procedures Manual

YCDSB [Third Party Protocol](#)

[An Act to Protect Anaphylactic Pupils](#)

(Sabrina's Law, 2005, Statutes of Ontario, Chapter 7)

[Ontario Ministry of Education Anaphylaxis Resource Kit](#)

Approval by Board	<u>January 28, 2014</u> <i>Date</i>
Effective Date	<u>January 28, 2014</u> <i>Date</i>
Revision Date(s)	<u>October 28, 2014</u> <i>Date</i>
Review Date	<u>October 2019</u> <i>Date</i>

**POLICY TITLE: SUPPORTING STUDENTS WITH PREVALENT MEDICAL
CONDITIONS: ANAPHYLAXIS**

SECTION B: GUIDELINES

Refer to the Ontario Ministry of Education Anaphylaxis Resource Kit provided to each school for procedures and strategies to:

1. Reduce the risk of exposure to causative agents;
2. Create a communication plan; and,
3. Provide training.

The *Anaphylaxis Resource Kit* includes the following tools for school use:

- Auto-Injector training devices for [Allerject](#) and [EpiPen](#)
- Awareness Posters and Information Pamphlets
- Memory Stick with educational materials to assist with training for school personnel and epinephrine auto-injector instructional videos
- [Anaphylaxis in Schools & Other Settings](#) developed by the Canadian Society of Allergy and Clinical Immunology
- Information related to the Ontario Ministry of Education's e-learning module ([Online Anaphylaxis Training: Prevention First - eWorkshop](#)) that includes Ontario-specific anaphylaxis training on Sabrina's law.



YORK CATHOLIC DISTRICT SCHOOL BOARD SUPERINTENDENT OF HUMAN RESOURCES OFFICE

TO: Policy Review Committee

FROM: Michael Gray, Superintendent of Human Resources and International Education

DATE: June 3 2020

SUBJECT: Policy 406- Performance Appraisal of Academic Staff; and
Policy 410- Principal and Vice Principal Performance Appraisal

This memo is intended to inform the Policy Review Committee of the rationale for the termination of Policies 406- Performance Appraisal of Academic Staff and 410- Principal and Vice Principal Performance Appraisal.

For the Board of Trustees' information, the above-stated Policies 406 and 410, respectively, are no longer necessary and relevant as performance appraisals for school administrators and teachers are addressed through legislation under the *Education Act* and its Regulations.

Accordingly, the Human Resources Department is recommending the termination of these respective policies, i.e. Policy 406- Performance Appraisal of Academic Staff, and Policy 410- Principal and Vice Principal Performance Appraisal.



YORK CATHOLIC DISTRICT SCHOOL BOARD

TO BE TERMINATED

No.: 419

Section: Staff

Approved: October 26, 1993

Board Approved Revision Date:

Implementation: Associate Director of Education,
Instructional Services

POLICY:

PERFORMANCE APPRAISAL OF ACADEMIC STAFF

The York Catholic District School Board believes performance appraisals must focus on the professional development of the individual, assist with faith development and at all times respect the dignity of the teacher.

A Performance Appraisal Program that permits continuous supervision and regular evaluation is essential. Supervision has to be an objective, constructive and cooperative process. Emphasis must be on assisting those involved in the process to experience professional growth consistent with the demands of the profession and the school system. Evaluation must be a fair, consistent, objective measure of a person's professional performance.

The implementation of the Performance Appraisal Program will be carried out as per the approved Board procedures.

All procedures and practices must incorporate the legal requirements of the Ministry of Education, the Teaching Profession Act, the Ontario Human Rights Code, the Board's collective agreement commitments, policies, and procedures while reflecting the Christian and Catholic ideals of human worth and potential encompassed by the Board's overall philosophy of education.

CROSS REFERENCE

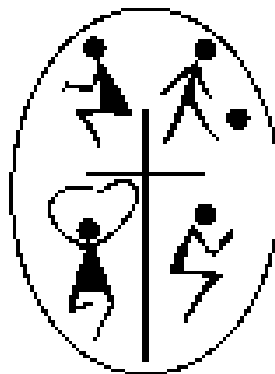
- Performance Appraisal for Education Staff
- Procedures – Performance Appraisal for Academic Staff

YORK CATHOLIC DISTRICT SCHOOL BOARD

P R O C E D U R E S

PERFORMANCE APPRAISALS OF ACADEMIC STAFF

(Cross-Reference Policy 419 Section: Staff)



**Approved by the Board
October 26, 1993**

**Frank S. Bobesich
Director of Education**

**Terrance G. Ryan
Chair of the Board**

PROCEDURES - PERFORMANCE APPRAISALS OF ACADEMIC STAFF

Introduction

These procedures must not be considered all-inclusive or limiting. They do not limit management prerogatives to carry out evaluation of staff as required or requested.

A. Teachers on Permanent Contracts

Supervision

Supervision has as its goal the growth and development of teachers in order to enhance student outcome. Many other purposes, which may need to be defined in the process of supervision, can be cited. All teachers on permanent contract, through a collaborative process of objective setting, will be supervised by the school principal/vice-principal and/or department head.

Evaluation

This supervision process culminates in a summative evaluation every three years. Each school year the appropriate Superintendent of Education (Schools) and the principal will determine which teachers on permanent contract will receive a confidential summative evaluation report.

Reporting

A confidential report, Form EV5, must be submitted to the Superintendent of Education (Schools) for the attention of the Superintendent of Human Resources and Employee Services by May 30th of the year scheduled for the summative evaluation report.

All reports must be endorsed by the principal.

B. Probationary Teachers

Supervision

The formative track for probationary teachers should be a complementary part of the evaluation. This process of growth and development will be characterized by collaboration between the teacher and school administrator/department head.

Evaluation

Teachers on probationary contracts must be formally evaluated at least twice a year. Principals must follow the procedures as (Corrected - November 24, 1993) outlined in Performance Appraisal for Academic Staff (revised April 1, 1991) and must adhere to the Collective Agreement between the York Catholic District School Board and O.E.C.T.A.

Reporting

1. For teachers on one year probationary contracts, confidential reports, Form EV4, are to be submitted to the Superintendent of Education (Schools) for the attention of the Superintendent of Human Resources and Employee Services, as follows:
 - a) elementary schools and non-semestered secondary schools by January 31 and April 30;
 - b) semestered secondary schools by November 15 and April 30.
- NOTE:** In the case of semestered schools, the objective is not so much that a formal report be filed, but rather that new teachers are supervised by the principal/vice-principal before a reasonable point in the semester. If there is a concern, the principal is expected to work with the teacher and advise the appropriate supervisory officer as outlined in part "D" which follows.
2. For teachers on a two year probationary contract completed confidential reports, Form EV4, are to be submitted to the Superintendent of Education (Schools) for the attention of the Superintendent of Human Resources and Employee Services January 31st and April 30th of each year of probation.
3. Supervision/evaluation for probationary teachers may be carried out by the principal or vice-principal, but the final evaluation and recommendation for permanent contract lie with the school principal.
4. All reports must be endorsed by the principal.
5. Reports are to be submitted as follows for teachers, on probationary contracts, who complete their probationary period during the school year.
 - a) For teachers who will complete probation during the September-December period of the following school year, Form EV4 is to be submitted to the Superintendent of Education (Schools) for the attention of the Superintendent of Human Resources and Employee Services by January 31st and May 15th of each year of probation.

- b) For teachers who will complete probation during the January-June period of the school year, Form EV4 is to be submitted to the appropriate supervising officer for the attention of the Superintendent of Human Resources by May 15th of the previous year and October 31st of each year of probation.

C. Teachers with Positions of Added Responsibility
Supervision

The supervision of teachers with positions of added responsibility is a process by which plans and strategies can be turned into actions and results. It has to do with planning performance, i.e., the way in which we define what we expect of people and how they are to contribute to achieving the system's goals. In addition, it has to do with managing performance, i.e., reinforcing and supporting efforts, modifying priorities and resources in response to changing internal and external forces.

Evaluation

This stage is a culmination of continuous process of supervision. It concerns evaluating the successes and failures of the year, learning from them, and preparing for the coming year.

Reporting

Confidential reports are to be submitted to the Superintendent of Education (Schools) for the attention of the Superintendent of Human Resources and Employee Services by April 30th of the year scheduled for the summative evaluation report, i.e., at the year of renewal or a minimum of every three years - whichever applies.

D. Occasional Teachers

Through Human Resources and Employee Services, principals will be requested to complete a performance appraisal report (EV4) for occasional teachers. Teachers who regularly serve in occasional positions will require an updated evaluation every two years.

E. Supply Teachers

Although not a part of the Performance Appraisal Program, principals are encouraged to forward to the Superintendent of Human Resources and Employee Services a report for supply teachers who are providing conscientious service. Principals are required to forward to the Superintendent of Human Resources a report for supply teachers whose service is in question so that those individuals can be removed from the supply teacher roster. Reports must be based on observed or reportable behaviour.

F. Intensive Evaluation

Where principals perceive that either a permanent or probationary teacher is experiencing difficulty, the matter should be communicated to the appropriate Superintendent of Education (Schools) as early as possible in the school year. The Board has approved the document "Intensive Evaluation". The process and procedures as outlined in this document must be followed.

G. Evaluation for Other Purposes

Teachers may request a formal evaluation for purposes of promotion, or movement to other boards.

H. Role of Superintendent of Education (Schools)

The role of the Superintendent of Education (Schools) in the performance appraisal of teachers will consist of:

- a) involvement in the evaluation of applicants for all positions of added responsibility;
- b) involvement in intensive evaluation;
- c) monitoring school administrators in carrying out the supervision/evaluation process;
- d) selected sample of permanent and probationary teachers;
- e) program related appraisals.

At the beginning of each school year the principal and the Superintendent of Education (Schools) will determine the purpose and the candidates who will be evaluated under the above categories.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Human Resources	<i>Policy Number</i> 410
<i>Former Policy #</i>	<i>Page</i> 1 of 19
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
	October 12, 2010

POLICY TITLE: PRINCIPAL & VICE PRINCIPAL PERFORMANCE APPRAISAL

SECTION A

1. PURPOSE

The Board recognizes that school Principals and Vice Principals are key leaders of Catholic School Communities. They play a central, essential and influential role in the educational processes, well-being and faith development of students. Principal and Vice Principal performance appraisal is therefore viewed as an important and necessary process to achieve the Board's shared vision and the goals of each Catholic School Community. The purpose of the performance appraisal process is to support the continuous improvement of school leadership thereby improving the learning environment, well being and faith development for all students.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that all school administrators take part in performance appraisals and annual growth plans in order to foster their ongoing development as school leaders. These processes provide opportunities for Principals and Vice Principals to have meaningful dialogue with their supervisors about their performance and about the supports and opportunities for professional development they require to achieve their growth goals. This process promotes schools that are led by highly qualified and capable professionals.

3. PARAMETERS

The Board recognizes the importance of the *Five Core Capacities of Effective Leaders* (CLC's) which are derived from the resource *Putting Ontario's Leadership Framework to Work* and which includes the *Leadership Framework for Catholic Principals and Vice Principals*. The *Five Core Capacities of Effective Leaders* are critical areas of leadership required for sustained improvement in student achievement and well being.

The Core Leadership Capacities are as follows:

- Setting Goals
- Aligning Resources with Priorities
- Promoting Collaborative Learning Cultures
- Using Data
- Engaging in Courageous Conversations

The Principal and Vice Principal performance appraisal evaluates the different levels of expertise at different stages in a school leader's career as related to the five CLC's. *Putting Ontario's Leadership Framework to Work* is to be used as a resource throughout the appraisal process to identify practices and competencies that will be their focus for building expertise related to the CLC's.

4. RESPONSIBILITIES

4.1 Director of Education

- To ensure compliance with this policy throughout the Board.

4.2 Supervisory Officers

- To conduct the performance appraisal and growth plan processes for Principals and may conduct the performance appraisal and growth plan processes for Vice Principals.
- To sign and submit the performance appraisal to be retained in the Human Resources Department of the Board. (Ref. Sec.B #3.1, #3.2 and #3.3 Record Keeping and Documents)

4.3 Principals

- To conduct the performance appraisal and growth plan processes for Vice Principals unless the Board determines that the appraisal be conducted by a Supervisory Officer.
- To sign and submit the performance appraisal to be retained in the Human Resources Department of the Board. (Ref. Sec.B #3.1, #3.2 and #3.3 Record Keeping and Documents)

4.4 Principals and Vice Principals

- To consult with their appraisers on the development of Performance Plans and Annual Growth Plans. Meetings between appraiser and appraisee will occur at mutually agreed times and in accordance with the annual performance appraisal calendar as set out by the Board, to discuss progress and possible adjustments and take part in the final reporting process leading to the Summative Report.
- In the intervening non-appraisal years all Principals and Vice Principals will meet with their supervisor at mutually agreed times in accordance with the annual calendar as set out by the Board to develop, offer support and monitor the progress of their Annual Growth Plan.

5. DEFINITIONS/KEY COMPONENTS

5.1 **New School Leader:** A qualified Vice Principal with no prior school experience as a Vice Principal in Ontario or elsewhere and a qualified Principal with no prior experience as a Principal in Ontario or elsewhere (a Principal is considered new to the role even if he or she has prior experience as a Vice Principal in Ontario or elsewhere).

5.2 **Experienced Leader:** For the purposes of a performance appraisal process a Principal/Vice Principal is considered to be "experienced" once he or she completes one year in their role as a school administrator.

5.3 **Goals and Priorities** which will form the Performance Plan and Annual Growth Plan and align with and support the goals and priorities of the ministry, the school

Board, the school improvement plan, school and community context and personal development goals, the *Five Core Capacities of Effective Leaders* (CLC's) as well as the practices and the competencies described in *Putting Ontario's Leadership Framework to Work*.

- 5.4 **Performance Plan** which outlines the goals, strategies, indicators and corresponding competencies developed by the appraisee (Principal or Vice Principal being appraised) in consultation with appraiser (Supervisory Officer or Principal conducting the appraisal) arising from the school improvement plan, the Board's strategic direction, ministry priorities and the appraisee's personal goals, while taking into account school and community context.
- 5.5 **Annual Growth Plan** which provides a vehicle for the appraisee, in consultation with the appraiser, to identify goals and strategies for growth and development based on the practices and competencies that describe effective leadership for Catholic Principals and Vice Principals in *Putting Ontario's Leadership Framework to Work (OLF)*. The annual growth plan supports the implementation of the performance plan and is required in the intervening years between appraisals to focus support, ongoing dialogue and professional growth. Regular meetings regarding the annual growth plan shall take place in accordance with the annual calendar set out by the Board.
- 5.6 **Performance Results** which take a wide variety of factors into consideration, including:
- Extent to which the appraisee worked diligently and consistently towards the implementation of strategies identified in the Performance Plan
 - Effectiveness of efforts made to overcome challenges faced in carrying out Performance Plan strategies
 - Effectiveness of efforts to engage others in the delivery of the strategies
 - Actual goals achieved or not achieved and the factors that impacted the achievement of the goals.
 - Demonstrated ability and willingness to develop strategies to address goals not achieved.
- 5.7 **Summative Report** which documents the appraisal process and becomes a vehicle for the Principal or Vice Principal to reflect on feedback they receive in order to monitor their own professional growth. The Summative Report includes the completed Performance Plan and the Annual Growth Plan, comments from the appraiser and appraisee, and a performance rating of satisfactory or unsatisfactory. The Summative Report provides necessary feedback about strengths and areas for growth, and reviews areas of growth from the previous appraisal or Summative Reports.
- 5.8 **Rating Scale** of either "satisfactory" or "unsatisfactory" which is used to identify the appraisee's overall performance.
- 5.9 **Appraisal Meetings** which promote professional dialogue between the appraisee and appraiser during the appraisal year. The meetings provide opportunities to support the growth of the appraisee to reflect and collaborate in order to promote professional growth.
- 5.10 **Process for unsatisfactory performance** which clearly delineates the steps involved after the appraisee has received an unsatisfactory rating.

POLICY TITLE: PRINCIPAL & VICE PRINCIPAL PERFORMANCE APPRAISAL

SECTION B

GUIDELINES PERFORMANCE APPRAISAL PROCEDURES

1. Performance appraisals of all Principals and Vice Principals will be completed:
 - 1.1 once every five years;
 - 1.2 if an experienced school administrator is new to the Board then the appraisal is to take place in the first year of employment.
 - 1.3 at the request of either the Principal, Vice Principal, or Superintendent within the five (5) year cycle.
 - 1.4 all school administrators shall have completed performance appraisals no later than June 2015.

The requirements of this appraisal model are not intended to interfere with the supervisor's discretionary right to observe the Principal/Vice Principal's practice, meet with Principal/Vice Principal to discuss performance, provide feedback to the Principal/Vice Principal, or support the Principal/Vice Principal's growth and development at any time.

2. PROCEDURAL STEPS

2.1 Newly Appointed Principal/Vice Principal

- 2.1.1 During the first year following the appointment to the role of Vice Principal or Principal no formal performance appraisal shall occur. The newly appointed school leader shall develop and implement a growth plan in consultation with, and receive ongoing support from his/her mentor and supervisor to support identified goals and strategies.
- 2.1.2 The appraisal shall be done during the second school year following an appointment to the role of Principal or Vice Principal.

2.2 Experienced Principal/Vice Principal (Non Evaluation Years)

- 2.2.1 The Annual Growth Plan provides a planning focus for the Principal or Vice Principal's continuous professional learning during the appraisal year and in the intervening years between appraisals.
- 2.2.2 On an annual basis the growth plan must be signed by the school leader and his/her Principal/Superintendent and a copy kept for their records. The school leader and his/her Principal/Superintendent should meet in non-evaluation years to discuss the school leader's progress and to update activities and supports for the following year.

2.3 Experienced Principal/Vice Principal (Evaluation Year)

Step 1

- a) Within twenty school days (by September 30th) after the appraisee commences his or her evaluation year, the appraiser must notify the appraisee that his/her performance will be assessed during that school year.

- b) At the beginning of the school year, the appraisee drafts a performance plan and a growth plan. The performance plan blends together strategic goals, supports, leadership practices and competencies. Essential resources to the development of a performance plan are the *Five Core Capacities of Effective Leaders* (CLC's) which are derived from the *Putting Ontario's Leadership Framework to Work* with specific reference to Leadership Framework for Catholic Principals and Vice Principals.
- c) Performance plan goals are to be written in the SMART (Specific, Measurable, Achievable, Realistic, Timely) format. It is important that the goals identify anticipated progress in student learning, well-being and faith development, are outcome based and measurable, challenging and achievable. The time frame could be more than one year, but there should be an opportunity for interim measurements to be taken of the progress towards goals that extend beyond the appraisal year. The number of goals should be from two to four and there should be some variety of the types of goals; i.e. a balance between those with quantitative targets and those more suited to qualitative measures (e.g. faith development goal). In addition, two or three competencies will be selected that closely align with and support the performance plan goals.
- d) The annual growth plan should include any developmental activities/strategies the appraisee will undertake along with supports needed to implement both the annual growth and the performance plan.

Step 2

- a) The appraisee meets with the appraiser to dialogue about the draft performance plan, including the goals for the appraisal year, related competencies, and the growth plan, and the role of the appraiser in supporting the appraisee. The appraiser advises if any revisions to the draft plan are considered appropriate and provides final approval of the plans.
- b) The appraiser and appraisee must sign the appraisee's performance plan and growth plan and each of them should retain a copy.
- c) The implementation of the performance plan and growth plan is ongoing and revisions are made where necessary. There is also ongoing dialogue with the appraiser regarding progress and supports.

Step 3

- a) Ongoing dialogue between the appraisee and appraiser regarding progress towards the goals shall occur throughout the year with revisions being made where necessary. In addition, a formal meeting must take place mid year with the appraiser to discuss the progress towards goals, indicators of success, challenges, effectiveness of the supports, areas of growth identified in previous summative reports, and any additional supports that may be required.

Step 4

- a) A formal meeting with appraiser shall occur in May of the appraisal year to assess performance results, prepare for summative report and performance rating, and to discuss the growth plan for subsequent years between appraisals.

Step 5

- a) The appraiser prepares the summative report and assigns a performance rating. The summative report provides a record of the appraisal process and outcomes including the completed performance plan, comments by the appraiser on strengths and areas for growth and development of specific competencies related to the performance plan, final comments from the appraiser and comments from the appraisee (optional) and the rating. This summative report must be shared at a meeting with the appraisee by May 31st of the appraisal year.
- b) The appraiser must determine a performance rating, “satisfactory” or “unsatisfactory” and sign the form. The appraisee must sign the form indicating receipt of the report. A copy of the summative report with both signatures must be sent to the Board and kept on record in the Human Resources Department, for the duration of employment with the Board.

Step 6

- a) Following a successful satisfactory appraisal year: Implementation of growth plan and ongoing dialogue with supervisor about performance and opportunities for growth.

Unsatisfactory Rating:

- a) If the performance appraisal rating is “unsatisfactory”, refer to the Board’s independent procedures on “Principal/Vice Principal Performance Appraisal Unsatisfactory Rating – Procedural Requirements”

3. RECORD KEEPING AND DOCUMENTATION

3.1 RECORD KEEPING

- 3.1.1 The Board shall retain all documents used in the Principal/Vice Principal performance appraisal process (in the personnel file in Human Resources) for the duration of employment.
- 3.1.2 The annual growth plan in the appraisal year is to be included in the appraisal documentation. It is kept on record in the personnel file by the Board in Human Resources.
- 3.1.3 A copy of the annual growth plan in the intervening years, must be signed by both the supervisor and the Principal/Vice Principal, and a signed copy kept by both the supervisor and the Principal/Vice Principal. The annual growth plan must be kept in the personnel file in Human Resources until the next formal performance appraisal.

3.2 EXCHANGE OF INFORMATION

- 3.2.1 The Board when considering employing a Principal/Vice Principal shall contact the last Board that employed the Principal/Vice Principal, if any, to request the following:
 - i) copies of any documents relating to the dismissal of the Principal/Vice Principal;
 - ii) copy of the most recent performance appraisal;
 - iii) copies of any documents relating to the resignation of the Principal/Vice Principal while on review status.

3.3 DOCUMENTS

- Performance Plan Working template
- Annual Growth Plan Working template
- Summative Report Form for Principals and Vice Principals
- Improvement Plan Working Template

POLICY TITLE: PRINCIPAL & VICE PRINCIPAL PERFORMANCE APPRAISAL

SECTION C

GUIDELINES UNSATISFACTORY RATING – PROCEDURAL REQUIREMENTS

1. When an appraisee receives an unsatisfactory performance appraisal rating, additional requirements ensure that the appraisee receives support, guidance and monitoring to assist the appraisee in improving his or her performance within a given period.

2. First Unsatisfactory Appraisal

Within fifteen (15) school days of determining that a performance appraisal of an appraisee has resulted in an unsatisfactory rating, the appraiser must:

Step 1

Notify the supervisory officer in the case of a vice principal being appraised by a principal of the unsatisfactory rating. In the case of a principal being appraised by a supervisory officer the director or director designate will be notified of the unsatisfactory rating.

Step 2

Meet with the appraisee before the appraisee receives a copy of the summative report. The meeting will cover the following areas:

- i) Articulation of strengths;
- ii) potential areas of growth;
- iii) supports available;
- iv) what is lacking in the performance;
- v) what is expected in the areas in which his/her performance is lacking;
- vi) seek input from the appraisee as to what steps and actions could help the appraisee improve his/her performance; and
- vii) progress made in addressing areas of growth in past summative reports.

Step 3

Provide to the appraisee a written summary of the meeting including written notice of the unsatisfactory rating along with a copy of the Summative Report. The report is to be signed, returned to the Board and kept on file in Human Resources. The appraisee may add comments to the report.

Step 4

The appraiser will meet with the appraisee to discuss an improvement plan. (See attached Improvement Plan Working Template).

Step 5

The Improvement Plan will include supports, steps and actions that the appraisee should take to improve his or her performance. It will be provided in writing to the appraisee.

3. TIMING OF THE SECOND PERFORMANCE APPRAISAL

- a) The interval between the first and second performance appraisal is at the discretion of the appraiser. The second performance appraisal must however be conducted within a period of between forty (40) and eighty (80) school days of the appraiser's giving written notice to the appraisee of the initial unsatisfactory rating, even if the appraisal will take place in the following school year.
- b) When determining the timing of the second performance appraisal, the appraiser must balance the desirability of giving the appraisee a reasonable opportunity to improve his/her performance against the responsibility of providing students with quality education.
- c) The timing of the second performance appraisal may also be extended with the agreement of the appraiser and the appraisee based on their assessment of the impact on the school and the nature of performance elements in need of improvement.
- d) The second appraisal is based on how successfully the appraisee implements the Improvement Plan and attains the goals. If the second appraisal is deemed satisfactory, the appraiser and the appraisee are required to proceed with the implementation of his/her growth plan and ongoing dialogue with his/her supervisor about performance and opportunities for growth.

4. SECOND UNSATISFACTORY PERFORMANCE APPRAISAL

Where an appraisee receives two consecutive performance appraisals with unsatisfactory ratings, the appraisee will be placed on review status and the following procedures will be followed by the appraiser:

Step 1

Notify the supervisory office in the case of a vice principal being appraised by a principal of the unsatisfactory rating. The director or director designate will also be informed. In the case of a principal being appraised by a supervisory officer the director or director designate will be notified of the unsatisfactory rating.

Step 2

Meet with the appraisee before the appraisee receives a copy of the summative report. At this meeting the appraiser should clearly articulate the appraisee his/her strengths, potential areas of growth, as well as the supports available to him/her and explain:

- i) what is lacking in his/her performance
- ii) what is expected of the appraisee in areas in which his/her performance is lacking
- iii) ways, if any, in which his/her performance has changed since the previous performance appraisal
- iv) seek input from the appraisee as to what steps and actions could help the appraisee improve his/her performance.

Step 3

The appraisee may add comments and must sign a copy of the summative report to acknowledge receipt. A copy of the summative report with both signatures must be sent to the Board and kept on record in Human Resources.

Step 4

The appraisee must be given written notice of the unsatisfactory rating, explaining to him/her the reasons for the unsatisfactory rating. This notice should include the details described at the meeting with the appraisee (e.g. what is lacking, expectations).

Step 5

The Board shall place the appraisee on review status and advise the appraisee in writing of that fact.

Step 6

Meet with the appraisee to discuss the Improvement Plan. Provide the appraisee with an improvement plan (See improvement plan working template) that includes supports, steps and actions that the appraisee should take to improve his/her performance.

5. REVIEW STATUS

An appraisee is put on review status when two consecutive performance appraisals result in an unsatisfactory rating. An appraisee or the appraiser can request an alternative appraiser.

Whenever an appraisee is on review status, the appraiser will:

- a) monitor the appraisee's performance
- b) in the case of a vice principal, consult regularly with the supervisory officer and in the case of a principal, consult with the director or director designate, regarding the appraisee's performance and steps that could be taken to improve it.
- c) provide feedback and recommendations to the appraisee that the appraiser considers might help the appraisee improve his/her performance.

6. TIMING OF A THIRD APPRAISAL WHILE ON REVIEW STATUS**Step 1**

The appraiser must conduct another appraisal within twenty to sixty school days, starting with the day on which the appraisee is advised that he/she is on review status.

Step 2

If the third performance appraisal results in a satisfactory performance rating, the appraisee immediately ceases to be on review status. The appraiser must advise the appraisee in writing of the fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. The appraiser and appraisee are required to implement the growth plan and ongoing dialogue with the supervisor about performance and opportunities for growth.

Step 3

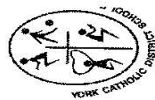
If the third performance appraisal is unsatisfactory, please refer to the termination provisions within the vice principal or principal's employment services contract for next steps.

YCDSB Planning Cycle: School Improvement-Principal, Vice-Principal Performance Appraisal Planning-P/VP Mentoring

annual cycle	August	September	October	November	December	January	February	March	April	May	June
P/VP appraisal growth planning years (1-4)		☆ annual growth plan developed in consultation with SO (or Principal if a VP)								☆ review annual growth plan with SO (or Principal if a VP)	
P/VP appraisal year (5th)		Sept. 30 th notification of appraisal year ☆ performance plan & annual growth plan developed in consultation with SO (or Principal if a VP)			☆ meet with SO/P re: progress					☆ meet with SO/P to prepare for summative report ☑ May 31st summative report due to HR	☑ summative report to appraisee within 10 days of feedback meeting
P/VP in 1st year of appointment		☆ annual growth plan developed in consultation with SO (or Principal if a VP)							☆ initial draft performance plan ☆ meet with SO/P re: performance plan goals for next year, update growth plan		the appraisal year begins the following Sept.
Mentoring for P/VP in 1st 2 years appointment		☆ work with mentor to develop confidential learning plan									☆ review learning plans with mentor
School Improvement Planning	review BIP, SIP with staff	develop SIP ☆ <i>share draft SIP with Superintendent, Staff, CSC</i> ☑ Oct. 31st final SIP to SO				mid year review & adjustments ☆ <i>share with Superintendent, staff</i> <i>implementation & monitoring</i>				celebrate SIP review & next steps ☆ <i>share with staff</i>	

York Catholic District School Board Principal/Vice-Principal Performance Plan

Draft 05.31.10



SCHOOL AND COMMUNITY CHARACTERISTICS AND CIRCUMSTANCES

Goal # ____ of ____

Ministry Priorities
 ▲ High level of student achievement
 ▲ Reduced gaps in student achievement
 ▲ Increased confidence in public education

Board Improvement Plan/Strategic Direction

School Improvement Plan

School, Parish & Community Characteristics & Circumstances

Available input from teachers, parents and students

PRINCIPAL'S/ VICE-PRINCIPAL'S GOALS
 (Identified in Consultation with Immediate Supervisor)

STRATEGIES
 Sample Strategies:

COMPETENCIES
 (What key competencies from the Ontario Leadership Framework will assist you in achieving your goals?)

INDICATORS
 (Observable - How will we know if the strategies were successful?)

RESULTS
 (Measurable - Include Actual #s & %s)

This section would be completed at the end of the appraisal cycle and would represent a report of what was actually accomplished.

APPENDIX A

Ontario Leadership Framework

Leader Practices

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships & Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Leader Competencies

- Skills
- Knowledge
- Attitudes in

1. Setting Goals
2. Aligning resources with Priorities
3. Promoting Collaborative Learning Communities
4. Using Data
5. Engaging in Courageous Conversations

System Practices and Procedures

- School and Board Improvement
- Fostering a Community of Professionalism and Collaboration
- Administrative Structures
- Parent and Community Supports
- Leadership Development and Succession Planning to Build the System and Sustain Effective Leaders

Ongoing Professional Development

- Learning networks
- Mentoring
- Coaching
- Job-shadowing
- Professional learning planning

Principal/Vice-Principal's Signature

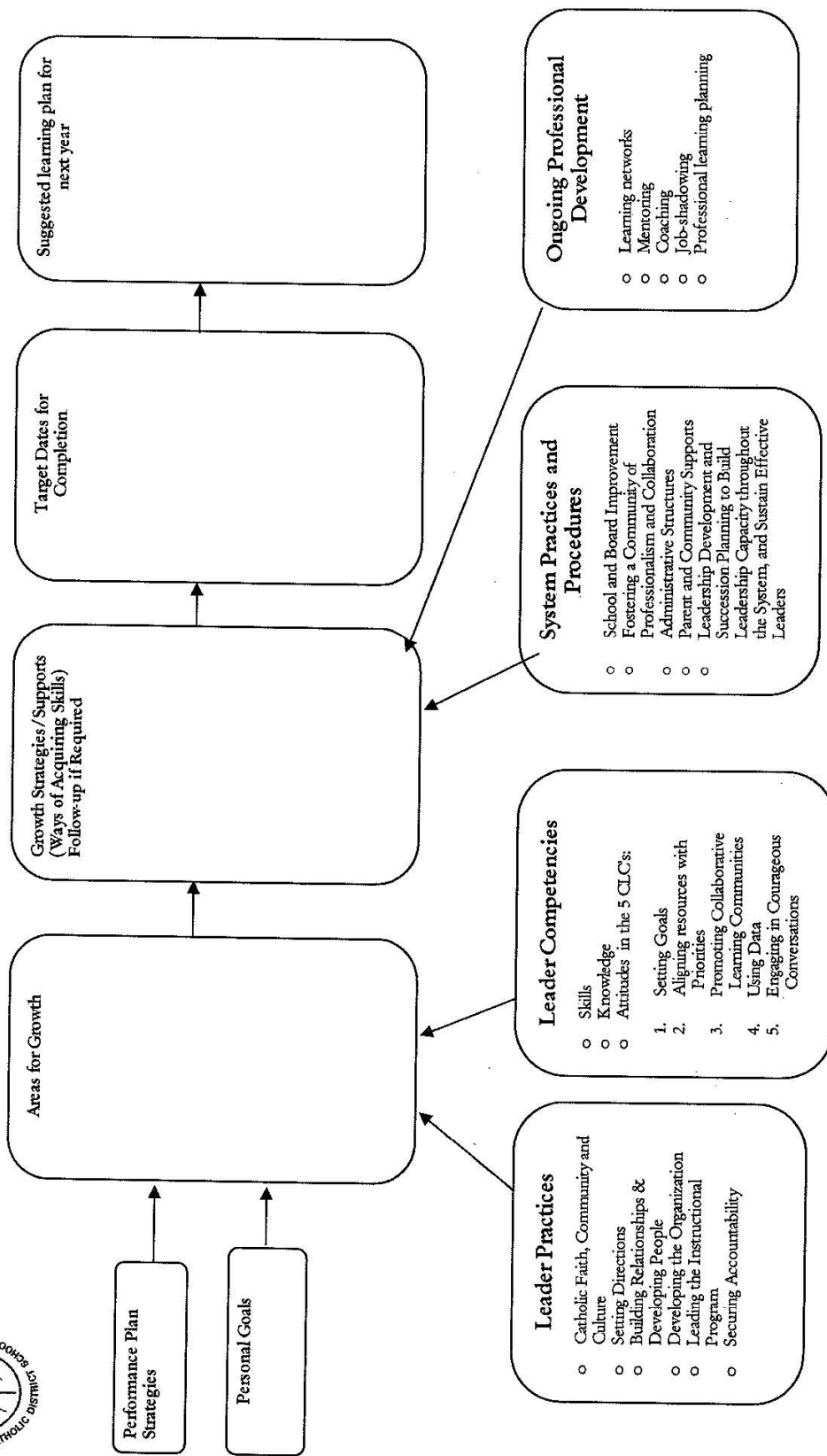
Supervisory Officer/Principal's Signature

Date



York Catholic District School Board Principal/Vice-Principal Annual Growth Plan

Draft 05.31.10



The principal and supervisory officer/vice-principal and principal agree on the Annual Growth Plan

Principal/Vice-Principal's Signature

Supervisory Officer/Principal's Signature

Date

APPENDIX C

York Catholic District School Board Performance Appraisal for Principal and Vice-Principals

Summative Report Form for Principals and Vice-Principals

Instructions for Completing the *Summative Report Form*

- The appraisee completes the results section of the Performance Plan and submits it (along with explanatory notes and supporting documents) to the appraiser along with their Annual Growth Plan.
- The appraiser must attach a copy of the Performance Plan and the Annual Growth Plan to the Summative Report.
- The Summative Report is completed by the appraiser after a review of the results of the Performance Plan.
- The appraiser's summary comments should reflect the assessment of the results achieved and the progress towards the results in the context of challenges met by the appraisee.
- The appraiser must determine a rating, *Satisfactory* or *Unsatisfactory* and sign the form.
- The appraiser must ensure that the appraisee receives a copy of the Summative Report within 10 school days of having received the completed Performance Plan from the appraisee.
- The appraisee may add comments if he or she wishes.
- The appraisee must sign the Summative Report form indicating receipt of the report and give a copy to the appraiser.



York Catholic District School Board Performance Appraisal for Principal and Vice-Principals

Summative Report Form for Principals and Vice-Principals

Appraisee

Position: (Circle One) **Principal** **Vice- Principal**

Last Name

First Name

--	--

Appraiser

Position: (Circle One) **Supervisory Officer** **Principal**

Last Name

First Name

--	--

Name of School

--

Appraisal Year

--

In thinking about what you have observed in the principal/vice-principal's performance and the professional dialogue you have had with the principal/vice-principal during the appraisal year, there may be some practices and competencies from their Performance Plan that you wish to highlight that have contributed strongly to the principal/vice-principal's overall performance in achieving their goals.

--

In thinking about what you have observed in the principal/vice-principal's performance and the professional dialogue you have had with the principal/vice-principal during the appraisal year, there may be some practices and competencies from their Performance Plan that you wish to highlight that could be a focus for next year's annual growth plan as part of the ongoing cycle of continuous professional development.

--

York Catholic District School Board Performance Appraisal for Principal and Vice-Principals

Overall Rating/Summative Statement of Performance

The supervisory officer/principal will provide an overall rating and a summative statement of the principal's/vice-principal's performance based on the results achieved.

Overall Rating

Check the appropriate box:

- ☐ *Satisfactory performance*
☐ *Unsatisfactory performance*

Supervisory Officer's/Principal's summary comments on the appraisal

The principal/vice-principal may wish to comment on the appraisal.

Principal's/Vice-Principal's comments (optional)

Supervisory Officer's/Principal's Signature

Date

Principal's/Vice-Principal's signature indicates the receipt of the *Summative Report*.

Principal's/Vice-Principal's Signature

Date

APPENDIX D

Improvement Plan Working Template

Appraisee

Position (circle one): Principal Vice-Principal

Last Name

First Name

--	--

Appraiser

Position (circle one): Supervisory Officer Principal

Last Name

First Name

--	--

Name of School

Name of Board

--	--

Appraisal Year

--

Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")	Explanation of Concern	Practices and Competencies Needing Attention (from the Ontario Leadership Framework)	Steps to Be Taken (developed by appraiser in consultation with appraisee)	Indicators of Success (developed by appraiser in consultation with appraisee)	To Be Completed by
The extent to which the appraisee worked diligently and consistently towards the implementation of the actions identified in the Performance Plan					
The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan					

Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating")	Explanation of Concern	Practices and Competencies Needing Attention (from the Ontario Leadership Framework)	Steps to Be Taken (developed by appraiser in consultation with appraisee)	Indicators of Success (developed by appraiser in consultation with appraisee)	To Be Completed by
The efforts made by the appraisee to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan					
The actual goals achieved, or not achieved, by the appraisee					
The rationale provided by the appraisee for goals not achieved					
The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved					

Learning needs of appraisee, with respect to carrying out the Improvement Plan (to be developed by appraiser in consultation with appraisee)	
Need	Strategies and supports to be provided

Supervisory Officer's/Principal's Signature

Date

Principal's/Vice-Principal's signature indicates the receipt of the Improvement Plan.

Principal's/Vice-Principal's Signature

Date



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Facilities	<i>Policy Number</i> 709
<i>Former Policy #</i> 509	<i>Page</i> 1 of 4
<i>Original Approved Date</i> January 1970	<i>Subsequent Approval Dates</i> March 17, 1987 February 3rd, 2009 March 25, 2014

POLICY TITLE: NAMING OF SCHOOLS

SECTION A

1. PURPOSE

The selection of a school name is a significant step in the process of establishing a new school community because, from the name, the ethos of the school will develop. Within a Catholic school community, the school name is intended to forge a connection with a Saint or other significant Catholic individual or tradition, whose gifts/meaning will provide a focus for the school and kindle a unique identity and spiritual bond for the students and staff. The purpose of this policy and related guidelines is to provide direction to staff and community partners who are responsible for proposing names for new schools in the York Catholic District School Board.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that schools of the Board shall be named in honour of the Divinity, a Catholic tradition, a person or group that has been officially recognized by the Church through beatification or canonization. **or an outstanding Catholic figure**

3. PARAMETERS

- 3.1 The chosen name shall reflect, in an obvious manner, the Catholic faith, e.g.:
Blessed Trinity Catholic Elementary School
Sacred Heart Catholic High School
St. Augustine Catholic High School
St. Joseph Catholic Elementary School
- 3.2 Key consideration shall be given to the local Parish name if not previously selected.
- 3.3 The duplication of names within the Board **will not be permitted (including names of schools that have closed or have been consolidated).** ~~shall be avoided.~~
- 3.4 The name of the school shall be such that it does not encourage abbreviation or nicknaming.
- 3.5 The possessive form shall not be used in the name.
- 3.6 The final choice of a school name shall rest solely with the Board.

4. RESPONSIBILITIES

4.1 **Board of Trustee(s)** ~~Local Trustee(s)~~

- 4.1.1 To chair the school naming committee.
- 4.1.2 To present a recommended list of names to the Board.

4.2 **Director of Education**

- 4.2.1 To oversee the compliance of the Naming of Schools Policy and related guidelines.

4.3 **Superintendent of Education: School Leadership**

- 4.3.1 To support the implementation of the Naming of Schools Policy and related guidelines.
- 4.3.2 To form a school naming committee consisting of the local Trustee(s), Principal (where appointed), local pastor(s), parents of the future students of the new school, students who will be attending the new school and other community members deemed appropriate.

4.4 **Principals**

- 4.4.1 To ensure that a suitable plaque or scroll, outlining the significance of the school name, is arranged for and displayed appropriately in the school.

Approval by Board	February 3, 2009
	<i>Date</i>
Effective Date	February 3, 2009
	<i>Date</i>
Revision Dates	March 25, 2014
	<i>Date</i>
Review Date	March 25, 2019
	<i>Date</i>

POLICY TITLE: NAMING OF SCHOOLS

SECTION B GUIDELINES: PROCEDURES FOR NAMING SCHOOLS

1. New Schools

- 1.1 As soon as the boundaries are established for the new school, the Superintendent of Education for the school, in consultation with the Trustee(s) representing the attendance area shall meet to determine membership for this committee.
- 1.2 The committee shall seek input and engage in consultation on possible school names.
- 1.3 The committee shall recommend at least three names, in order of preference, with rationale, to the Board.

2. Closed/Consolidated Schools

- 2.1 If two or more existing schools are closed, and the students are moved to one new consolidated location **the procedure for the naming of new schools shall be followed**
- 2.2 If one or more existing schools are closed, and the students are relocated to fill existing space in one or more existing schools **the name of the receiving school(s) shall be maintained.**
 - 2.2.1 **Upon electing the new Catholic School Council, a subcommittee shall be established, with representatives from all merged school communities. The subcommittee will devise a plan to honour the closed school(s) name (i.e., chapel, peace garden, reflection area in the library).**
- ~~a) Follow the procedure for the naming of new schools, as above; or,~~
~~b) The Superintendent of Education assigned to the school will invite each of the following to submit a name, with accompanying rationale:~~
 - ~~i) Pastor of the Parish where the consolidated school is located;~~
 - ~~ii) New Catholic School Council for the consolidated school;~~
 - ~~iii) Trustees representing the area(s) where each of the schools which have been consolidated is located.~~
- ~~2.2 The Superintendent of Education assigned to the school shall submit the list of names to the Director of Education who shall propose a name to the Board for approval.~~
- ~~2.3 The key consideration in the school name shall be the Parish name in which the primary receiving school is located.~~
- ~~2.4 Consideration should also be given to retaining both names (double names) where this would be a preferred option.~~

3. Replacement / Relocated Schools

- 3.1 If an existing school is replaced or relocated, and the pupils are relocated to a new school facility, the name of the closed school shall become the name of the new school unless the Catholic School Council requests, in writing to the Director of Education, that a name change be considered due to:
 - a. Its location in a new Parish;
 - b. Its location in an area served by two or more Parishes; or,
 - c. Another reason precipitated by the location change.

- 3.2 Following a request by a Catholic School Council, the Director of Education will request that the Superintendent of Education assigned to the new school location implement the naming of new school's guidelines.

4. Renaming Existing Schools

4.1. Non Program Needs

- 4.1.1 Where the title of the individual for whom the school has been named is changed by the Catholic Church, the Superintendent of Education assigned to the school shall consult with the Catholic School Council and shall draft a report to the Board recommending renaming the school to incorporate the new title.
- 4.1.2 Under extenuating circumstances the Director of Education may recommend to the Board **may decide that a name change is required.** and in consultation with the Board, ~~the may require that the Catholic School Council consider a name change, and~~ In such circumstances, **a motion to approve the start of a school renaming process similar the procedures to name a to a new school shall be followed. A list of at least three names shall be presented to the Board, in order of preference, for final approval.**

4.2 Program Needs

- 4.2.1 In the event that there is a significant change to the program offering at an existing school, and a change of name is contemplated, the Catholic School Council shall be consulted.
- 4.2.2 The school name may only be altered by the addition or deletion of an extension to the existing name. ~~If the Catholic School Council endorses the proposed name change, the Council must request, in writing to the Director of Education, that a name change be considered. In this case, the Superintendent of Education assigned to the school will be responsible for facilitating the name change.~~
- 4.2.3 **The recommended change shall be presented to the Board by the local Trustee for approval.**



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 612
<i>Former Policy #</i>	<i>Page</i> 1 of 3
<i>Original Approved Date</i> December 17, 2013	<i>Subsequent Approval Dates</i>

POLICY TITLE: TUTORING FOR FEE SERVICES

1. PURPOSE

While the Board recognizes that employees herein must adhere to their professional standards under the *Education Act*, and the *Ontario College of Teachers Act*, this policy is intended to clearly define specific situations wherein tutoring for a fee would be **acceptable**. ~~deemed not compliant within Board policy.~~

2. POLICY STATEMENT

The York Catholic District School Board recognizes that tutoring is a **form of valued** instruction which can enrich the learning experience and supports volunteer tutoring programs in our schools offered by staff and peers. Fee for service tutoring will only be supported through the Community Use of Schools department outside of the school day as defined in this policy.

3. PARAMETERS

- 3.1 For the purpose of this policy, tutoring for a fee is instruction that provides academic upgrading and support; is provided on an individual or small group basis; and, supports the student's academic program.
- 3.2 Requests to use schools for tutoring purposes, will not be accommodated where the fee for service is offered during the instructional day and/or between school dismissal and 6:00 p.m.
- 3.3 **Staff shall not tutor for a fee, in any location, students enrolled in their own class or other classes within the same school. For itinerant teachers, this will include students from all the schools that he or she provides instruction.**
- 3.4 Requests to use the schools for fee-charging tutoring purposes, will be accommodated where:
 - 3.4.1 The user meets all the requirements as outlined in Board Policy 703 *Community Use of Schools*.

- 3.4.2 The service is provided after 6:00 pm on weekdays and after 8:00 am on weekends.
- 3.4.3 The service is based on a permit agreement entered into between the York Catholic District School Board and the ~~user~~ **tutoring service for the use of the school space consistent with Policy 703 Community Use of Schools.**
- 3.4.4 **Where the party requesting the permit is an employee of the Board, the party should pay the same fee as other third party permit holders who are offering private tutoring service.**
- 3.4.5 **Any third party permit holder who is offering private tutoring service must disclose to the Board if the person it employs or contracts with to provide the tutoring service is an employee of the Board. THIS MUST BE PROVIDED ON THE PERMIT APPLICATION FORM.**
- 3.5 The Board may terminate the **permit with the** fee paying tutoring service at any time with written notice, if in the opinion of the Board, and in consultation with the principal, the tutoring service is not complying with Board policies and procedures.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance of the *Tutoring for Fee Services* policy.

4.2 Superintendent of Schools

- 4.2.1 To support principals in the processes associated with the *Tutoring for Fee Services* policy.

4.3 **Controller of Plant & Accommodation Services** ~~Senior Manager of Facilities and Maintenance~~

- 4.3.1 To ensure this policy is known and complied with by the Community Use of Schools Department.

4.4 **Community Use of Schools (CUS)**

- 4.4.1 **To ensure all applications for tutoring for a fee within the school comply with this policy**
- 4.4.2 **To review and consider for approval, applications for using space within the school to offer a tutoring- for- fee service.**

4.5 Principal

- 4.5.1 To understand this policy and ensure compliance.
- 4.5.2 To send all requests for use of schools for tutoring for fee services purposes:
 - after 6:00 pm on weekdays and/or;
 - between 8:00 am and 10:00 pm on weekends;
 to the Community Use of Schools Department in accordance with Board Policy 703 *Community Use of Schools*.

4.6 Staff

- 4.6.1 **To comply with the Tutoring for Fee Services policy.**
- 4.6.2 To seek approval from **the** Board's Community Use of Schools Department when wishing to use schools to provide tutoring for fee services.

- 4.6.3 **To ensure that** ~~when providing~~ tutoring for fee services meet all requirements in accordance with Board Policy 703 *Community Use of Schools*.
- 4.6.4 To abide by the Standards of Practice under the *Teaching Profession Act*.
- 4.6.5 **To be familiar with and accountable for compliance with Board policies and procedures applicable.**
- 4.6.6 **To understand that any employee of the Board who contravenes with this policy or Policy 423 *Conflict of Interest for Employees* policy may be subject to disciplinary action, up to and including termination of employment, where appropriate.**
- 4.6.7 To not tutor for a fee students enrolled in their **own class or other classes within the same school.**
- 4.6.8 To begin tutoring sessions with a prayer.
- 4.6.9 **To not begin tutoring during the instructional day.**
- 4.6.10 **To not be actively soliciting tutoring services to any students in their own class or other classes within the same school/physical plant.**

5. CROSS REFERENCES

YCDSB Policy 412 [Progressive Discipline of Employees](#)
 YCDSB Policy 423 [Conflict of Interest for Employees](#)
 YCDSB Policy 703 [Community Use of Schools](#)

[YCDSB Independent Procedure: For Special Interest Providers](#)

[Education Act](#)
[Ontario College of Teachers Act](#)

Approval by Board	December 17, 2013 _____ <i>Date</i>
Effective Date	December 18, 2013 _____ <i>Date</i>
Revision Date	_____ <i>Date</i>
Review Date	December 2018 _____ <i>Date</i>

YORK CATHOLIC DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT NO. 2020:07

To: Regular Board Meeting

June 16, 2020

A meeting of the Special Education Advisory Committee was held on **June 8, 2020** virtually over Google Meet at 7:00 p.m.

PRESENT:

Committee Members: K. Bryden, H. Adams, F. Tyndall, S. Gatti, N. Welch, L. Paluzzi, J. Wigston, D. Giuliani, J. Man, D. Legris, E. Morgillo

Association Representatives: M. Di Federico, M. Oyston, F. Di Marco

Administration: M. Fedrigoni, A. Cabraja, L. Lausic, J. Fragnelli

Regrets: S. Suppa, C. Remo, J. Richard, D. Flynn

Recording: A. Robinson

Guests: A. Yeung – Chief Financial Officer & Treasurer of the Board, YCDSB
M. Prinzo – Mental Health Lead, YCDSB
Dr. Lood, Chief Psychologist, YCDSB

1. ACTION ITEM(S):

- L. Lausic to update a slide on the presentation to the Board of Trustees and send to K. Bryden
- A. Robinson to send out meeting information for the next Board meeting on June 16th to SEAC committee
- A. Robinson to update Special Education Plan based on recommendations from F. Tyndall

2. CORRESPONDANCE:

- N/A

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- Introductions and Updates from Psychology and Mental Health
- Verbal Budget Update
- Special Education Plan Approval
- Draft presentation to the Board of Trustees
- SEAC Goals

4. BUSINESS ARISING:

- M. Fedrigoni & J. Fragnelli retirement
- SEAC Banner

5. ASSOCIATION REPORTS:

- Easter Seals Ontario
- Autism Ontario – York Region Chapter
- Learning Disabilities Association York Region

6. ITEMS FOR FUTURE AGENDA

- Budget update
- SEAC banner

7. NEXT MEETING: September 21, 2020

K. BRYDEN, CHAIR, SEAC

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: June 16, 2020

Report: 2019-2020 Updated Financial Forecast and In-Year Surplus Investment Strategy

EXECUTIVE SUMMARY:

The purpose of this report is to seek approval from the Board of Trustees on the investment strategy of the 2019-2020 projected in-year surplus.

BACKGROUND INFORMATION:

Administration presented to the Board of Trustees at the May 19th, 2020 Corporate Services Committee meeting that it is projecting an in-year surplus for the current school year (2019-2020) of \$2.25M. The in-year surplus position was the result of a combination of the prior year adjustment of the Teacher Qualification and Experience Grant and in-year savings from school closures which was assumed up to end of May. As schools will not be reopened for the remainder of the 2019-20 school year, a high level review of assumptions was performed to areas impacted by the school closure date change. The areas reviewed were limited to supply costs, transportation, utilities, other revenues and operating renewal expenses. The updated in-year surplus is projected to increase by \$0.25M to a in year surplus of \$2.5M. Appendix C provides a summary of the projected hi level changes.

Instead of the in-year surplus being “rolled” into the accumulated surplus at year-end, the use of which will require Ministry’s approval, Administration is proposing to use this surplus to fund for initiatives that support the Board’s Multi-Year Strategic Plan (MYSP) and are one-time in nature.

The report included a number of initiatives related to Student Services/Special Education programs and initiatives. These requests are reflective of many of the Student Services Department's long term growth plans. Student Services is making these requests to see if any of our long term plans can be fast-tracked to this upcoming year. For 2019-2020, the Board increased its overall budget for Special Education programs by \$4.7M compared to the previous year to address an increase in expenditures of \$1.2M. The Board also allocated an additional \$3.5M from its operating budget to cover the shortfall created due to the discontinuation of the 2017-19 system investment funding previously provided by the government. In total, the Board topped up funding for Special Education by \$4.7 M. Despite the higher budget for Special Education in 2019-2020, the Board continues to invest in programs to support students with Special Needs.

List of Proposed Initiatives

1. STREAM Centres of Excellence and Augmentation of Learning Commons

- Supports MYSP Goal: Continuous Improvement of Student Achievement
- Total Estimated Cost: \$185,000

The initiative includes the following components:

- STREAM Centres of Excellence - Start Up Costs
- Library Learning Commons

STREAM Centres of Excellence - Start Up Costs

Total Estimated Cost: \$110,000 (1 Centre) to \$440,000 (if additional 3 future Centres are added, i.e. one Centre per Area)

Appendix B provides the additional scenario analysis where a STREAM Centre is implemented in each Trustee area.

Rationale / Business Case:

STREAM Centres of Excellence Centres will serve as YCDSB teaching and learning hubs in Science, Technology, Religion, Engineering, Arts and Mathematics (STREAM) with a goal to improve lives through global-leading STREAM initiatives. We will focus on student engagement and innovation to inspire deep learning using design thinking to meet the needs of diverse learners so that all can realize their God-given potential.

The Centres will serve to inspire YCDSB student lives and educational experiences through regional and global STREAM initiatives and serve as a hub for student experiential learning, teacher professional learning, virtual learning centre for students around the world (global education), community partners, employers and industry. This centre will also host STREAM related March-Break and Summer Camps through the Continuing Education Department.

The goal of this pilot is to develop the STREAM Centre of Excellence to financially self-sustain using revenue generating opportunities that would include global e-learning courses, pre-apprenticeship programs and STREAM camps for students throughout the region.

The estimated costs include purchasing of Chromebooks, iPads, Laptops and other equipment.

Library Learning Commons for Area Schools in STREAM Centre of Excellence

Total Estimated Cost: \$75K (25 schools) to \$303K (if we include all schools)

Rationale / Business Case:

Schools in the area will each receive \$3,000.00 towards augmenting their Learning Commons. If we assume 25 schools in one area, the total cost would be approximately \$75,000. The investments will include new 3D printers, robotics and furniture. By augmenting the school's Library Learning Commons, students will continue their STREAM learning within their own school. Note: The school

and area are not yet selected at this point. The cost for upgrading the remaining 76 schools is \$228,000.

2. International Student Program - Start Up Costs

Total Estimated Cost: \$50K

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case:

Seed funding is required to effectively launch the program and ensure that the Board can be competitive with other Ontario school boards for the recruitment and retention of international students.

- Student recruitment \$ 5k
- Marketing materials \$ 20k
- Student supports \$ 5k
- Assessment tool \$ 15k
- Legal fees for contracts \$ 5k
(Automated payment & Homestay contracts)

3. Electronic File Management System for Confidential Student Files and Electronic Assessment Materials

Total Estimated Cost: \$92K

MYSP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case

Overview: Implementation of an Electronic File Management System for creation & management of confidential student files and a shift to use of electronic assessment materials by Regulated Health Professional Staff (Psychology, SLP & OT/PT)

- Amendments to privacy laws will *require* health information custodians to monitor access and use of personal health information records using an electronic audit tool
- Electronic Files (EFs) are more secure/confidential, and, therefore, provide staff with a more effective means of protecting students' personal health information
- EFs enable improved staff efficiency & productivity
- EFs support efficient data collection and analysis needed to identify and address service gaps
- Online assessments reduce the size of paper files, address the lack of storage space,
- Use of electronic assessment materials is more cost effective and reduce waste of paper questionnaires (e.g., questionnaires not returned, entire protocol booklets are needed (i.e., wasted) if only a few subtests are required for assessment)

Cost Information

- Creation/implementation of an Electronic File management electronic System \$50K (This includes utilizing a current IT staff to facilitate this work. This in-house solution allows the

system to be fully integrated into SEEMS.) An external solution will be more expensive and likely have a yearly licensing fee.

- Approximate Costs to transition to electronic assessment materials:
- Each staff member would require 2 ipads to deliver electronic assessments.
- Each staff member has one iPad which was purchased last year. A second entry level ipad is required for the student participation in testing. Approximate cost of \$20K (34 staff X \$600/ipad)
- Psychology: Online assessments \$12K - This is the cost of moving from paper protocols and test kits to fully electronic testing materials.
- Speech & Language Services (costs are reflective of monies required to shift to paperless assessment materials required for 14 SLPs): \$10K

4. Updated Assessment Paper Materials for Regulated Health Professional Staff (Psychology, OTPT, SLP)

Total Estimated Cost: \$31K

MYSP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case

- Update materials so that staff are using the most current assessment instruments
- WRAML-3 test kits (memory test used regularly by psychology staff) not offered electronically, staff currently using WRAML-2 - part of our standard battery.
- Update testing materials so that staff are using online resources, thereby streamlining practices and improving efficiency (eg. Sensory Processing Measure)
- Increasing number of testing kits in order to be able to test more students across the school board (e.g., BOT-2, TVPS, DEM, DVMI -for gross motor, fine motor, visual motor and function tests)

5. Investment in AIM (Accept. Identify. Move) Curriculum, Training, and Student Materials

Total Estimated Cost: \$26K

MYSP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case

Overview: Investment in AIM (Accept. Identify. Move) Curriculum, Training, and Student Materials for students demonstrating a need for additional self-regulation and social-emotional skill development

AIM is appropriate for children and adolescents with language abilities that would benefit from activities that develop social-emotional behaviour repertoires and increase adaptive, flexible, and appropriate behaviour. Curriculum is appropriate for ASD, emotional disorders, behaviour disorders, ADHD, Anxiety (etc.) and can be adapted for use across the developmental spectrum and the 1:1, small group, classroom formats.

6. Investments in Chromebooks for students who are Gifted in the Program for Academic and Creative Extensions (PACE)

Total Estimated Cost: \$15K (40 Chromebooks)

MYSP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case

The PACE Program emphasizes the need for technology to support and develop the advancement of 21st Century skills such as Critical Thinking, Real Life Application, Creativity, Problem Solving and Collaboration. The use of Chromebooks will enable learning and forming of world-views while connecting with other learners using a multimedia platform to further develop contextual literacy, science and technology skills.

7. Investments in Remediation Plus Reading Intervention Program for students with moderate to severe Learning Disabilities in the Intensive Support and Assessment (ISA) Programs

Total Estimated Cost: \$32K

MYSP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case

Student Services introduced the Remediation Plus System Reading Intervention Program in the LSC classes and selected ISA classes to address the needs of students who were not responding with success to the ELIP and/or Later Literacy reading programs due to significant phonological deficits. The RPRP is an evidence-informed multisensory explicit systematic instruction program and can be delivered 1:1 or in a group of 4 students who present with similar language deficits. Feedback from select ISA classes have reported significant improvement in student acquisition of reading skills

8. York Region Transit Presto Passes for students with special needs and support staff who travel via transit as part of the Secondary Work Experience and Transit Training Programs

Total Estimated Cost: \$15K (Student and Adult Presto Passes)

MYSP Goal: Continuous Improvement of Student Achievement

Rationale / Business Case:

Students with Special Needs who are required to travel to work placements in the community as well as students who participate in transit training lessons, use the York Region Transit on a regular basis. YRT Presto Passes must be purchased for these students and the support staff who accompany them into the community.

9. Implementation of the Core Attendance Register (CAR) in Secondary Schools

Total Estimated Cost: \$7K (Chromebooks and Barcode Scanners for 15 secondary schools)

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case:

As a direct result of Ministry of Education recommendations that arose from an audit of YCDSB Special Education practices in secondary, the Core Attendance Register (CAR) tool will be launched in the 2020-2021 academic year. This new program will allow Core Resource students to sign themselves into the Core room electronically as well as pre-register to use the Core room using their student number provided on their student card. This application is meant to enhance the existing Core room attendance procedures and ensure student safety. Each school will require the following equipment to implement CAR: Chromebook and Scanner.

10. Implementation of Flexible Seating Resources in Secondary School ASD classrooms

Total Estimated Cost: \$6K (Chill-out Chairs for 4 ASD Classes)

MYP Goal: Continuous Improvement of Student Achievement and Effective Use of Our Resources

Rationale / Business Case:

Provide further resources to accommodate sensory-related needs within the classroom environment in order for students to improve focus and learning while decreasing stress responses.

Chill-Out Chair will help provide an inclusive, safe, comfortable and relaxing learning environment for students with sensory needs

11. Digital Licences for Curriculum

Total Estimated Cost: \$159K

MYP Goal: Continuous Improvement of Student Achievement

Rationale / Business Case:

- Previously Ministry funded digital tools expiring August 2020
- Plagiarism Detection Software - Turn It In- \$ 45,000. Turn It In is a digital tool that provides solutions to promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes.
- BookFlix - \$29,000 for Literacy. This tool provides students with animated storybooks of many classic stories. This will help with many during Distance Learning who do not have access to library books for reading.
- Gizmos- \$55,000 for Math and Science. Gizmos are interactive math and science simulations for grades 7-12. Over 400 Gizmos are aligned to the latest curriculum standards. It has proven to be a very helpful tool during Distance Learning.
- Mindomo- \$17,000 for Literacy / Cross Curricular. This digital tool helps teachers and students create mind maps, concept maps, outlines and Gantt Charts to improve critical thinking and learning.
- Britannica Online- \$13,000. This entry level research tool is a great starting point for students embarking on research, including being accessible for lower level learners.

These digital tools, previously funded by the MOE, are currently widely used in our K-12 programs. With increased digital learning during this period, these tools have proven to be indispensable in meeting the needs of our system. The MOE has now eliminated this funding, and our system relies on these tools to increase student success and accessibility by all. When we purchase these products centrally, we ensure equitable access to all of our staff and students.

12. Additional Chromebooks for Schools

Total Estimated Cost: \$200K (5 Chromebooks per elementary school and 10 Chromebooks per secondary schools)

MYSP Goal: Continuous Improvement of Student Achievement

Rationale / Business Case:

In light of the COVID learning platforms and the Ministry direction on a combination of face to face and virtual learning in the next school year, Chromebooks will be the standard tool used throughout our system to support student learning.

13. Human Rights Complaints Management Tool

Total Estimated Cost: \$5K

MYSP Goal: Continuous Improvement of Student Achievement

Rationale / Business Case:

Collection of data is required to support greater accountability and minimizing risks, including compliance with human rights legislation.

14. Installation of Gym Mats

Total Estimated Cost: \$200K

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case:

YCDSB currently complies with the OPHEA safety guidelines. However, Trustees had requested additional gym mats to be installed in schools. In the 2019-2020 budget, it was decided that the additional mats will be installed over the 5 years due to budget constraints. The \$200K investment will pull forward all future installations to this year.

15. Marketing and Communications to Promote the Board and MYSP

Total Estimated Cost: \$50K

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case:

A one-time investment to raise awareness of YCDSB profile and its MYSP. The investment would be for the hiring of an external marketing firm to assist with the development of a marketing strategy and relevant materials, video, social media strategy, etc. The goal is to improve student enrolment which will help offset the expense.

16. Budget Development and Tracking Tool

Total Estimated Cost: \$175K to 200K and would include the following tools:

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case:

The Finance Department currently uses mainly Excel and SAP to develop and track department and Board budgets. The use of Excel is labour intensive, time consuming and also very manual. A dedicated budget tool will help improve efficiency in budget development and compilation of operating, salary, FTE and capital components. Resources to maintain the current model and processes are stretched. A Budget development tool would help to alleviate some of the pressures that occur with validating data entry, linkages across spreadsheets, tracking of changes and reducing manual mapping of FTEs and salaries. A budgeting tool will also assist to perform what-if funding, spend scenarios and with the compilation of EFIS reporting to the Ministry which are over 200 pages per cycle with various inputs.

Breakdown of components:

- \$150K - \$175K Software and implementation (typically based on number of users)
 - Server database, operating system, monthly management, software maintenance, training, customized reports, configuration and implementation
- \$25K - Budget Book application
 - Server, database, operating system, monthly management, software maintenance, training, configuration and implementation

17. COVID Preparedness - PPE Purchases

Total Estimated Cost: \$200K

MYSP Goal: Effective Use of Our Resources

Rationale / Business Case: The use of additional PPE may be required when schools reopen. It will likely not be feasible to maintain physical distancing with exceptional students. EAs/EIs/Teachers may require face shields, gowns, gloves and N95 equivalent masks throughout the day, and during changing activities. It is also possible that reopening will require staff and students to wear masks during the day, or at least when not at their desks, as physical distancing will be difficult to enforce when students are moving in hallways, washrooms, etc.

Additional PPE purchases (e.g., masks and gloves) to prepare potential second wave of COVID 19.

18. Human Rights and Equity Initiative - Kindergarten - Grade 6 Parent Census

Total Estimated Cost: \$52.8K

MYSP Goal: Continuous Improvement of Student Achievement

Description	Kindergarten-Grade 6 Parent/Child Census
Resources/ books/ subscriptions for the use of the Human Rights and Equity Advisory/Steering Committee pillars. Rationale: - To provide resources that will support the ongoing education and development of practices/ projects to address the needs of our students - To build a library of resources to support each pillar in their transformative work	\$15,000.00
Externally facilitated community engagement sessions	\$4,000.00
Communications <ul style="list-style-type: none"> · Design and printing of promotional materials (i.e., flyers and posters) and video development; · Translation/interpreter for community meetings · Translation of student census (5 languages), parent census (20 languages) and promotional materials · Pilot to field test the student and parent census questions · Pilot feedback sessions · Full administration of census · Printing of limited copies of the parent census (20 languages) · Self-addressed envelopes (parent census) · Translation of responses from the print copies of the parent census 	\$14,800.00
Data Processing <ul style="list-style-type: none"> · Tools and software · Form processing · Data entry, verification and coding 	\$10,000.00
TOTAL	\$ 49,800.00

19. Growing in Faith, Growing in Christ - Purchase of Grade 6 Religion Resources / Renewal of Digital Licences for Grades 1 and 2.

Total Estimated Cost: \$429K which includes: \$322K (Grade 6 Program) and \$107K (Renewal of Grades 1 and 2 Licences)

MYSP Goal: Integration of Our Catholic Faith

Rationale / Business Case:

The new Grade 6 Religious Education Program is available for September 2020. The purchase of these resources will align with the Religious Education Curriculum, and will provide students with a seamless transition. For Grade 6, we need to purchase the Digital 5 yr Licence for 3087 students, which comes with the print student text. We need to purchase 122 Teacher Resource Manuals.

The digital component that makes this program so incredible is made available under licenses that expire. We purchased 5-year licenses. The Grade 1 program was available in September 2015, but we delayed purchase until February 2016, and the Grade 2 purchase followed in September 2016. These 5-year licenses will expire in 2021, so we will need to renew licenses for Grades 1 and 2. As a value-added feature, Pearson is incorporating the Fully Alive digital portal free of charge for all Boards who renew their digital licenses.

By purchasing these resources in 2019-2020, it will provide budgetary savings to the Curriculum budget for the 2020-2021 school year.

Total Proposed Investments

Based on the aforementioned items, Administration is proposing a total one-time expenditure of \$1,951,800 to \$2,509,800 (if costs for additional three STREAM centers and Library Learning Commons for all schools are included).

One consideration will be pulling forward purchases for the 2020-2021 school year to reduce budget pressures for next year.

Prepared & Submitted by:	Anthony Yeung, Chief Financial Officer and Treasurer of the Board
Endorsed by:	Ab Falconi, Director of Education

Appendix A - List of Proposed Investments

#	Proposed Initiatives /Strategies	Lead	Estimated Costs
1a	STREAM Centres of Excellence School Startup Cost (Appendix B)	DC & MB	\$110,000 to \$440,000
1b	Library Learning Commons for Area Schools in STREAM Centre of Excellence	DC & MB	\$75,000 to \$303,000
2	International Program (initial investment portion)	MG & TP	\$50,000
3	Electronic File Management System for Confidential Student Files and Electronic Assessment Materials	MF	\$92,000
4	Updated Assessment Paper Materials for Regulated Health Professional Staff (Psychology, OTPT, SLP)	MF	\$31,000
5	Investment in AIM (Accept. Identify. Move) Curriculum, Training, and Student Materials	MF	\$26,000
6	Investments in Chromebooks for students who are Gifted in the Program for Academic and Creative Extensions (PACE)	MF	\$15,000
7	Investments in Remediation Plus Reading Intervention Program for students with moderate to severe Learning Disabilities in the Intensive Support and Assessment (ISA) Programs	MF	\$32,000
8	YRT Presto Passes for Students with Special Needs	MF	\$15,000
9	Implementation of the Core Attendance Register (CAR) in Secondary Schools	MF	\$7,000

#	Proposed Initiatives /Strategies	Lead	Estimated Costs
10	Implementation of Flexible Seating Resources in Secondary School ASD classrooms	MF	\$6,000
11	Digital Licenses for Curriculum	MB	\$159,000
12	Additional Chromebooks for Schools	DC and Academic SOs	\$200,000
13	Human Rights Complaints Management Tool	NJ	\$5,000
14	Installation of Gym Mats	JM	\$200,000
15	Marketing and Communications - Promote YCDSB	AF & MG	\$50,000
16	Budget Development and Tracking Tool	AY	\$200,000
17	COVID preparedness - PPE purchases	JM	\$200,000
18	Human Rights and Equity Initiative - Kindergarten - Grade 6 Parent Census	NJ	\$49,800
19	Growing in Faith, New/Renewal of Religious Textbooks and Licenses	MB	\$429,000

	Total Proposed Investments		\$1,951,800 to \$2,509,800
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APPENDIX B - STREAM CENTRES OF EXCELLENCE - COST and SCENARIOS ANALYSIS

STREAM Centres of Excellence Options for Consideration

Proposal/Options	A	B	C
	Concept School (2020-21) TBD	Stream Centre (1 per Area- 4 schools)	Stream Centre (1 per Trustee Area- 9 schools)
Technology Cost	\$ 110K	\$ 440K	\$ 990K
Library Commons	\$ 75k (3K per 25 area schools)	\$ 303K (3K per 101 schools)	\$ 303K (3K per 101 schools)
Total Cost:	\$ 185K	\$ 743K	\$ 1.293M
Other Considerations: Proposed Human Resources for Centres <i>*In addition to staffing Centres, there will be costs related to infrastructure for technology (electrical & LAN connections), maintenance work (painting, etc), etc. As well, technology will need periodic refreshing and additional new emerging technologies will need to be purchased yearly (sustainability funding TBD)</i>			
Human Resources Required when STREAM Centre of Excellence Opens	1 Consultant (yearly cost)	4 Dedicated Teachers (1 FTE - \$ 112, 000) (yearly cost)	9 Dedicated Teachers (yearly cost)
Total Cost:	\$ 119,500.00	\$ 448, 000	\$ 1,008,000.00
Total Cost (Technology + Consultant/Teacher)	\$ 304,500.00	\$1,191,000.00	\$ 2,301,000.00

Notes:

Option A) Includes Concept STREAM Centre of Excellence for 2020-2021, including technology and ordering equipment for Learning Commons in approximately 25 area schools (dependent on school selected).

Option B) Includes Concept STREAM Centre of Excellence for 2020-2021 and ordering equipment for 3 additional STREAM Centres of Excellence for 2021-2022 (start-up + technology for all 101 school Learning Commons).

Option C) Includes Concept STREAM Centre of Excellence for 2020-2021 and order equipment for 8 additional STREAM Centres of Excellence for 2021-2022 (start-up + technology for all 101 school Learning Commons).

Flexible Options: Each Stream Centre of Excellence - Technology Startup = \$110 K
Each School Learning Commons - Technology Startup = \$ 3 K
2020-2021 Year - 1 Consultant Human Resource - \$119,500 K
2021-and beyond- Dedicated teacher in each STREAM Centre - \$112,000 K

Costs for Equipping One STREAM Centre:

Item	Vendor	Quantity	Unit Price	Extended Price
Chromebooks	Communithek	20	\$385.00	\$7,700.00
Chromebook Storage Cart	Communithek	1	\$2,500.00	\$2,500.00
iPads (Note: 10 Pack = 3,830)	Apple	20	\$400.00	7,660.00
iPad Storage Carts	Communithek	1	\$2,500.00	2,500.00
Laptops (Macs or PC)	Apple or Dell	5 - 10	\$10,000.00	\$10,000.00
Software				\$7,000.00
ActivPanel Nickel	Promethean	1	\$4,500.00	\$4,500.00
Height-Adjustable Mobile Stand/Install	Promethean	1	\$1,000.00	\$1,000.00
Mako 40W Laser Cutter with Filtration	InkSmith/Carvey	1	\$8,999.98	\$8,999.98
ClassVR Virtual Reality Kit - 8 pack	InkSmith/Lenovo	2	\$3,699.99	\$7,399.98
Ultimaker S5 Pro Complete System	Shop3D	1	\$15,000.00	\$15,000.00
K8 Modular Robotics Kit Class Pack with Micro:Bits	InkSmith	2	\$799.99	\$1,599.98
Bloxel Team Builder (10-Pack)	Robotix Education	2	\$849.95	\$1,699.90
LEGO® Education SPIKE™ Prime Set	Spectrum Nasco	10	\$404.90	\$4,049.00
The Complete Robotics Lab	Robotics.Education	1	\$8,999.99	\$8,999.99
mBot-S Explorer Class Pack - 15 mBots	Robotix Education	1	\$1,529.95	\$1,529.95
mBot Li-polymer Battery	Robotix Education	15	\$9.95	\$149.25
Tetrix Prime Getting Started Package	Studica	1	\$10,360.30	\$10,360.30
Collaborative Desks	School Specialty	18	\$135.71	\$2,442.78
Chairs	School Specialty	35	\$34.46	\$1,206.10
D-Shaped Tables/Monitors/Switches	Ven Rez	2	\$1,200.00	\$2,400.00
Childcraft Premium Jumbo Round Bean Bag, 38 Inch	School Specialty	8	\$67.46	\$539.68
Consumables	filament, etc			\$1,000.00
Total:				\$110,236.89

APPENDIX C - INTERIM FINANCIAL FORECAST FOR 2019-20 (HIGH LEVEL UPDATE JUNE 2020)

BACKGROUND

On May 19, 2020, Administration provided an update on the projected revenue and expenses for the school year 2019-20. The projected outlook was an in-year surplus of \$2.25M. Revenue and expense assumptions were based on school closure up to May 31, 2020. This date has now been changed and schools will remain closed for the remainder of the school year.

Based on schools not reopening for the 2019-20 school year, a high level review of assumptions was performed to areas impacted by the school closure date. The areas reviewed were limited to supply costs, transportation, utilities, miscellaneous revenues and capital activity.

ITEMS NOT UPDATED

- Actual salary (excluding supply), benefits and expenditures are as of March 31, 2020 and have not been updated for activity for April to June.
- Department input and changes to forecasts assumptions were not reviewed.
- Changes to class size to recently ratified Central Collective Agreements.
- Systems Investments Priority funds granted through ratified CUPE Collective Agreements for areas still to be agreed to by Unions.
- Partnership and Priority Funding (PPF) and Other Grants where utilization is being impacted by Pandemic COVID 19. Waiting Ministry Direction.
- Continuing Education programs have not been updated. Programs are currently being reviewed.

FINANCIAL UPDATE

The result of the updated changes are summarized in the chart below. The in-year surplus is projected to increase by approximately \$0.25M to a in-year surplus of \$2.5M. The Board's Multi-Year Financial Recovery Plan (MYFRP) was approved by the Ministry in March 2018 and YCDSB is required to reach a Compliance Accumulated Surplus balance equal to at least 1% of its

operating funding. With this forecast the board remains compliant with the MYFRP target.

MYFRP

	2017-18	2018-19	2019-20
In-Year Surplus/(Deficit) - After Measures	\$ (5,224,473)	\$ (2,874,473)	\$ 1,225,527
Ending Accumulated Surplus/(Deficit)	\$ 7,452,083	\$ 4,577,610	\$ 5,803,138
Accumulated Surplus as a % of Operating Allocation (Note 1)	1.31%	0.80%	1.02%

Note 1: Percentage is calculated based on an average operating allocation of \$570M

Updated with 2019-20 Interim Forecast

	2017-18 FS	2018-19 FS	Interim Forecast
In-Year Surplus/(Deficit)	\$ (1,061,902)	\$ 785,043	\$ 2,469,327
Ending Accumulated Surplus/(Deficit)	\$ 11,614,653	\$12,399,696	\$14,869,023
Accumulated Surplus as a % of Operating Allocation (Note 1)	2.04%	2.18%	2.61%

Note 1: Percentage is calculated based on an average operating allocation of \$570M

SUMMARY OF CHANGES

Details	Surplus/(Deficit)
Q3 Forecast for 2019-20	\$ 2,254,327
Revenue Change	
Community Use of Schools	\$ (260,000)
Child Care Leasing Revenue	(360,000)
Sale of Portapak	80,000
Expense Change	
Utilities Savings	\$ 150,000
Transportation Savings	430,000
Supply Savings	825,000
Reduction of use of Capital funding for operating renewal	(650,000)
June Forecast for 2019-20	\$ 2,469,327
Change to Q3 Forecast	\$ 215,000

Changes in Revenues:

1. Community Use of Schools decrease of \$260k assumes no access to Board property until September.
2. Child Care leasing revenue decreased by \$360K due to the announcement from the Ministry of Education that states ***“we are requiring that school boards continue to not charge any accommodation costs during the summer months to licensed child care centres including extended day programs and EarlyON Child and Family Centres located in schools. As of***

September, when the new school year begins, school boards may resume charging accommodation costs.”

3. Sale of a Portapak generated revenue of \$80K.

Changes to Expenses:

1. Utility Savings for the month of June of \$150K. The summer months do not result in incremental savings since the budget assumes that the schools would be closed during those months.
2. Transportation savings for the month of June results in additional savings in busing and taxis of \$430k.
3. Supply staffing savings for the month of June of approximately \$825K
4. Reduction of use of capital funding for operating renewal of \$650K

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

Report to: Board of Trustees

From: Administration

Date: June 16, 2020

Re: Updated French Immersion (FI) Waitlists

EXECUTIVE SUMMARY

This report provides information on current 2020-21 French Immersion waitlists.

BACKGROUND INFORMATION

At the Student Success and Pathways Committee Meeting of May 26, 2020, information was shared regarding the effect of exhausting waitlists at St. Marguerite d'Youville, St. Joseph the Worker and St. Thomas Aquinas.

Appendix A reflects the waitlists (as of June 10, 2020) of all schools.

St. Joseph the Worker - At the end of May, there were 9 students on the waitlist. Currently there are 6 students on the waitlist, and all are from the home school. If we were to accommodate all 6 students from the waitlist, this would result in a combined SK/1 in the English track, and more combined grades in the English and FI tracks. It would not result in an additional FTE.

St. Marguerite D'Youville - There are currently 4 students on the waitlist. The school was able to accommodate 3 of the previous 7 students who were on the waitlist. An additional FTE is not required.

St. Thomas Aquinas- There are currently 5 FI classes for the 2020-21 School Year. If we were to accommodate all 7 students from the waitlist, an additional Grade 1 class would be added to the school organization, resulting in an additional (1) FTE. Of the 7 students on the waitlist, 2 students are from the home school, 3 are from Prince of Peace and 2 are from the Public Board. The school does have the room to add another class.

RECOMMENDATION

THAT one (1) FTE be assigned to St. Thomas Aquinas to accommodate the 7 students from the waitlist. Young families are being drawn to the new housing developments in the Georgina area. This will help bolster enrolment in the French Immersion program at St. Thomas Aquinas CES, and contribute to program viability when the FI program for Gr. 9-12 is offered at Our Lady of the Lake.

Prepared and Submitted by: Mary Battista, Superintendent of Education: Curriculum and Assessment
Endorsed by: Nancy Di Nardo, Associate Director
Ab Falconi, Director of Education

	School	FI Grades	Total Enrolment Grade 1	Total on Waitlist	Waitlist - Home School	Waitlist - YCDSB	Waitlist - Public/Private
1	Blessed Trinity	1-8	32	0			
2	Christ the King	1-8	46	17	4	3	10
3	Our Lady of Fatima	1-8	32	0			
4	St. Anthony	1-8	22	4	0	0	4
5	St. Brendan	1-8	20	0			
6	St. Edward	1-8	37	0			
7	St. Elizabeth Seton	1-8	58	0	0	0	0
8	St. Francis Xavier	1-7	32	0	0	0	0
9	St. John Bosco	1-8	38	0			
10	St. John XXIII	1-7	22	0		0	
11	St. Joseph the Worker	1-7	23	6	6	0	0
12	St. Joseph, Aurora	1-8	46	2	2	0	0
13	St. Marguerite d'Youville	1-6	27	4	0	3	1
14	St. Mark	1-8	11	0			
15	St. Thomas Aquinas	1-6	23	7	1	4	2
Totals			469	40	13	10	17

June 2, 2020

GOVERNANCE

- Whereas** Trustees consistently engage in professional development to inform and enhance their service to the school communities of the York Catholic DSB;
- Whereas** the Board of Trustees has benefitted from opportunities to participate in various workshops and seminars with respect to the principles of Governance;
- Whereas** general governance duties and Trustee responsibilities are guided and defined by provincial legislation through the Education Act;
- Whereas** the Board of Trustees undertakes periodic reviews of their governance practices and recommends alterations if and when necessary;
- Whereas** the Board of Trustees is committed to making such alterations in a fully transparent manner.

LET IT BE RESOLVED:

THAT commensurate with the start of the 2020/2021 school year, the appointment and/or transfer of Administrators shall be presented on Board agendas as an “Information Item” within the Director’s Staffing Report. Trustee input will continue to inform the process of developing all DSRs.

Reference No. 2020:03:EC:0602

NOTICE OF MOTION

BASKETBALL HOOPS DURING SCHOOL CLOSURES

Whereas given the current pandemic situation and closure of our school properties;

Whereas there are some still defying the rules and are trespassing on our school sites, playing basketball, without respect to social distancing.

LET IT BE RESOLVED

THAT Board staff remove basketball hoops from our school sites, effective mid-June 2020.

Respectfully Submitted,

Dino Giuliani
Trustee

Ref: 2020:04:0602:DG

York Catholic District School Board

Report

Report To: Board of Trustees
From: Administration
Date: June 16, 2020
Report: Covid-19 Steps to Preclude Usage of Sites Contrary to Emergency Orders

Executive Summary

This report is intended to provide Trustees with information pertaining to steps the board has taken and is taking to reduce usage of our sites during the Covid-19 pandemic. Steps include posting signage, locking site traffic gates, blocking exterior basketball goals with various materials (e.g. snow fence, and wood), and in some instance removal of basketball goals. The report will also outline concerns with removing basketball goals, and which municipalities have re-opened their exterior basketball courts.

Background Information

In March 2020, the Government of Ontario closed schools within the province, including school grounds. At that time, the initial order to close was initially of a short duration, and no actions were taken by the Board to post signage or take sports equipment out of service. Shortly after the initial closure announcement, the provincial government extended the closure and the indications were that the closure of schools could be for a significant duration. On April 3, 2020, staff met remotely with bylaw officers and York Regional Police, who were members of the Covid-19 task force in York Region, regarding enforcement of the Provincial Orders. The task force indicated that they would be enforcing the emergency orders on our sites, and that they did not require written authorization to do so. Staff and the task force agreed to work cooperatively and to share information when required to enforce closure of the school sites. Staff explained the steps the Board was implementing to indicate closure of our sites; the steps were well received by the task force.

Steps Taken to Indicate Closure

1. Signage

Board staff posted signage (which was reviewed by York Public Health (YPH)) on schools sites indicating that the sites were closed and all sports equipment was also not available for use. These notices were posted on schools in early April 2020.

2. Locking of Gates

In addition to posting signs, staff also locked gates servicing kindergarten and child care play areas. Barrier gates were also locked in the closed position; where appropriate. This work was completed the first week of April.

3. Blocking Basketball Goals

It became evident early in the state of emergency that individuals and groups were continuing to use the basketball goals. The City of Markham offered to block the goals in Markham by covering them with plastic bags; the board accepted this offer. In the other York municipalities, staff covered the basketball goals with sections of plastic construction fence secured with cable ties. This method was chosen due to the speed that it could be implemented, the fact it could be implemented safely and the ability for it to be removed easily and quickly, once appropriate.

In the majority of school locations, the snow fence/bags have been effective. However, in a few locations there have been complaints that the blocking has been removed. In Markham, if the bags are removed, the first remedial step is to install the snow fence/cable tie system. In all the municipalities if a complaint is received that the snow fence has been removed, staff install wood across the rims, screwed into place. Until last week, this has been effective as a deterrent at the schools where snow fencing was removed. However, at two schools in the first week of June, it was necessary for the basketball goals to be removed.

Concerns Pertaining to Removal of the Basketball Goals

One of the main concerns with removal of the basketball is the difficulty in removing them single handedly due to the weight of the units and the fact that some have been in place for a number of years, making it difficult to remove the fasteners (e.g. bolts and nuts). In order for staff to do this work safely off of ladders, two workers are required to work off of ladders within the six foot physical distancing space.

Alternately, a contractor with a bucket truck can be utilized to do this work, however, there is an added cost to this alternative.

Removing the basketball goals is harder to reverse than the snow fencing or wood blocking, once the provincial order closing schools sites ends. Re-installing the goals is a more involved process than cutting cable ties, and/or removing wood blocking.

It is estimated that the Board has more than 500 exterior basketball goals.

Municipal Basketball Courts

A number of the municipalities within York Region are beginning to relax their restrictions on using parks, exterior basketball goals, etc. Below is the status on June 11, 2020, of the municipalities, based on information on their web sites.

Town of Aurora: Exterior basketball courts are **open**.

Town of East Gwillimbury: Exterior basketball courts are **open**.

Town of Georgina: Exterior basketball courts are **open**.

City of Markham: Exterior basketball courts are **open**.

Town of Newmarket: Site indicates they are gradually re-opening parks, but exterior basketball courts are **closed**.

Town of Richmond Hill: Exterior basketball courts are **open**.

City of Vaughan: Site indicates they are gradually re-opening parks, but exterior basketball courts are **closed**.

Conclusion

Board staff have implemented a number of measures to support the provincial order to close all schools and school sites. These measures include signage, locking gates, blocking basketball goals. In the case of exterior basketball goals, there is a stepped approach to restrict their use, including at two sites, removal of the goals. Removal of the over 500 exterior basketball goals on school sites is not recommended, unless the steps of utilizing snow fence/cable ties, or wood blocking prove ineffective. Then it should only be done on a site by site basis.

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 16, 2020

RE: Markham East Boundary Review Update

EXECUTIVE SUMMARY

The purpose of this report is to provide the Board with an update on the Markham East boundary review. With the provincial decision that schools be closed the Public Information Session originally scheduled for Thursday April 2nd has been postponed. With the recent announcement that schools remain closed for the balance of the school year, the public information session is postponed until the 2020/21 school year.

BACKGROUND

The Long Term Accommodation Plan identifies a boundary review in the Markham East area for the 2019/20 school year. The review commenced in February 2020 involving St. Kateri Tekakwitha, St. Joseph (Markham) and St Patrick (Markham).

Consistent with the Board's Boundary Review Process, a Local Boundary Review Committee was formed and met on February 21, 2019. A meeting was then held with the Catholic School Council chairs of the schools involved on March 5, 2019. A public information session was scheduled to be held on Thursday, April 2. On Monday March 16, families were notified by School Messenger that the April 2nd meeting had been postponed due to the provincially mandated school closures.

PUBLIC CONSULTATION - NEXT STEPS

A public information session is an important step in the Board's boundary review process. It provides families with an opportunity to have one on one dialog with Administration which is a valuable component of the review, and provides transparency to the overall process.

With the recent announcement that schools will remain closed through to the end of the 2019/20 school year, hosting a traditional public information session is not possible. Administration, in consultation with the principals of the schools involved and the area trustee, has postponed the public information session until the 2020/21 school year.

SUMMARY

A boundary review for the Markham East area commenced earlier in the school year. With the provincial closure of schools the public meeting component of the boundary review has been postponed until the 2020/21 school year. The timeline and format of the public meeting will be reviewed again next fall in consideration of COVID 19 social distancing requirements and direction from the provincial government. A follow up communication will be sent to the school communities advising of this adjusted timeline.

Prepared By: Adam McDonald, Senior Planner
Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations
Endorsed By: Ab Falconi, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 16, 2020

RE: Semi-Annual Development Report
January 2020 – June 2020

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a summary of development activity throughout York Region during the period of January 2020 - June 2020.

The report includes a summary of new development applications exceeding 100 low density and 250 high density units, as well as additional reporting of development within provincially designated growth centres. In addition the report highlights Administration's involvement in various land use planning processes such as secondary plans, block and precinct plans and other land use studies undertaken from January 2020 - June 2020.

Of the thirty three (33) new development applications received since the last report of January 2020, eleven (11) meet the threshold for inclusion in this report. A summary of the development applications received and a map identifying their location are included as appendices to this report.

BACKGROUND

This semi-annual report was established in 2009 with the intent to inform the Board of significant development activity within the Region. Recently a change to the thresholds of reporting was requested by trustees to ensure a greater number of applications were captured. With this recent change, the semi-annual report now includes all low/medium density applications proposing 100 units or more, and any high density applications proposing 250 units or more (Table 1).

In an effort to provide increased transparency Administration has included two additional summaries. Table 2, included information specific to all development within the provincially designated growth centres regardless of the number of units proposed. Table 3, summarizes other land use studies which have been active over the past 6 months.

Official Plans and Secondary/Block Plans with a site designation will continue to come to the Board individually for approval as they are received.

DEVELOPMENT ACTIVITY FROM JANUARY 2020 TO JUNE 2020

Of the thirty three (33) new development applications received since the last report of January 2020, eleven (11) plans meet the established thresholds for inclusion in the Semi Annual Development Report (Table 1). None of the remaining 22 applications were located within the provincially designated growth areas (Table 2).

OTHER LAND USE PLANNING STUDIES

Administration continues to be involved in a number of other land use planning activities and studies in the form of secondary plans, block plans, LPAT matters, and other land use studies over the January to June reporting period. Attached as Table 3 is a summary of the broader land use planning exercises that Administration has participated in over the January-June time period. Administration will continue to participate in these studies and provide the Board with further updates as required. No action from the Board is required at this time. As identified in the table, a number of these areas have previously been presented to the Board and sites designated accordingly. Two of the study areas are at a point of preliminary consultation, and will be brought to the Board in the future. A summary of each is provided below.

Promenade Secondary Plan

The City of Vaughan has initiated a secondary plan study for the Promenade Mall and surrounding area. The preliminary material provided to date identifies the potential for 3,500 to 5,000 high density units to be constructed over the long term. Based on the unit estimates provided, pupil yields and available capacity in surrounding schools, Administration does not anticipate the requirement for a school site in this secondary plan area. Planning staff will continue to participate in the planning process for this area, and will bring a detailed report to the Board once the land use and unit count have been refined (anticipated August/ September).

Richmond Hill Centre Secondary Plan

The City of Richmond Hill has initiated a secondary plan study for the Richmond Hill centre area. It is anticipated that up to 12,500 high density units are to be built over a 10-20 year period. Based on the unit estimates provided, pupil yields and potential enrolment pressures the development may place on St. John Paul II, Administration has informed City staff that a Catholic elementary school site should be identified in the planning for this area. Administration will continue to participate in the Richmond Hill secondary plan process and undertake additional analysis of the suitability of a school site within the Richmond Hill Centre secondary plan. Further updates, which may include a recommendation to designate an elementary school site, will be brought to a future board meeting (anticipated August/ September).

SUMMARY

This report and attached table provides Trustees with a summary of major applications processed by Administration, and reviewed in the context of accommodation needs, during the period of January 2020 – June 2020. Additional details on various secondary plans and other planning processes that Administration has participated in over the January 2020-June 2020 timeframe have been included for Trustee review. The next Semi-Annual Development report will be provided in January, 2021.

APPENDICES

1. [Table 1. Development Applications Over 100 Low Density and 250 High Density Units](#)
2. [Table 2. Development Applications within Provincially Designated Growth Centres](#)
3. [Table 3. Summary of Recent Planning Studies Participated in by Planning Services staff](#)
4. [Map 1. Location Map of Semi-Annual Development Applications](#)

Prepared By: Adam McDonald, Senior Planner
Submitted By: Tom Pechkovsky, Coordinating Manager of Planning & Operations
Endorsed By: Ab Falconi, Director of Education

Semi-Annual Development Report

Table 1

Development Applications over 100 low density and 250 high density units

January 2020 - June 2020

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward)	Trustee	UNITS			Timing	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt					
1	SU(M)-18180621 ¹	Draft Plan	1/3/2020	Markham Ward 5	James Ecker	0	151	260	2023	St. Julia Billiard	St. Brother Andre	13	8
2	OPA(R)-18007 ¹	OPA, ZBA and Site Plan	1/7/2020	Richmond Hill Ward 5	Maria lafrate \ Dominic Mazzotta	0	0	710	2024	St. Charles Garnier	St. Theresa of Lisieux	13	8
3	19T-19V04	ZBA, Site Plan and Draft Plan	1/21/2020	Vaughan Ward 4	Jennifer Wigston	0	0	750	2025	Our Lady of the Rosary	St. Elizabeth	8	3
4	19T-20V01 ²	OPA, ZBA and Draft Plan	2/26/2020	Vaughan Ward 4	Jennifer Wigston	0	0	1,765	2024	Blessed Scalabrini	St. Elizabeth	18	7
5	OPA(V)-20002 ²	OPA and ZBA	3/4/2020	Vaughan Ward 4	Jennifer Wigston	0	0	2,080	2026	Blessed Scalabrini	St. Elizabeth	21	8
6	OPA(R)-20001	OPA and ZBA	3/26/2020	Richmond Hill Ward 1	Maria lafrate \ Dominic Mazzotta	0	370	1,527	2025	Our Lady of the Annunciation	Cardinal Carter	53	24
7	SP(M)-20110692 ¹	Site Plan	4/7/2020	Markham Ward 5	James Ecker	0	12	527	2023	St. Julia Billiard	St. Brother Andre	9	5
8	OPA(M)-20140215 ¹	OPA and ZBA	4/15/2020	Markham Ward 3	Carol Cotton	0	0	1,990	2023	St. John XXIII	St. Augustine	32	22
9	19T-20V02	OPA, ZBA and Draft Plan	4/20/2020	Vaughan Ward 4	Jennifer Wigston	0	0	1,203	2024	Our Lady of the Rosary	St. Elizabeth	12	5
10	SP(V)-20015	ZBA and Site Plan	5/25/2020	Vaughan Ward 5	Jennifer Wigston	0	0	281	2024	St. Anthony	St. Robert	4	3
11	OPA(V)-20008	OPA, ZBA and Site Plan	5/25/2020	Vaughan Ward 3	Maria Marchese	0	0	808	2025	St. Mary of the Angels	St. Jean de Brebeuf	24	6

NOTES

¹ Resubmission of a development application. Has not been previously brought to the Board based on unit total threshold (ie, above 250, below 1,000)

² Part of Yonge-Steeles Secondary Plan which was previously processed by the Board.

Development Applications within Provincially Designated Growth Centres (Regardless of Unit Counts)

Table 2

Plans highlighted in yellow are duplicated on Table 1.

Richmond Hill Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt					
2	OPA(R)-18007 ¹	OPA, ZBA and Site Plan	1/7/2020	Richmond Hill Ward 5	Maria lafrate \ Dominic Mazzotta	0	0	710	2024	St. Charles Garnier	St. Theresa of Lisieux	13	8
*	No other plans received												

Markham Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt					
8	OPA(M)-20140215 ¹	OPA and ZBA	4/15/2020	Markham Ward 3	Carol Cotton	0	0	1,990	2023	St. John XXIII	St. Augustine	32	22
*	No other plans received												

Vaughan Metropolitan Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt					
3	19T-19V04	ZBA, Site Plan and Draft Plan	1/21/2020	Vaughan Ward 4	Jennifer Wigston	0	0	750	2025	Our Lady of the Rosary	St. Elizabeth	8	3
9	19T-20V02	OPA, ZBA and Draft Plan	4/20/2020	Vaughan Ward 4	Jennifer Wigston	0	0	1,203	2024	Our Lady of the Rosary	St. Elizabeth	12	5
*	No other plans received												

Newmarket Urban Centre Secondary Plan

No Plans received

Langstaff Gateway Secondary Plan

No Plans received

NOTES

¹ Resubmission of a development application. Has not been previously brought to the Board based on unit total threshold (ie, above 250, below 1,000)

Semi Annual Development Report

Table 3

Recent Planning Studies Attended/Participated in by Planning Services staff

January 2020 - June 2020






Map ID	Planning Study Name	Municipality (Ward)	Trustee	Status	Recent Activity	Estimated new units ¹	Elementary School / Secondary Schools	Designated School Sites
A	Block 27 Secondary Plan	Vaughan Ward 1	Rose Cantisano	Approved Secondary Plan	Review and comment on draft terms of reference for development of a i. Block Plan Report ii. Municipal Class Environmental Assessment for the road network	7,000 units (mix of low to high density)	St. Raphael the Archangel / St. Joan of Arc/Cardinal Carter	2 elementary
B	Block 60 East Block Plan	Vaughan Ward 2	Dino Guiliani	Block Plan Circulated	Block Plan submission for Block 60 development area. Report brought to May 19 Corporate Services recommending elementary site designation and direction to pursue a secondary site as an alternative to the designation in Copper Creek	1,200 units (low/medium density)	Pope Francis / Holy Cross	1 elementary ; direction to pursue 1 secondary site
C	Copper Creek Redevelopment (OPA.17007 / OPA 17.008)	Vaughan Ward 1	Rose Cantisano	Referred to LPAT	Participation, including legal representation at Local Planning Appeals Tribunal (LPAT) regarding the appeals to the Official Plan Amendments for the redevelopment of the Copper Creek Lands. Previous report to the Corporate Services Committee April 15, 2020.	760 units (low density)	Pope Francis / Holy Cross	1 secondary
D	Lincolnville GO Study (Within 'Phase 3' lands under OPA 137)	Whitchurch-Stouffville Ward 5	Elizabeth Crowe	Underway	Land use study to identify a preferred land use scenario to guide future development for the area surrounding the Lincolnville GO station; ongoing discussions with municipal planning staff and landowners group regarding the possibility of relocating the Stouffville NE site to the east side of 10th Line	2,000 - 2,500 units (mix of low to high density)	St. Brigid / St. Brother Andre	1 elementary - Designated within OPA 137
E	Promenade Secondary Plan	Vaughan Ward 5	Jennifer Wigston	Underway	Development of a secondary plan study for the Promenade Mall and surrounding area;	3,500 to 5,000 high density units	St. Joseph the Worker / St. Elizabeth	TBD - Administration has not identified the requirement for a school site in this area
F	Richmond Hill Centre Secondary Plan	Richmond Hill Ward 6	Maria Iafrate \ Dominic Mazzotta	Underway	Participation in the Technical Advisory Committee in the development of a secondary plan Preliminary discussions with City of Richmond Hill staff regarding the needs for additional accommodation within the secondary plan area.	12,500 units (high density)	St. John Paul II / Our Lady Queen of the World	TBD - Administration identified the requirement for a site to be shown in the secondary plan
G	Vaughan Metropolitan Centre Secondary Plan	Vaughan Ward 4	Jennifer Wigston	Approved Secondary Plan	City of Vaughan has initiated a study to update the secondary plan; ongoing discussions with Vaughan staff regarding the development of urban schools	24,000 high density units	Our Lady of the Rosary / St. Elizabeth	2 elementary

NOTES:

1. Unit totals are subject to change

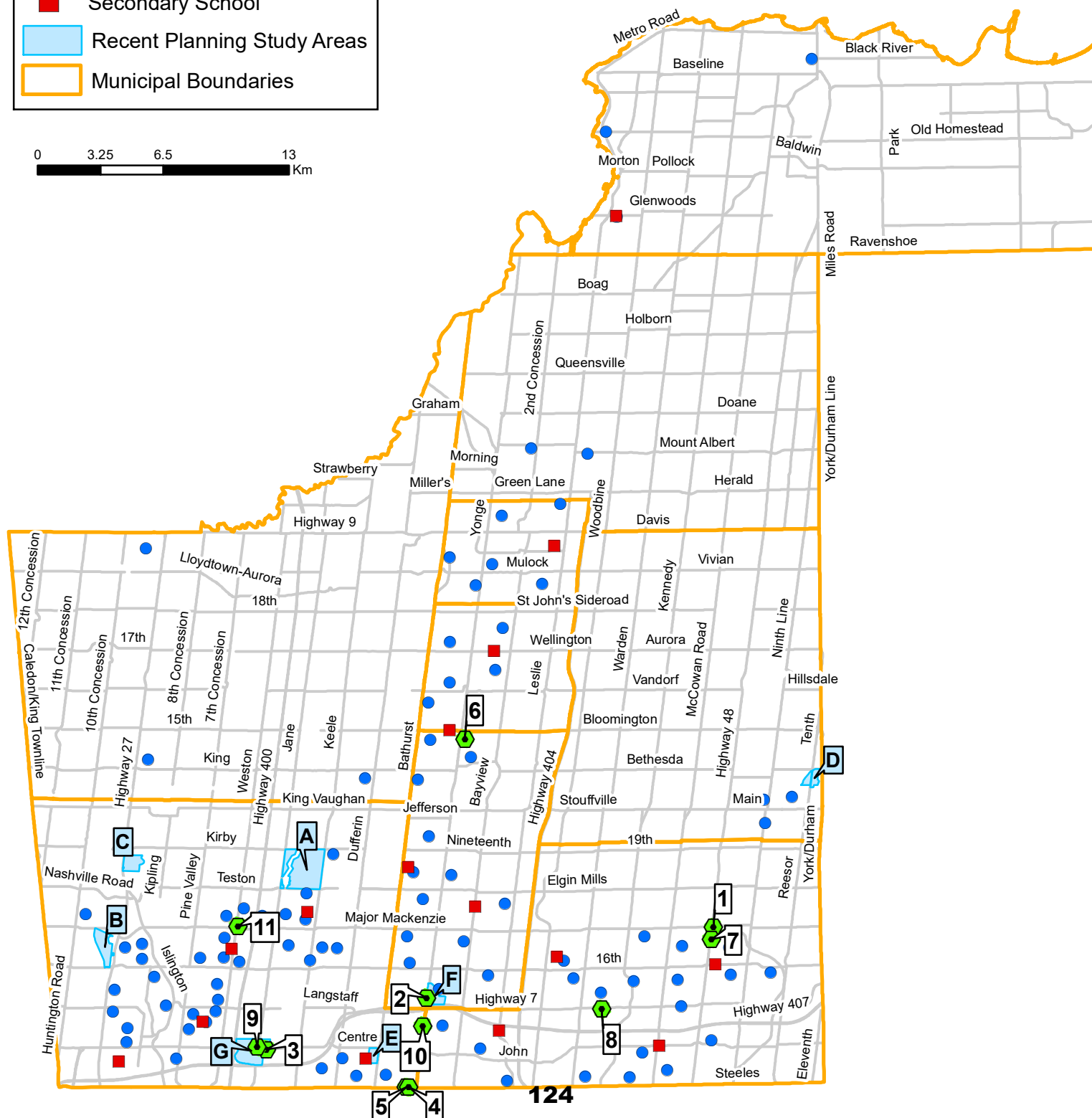
Planning Services Unit

Legend

-  Development Applications
-  Elementary School
-  Secondary School
-  Recent Planning Study Areas
-  Municipal Boundaries



0 3.25 6.5 13 Km



York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: June 16, 2020
Report: **Multi-Year Strategic Plan: Department Plans**

Executive Summary

This report is intended to provide the Board of Trustees with an update related to the initiatives achieved from the Multi-Year Strategic Plan for 2019-2023 during the 2019-2020 school year in accordance with Section 169.1(1g) of the *Education Act*.

As we move forward with the implementation of Departmental action plans for the 2019-2020 year, it must be noted that this is the first year plan of the Board's approved Multi-Year Strategic Plan for 2019-2023.

Background Information

As per section 169.1(1 & 2) of the *Education Act* school boards must develop and report on a multi-year plan that is for three or more school years. The 2019-2023 Multi-Year Strategic Plan was presented to the Board of Trustees at the June 18, 2019 Regular Board Meeting. Action Team Committees (Departments) drafted yearly supporting initiatives to attain the goals outlined within the MYSP. Departmental updates were provided to the Board of Trustees by Senior Administration at their Retreat in November 2019. Updates will be presented throughout the implementation. The implementation of the initiatives outlined in the Departmental Plans are intended to be the basis of the 2019-2020 Director's Annual Report.

The Departmental Plans are available on the Board website:

[MYSP Department Plans for 2019-2020](#)

Summary

The Departmental Plans provide the Board with updates to the initiatives achieved throughout the 2019-2020 school year in accordance with the requirements defined within the *Education Act*. The Annual MYSP Departmental Plans will be posted to the Board's website. The Board will accommodate requests for accessible formats of the Report upon request.

Prepared and Submitted by: A. Falconi, Director of Education



YORK CATHOLIC DISTRICT SCHOOL BOARD

DEPARTMENT MULTI-YEAR STRATEGIC PLAN 2019-2020

“Planning Our Future Together”

Chair: Maria Marchese

Director: Ab Falconi

Presented to the Board of Trustees: June 16, 2020

COMMUNICATIONS

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Explore ways to reinforce messaging around What is Catholic Education? Explain history and how we live it today. Include stories, examples, etc. and communicate through multiple channels.	Spring 2020	Collect information/resources available. Determine optimal channels. Create framework for review. Outline implementation plan and corresponding timelines.	We have an implementation framework confirmed that was determined based on data and relevant research, as well as consistent with and linked to broader marketing plans. This will be addressed with the help of the marketing firm. New target date is fall 2020.
Consider incorporating into parish bulletins a "Catholic Education Corner" from parish schools on topics i.e. faith development, parent engagement, social justice activities	Spring 2020	Encorporate exploration of this initiative into Parish partnership development work outlined in Initiative C1; engage a focus group of school administrators to solicit input/feedback on how this might be achieved, value-add opportunities, etc.	Report engagement findings and recommendations to the Board by May 2020 Due to COVID-19 this initiative has been postponed to 2020-2021
Examine and reinvigorate partnership with Parishes to distribute YCDSB information through Marriage and Baptism kits	Spring 2020	Determine current state and efficacy of partnership/communication with Parishes; solicit feedback/input from Parishes regarding their needs/preferences for this type of communication materials and how they want to receive it; confirm format of materials and appropriate distribution strategy; work with graphic designer to create materials; implement distribution strategy; monitor and track efficacy	Survey Parishes re: current state, needs, preferences in Jan/Feb 2020. Confirm format of materials and get designed (March/April). Start distributing materials Spring 2020. Follow up to track efficacy is an ongoing effort conducted at least twice a year. Due to COVID-19 this initiative has been postponed to 2020-2021

COMMUNICATIONS

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
- Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Reinvent the secondary student agenda	Fall 2020	Gather feedback on current agenda from students, staff and administrators; best practice research with other school boards; RFP for new supplier; develop proposal for 2020/2021 agenda; present to SSLT and Board for approval	Initiative will be implemented when a proposal is received/approved by the Board (April 2020). We will be successful if stakeholders feel represented in the proposal and reinvented agenda is well received. Due to COVID-19 this initiative has been postponed to 2020-2021
Continue to implement School Climate Surveys	Ongoing	Meet with Curriculum to understand purpose and past practices with regards to School Climate Surveys; based on discussion determine if any program changes required; confirm action plan for 2019/2020 school year; support Curriculum team with implementation; help record, track and analyse findings.	Meeting with Curriculum will be implemented in Fall 2019. Action plan and any required changes confirmed by January 2020. Implementation complete June 2020. Due to COVID-19 this initiative has been postponed to 2020-2021

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources. to School Climate Surveys; based on discussion determine if any program changes required; confirm action plan for 2019/2020 school year; support Curriculum team with implementation; help record, track and analyse findings. Meeting with Curriculum will be implemented in Fall 2019. Action plan and any required changes confirmed by January 2020. Implementation complete June 2020.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Explore various formats and timelines for school newsletters and develop a plan for incorporating school newsletters into a common format/timeline	Spring 2020	Engagement with school administrators to determine current state and gather input into planning process; best practice research; regular updates to SSLT; report findings; bring draft plan to SSLT (Board) for review, feedback and approval	Research complete and draft plan approved by June 2019. Success will be achieved if input received from all relevant stakeholders and plan approved. Due to COVID-19 this initiative has been postponed to 2020-2021

Explore technologies other than email to communicate with various audiences and review software for school-home communication	Ongoing	Support IT in software review with communication best practice research and other feedback; research email alternatives and how they might be used in school board setting; report findings in conjunction with IT	Best practice research complete in Spring 2020; findings reported to SSLT by May 2020. Due to COVID-19 this initiative has been postponed to 2020-2021
Explore options for Communication Team structure that will effectively and efficiently meet current and future needs of the Board	Spring 2020	Best practice research with other school boards, etc. Needs analysis and costing models.	Relevant and timely proposal for consideration during Budget 2020/2021 deliberations. Due to COVID-19 this initiative has been postponed.

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Reinvent "one-page" marketing pieces that can be included in registration packages (i.e. kindergarten, FI) and other various ways. Include Board highlights such as programs, services, initiatives, EQAO scores, grad rates, etc. Also include benefits/differentiators of Catholic education.	Winter 2019/2020	Conduct analysis of similar materials from previous years. Collect information/facts that tell a compelling story of YCDSB and support Mission/Vision and MYSP. Report findings and proposed framework based on research. Test proposed design/content with key stakeholders.	Deliver "one-pager" marketing piece in time to be included in Kindergarten registration packages. Content/design endorsed by key stakeholders as appropriately representing YCDSB and aligned with Mission/Vision/MYSP. Timelines impacted by COVID-19. Work has begun. New deadline is Sept. 2020
Continue to refresh YCDSB website to capture the heart, attract the eye and invite use, with clear, attractive design	Ongoing	Track and report on frequency of new content; assess relevance of content; review and assess website metrics; maintain AODA compliance; regularly conduct best practice audits; report findings annually to SSLT and Board	Annual website efficacy report to SSLT and Board in June 2020 Due to COVID-19 this initiative has been postponed to 2020-2021
Initiate capacity building sessions for teachers and school administrators to optimize social media as a school/home communication channel	Spring 2020	Work with Curriculum, HR and IT to develop training/in-service plan for teachers and school administrators that will build communication skills and social media savvy	Initiative complete when plan is developed and approved - target date May 2020 for implementation beginning Fall 2020 Due to COVID-19 this initiative has been postponed to 2020-2021
Work with HR to explore communication training needs, opportunities and possible vendors for YCDSB leaders; with objective to improve effectiveness of school-to-home communications and leadership communications with staff teams.	Spring 2020	Partner with appropriate staff in HR; determine need as it relates to overall leadership training program; research best practices and develop list of possible programs/vendors including rates/fees; report findings to SSLT for consideration	Initiative complete when findings reported to SSLT in Spring 2020 Expanded content developed for New Principal Orientation. Due to COVID-19 the remainder of this initiative has been postponed to 2020-2021

Influence Gr. 8 to 9 transition to YCDSB high schools by promoting High School Open Houses, specialty programs, etc. and by further integrating secondary-elementary activities and staff in-services about secondary schools/programs	Ongoing	Take more strategic, multi-channel approach to communication for High School Open Houses, speciality programs, etc. and track results; meet with School SOs to explore ways to further integrate secondary-elementary activities and in-services	Communication approach is ongoing; results reported to SSLT in January and June 2020. Meeting with SOs to be scheduled for Jan/Feb 2020. Report outcomes to SSLT in Spring 2020. Work began in Fall 2019. Additional efforts postponed to 2020-2021 due to COVID-19
Develop strategy with schedule to regularly submit content for Parish bulletins, notice boards, etc.	Winter 2019/2020	Work with Pastoral Zone Committee members and Parish administrators to determine best way to distribute/contribute content. Set up a schedule based on key dates in YCDSB and Archdiocese calendars. Begin to develop and deliver content.	Schedule set and being used as determined. Content being included in Parish bulletins, notice boards, etc. Due to COVID-19 this initiative has been postponed to 2020-2021
Support various inter-departmental initiatives with effective communications (i.e. secondary registration during summer, partnering with local organizations to support students, third party use of unused elementary school space)	Ongoing	Regular meetings to discuss communication needs; develop communication strategies and tactics as needed;	Success will be defined by satisfaction of internal stakeholders and achievement of communication goals as determined in consultation with internal stakeholders Kindergarten Registration Online registration for K-12 International Student Marketing Black History Month Catholic Education Week Boundary Review ABR etc.
Explore the establishment of a recruitment/marketing plan to offer VISA students chance to learn at YCDSB, expand outreach to additional countries	Winter 2019/2020	Working with International Student Program advisory team, develop framework for a multi-faceted marketing strategy that will be presented to Board for review and consideration	Regular meetings will take place in Nov/Dec 2019. Marketing framework presented to Board early in 2020 Marketing framework presented as part of overall plan for International Students in June 2020.
Investigate posting of school goals that are linked to the MYSP SILC-SAWs on school websites	Spring 2020	Work with Curriculum and IT to determine what, if any, action has been taken to date; determine requirements and organizational capacity to implement; make recommendation to SSLT	Success will include thorough investigation including consultation with all stakeholders and thoughtful recommendation to SSLT/Board by May 2020 Due to COVID-19 this initiative has been postponed to 2020-2021
Investigate ways to increase news feeds via school and Board websites, social media, APP development/School Messenger	Fall/Winter 2019-2020	Incorporate investigation of these communication channels into development of framework for YCDSB Marketing Strategy	Framework drafted December 2019 and presented to Board in January 2020 for review/input. Due to COVID-19 this initiative has been postponed to 2020-2021

Consider introducing a "Director for the Day" contest, similar to YRP's "Chief for the Day"	Spring 2020	Reach out to YRP for information on their program; research similar programs at other school boards, etc; consult with internal stakeholders; create framework for possible program at YCDSB with budget and resource implications; submit proposal to SSLT for consideration before taking to the Board	Proposal to SSLT by April 2020 Due to COVID-19 this initiative has been postponed to 2020-2021
Facilitate shared learning practices amongst administrators who are extremely efficient at spreading good news via social media	Ongoing	Incorporate into social media capacity-building training plan as outlined in Initiative A4	Initiative complete when plan is developed and approved - target date May 2020 for implementation beginning Fall 2020 Due to COVID-19 this initiative has been postponed to 2020-2021

INFORMATION SYSTEMS

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
In support of enhancing Catholic faith knowledge and supporting faith formation as a source of well-being and equity for students, staff, and families, in partnership with Curriculum and Student Services we are in the process of preparing schools for the next generation of 21st Century Learning that we call STREAM. Every school will be planning a STREAM event for Catholic Education Week. With STREAM we will be incorporating cross-curricular learning in Science, Technology, Religion, Engineering, Arts and Math with embedded literacy curriculum & expectations across all disciplines. This strategy will put more emphasis on STEM learning with Religion & Arts/Literacy embedded in curriculum and professional learning. What is STREAM? It is the faith-filled integration of any combination of Science, Technology, Religion, Engineering, the Arts, and/or Mathematics to solve a relevant problem through a design thinking approach.	2019-2020 School Year	We will monitor this through SILC-SAW goals and actions. At the end of the year, artefacts will be collected to demonstrate student learning and teacher efficacy.	<p>Surveys such as school climate and student achievement results.</p> <p>Due to COVID-19, many of our STREAM initiatives were affected. Teachers participated in professional learning during the Fall and Winter and we were in the process of planning for the culminating STREAM events for Catholic Education Week. Due to school closures, we were not able to facilitate the full experience. This year schools celebrated Catholic Education Week with Distance Learning virtual events to the best of their abilities.</p>

INFORMATION SYSTEMS

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
- Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
In support of instructional excellence and to promote safe and accessible learning environments, the Information Systems department in partnership with the Ministry of Education is in the process of updating our Board network. This project is Ministry funded (1.3 million) and known as the SD-WAN project (Software-Defined Wide Area Network). Over the 2019-2020 school year, school networks will be updated to ready them for the provincial standard network, which will achieve a broadband speed of one megabit-per-second-per-student.	This project will span over a couple of years with the projected completion date of December 2020. To date, an RFP was completed for the purchase of equipment. October to March: Implementation of 4 pilot schools (Cardinal Carter, Fr. Michael McGivney, St. Matthew, Our Lady of Hope). March to December 2020, installation of equipment at the remaining 97 schools. We are in the process of partnering with the Toronto school districts to RFP for broadband connectivity (Internet Services) in support of the Ministry's provincial broadband initiative. We anticipate that all schools will be connected with a firewall and Internet service no later than March of 2021. This timeline is dependent on the RFP process, resources and funding.	A complete project plan with monitoring activities is in place. To date there are no red flags, the project is proceeding as expected and on-time.	Timelines are met (Completion projected to be December 2020). Project comes in on budget and Ministry Internet speed (1 MB per student) recommendations are achieved.
In support of instructional excellence and to promote safe and accessible learning environments, the Information Systems department in partnership with Secondary Superintendents is implementing a secondary safe arrival system. The student attendance and care of our students are of critical importance to York Catholic District School Board (YCDSB) and we recognize that secondary students would benefit from having a similar safe arrival program that is in place for elementary students.	In January of 2019, we started working with two pilot schools (St. Roberts and Holy Cross) to implement the safe arrival program starting in September 2019. In March 2019 a comprehensive communication plan was sent to their respective parent communities. In September 2019 we had a successful launch of the safe arrival program at St. Roberts and Holy Cross. Next Steps: We are preparing the project plan to implement safe arrival for all of our secondary schools for September 2020. Communication to parent communities will take place in March/April of 2020.	A complete project plan with monitoring activities is in place. The Information Systems team & Project Steering Committee is closely monitoring the project.	All secondary schools will have Safe Arrival successfully implemented in September 2020. On-time and on-budget.

<p>In support of instructional excellence and to increase the achievement of all students, the Information Systems department in partnership with Curriculum, Student Services, and school Administrators are in the process of updating/improving our Data Warehouse. The focus is to modernize the user interface (UI), create intuitive and easy to interpret reporting/dashboards and to create a comprehensive student achievement profile that highlights student marks, attendance, EQAO and other important information to help with instructional excellence in support of student achievement. The YCDSB Data Warehouse is a resource for Superintendents, Administrators, and Teachers to help plan student achievement goals and actions (SILC-SAW) and look at trends to help develop and plan curriculum. The Data Warehouse is also a tool to help monitor the progress of students.</p>	<p>The project started in 2018 and will be ready for pilot in January 2020 by school principals.</p>	<p>A complete project plan with monitoring activities is in place.</p>	<p>Our DW stakeholders will notice improved reporting, integrations with SILC-SAW and friendly user interface and design. The interface will be more intuitive and the performance of the system will be noticeably improved. Users of the system will be better informed on student achievement and will be able to apply more specific learning goals and actions (SILC-SAW).</p>
<p>In support of instructional excellence and to promote safe and accessible learning environments, the Information System team in partnership with Student Services is developing a system to track the attendance of Core Resource students when they visit Core Resource learning centres. Currently, Core Resource staff and teachers maintain individual schedules and lists of their students. These schedules and lists are often paper copies or individual electronic copies stored on their YCDSB network drives. The goal of this project is to meet auditor recommendations by developing a centralized electronic system to manage attendance and registers. This new system will be called CAR (Core Attendance Resource) and will comprise an automated system (students check-in) for tracking attendance in YCDSB Special Education services. This system will be standardized across all schools at YCDSB.</p>	<p>The project started in spring of 2018 and will be ready for pilot in early 2020 (January to March).</p>	<p>A complete project plan with monitoring activities is in place.</p>	<p>Core Resource students can electronically check into a Core Resource room for assistance. Core Resource students will be safer as schedules & attendance will be electronically recorded and reported.</p>

INFORMATION SYSTEMS

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
In support of continuously improving the physical learning and working environment for CEC staff and visitors, the Information Systems team in partnership with Senior Administration is in the process of implementing a CEC emergency notification system. In February of 2018, as an outcome of an SSLT discussion on safety and security at the Catholic Education Centre (CEC), the direction was to establish a focus group to review and make recommendations to enhance the current building security, protocols, procedures and communication practices throughout the building. The emergency notification system will broadcast emergency situations to Catholic Education Centre staff, students, trustees and visitors in a timely manner, regardless of where they are and what they are doing. The system will leverage existing infrastructure such as desktop computers, laptops, chromebooks, mobile technology and applications. To date, we installed a software system called "ALERTUS" and we also introduced a "CEC Emergency Alert System" website that communicates our CEC emergency procedures and other resources to help keep CEC staff and visitors informed. Website URL: cecalert.ycdsb.ca	October 31st for Phase 1 and January 30th 2020, for Phase 2 (Beacon Installation). We are currently installing 2 visual/audible beacons in the CEC. One will be positioned near the 2nd floor atrium and one will be positioned in the Warehouse. These beacons will provide additional alerts for visitors who may not have an office computer or the ALERTUS App installed on their devices.	A complete project plan with monitoring activities is in place. To date, the project is on schedule and on budget.	If CEC staff are more aware of emergency and safety/security procedures and if our broadcast system is effective in making staff aware of imminent emergencies, then this is a major indicator of our success. As well, we created a CEC Emergency Awareness website that is specific to informing staff of procedures and technical requirements for installing the App.

<p>In support of managing financial resources effectively and strategically, and effective and efficient use of human resources, the Information Systems team in partnership with the Admissions team and schools are in the process of implementing online student registration. .Online student registration will provide parents a more convenient way to register children for school. It will also allow for YCDSB to automate the collection and processing of registrations as well as the collection of enrolment data. Online registration will save time, provide overall cost savings (less paper and resource time spent entering registration information), allow for centralized data management, improve planning efforts, as well as streamline, automate and improve the process of registration. The online system will ensure that all information required to process new registrations are collected before processing for approval (improved data accuracy). School staff will be able to verify and approve student registration more efficiently by having the online system seamlessly integrated with the Board's SIS system.</p>	<p>In January of 2018, we introduced student online registration for Kindergarten students. As a system, we learned a lot from this experience and we are now ready to start preparing for our next steps for online registration which will include Grades 1-8 English track students. Our plan includes launching Grade 1-8 (English track) online registration starting in February 2020. The next step would be to start planning an online registration strategy for grades 1-8 French Immersion students (2021) and after that, we would start a plan for secondary registrations.</p>	<p>A complete project plan with monitoring activities is in place.</p>	<p>This project will be successful if we are able to implement on-line registration and electronic permission forms such as FOI and Technology Consent Forms for all JK-12 Students & Parents.</p>
<p>In support of managing financial resources effectively and strategically the Information System team is preparing a plan to facilitate the timely restoration of our information systems in the event of a disaster. This project is called Disaster Recovery. Management is currently in the project planning and exploratory phase of implementing a disaster recovery plan. This plan will also take into consideration and leverage any funding, opportunities or technology that may be available to YCDSB through the Ministry of Education provincial broadband initiative. This plan will span over multiple years. (2020 – 2022).</p>	<p>Disaster Recovery report and recommendations will be presented to the Director in Dec. 2019. Further direction and planning will follow. The report highlights 3 parts (Implementation, Sustainability & Post Disaster) to the plan with costing forecasts.</p>	<p>If the budget for Disaster Recovery plan is approved, a full project plan with an implementation schedule will be presented.</p>	<p>This project is in full planning and will be completed before the end of August 2020. We are working with IBM to help facilitate the cloud-based system backups that can be instantly recovered in case of a disaster. As of June 2020, we are in the implementation and testing phase. Project will go live for September 2020 and will enter sustainability mode.</p>

In support of managing financial resources effectively and strategically, the Information System team is preparing a plan to complete the YCDSB VOIP project. In July of 2009, YCDSB initiated a project to convert existing landline phone systems to phone lines that run over our internet broadband. This technology is called "Voice Over IP" or usually known as VOIP. This project was approved by the Board of Trustees as a cost-saving measure that leverages existing infrastructure. The project was scaled back due to limited budget and resources. This means that in order to complete the original plan presented in 2009 (which had an anticipated end date of 2020), the plan to complete all schools would be delayed by 10 years (2030). We are recommending that a new plan be endorsed to expedite the project and move all schools to VOIP in a more timely manner.	VOIP Report and Recommendations will be presented to Director in Dec. 2019. Further direction and planning will follow. The report will communicate two options. Option 1: Continue with the original plan (on-premise) VOIP phone system but expedite the roll-out or Option 2: Convert all schools to VOIP phone system (Cloud) with built in redundancy and disaster recovery.	If budget for VOIP plan is approved, a full project plan with implementation schedule will be presented.	Due to COVID-19, the planning for this project was delayed and will resume for September 2020.
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ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
In support of facilitating enhanced school to home communication, the Information Systems team is transitioning our Board and school websites from an on-premise solution to an Azure Cloud base solution. This transition will improve redundancy, system uptime and have a built-in disaster recovery element. As per the April 30th, 2019 Committee of the Whole Board report, this solution leverages the Azure (a Microsoft cloud computing service) platform that will help to ensure global (24x7) availability, security, disaster recovery and performance during peak times (frequent visits) such as inclement weather days.	The project started in spring of 2019 and will go-live during the Christmas break (December 2019). This is a 6-7 month project.	A complete project plan with monitoring activities is in place.	If we improve global availability, security, scalability, disaster recovery and achieve cost savings, this project will be considered successful. The transition to the Azure Cloud is scheduled to take place before the end of June 2020.

<p>In support of continually engaging our Catholic communities to promote and form partnerships that enhance Catholic Education School Community Partnership, the Information Systems team in partnership with the Coordinating Manager of Planning & Operations are redesigning several of our school and CEC networks to facilitate community partnerships. As an example, several network and technology requirements were needed to prepare Our Lady of Peace Catholic Learning Centre for community partnerships. Specifically, the French Catholic Board and St. Luke Catholic Academy required a separate network that utilized some of the same infrastructure. The Information Systems team in collaboration with the French Catholic Board designed and facilitated the network segregation which means the French Catholic Board and The St. Luke Learning Centre are distinct networks with their own firewalls, security and content filters. The planning of infrastructure and operations is paramount when considering community partners to support the safety and security of our networks, staff and students.</p>	<p>All networking and technology implementations were on-time and successful.</p>	<p>We will monitor the networks to ensure performance is consistent with broadband Internet security and performance expectations.</p>	<p>Student Learning Goals are achieved with safe and efficient network speeds and robust firewalls in place.</p>
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PLANNING & OPERATIONS

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
In support of the Integration of our Catholic Faith the customer service training provided for staff, will be founded in the principles of our faith	Annual	IWe will monitor the impact of this training through feedback received by various partners, call volumes, email responses.	Improved interactions between staff and stakeholders throughout our business areas Team managers and HR developed a course outline and arranged for 3 to 4 meetings to cover material. Module 1 was scheduled for April 4, with three other meetings this school year and a follow up meeting next fall. Due to COVID this initiative has been suspended.

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
- Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Continue to target Facility Partnerships who can contribute to instructional excellence, programs and pathways to success.	Multi-Year	Monitor each of the groups coming into the school, and assess their contribution to student achievement. Ie. STEM labs should be seen as a benefit to the system and to assist with student achievement.	EdTech Hive (St. Matthew) had a successful start up (although delayed), The partner is enthusiastic about the opportunity, although COVID resulted in a cancellation of the March Break Camp, and uncertainty with summer camps, challenging their viability. Administration is working with the partner in this new COVID environment.
Roll Out of the LTAP			A child care addition at St. Rene Goupil. Next step will be approval of the Space Template, followed by Approval to Proceed to tender.

Boundary Reviews - to provide safe and accessible learning environments, by right sizing school enrolments.	Multi-Year	Review associated class structures and alignments of facility to population, consideration to the location of the facility in proximity to the location of the students.	The Boundary review process commenced for Markham with a public meeting planned for April. Due to COVID this public meeting, the public meeting is being postponed to next fall. .
Support the well being of students as well as promoting safe and accessible learning spaces by pursuing new school opening.	Multi-Year	Monitor the opening of new schools against projected timelines.	As reported, two new construction projects have been approved.
St. Elizabeth Theatre : Re-alignment of the use of the Theatre to focus the use of the space to enhance our program delivery with students with a priority on St. Elizabeth, and other YCDSB schools over external groups.	Annual	Monitor the use of the theatre by various groups. Differentiating those groups between YCDSB users and external users and at the end of the school year compared those summaries to previous years.	This is the first year of the new management of the Theatre with the use of a third party providing technical assistance. External permit requests are down this year due to a focus on providing the theatre to YCDSB schools.

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Continued roll out of facility partnerships: Increase facility partnerships making use of available pupil places within our existing facilities in an attempt to offset the costs of operating underutilized facilities.	Multi-Year	Monitor the number of partnerships and evaluate the net benefit (revenue /costs/ impact on the school/ impact on the school board.)	Some limited success. The roll out of the area offices has had some challenges due to furnishing the centres with limited resources. It is anticipated that three of the centres will be operational by September.
Ineligible Riders: Work with STS and the schools to identify and remove Ineligible Riders from existing transportation to ensure efficient use of our resources.	Annual	Identify ineligible riders and remove them from transportation service. monitor follow up each year, to assess success with the program and the number of eligible students removed. Monitor who is receiving the letter to ensure no repeat offenders.. consider revoking of a TCH19 if applicable.	The review of Pilot schools is complete resulting in notification to students who have been identified as ineligible. The roll out to remaining FI schools has not been completed due to closure of schools due to COVID. The initiative has resulted in a revision to the data being provided to STS from the Data Warehouse to ensure STS is provided with all relevant data fields.
Eligibility Review: Review current non transportation zones, eligibility of students, Availability of YRT (with the assistance of the new Bus Planner software to review eligibility and efficiency of routes with the intent of addressing costs, ride times and service levels. Adjust accordingly to effectively manage our financial resources).	Annual	Monitor changes in the number of students riding, cost per students, number of buses,	Bus planner software is currently being implemented. STS continues to work with board staff to review eligibility riders, and review the efficiency of bus runs. It is anticipated that the new Bus planner Software will streamline some business functions as well as provide greater analysis of key performance indicators.

Various boundary Studies to re-align students. Effectively managing our financial and human resources by the realignment of school communities with facilities and pupil places available.	Multi-Year	Monitor compliance with the timeline established in the LTAP	A markham boundary study was initiated, however , due to COVID 19, the public information session has been postponed, therefore a decision has also been postponed.
Furniture/ moves/ waste etc. - implement communication and program with schools to manage disposal of furniture and other large Items.	Annual	Monitor wait list for requests, costs and hours required for moving items	Typically requests for furniture do not match the inventory. The condition of student furniture is generally poor by the time office services are asked to store the furniture.
Enrolment Projections - Enhancement of enrolment projections, alternative data sources, investigating trends regarding existing Communities.	Multi-Year	Monitor/ track enrolment throughout the year. Possible internal March update to enrolment projections.	Projecting decline in a community continues to be a challenge. Staff is continuously exploring alternative data sources and modeling to assist in fine tuning forecasted growth. Greater analysis has been developed this year with understanding the changes in registrations June to September.
St. Elizabeth Theatre: Use of the space to support YCDSB Students	Annual	Monitor costs and use of the Theatre, compare against previous revenue as well as costs to the schools using the space.	This year we have seen some reduction in what St. Elizabeth has paid to utilize the theatre. Two other elementary schools made use of the theatres, this participation is anticipated to increase as the word gets out between schools of the new management and cost model.

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Continue to work with our communities for the implementation of LTAP, Providing opportunities for stakeholders to participate in meaningful dialogue.	Muli-Year	Monitor Feedback received through public consultation.	Monitor feedback received during public consultation to assess if our messaging is being received.

Continued roll out of facility partnerships: Reach out to the school communities to explain the Facility Partnership Process, and provide an opportunity for meaningful dialogue with school communities regarding targeted facility partnership opportunities with the intent to identify potential partners to be invited to the Spring Meeting.	Multi-Year	Monitor Feedback received through the consultation process to assess how well the families feel they are being consulted.	Two facility partners launched this year, although due to COVID, none are fully implemented. General feedback for EDTCHive has been good with reports from the school that the programs are contributing to an increase in enrolment, and feedback from the community has been positive.
St. Elizabeth Theatre - new operational model with the intent to continue to provide community access to school space.	Annual	Monitor use of our schools over external groups	Our school communities have been encouraged to use the Theatre this year, over external groups. To honour agreements from the previous year, a number of external groups also utilized the theater under our new theatre management model. Feedback has been positive.

PLANT AND ACCOMMODATIONS

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Support for schools in enhancing programs for environmental stewardship	Multi-year	Staff supporting schools in the implementation of greening projects, outdoor classrooms, etc.	The number of projects completed will be an indicator of implementation. Unfortunately, these initiatives are on hold due to Covid-19.
Support for schools in enhancing programs for environmental stewardship	Multi-year	Continue to support and encourage Eco-schools.	The number of schools achieving Eco-school status will be an indicator of implementation. There were 46 certified Eco Schools in the 2019 school year.
Support Catholic churches through Community Use of Schools	Multi-year	Work with local parishes to aid them in using schools when needed.	Increased permit usage by Catholic Churches will be an indicator of successful implementation. This initiative was resulting in increased usage by the Catholic Churches, however, Covid-19 emergency orders have resulted in all permits, including churches to be suspended.
Enhancing Catholic Faith through building design	Multi-year	Catholic faith to be apparent in the design of new schools and where appropriate within the design of capital renewal projects	Will know this implemented as it is included in design discussions and in the final building. This is ongoing, however this topic was a focus of discussion during the Stouffville Multi-use Facility meetings.

PLANT & ACCOMMODATIONS

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
- Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Support for Exceptional Students by making facilities more accessible.	Multi-year	Completion of projects to support exceptional students in collaboration with Student Services (e.g. washrooms, change facilities, Braille signage, etc.)	Commitment of capital dollars and completion of facility renovation projects to support these students. Committed funds for 16 schools to Braille signage. Signage is in for 16 schools but cannot be installed at this time due to Covid-19. Anticipate completion over the summer.
Support Schools to increase safety.	Multi-year	Work with schools to improve CCTV coverage and to provide support with systems when needed	Commitment of capital dollars and school CCTV systems being upgraded. Funds were committed. However, due to the Covid-19 pandemic it is difficult to get components and quotations. This year's projects have been put on hold.
Involve other departments in the design of new schools and renovations in order to meet the needs of all students.	Multi-year	Input at design meetings, suggestions from other departments' staff	Involvement of staff from other departments in design meetings and the incorporation of their ideas in the designs. This has been done on a number of projects including Stouffville Multi-use and the Sacred Heart RAP program renovations.
Direct a portion of Capital Renewal to facilities improvements to support Curriculum	Annual	Work with schools on renewal to support curriculum (e.g. Sacred Heart CHS RAP, and St Elizabeth CHS culinary program)	This will be determined by the success of the renovations in supporting the curriculum. Funds have been committed for projects at St Elizabeth CHS and Sacred Heart CHS. St Elizabeth renovations are awarded. Sacred Heart is in final design. At both locations the work is scheduled for this summer.

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Develop capital budgets collaboratively in alignment with Board goals	Multi-year	Implementation of projects that reduce operating costs (e.g. LED lighting, roofing, grounds, boiler replacement, etc.)	Continued decline in utilities consumed and in department operating budgets and expenditures. Projects planned for this summer include LED lighting retrofits, boiler replacements, roofs, etc.
Enhanced use of technology by Facilities staff.	Multi-year	Increased reliance on technology (e.g. facilities using computer technology for training, ordering supplies, inspections, etc.)	This will be evident through reduction in paper records and handling and increased online training being completed. The Covid-19 closure has illustrated the increased reliance on technology by facilities staff. Management is now communicating with custodial staff through electronic means such as email, and Custodian Resources an electronic conference where pertinent information is kept and shared. Ordering and some training is also being completed online.
Modification of processes and documentation to initiate compliance with the new Construction Act.	August 2020	New processes, record keeping, training, etc.	Completion of training, revised processes and through the implementation of projects. The Covid-19 situation has made it necessary to rely on the procedures that were put in place for the new Construction Act, such as electronic invoice approval, electronic records, etc.
Capital management and prioritization.	Multi-year	Maintain the Board's tangible asset databases (e.g. VFA, asbestos, roofs, grounds, etc.)	VFA matching with financial capital reporting will be an indicator for this initiative. This is completed annually, with some of the databases providing input to the Ministry.

PLANT & ACCOMMODATIONS

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Expanding facility usage for communities.	Multi-year	Increased number of CUS permits and utilization of space.	Annual reporting will indicate success of this initiative. (Note: this will be in conflict with increased CUS fees). Note: Due to Covid-19, all permits have been cancelled.
Subsidizing Catholic Church Fees	Annual	Utilize additional CUS Grant to Subsidize Catholic Churches	Use of Grant Funds. Note: Due to Covid-19, all permits have been cancelled.

FINANCE

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Annual Budget Development and Approval Process Budget development to ensure programs that support faith formation and well-being of students are maintained and carefully strategized in an environment where funding is in decline.	Spring 2019 and Spring 2020	Oversight by Senior Management Team and Board of Trustees	Renewal of Religion curriculum materials was protected in the approved budget for 2019-20. (2020-2021 Budget process pending)

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
- Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Annual Budget Development and Approval Process Budget development to ensure programs that support student achievement, well-being and special needs are addressed and carefully strategized in an environment where funding is in decline.	Spring 2019 and Spring 2020	Oversight by Senior Management Team and Board of Trustees	The Senior Management Team and The Board developed a balanced budget for 2019-20 year which was approved by the Board in June 2019. In the 2019-2020 budget, measures were taken to minimize reduction in staff resources for special needs programs despite reduction in government funding. 2020-2021 Budget development is currently in progress and will reflect the Board's MYSP goals.

FINANCE

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Annual Budget Development and Approval Process Budget development to use MYSP goals as guide Finance to develop budget collaboratively with input from all departments Vigorous review and critique of budget proposals by both Board of Trustees and Senior Management Team during budget development process	Spring 2019 and Spring 2020	Quarterly financial updates provided to the Board of Trustees	Provide quarterly forecast of year-end position to the Board of Trustees. Monitor progress of budget savings measures.
Departmental Budget Monitoring Finance meetings with each department/budget lead to review Y-T-D budget positions; review opportunities/risks to meet budget goals	Ongoing	Departments / Budget leads meeting budget targets	Quarterly meetings with departments to review YTD financial position and tracking against budget. In addition, provided budget updates at SSLT and the Board.

Procurement Practices and Monitoring Purchasing to work collaboratively with departments to ensure Board receive maximum value for funds spent, e.g. promote use of competitive procurement practices Purchasing actively review opportunities where contract rates can be reduced / more favourable to the Board, e.g. lower renewal rates, P-card incentives Maintain an active vendor management program - to maximize opportunities for the Board to use most effective vendors/contractors only	Ongoing	Purchasing activities report provided at the Corporate Services Committee	Purchasing Activities Report presented at Corporate Services Committee meetings. The Purchasing Department worked collaboratively with Plant and other departments on RFP/Tenders for construction projects and other contracts (photocopiers for schools and CEC). The Purchasing Department is actively involved in negotiation of contracts and to obtain best possible pricing for the Board.
Treasury Monitoring Maximize return on the Board's available funds while adhering to the Ministry's regulation on restrictive investments	Ongoing	Regular monitoring of available cash balances and projected cash inflows (e.g., ministry funding) and outflows (e.g., payroll and debt payments) Monitoring of GIC market interest rates	Regularly monitored cash position and market conditions to maximum return by investing in higher rates GIC where possible. Annual report to the Board on investment income.
Internal Controls and Audit Risk Monitoring - In collaboration with the Board of Trustees, Senior Management Team and the Regional Internal Audit (RIA) Team, develop audit projects to identify areas where controls are lacking or weak. The goals of these audit projects are to reduce risk of financial or reputation loss to the Board. - Based on the audit findings from RIAT or External Auditors, action on any applicable recommendations to strengthen controls and processes and to reduce financial/reputational risks.	Ongoing	Execution of multi-year audit plan approved by the Board of Trustees Audit reports presented at the Audit Committee	Working collaboratively with the Audit Committee and RIAT to establish the 3 Year Audit Plan.(November 2019 Audit Committee meeting) Results of recent audit projects were presented at the November 2019 and April 2020 Audit Committee. School Finance training to be provided to all Principals, Vice-Principals, Bursars and Head Secretaries in June 2020.
SSLT / Human Resources Committee Discuss appropriate staffing strategy (e.g. discuss merits of backfilling a vacant position or creation of a new position within approved budget allocation that will best meet the Board's MYSP goals)	Ongoing	New process to review/approve staffing request at SSLT where the position is within approved budget allocation (new position outside of Board approved budget allocation require additional approval at HRC)	Current discussion of staffing needs at SSLT in conjunction with the Board's approved budget. Provide periodic staffing updates at HRC (request HRC's approval where position is not within previous approved budget.

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Annual Budget Development and Approval Process The Board invites all stakeholders to provide input to the budget development process; delegation opportunities were provided for public to provide input During budget development process, management diligently review input from stakeholders that support the Board's MYSP	Spring 2019 and Spring 2020	Oversight by Senior Management Team and Board of Trustees	Public input was solicited in the recent budget process (ThoughtExchange) and included distribution of budget flyers (SchoolMessenger) to YCDSB families and posting on the York region newspaper website.

HUMAN RESOURCES

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Aligning Catholic social teachings and values, e.g. dignity of work and rights of workers into indicated HR processes.	2019-20 school year.	Ensure that job postings properly articulates that the Board is a Catholic school system, and includes reference to the strategic plan.	Feedback from employees.
		For selection processes involving academic staff, ensure that interview questions include reference to Catholicity and ensuring for a publicly-funded Catholic school system.	Feedback from prospective employees.
		Ensure that orientation sessions for newly hired staff address the Board's denominational rights, and reflect our Catholic values.	Feedback from union partners and other system stakeholders.
		For disciplinary investigation and related meetings with employees, ensure staff are treated with dignity and respect at all times notwithstanding the nature of the allegations.	Feedback from union partners and other system stakeholders.
		Ensure that the Board's legal and contractual obligations that impact the various collective agreements and working condition agreements are respected and maintained at all times.	Feedback from union partners and other system stakeholders.
		Throughout the collective bargaining process, ensure that the Board's proposals and counter proposals are vetted through a Catholic lens and our social teachings or values.	Feedback from union partners and other system stakeholders.

HUMAN RESOURCES

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students/
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
- Promote safe and accessible learning environments.
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Initiatives	Timeline	Monitoring Activities	Status/Assessment
Local Collective Bargaining with CUPE Local 1571, CUPE Locals 2331, OECTA, and OSSTF.	2019-20 school year.	Detailed review of collective agreements, grievances during the terms of each collective agreement and minutes from the respective labour/management committee meetings to identify relevant bargaining issues.	Tentative local collective agreements are negotiated and ratified by the Board of Trustees.
		Consult with relevant and interested system stakeholders to further identify potential bargaining issues. Stakeholders include: Board of Trustees, senior administration, principals/vice principals, managers, and HR staff.	Relevant provisions of the respective central agreements with CUPE Locals, OECTA and OSSTF are implemented in consultation with each bargaining agent.
		Draft bargaining proposals based on above criteria.	Conducting training sessions with principals, vice principals and managers on newly negotiated contract provisions which impact school and departmental operations.
		Vet proposals through the senior management team.	Draft and publish renewed collective agreements in consultation with each bargaining agent.
		Obtain bargaining mandate from Board of Trustees via Human Resources Committee (HRC).	Implement configuration requirements necessary to comply with administration of new collective agreement provisions.
		Update the HRC and senior administrative team on the status of bargaining as required.	
Evaluation of Attendance Support Program	2019-20 school year.	Review sick leave data from the 2018-19 and 2017-18 school years.	Lower utilization in targeted employee groups and overall.
		Review other pertinent data from these 2 school years, i.e. short term disability leaves, long term disability leaves, and WSIB leaves.	Cost savings that can be reallocated into classroom supports.

		Compare board data with other school boards, particularly of similar size and labour relations circumstances.	Refinement of current program that aligns to employee needs and collective agreement obligations.
		Consult with the Corporate Services Department to determine cost-savings or increased costs over the 2 school years.	
		Meet with bargaining agents to review data and assessments of trends from Year 1 implementation versus the previous school year.	
		Obtain feedback from employee groups regarding the successes and challenges with the current program.	
		Report findings to the senior management team and Board of Trustees.	
International Education Service Delivery Model	2019-20 school year.	Develop a revised service delivery model for the existing international education program.	Enhanced enrolment.
		Determine required student supports, e.g. homestay accommodations, and engage in required procurement processes.	Increased support for students and their school communities.
		Review source countries for current cohorts of international students and determine new target markets to diversify enrolment.	Properly ensuring for the safety and wellbeing of all students.
		Develop appropriate marketing materials and websites to properly advertise and promote the program.	Development and implementation of new supports.
		Attend student recruitment fairs that best create opportunities to source students from target markets.	Ensuring for student safety and well-being.
		Align human resources to properly support the revised service delivery model, including the selection of the newly created Secondary Principal, Continuing and International Education.	Increased operational and administrative efficiencies in managing the admissions and intake processes.
		Create an agent database to determine and track productive agents.	
		Investigate a new or revised tuition payment system.	
		Propose and seek approval of revised service delivery model to senior management and Board of Trustees.	

		Consult with school administrators and teaching staff to identify concerns and needs that best support international students.	
		Investigate potential pathway partnerships with post secondary institutions.	
		Seek feedback from current cohort of international students to identify needs for excursions and wellness sessions.	
		Develop new student orientation programs.	
		Collaborate with the Student Services Department to secure supports for international students with special needs.	

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
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Initiatives	Timeline	Monitoring Activities	Status/Assessment
Implementation of a new online recruitment tool	Fall 2019 with carry over work into the balance of the school year.	Develop a communication plan to advise system stakeholders, i.e. employees/users, bargaining agents, principals/vice principals, managers, and HR staff.	Positive feedback from system stakeholders.
		Consult with the current service provider to properly transition existing job posting to the new service provider.	Consultation with bargaining agents.
		Via the new service provider, train Human Resources staff on the parameters and tools provided for under the new online recruitment tool.	No grievances filed by our unions.
		Issue system memo to affected staff to advise and confirm of transition to new service provider	
		Align parameters of the online system to legal and statutory obligations under the Education Act and respective collective agreements.	
		Consult with system stakeholders as required post implementation.	
		Meet with a new service provider as required.	

Automation of Time Sheets	Completion June 2020.	Establish a working group between the Human Resources and Information Technology Departments.	Affected staff are paid correctly in a timely manner.
		Review current practices so as to streamline processes for academic and support services staff.	Reduction in transactional errors.
		Conduct some preliminary programming and other queries through a collaboration between the Human Resources and Information Technology Departments.	Reduction of concerns/complaints from staff of not being compensated correctly.
		Engage in succession planning to properly prepare for the anticipated retirement of departmental staff involved in the human resources information systems portfolio.	Enhanced customer service.
		Consult with Human Resources Department staff through the development and implementation phases.	Reallocation of staff resources in the Human Resources Department to support other priorities and workload demands.
		Develop a communication plan to affected departments for implementation of new payroll processes.	
Implementation of new e-platform staffing program	Fall 2019 with carry over work into the balance of the school year.	Review, revise and update TCH25 secondary to serve staffing needs.	Reduce administrative burden of current processes.
		Investigation of possible vendors that provide automated staffing systems that can be aligned to current systems and practices.	Enhanced efficiencies in staffing processes.
		Consult with other school boards which have automated staffing systems.	Increased accuracy and cost savings in determining staffing requirements for teachers.
		Conduct site visits to these school boards.	
		Collaborate with the IT and Corporate Services Department to enlist support and commitment for the initiative.	
		Develop an implementation plan, including communications with school administrators.	

HUMAN RESOURCES

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
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Initiatives	Timeline	Monitoring Activities	Status/Assessment
Labour Relations Committee with CUPE Local 2331.	2019-20 school year.	Identify areas of concern with current labour relations relationship, e.g. attendance support cases, disability management processes, grievance resolution, staffing matters.	Reduced grievance activity.
		Develop bargaining proposals in relation to the above matters.	Increased collaboration and cooperation in managing attendance support and disability cases.
		Negotiate acceptable contract provisions that establish a labour/management committee.	Less formal items to be raised and discussed at scheduled labour/management meetings.
		Establish informal meetings to be scheduled on a regular basis to review day to day labour relations issues.	
		Engage in regular communications with Union to further enhance the working relationship.	

STUDENT SERVICES

INTEGRATION OF CATHOLIC FAITH

- Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
D. Identify and providing support for students with special learning needs	On-going	Support families, through regular meetings and communication, as they move through the process of accepting and identifying special learning needs, Respect the dignity of all by ensuring accessibility for families with children with special needs.	Follow up to ensure appropriate Special Education forms are completed and parent signatures are recorded. Referrals to appropriate staff for support. Pathway to Independence Plan -continuing to mainstream, provide individualized support to students in all programs to ensure inclusion and equity. In our ongoing communication with schools teams, Special Education Program Consultants have provided moments of inspiration, spiritual growth through the lens of our vocation to teach students with special education needs
Provide a robust continuum of responses to support each student and their unique learning needs.	On-going	Integrate appropriate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship for students with special learning needs. Curriculum to enrich the spiritual life of students with special learning needs.	Purchase and distribution of Adaptive Religious Education resources for students with special needs. Christian Meditation opportunities and workshops provided to Student Services staff at the board and school level. Students in Learning Strategies (secondary) also participated in Christian Meditation sessions.
Psychological Services staff training on providing culturally responsive assessments	2020-2021	Integrate training on culturally responsive and innovative practices for psychological assessment through book study and peer discussion	

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

- Support instructional excellence, programs and pathways to success to increase the achievement of students
- Increase the achievement of students who are being supported through Student Services.
- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.
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Initiatives	Timeline	Monitoring Activities	Status/Assessment
Creation of two new Advanced Placement (AP) secondary programs	Fall 2019 (OLL), Fall 2020 (SMK)	Shared comprehensive AP information package with administration involved. Student Services provided training opportunities in Sept. 2019 as well as ongoing PD opportunities via PACE/AP Subject specific Divisional Program Teachers.	AP Program officially launched at OLL in Sept. 2019 with 14 registrants. Advertising and AP Parent Information evening for St. Maximilian Kolbe's AP launch in Sept. 2020 is underway. Re-naming of the Pre-Advanced Placement Program to AP-Preparatory, as per the AP College Board
Implementation of TEACCH systems in secondary FLS classes	Fall 2019	In Spring 2019, a TEACCH in-service was offered encouraging all secondary schools to implement the TEACCH Structured Work System as an addition to their FLS programs.	To date, 7 of the 15 secondary schools have formally implemented TEACCH into their FLS programs. Remaining schools will continue to be encouraged to follow suit.
Develop a process to continue to access and provide individualized supports for students in French Immersion	Fall-Winter 2019-2020	On-going meetings with Curriculum and Assessment department staff and student Services staff to discuss needs. Invite Administration from F.I. schools to discuss concerns and needs.	Through information sessions, the process to provide individualized support for students has been clearly designed and implemented through consultation with all stakeholders (i.e., administration, teachers, union representation, curriculum and student services staff). Writing Teams were established to support guided reading; Student Services is ready to support as needed.
Create modules for teachers in support of deeper understanding for implementation PPM 140 mandate	Fall-Winter 2019-2020	Working with Queen's University Modules re: addressing the needs of students with ASD in the classroom. Working with H.R. to customize the modules for YCDSB.	Modules were completed and Student Services is investigating opportunities to share the modules with all stakeholders (i.e., administrators, teachers, support staff) on the next available PA Day. ASD Modules were shared with EA/EI/SSWs during Distance Learning. Preparation for the September PA Day ASD training is underway.
Robotics and Coding for students in PACE programs	Winter-Spring 2020	Working group with Curriculum and Technology Depts.	Professional development was provided to the PACE teachers related to Robotics and activities to be implemented in PACE classrooms. The in-services were a joint and collaborative effort between the Curriculum department and Student Services.
Spheros and Ozobots for students in secondary ASD classes	Winter-Spring 2020	Working group with Curriculum and Technology Depts.	Spheros and Ozobots are part of the curriculum and being used in the secondary ASD Classes.
Creation and introduction of memory aid guidelines for use in both panels.	Winter-Spring 2020	Elementary and Secondary panel Coordinators to meet with special education consultants and core resource teachers to determine a continuum of memory aids from elementary to secondary. Prepare a tip sheet and share with elementary administrators. Prepare system memo to share Memory Aids Guidelines with the system.	Memory Aid Guidelines completed and shared with secondary Principals and Special Education teachers. Feedback has been very positive to date. Implementation in the elementary panel with Intermediate teachers and Administrators has begun. A version for the Primary/Junior teachers is currently in development.

C. Staff training on BRISC (Brief Intervention for School Clinicians)	Fall 2019	Seven staff members have already been trained on BRISC last May. Additional training for the York region is being planned early in the new year, during which, additional staff will be trained. First Training sessions - arranged for Fall. Continue to work with SMHO. Hire a Mental Health Lead and our Mental Health workers and have them trained.	BRISC is a clinical tool that can be used within a short time frame (about 4 sessions) to enable students to identify and work on their top problems. It identifies treatment goals using a structured and systematic approach, and uses standardized assessment tools for progress monitoring. By focusing on skill-building and problem solving, it empowers students to use the systematic approach in the future to help themselves deal with stressful situations. It is a useful tool to (a) identify students in need of more intensive support quickly and (b) empowers students to apply the structured approach with future concerns. [BRISC is being used and we are collecting data to support our future planning needs to address Mental Health issues and concerns in both panels.] Seven staff have been trained on BRISC. Participation in training that occurred in Spring 2020 was affected by labour action and the COVID closure. Continue to work with SMHO to ensure that all Mental Health Workers and Psychology Staff are trained.
Update the Mental Health and Addictions Strategy	Ongoing	Identify goals for the next three years that align with the province's mental health and addiction strategic plan. Identify goals for 2020-2021 to support trauma informed school/classroom practices.	Draft of the three year Mental Health and Addiction Strategic Plan is complete. We will continue to work with the Mental Health Leadership Team to finalize and approve the plan. Continue to collaborate with SMHO to determine system needs and appropriate goals for the upcoming school re-opening.
Introduction and roll out of the Mental Health Workers	Spring 2020	Four Mental Health Workers have been hired and started March 2020. Due to Covid school closure, create mental health resources, create all necessary forms needed for their work, collaborate with other rhp's on workshops, lunch and learns etc.	Created and shared brochures of their service along with all the necessary forms and the referral pathway. Created packages of activities for families to do over Children's Mental Health week. Prepared Lunch and Learns inservices and other potential Professional Development workshops and/or webinars. Providing direct service to Secondary students in need.
Suicide prevention and intervention	Ongoing	Five staff have been trained as trainers for Applied Suicide Intervention Skills Training (ASIST). This is a tool for staff to intervene when they are concerned about someone having suicidal thoughts or behaviours. Two (two-day)	All Psychological Services, Behaviour Resource Services, and Mental Health Workers were trained in ASIST. The March 2020 Training Session began to roll out the training of school staff (Secondary Guidance Teachers and Chaplains) which will

		<p>staff trainings were completed in August 2019 and March 2020.</p> <p>Two staff are trained as trainers in SAFETalk. This is a tool for training administrators on how to talk to students and link to the appropriate supports. This allows all staff to communicate in a similar language around suicide and self harm.</p> <p>Update protocol on School Response to Suicidal and Non-Suicidal Self-Harm Behaviours</p>	<p>continue in the new school year.</p> <p>SAFETalk workshops were postponed due to labour action and the COVID closure.</p> <p>A draft of the YCDSB Suicide and Self-Harm Behaviours Protocol to be ready by end of school year.</p>
Develop our Compassionate Care and Crisis Response Team and update protocols into one comprehensive protocol	On-going	<p>Gather and review research on Trauma-Informed Crisis Response, including responding to deaths in the school community and/or traumatic events. Collect protocols from other Catholic Boards to include the Faith perspective.</p> <p>Review the following manuals: YCDSB Bereavement Document, YCDSB Crisis Action Steps, YCDSB Crisis Management Resource Documents</p> <p>Develop, together with Religion Consultants, a draft of a unified Compassionate Care and Crisis Response Protocol.</p>	<p>Professional development on trauma-informed practice has been arranged for all Student Services Sept 2020.</p> <p>A Committee of stakeholders will be arranged to read and review the updated protocol regarding Compassionate Care and Crisis Response.</p> <p>System training of the updated protocol will be delivered once the protocol is finalized and approved.</p> <p>A Compassionate Care and Crisis Response Team will be identified and introduced to the system.</p>
Youthspeak workshops offered to schools with identified needs.	Ongoing	Mental Health budget used to provide ALT ED students workshops relating to substance misuse, social media, and mental health. School assemblies on numerous topics (Addictions, Bullying, Anxiety/Depression) as well as Teacher Self-Care workshops have been arranged.	Three elementary school assemblies and two high school assemblies were held this year. Three educator Self-Care workshops were held this year. Classroom workshops in ALT ED have been postponed due to COVID school closure.
Integrate Christian Mindfulness practice and prayer into the student's daily routine to hear God's call and encourage all students to develop a growth mindset in regards to pathway planning	Ongoing 2019-2020	Collaboration with Student Services and Curriculum. Input from Religious /Equity/Psychology and BRS. Meeting with the Guidance Subject Council and Administration to hear feedback and input from school level. Incorporate feedback into suggestions for integration of mindfulness and prayer to support student well-being and achievement. Our Board is also participating in a pilot project on Faith & Wellness.	Review effectiveness of monitoring and end of year reporting tools.

Continued Behaviour Management Systems (BMS) training and Positive Behaviour Support and Safety Plans at school level	Review Fall 2019	Student Services establishing a working group regarding impact and effectiveness of BMS model. Shortfalls and misunderstanding to be raised and addressed. Mindfulness Workshops have been scheduled to support students with Intellectual Disabilities.	Workshops have been postponed due to COVID school closure.
Begin implementation of the Pathway to Independence Plan (PIP)	Winter 2019	After the revised and expanded descriptions of Moderate to Severe needs are added as an addendum to Policy 402, the Pathway to Independence Plan (PIP) will be introduced. Introduction to Administrators and core resource teachers in January 2020. Work with the IT Department to incorporate into the IEP Engine.	PIP to be implemented and included in Semester 2 IEPs across both panels. Implementation of PIP had to be postponed due to COVID school closure.
Staff Training on Kids Have Stress Too! And Stress Lessons	Spring 2020	31 Student Services staff members were trained on Kids have Stress Too! for Grades 1 to 3 and Stress Lessons for Grades 4-9. Staff will offer training and consultative support to Elementary- and Secondary-level staff.	Kids Have Stress Too! & Stress Lessons are Tier 1 resources that provide comprehensive introduction to key aspects of early childhood and brain development and curriculum-based strategies to help children and adolescents learn how to manage stress. Participants are provided with tools to provide educators with a student-centred inquiry-based approach to teach stress-management strategies and skills and build emotional resilience.
Staff Training on ACT.	Winter 2020	6 Student Services staff members were trained on the ACT model from an Applied Behaviour Analytic perspective. 7 staff are now trained at YCDSB.	Acceptance and Commitment Therapy/Training is a method for changing behaviour across a wide variety of populations by increasing psychological flexibility. This provides strategies for parent training, staff management and development, organizational work, and the educational settings with special needs students, developmentally delayed populations, and students requiring Mental Health support.
Continue to provide training for staff and students to increase the number of students using assistive technology for provincial assessments and as a daily tool for learning (ie.students with SEA equipment)	On-going 2019-2020	Offering on-going support via SEA Training Teams assigned to schools, elementary and secondary panels. Consultants providing training to special education school staff. Teachers will educate the students on benefits and use. Board level in-serving to school level staff.	In the secondary panel, the March 2019 OSSLT assessment had more students using assistive technology (computer with Read&Write Google) as an accommodation than ever before.
Continue to collaborate and ensure access to curriculum for students with varying needs through securement of SEA funds for large claims-based equipment	Ongoing 2019- 2020	Working with Physical Management Staff and school in order to address the needs of students who face challenges with accessibility and access to curriculum	Modules re: Safe Lifts and Transfers and Use of Equipment for Students with Complex Needs were created by Physical Management and shared with EAs/EIs/SSWs. These modules will also be provided as a resource to new staff following in-person training. Investigating opportunities to share the modules with all stakeholders (i.e.,administrators, teachers)

Added due to COVID 19 School Closure: Provide equipment for home use in order to ensure safety and facilitate access to curriculum during Distance Learning	Spring/Fall 2020	Physical Management Staff worked with schools and families to assess need for home-based SEA equipment	SEA equipment was arranged for families to use at home; ongoing consultation with families continues to occur re: use of equipment.
Continue to collaborate and provide consultation on Supporting Students with Prevalent Medical Conditions	Ongoing	Collaboration with HSC re: updates to emergency medication for low blood sugar levels	Provided updates re: Policy 213 Supporting Students with Prevalent Medical Conditions: Diabetes and the Diabetes Health Management Plan re: parameters for the use of oral glucagon

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
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- Effective and efficient use of human resources.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
B. Streamlining of referrals and entry/exit for YCDSB Student Services Central Programs	Fall 2019	Regular meetings to review the status of student referrals and deadlines	Regular meetings have been postponed due to COVID school closure
Ongoing training and support for all staff in Behaviour Management Systems	PA Days 2019-2020	Set dates and locations for training. Working group established to review benefits/drawbacks. Needs of system - best plan to be used?	Registration set up through PD Place. Tracking of new and recertification through PD Place.
Ongoing direct teaching and support of evidence based programs for teachers (i.e., Safety Planning Program, Social Skills)	On-going	Requires need for teacher training and support. Both classroom teachers and Core Resource teachers require in-servicing.	Continued review of system needs and central programs to ensure full capacity is being met.
Streamlined SEA process	Spring - Fall 2019	Creation of workflow to request and complete a SEA claim.	Implementation of the new SEA-IT software to streamline the Special Equipment Amount (SEA) claims.
Added Due to COVID-19 School Closure: Create learning modules for staff in order to support capacity building in the areas of literacy, communication, alternative communication methods, Activities of Daily Living, Self-Regulation and Sensory Processing Differences	Spring/Fall 2020	Working with Student Services team re: addressing the needs of students with varying special needs . Working with H.R. to release the modules for YCDSB.	Modules were completed by Student Services Physical Management, Speech Language Pathology and Behaviour Resource teams; Modules were shared with EAs/EIs/SSWs during Distance Learning. Remaining modules will be shared at the next available PA Day. Modules will also be used as a resource to new staff following in-person

			training. Investigating opportunities to share the modules with all stakeholders (i.e., administrators, teachers)
Ongoing collaboration with schools and Plant and Accommodation Services to ensure that safety and accessibility needs are met for all students	Ongoing	Requires consultation re: accessible bathrooms, entry and exits, access to playground and/or recess, egress method/equipment from second floor, alternative spaces.	Provided consultation and equipment to schools that welcomed new students with complex needs; present structure not accessible for these students; Provided consultation and equipment re: egress method/route for students with mobility needs who are not on the ground floor of the school; presently 10 schools have evacuation chairs; installation of 16 additional chairs halted by COVID-19 school closure; in process of identifying/prioritizing the next schools requiring evacuation chairs Guidelines for the Use of a Calming Space have been communicated; presently working on guidelines for other types of spaces/rooms (e.g., activity rooms)

STUDENT SERVICES

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Revision to Third Party Protocol: Engaging our Community Partners	Fall 2019	Set timelines to review updates and progress through SSMT	Share and review at Director's Council in Fall 2019 - All Principals will have access to Protocol through on-line sharing on Board Website under Special Education Links and Resources.
Revision to process and procedures for developing Positive Behaviour Support Plans and responding to Injurious Behaviours	Spring 2019	Set timelines to review updates and progress through SSMT	Share and review at Director's Council in both Spring and Fall 2019 - All Principals will have access to Protocol through on-line sharing on Boardwebsite under Special Education Links and Resources.
LEARNING FOR LIFE non-credit summer school pilot program for students with ASD in secondary.	Summer 2019	Collaborate with Kerry's Place in the delivery of the program and document process with Student Services, Con-Ed and Finance. Communication to HR, schools and parents.	Successfully completed our first pilot program this summer. Excellent feedback from staff, students and parents.

Continue collaboration with REENA Summer Employment Transition Program to employ students with special needs who are 16 years old or older in paid summer employment	Summer 2019-Summer 2020	On-going data tracking of student readiness and participation across the system . Continuous discussion with REENA regarding long term, permanent employment in our communities.	REENA Participation Data: Summer of 2018 - 5 YCDSB participants gained summer employment, 2 participants continued into part-time, permanent positions. Summer of 2019, 7 YCDSB Participants gained summer employment, 4 participants continued into part-time, permanent positions.
Creation of two new Advanced Placement (AP) secondary programs	Fall 2019 (OLL), Fall 2020 (SMK)	Shared comprehensive AP information package with administration involved. Student Services provided training opportunities in Sept. 2019 as well as ongoing PD opportunities via PACE/AP Subject specific Divisional Program Teachers.	AP Program officially launched at OLL in Sept. 2019 with 14 registrants. Advertising and AP Parent Information evening for St. Maximilian Kolbe's AP launch in Sept. 2020 is underway.
Continue to collaborate and maintain partnership with community programs	Fall 2019	Working with community partners to provide more opportunities for students with special needs to develop skills and engage within their community	Most groups have been halted due to Public Health directive related to Covid 19 Wheelchair Basketball Canada After school and summer groups run out of CTN sites/Libraries/accessible community parks such as: All Hands on Deck: intervention for students with Cerebral Palsy (CP), Great to Participate: K-Gr 1 fine motor development, Pool Group-using community for leisure activities; Augmentative and Alternative Communication (AAC) Library Group, Fun in the Park-accessing park for students with special needs

CURRICULUM

INTEGRATION OF CATHOLIC FAITH

- A. Enhance Catholic faith knowledge and support faith formation as a source of well-being and equity for students, staff and families.
- B. Integrate Catholic Social Teaching to inform learning and nurture socially responsible global discipleship.
- C. Promote ongoing opportunities for parishes, schools, and families to celebrate our Catholic faith and to continue to build relationships that honour and respect the dignity of all.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
A. Student & Adult Faith Formation & Knowledge			

Implement new Religious Education and Family Life Program: Growing in Faith, Growing in Christ, Grade 5 through in-service presentations to priests, teachers, administrators, Priests' Zone Meeting,	Fall 2019	September 2019 - Grade 5 Resources sent to Elementary Schools	Grade 5 Program being implemented in all Elementary schools. Distance Online Learning Support for System Request made to Elementary Schools to determine needs. November 21 NTIP Presentation and provided Manuals to Schools.
Implement assessment and evaluation of new elementary Grade 5 curriculum with revised report card comments	Fall 2019	EREAC Religious Education Subcommittee is currently developing Report Card comments	Revised Report Card comments being used by Grade 5 teachers
Continue to support implementation of Secondary Religious Education Curriculum - Grades 9-12 (Secondary School Subject Councils)	Spring 2020	Grades 9 and 10 to be fully implemented this academic year. Religion Subject Council Meetings will be opportunity monitoring and feedback.	Feedback from Department Heads Board Religion Team Ongoing Religion Curriculum Support Distance Online Learning Support for System All Religion Program and Lessons populated into D2L
Apply the understanding of faith-filled growth mindset for all which includes connections to the Catholic Virtues and the Ontario Catholic Graduate School Expectations.	Spring 2020	Sending OCSGEs Pamphlets to Schools, and OCSGEs Flip Books. Working with ICE to promote new resources being developed for schools.	System Memo to all administrators introducing refresh of OCSGEs. Lessons Developed for OCSGEs AQ Courses in Religious Education focus on OCSGEs
Support students in their understanding of who they are, who they want to become, and to develop a plan to achieve their goals through a variety of initiatives such as ordinandi luncheon.	Spring 2020	Ordinandi Luncheon - March 2020	Student and Staff Feedback School Registration Process Completed but Ordinandi Luncheon Cancelled (Job Action & COVID)
Locate and develop activities to enhance the Catholic faith component of My BluePrint.	Spring 2020	Ongoing work with ICE - ICE is currently developing resources to support YCDSB in raising awareness of OCSGEs and working with My Blueprint to have the OCSGEs brought into the platform for Catholic Students.	Implementation at ICE/My Blueprint Completed
Continue to support implementation of Adaptive Faith Formation Resources for students with ASD and other Special Needs to be used within an integrated setting; focuses on meaningful Catechesis using a multi-sensory approach to recognize and build on each child's unique gifts	Fall 2019	Available in school Libraries and to borrow from Central Library. Check sign-out records.	Check number of time Resource is checked out at Libraries/CEC Collection
Raise awareness of challenges and opportunities for families when preparing their children for the sacraments through Elementary Religious Education Advisory Committee (EREAC) presentation	Spring 2020	Work of EREAC	Ongoing work of EREAC We had 2 Meetings Fall 2019. Meetings for 2020 Cancelled due to COVID & Job Action

Broaden the focus of the Elementary Religious Education Advisory Committee (EREAC) by introducing representation from the Secondary panel	Fall 2019	We have 3 new Secondary Members of EREAC who are part of the Secondary Religious Education Subcommittee.	Completed - 4 Members of Sub-Committee
Continue the practice of providing a Religion and Family Life Inservice that ALL elementary NTIP teachers attend.	Spring 2019	Purchase FL Teachers Manuals for Elementary Schools	Request made to Elementary Schools to determine needs. November 21 Presentation and February 20th Symposium. Exit Cards
Continue to support the Faith Ambassador program including revisions to the Faith Ambassador Handbook	Fall 2019-Spring 2020	Fall 2019-Spring 2020	Fall Faith Ambassador Central Event was well attended on September 18th. Co-Chairs were elected for each Area. Many meetings & events were planned but then needed to be cancelled due to COVID19 and Job Action. During these challenging times, Faith Ambassadors continued to plan prayers and prayer services for staff and often for staff meetings, including Holy Week. Faith Ambassador Co-Chairs facilitated a virtual rosary experience for Faith Ambassadors on April 28th.
B. Embracing Equity Opportunities & Inclusion			
Continued planning & implementation of Faith Day activities and equity & inclusion initiatives e.g.,	Fall 2019	"Baptized to Belong: Sent to Include" Presentation to Area 1 & 2 Staff - Academic and Support Staff - 1700 staff. Equity and Inclusion Activities in the "Baptized and Sent" Faith Day Resource Package.	Presentation to Area 1 & 2 Staff - Academic and Support Staff - 1700+ staff. Equity and Inclusion Activities in the "Baptized to Belong and Sent to Include" & Faith Day Resource Package.
LGBTQ and Gender Identity student support	Fall 2019-Spring 2020	Spring Retreats for Students & Staff.	Pre-During-Post Surveys and Exit Surveys. Retreats Cancelled due to COVID
African Canadian Student Symposium (Secondary)	Spring 2020	May 12, 2020	Thought Exchange Data Thought Exchange Completed with Students Google Classroom Set Up "Empowerment through Self Love" for Students Mentor and Teacher Mentor information and contact through Self Love. (50 Black Student Mentors) Feb. 6th Black Student Mentor Day "Empowerment Through Self-Love" March 24th Black Student Mentor Meeting and & May 12th Black Student Symposium cancelled due to COVID.
Ordinandi lunch	Spring 2020	March 2020 - 9 Students per Secondary School	Cancelled due to COVID.
Continue providing Equity inservices for Faith Ambassador Chairs, Curriculum Department Leaders, Equity Reps, and Social Justice Leads (Luke 4:18 Steering Committee)	Spring 2020	Luke 4:18 Social Justice Symposium "Igniting Hope: The Hope Among Us," -Thursday, April 30, 2020	Exit Surveys Cancelled due to COVID

Formation of Equity Advisory and Steering Committee and development of Terms of Reference	Spring 2020	Equity and Inclusion Advisor to be hired	Ongoing
Review and update Valuing Diversity Document and Equity Rep. Handbook.	Fall 2019-Spring 2020	EREAC Sub Committee completing the task	Ongoing - Delayed due to COVID Emergency Online Learning Support and Job Action

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

A -Support instructional excellence, programs and pathways to success to increase the achievement of students

B- Increase the achievement of students who are being supported through Student Services.

C- Develop mental health & well-being strategies and supports for students to understand and apply these skills in their learning environment.

D -Promote safe and accessible learning environments.

E - Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
A. Support instructional excellence, programs and pathways to success to increase the achievement of students			
Promote the fundamental math concepts and skills in the professional learning opportunities offered to teachers in both panels.	2019- 2020	We will continue to provide centralized workshops that are focused on high yield strategies, PA Day activities that are grounded in assessment for and as learning, math networks whereby teachers can leverage technology to monitor and address gaps in student learning.	Increased achievement in Mathematics, as evidenced through EQAO Results and Report Card achievement. Through exit tickets and anecdotal reports, monitor the use of digital tools and targeted learning strategies to ensure that both are being embedded into practice to effectively respond to the needs of students. Teachers were inserviced on the use of high-yield strategies using centrally purchased digital tools. Data shows that there has been uptake of these tools from all schools involved. Data from EQAO and report cards not available due to job action and school closures. PA Day presentations were deferred due to above mentioned challenges.
Provide a literacy program for both panels.	2019- 2020	We will provide a literacy network to support a balanced literacy approach that will focus on high yield strategies and includes the use of a digital tool that is a research proven-program as a facet of the learning.	Increased achievement in literacy, as evidenced through EQAO and OSSLT results and report card achievement. Through exit tickets and anecdotal reports monitor the use of high yield strategies and the digital tool to ensure that both are being embedded into practice effectively to meet the needs of students. Capitalize on the ability of the digital tool to access progress-monitoring student data. A digital literacy program was implemented in pilot schools (elementary) and in selected courses (secondary). Teachers were trained on the use of the

			program and provided with additional centralized support to individual schools and teachers to use the tool in a pedagogically sound manner. Data shows that there has been uptake of these tools from all schools involved. Data from EQAO and OSSLT and report cards not available due to job action and school closures.
Provide varied opportunities for participants in the NTIP program to address the three induction elements: orientation, mentoring and professional learning. (60- 36 Elementary and 24 Secondary) No new hires (31 Permanent who still need to complete 1 or 2 NTIP evaluations and 29 LTO teachers in first 97+ days)	2019- 2020	We will provide professional learning opportunities that address a variety of system priorities (e.g. FSL, 6cs, design thinking, Stream Initiatives, etc), webinars that target assessment and evaluation, and resources that support the learning.	Increase uptake of participants in NTIP program by 20% from last year. Increased participation in the NTIP orientation session by 20%. Planned NTIP conference day and presentations deferred due to job action and school closures. Multiple resources were provided to participants and their mentors to support them in their practice for the entirety of the school year.
Promote purposeful use of assessment and evaluation strategies through the PA Day sessions that are centrally organized.	2019- 2020	We will provide professional learning opportunities that address the triangulation of data, backward design, rubric development, and engaging students in setting goals and co-constructing success criteria.	Increased confidence in the use of assessment strategies and the sharing of best practices through dedicated hashtags (e.g., #ycdsbmth), subject council meetings, and exit tickets. Evidence gathered through exit tickets indicate an increase in confidence in the use of conversations, observations and products to assess and evaluate student learning. Teachers were also provided with PD on the use of effective feedback. February and May PA days were cancelled due to job action and school closures.
Improve educator understanding of newly revised curriculum.	2019- 2020	We will provide professional learning opportunities that address the revisions in the First Nations, Métis, and Inuit curriculum (9-12), Career Studies course (Gr. 10), and Health and Physical Education curriculum (1-8).	Uptake of participants represents 60% of our schools. FNMI New Curriculum: Writing team created lessons based on the new curriculum and resources provided to schools. This was used to create a Google Site to house the resources available to all teachers of NBE 3U/3C courses. Teachers from 93% of secondary schools attended the inservice. Career Studies Course: Inservice was planned but not executed due to job action and then school closures. Materials were provided to all schools for the implementation of the new curriculum. HPE: 90% uptake of participation in the initial centrally provided PD sessions. Follow-up sessions were cancelled due to job action and school closures.
Provide professional learning opportunities to FSL teachers	2019- 2020	We will provide professional learning opportunities for FSL teachers that address meeting curriculum expectations using evidence-based practices (e.g., AIM, CEFR, etc...).	Uptake of participants represents 60% of our schools. FSL - PD provided to teachers within their first 5 years of teaching French Immersion. Training focused on the use of the CEFR in their teaching practice. Further PD planned for February, 2020 was cancelled due to job action.

Student Success			
Promote the use of myBlueprint to facilitate the IPP, course selection, and transition/pathways planning (Grade 7 to 9 and Grade 9 to Grade 12 and beyond) to ensure equitable access to opportunities and pathways. Ensure that students in the FLS program have meaningful access to myBlueprint and the IPP.	2019-2020	<p>The Pathways and Careers Teachers will facilitate and monitor the work with grade 7 and 8. There will be workshops for secondary intended to survey current implementation strategies, share best practices and help those schools needing support re: implementation to develop a plan of their own. Focus will be on alignment of the IPP with myBlueprint and embedding the IPP and career exploration in the curriculum.</p>	<p>Grade 7 and 8: All students have an eportfolio curated on myBlueprint. Secondary (grades 9 - 12) all 15 schools will align their portfolio work on myBlueprint. There is an increased understanding of how to embed the IPP and career exploration into the curriculum grades 7 - 12. Teachers completed an exit ticket: "I used to know...I now know."</p> <p>Students in the FLS Program used electronic interest inventories which were uploaded to the IPP for transition planning purposes. Using the expertise of the PCTs as trained Design Thinking facilitators, students had the opportunity to participate in design thinking activities and applied the experiential learning cycle to other aspects of their lives, in particular their career discernment.</p> <p>Grade 7's were onboarded onto myBlueprint, while grade 8 students continued the work that PCT's began last year. They made extensive use of myBlueprint to curate both personal and school artefacts and had the opportunity to reflect on their learning through the ePortfolio. This informed their decision making, especially for the grade 8's, when it came time for them to select courses for grade 9.</p> <p>In collaboration with Student Services we successfully implemented the community living pathway, in order to support FLS students and their parents.</p> <p>PCTs were trained by Future Design School and are now certified Design Thinker trainers. They each implemented their own design thinking project, examples of which include: Career Speakers Series and a design thinking module. The module that grew out of their practicum project is now a design thinking module that is being successfully used by students and will be embedded in much of our summer programming.</p>
Identify groups who require more support in pathway planning (i.e. Indigenous, racialized, low socio-economic groups) to provide it.	2019-2020	<p>Indigenous students: self-identification process will be improved and there will be greater communication with the community. Achievement progress of indigenous students will be monitored via the Data Warehouse and Maplewood. Students identified as Crown Wards, will be monitored and the JPSA joint protocol will be enabled when a student has been identified.</p>	<p>Focus on Youth Summer program has been put into place for summer in order to support at-risk groups including Indigenous and racialized student's, along with Crown Wards and children in care. The program will focus on employability and self management skills development for students in grade 9 and 10.</p>

Guidance	2019-2020	Continue to work closely with all stakeholders: guidance, IT and administration to discern school needs and how to be able to implement an effective means of collecting data to support student achievement.	Work has been done, in partnership with IT and school team to centralize practices including: transition meetings, policy 208, course selection, drops, changes, etc
Pathways:			
Dual Credits: encourage students to take a dual credit; build summer dual credit options; ensure that at least 50% of SHSM programs are connected to a dual credit option	2019-2020	Students will be encouraged to participate in a variety of Dual credits we offer. We will offer Adult Dual Credits as part of Night School through Continuing Education. Continuing Education will continue to offer Summer School Dual credits. SHSM - We will continue to align dual credits to SHSM programs offered in our schools.	We were able to fill all of our Dual Credit seats and managed to pick up a few more seats with a course completion and rate of 90%. We are running 1 class of 12 students in Dual Credits this summer.
SHSM: Implement the ePortfolio as a mandatory component of the SHSM (CLA) in grade 11; continue ICE training initiatives; increase the SHSM footprint by 5%	2019-2020	At the SHSM Liaison inservice, we will continue to encourage the IPP as a mandatory component of SHSM (CLA). There will be a presentation of what the CLA could look like with exemplars from summer school coop. We will be introducing at least 2 regional SHSM programs: Justice and Community Services; and Hospitality and Tourism.	There was better monitoring of school budgets. More centralized certifications offered this year in addition to ICE training. An entrepreneurial project in conjunction with Seneca and Y2 was launched but had to fold due to labour action. The IPP continues to be embedded in SHSM as the CLA. We submitted 7 new SHSM programs this year including a centralized program open to all students in the board in the area of Justice, Community Safety and Emergency services.
Experiential Learning			
The Learning Partnership: Entrepreneurial Adventure Project	2019-2020	While the offer will go out to all elementary school teachers via system memo, PCTs will encourage at least 1 of teachers they support to participate in the EA challenge. There will be inservicing of participating teachers and continued support via the Learning Partnership throughout the process.	Training opportunities were put into place for teachers to participate in Entrepreneurial Challenges, supported by the PCTs which unfortunately could not continue due to labour action and COVID 19.
COOP	2019-2020	There will be more support of students and schools in terms of discerning various pathways. Engage staff and students in design thinking training and activities More information sessions re: coop and oyap Build a youtube channel dedicated to YCDSB Pathways	A COOP Google Classroom resource hub was created to support virtual COOP for our secondary schools. A very robust Virtual COOP program was created and launched for SHSM Summer students. Technology teachers we engaged and provided with a design thinking workshop and are working on creating proposals for student engagement activities and outreach for the new school year.

EL embedded in the curriculum	2019-2020	IPP inservices will focus on modelling for staff how experiential learning can be embedded in their curriculum, relate to career exploration and be curated via myBlueprint. Other training opportunities to discuss what EL looks like, sounds like and feels like, in various subject curriculums.	SILCSAW projects focused on Experiential Learning through STREAM projects. We had over 30 schools submit a project proposal. Some were able to complete their projects prior to the board being shut down due to COVID 19, others are putting in place the infrastructure to continue and enhance their projects for the new school year.
Continued Implementation of the Education and Career Life Plan			
Re-boot of the IPP in secondary		Workshops will be provided to 3 teachers from each secondary school and an administrator. Exemplar schools will present their implementation model - Pathways to develop and present a sample implementation model for schools. There will be a greater emphasis on: myBlueprint, Experiential Learning and what EL and Career exploration look like in the curriculum.	We re-launched the IPP with the secondary panel - our intention was to bring the grade 7 and 8 teachers together with the secondary teachers to ensure a vertical alignment of the IPP from 7 to 12. The elementary piece was not completed due to labour action.
PCTs to continue to work with grade 7 and 8 students to build awareness of pathway options, build literacy, financial literacy, and digital discipleship.	2019-2020	PCTs training includes presentations on all major programs offered at secondary (FI, SHSM, IB, AP, etc.). PCTs will develop curriculum to support major areas of focus. PCTs will support schools in a 20% project (this year we will focus on Design Thinking via the Entrepreneurial Adventure).	With an expanded PCT team, we were able to reach more students and more frequently. In addition to onboard activities and extending the work PCT's have already done with grade 8 students with the IPP and myBlueprint, they focused on building literacy, financial literacy, and digital discipleship. In addition to this work, PCT implemented various design thinking projects and initiatives which include the YCDSB Careers Speakers series, design thinking projects and other work that was a direct result of their design thinking training with Future Design School.
Exploring the Possibilities - Updated and more Interactive	2019-2020	Exploring the Possibilities will include more student activities. We will continue to blend activities with the informational functions of ETP. We will work on a page or section of the book that will encourage parental engagement - maybe some sort of an activity that parents and students can do together.	PCT's report that there was greater engagement with the Exploring the Possibilities publication. They indicated that it is more interactive and represents an improvement over past years in terms of the wealth of information available to students and a way for students to build a better understanding of YCDSB programming, the IPP and the importance of building a digital portfolio.
Student Services			
B. Streamlining of referrals and entry/exit for YCDSB Student Services Central Programs	Fall 2019	Regular meetings to review the status of student referrals and deadlines	
Revision to Third Party Protocol: Engaging our Community Partners	Fall 2019	Set timelines to review updates and progress through SSMT	Share and review at Director's Council in Fall 2019 - All Principals will have access to Protocol through on-line sharing on Board Website under Special Education Links and Resources.
Ongoing training and support for all staff in Behaviour Management	PA Days 2019-2020	Set dates and locations for training. Working group established to review	Registration set up through PD Place. Tracking of new and recertification through PD Place.

Systems		benefits/drawbacks. Needs of system - best plan to be used?	
Revision to process and procedures for developing Positive Behaviour Support Plans and responding to Injurious Behaviours	Spring 2019	Set timelines to review updates and progress through SSMT	Share and review at Director's Council in both Spring and Fall 2019 - All Principals will have access to Protocol through on-line sharing on Boardwebsite under Special Education Links and Resources.
Creation of two new Advanced Placement (AP) secondary programs	Fall 2019 (OLL), Fall 2020 (SMK)	Shared comprehensive AP information package with administration involved. Student Services provided training opportunities in Sept. 2019 as well as ongoing PD opportunities via PACE/AP Subject specific Divisional Program Teachers.	AP Program officially launched at OLL in Sept. 2019 with 14 registrants. Advertising and AP Parent Information evening for St. Maximilian Kolbe's AP launch in Sept. 2020 is underway.
Implementation of TEACCH systems in secondary FLS classes	Fall 2019	In Spring 2019, a TEACCH in-service was offered encouraging all secondary schools to implement the TEACCH Structured Work System as an addition to their FLS programs.	To date, 7 of the 15 secondary schools have formally implemented TEACCH into their FLS programs. Remaining schools will continue to be encouraged to follow suit.
Develop a process to continue to access and provide individualized supports for students in French Immersion	Fall-Winter 2019-2020	On-going meetings with Curriculum and Assessment department staff and student Services staff to discuss needs. Invite Administration from F.I. schools to discuss concerns and needs.	When the process has been clearly designed and implemented through consultation with all stakeholders. Admin, teachers, Union, Curriculum and Student Services staff.
Create modules for teachers in support of deeper understanding for implementing PPM 140 mandate	Fall-Winter 2019-2020	Working with Queen's University Modules re addressing the needs of students with ASD in the classroom. Working with H.R. to customize the modules for YCDSB.	Modules are completed and Student Services is investigating opportunities to share the modules with all stakeholders (Administrators, Teachers, Support Staff) on the next available PA Day.
LEARNING FOR LIFE non-credit summer school pilot program for students with ASD in secondary.	Summer 2019	Collaborate with Kerry's Place in the delivery of the program and document process with Student Services, Con-Ed and Finance. Communication to HR, schools and parents.	Successfully completed our first pilot program this summer. Excellent feedback from staff, students and parents.
Implementation of joint YCDSB-CTN program, Great to Participate, for students in Full Day Kindergarten			
Robotics and Coding for students in PACE programs	Winter-Spring 2020	Working group with Curriculum and Technology Depts.	Robotics curriculum and activities are implemented in PACE classrooms.
Spheros and Ozobots for students in secondary ASD classes	Winter-Spring 2020	Working group with Curriculum and Technology Depts.	Spheros and Ozobots are part of the curriculum and being used in the secondary ASD Classes.
Creation and introduction of memory aid guidelines for use in both panels.	Winter-Spring 2020	Elementary and Secondary panel Coordinators to meet with special education consultants and core resource teachers to determine a continuum of memory aids from elementary to secondary. Prepare a tip sheet	Memory Aid Guidelines completed and shared with secondary Principals and Special Education teachers. Feedback has been very positive to date. Implementation in the elementary panel with Intermediate teachers and Administrators has begun.

		and share with elementary administrators. Prepare system memo to share Memory Aids Guidelines with the system.	
C. Staff training on BRISC (Brief Intervention for School Clinicians)	Fall 2019	Five staff members have already been trained on BRISC last May. Additional training for the York region is being planned early in the new year, during which additional staff will be trained.[First Training sessions - arranged for Fall.] Continue to work with SMHO. Hire a Mental Health Lead and our Mental Health workers and have them trained.	BRISC is a clinical tool that can be used within a short time frame (about 4 sessions) to enable students to identify and work on their top problems. It identifies treatment goals using a structured and systematic approach, and uses standardized assessment tools for progress monitoring. By focusing on skill-building and problem solving, it empowers students to use the systematic approach in the future to help themselves deal with stressful situations. It is a useful tool to (a) identify students in need of more intensive supports quickly and (b) empowers students to apply the structured approach with future concerns. [BRISC is being used and we are collecting data to support our future planning needs to address Mental Health issues and concerns in both panels.]
YCDSB and community partners annual Mental Health Symposium			
Connect with YRPC to support health initiatives: gaming, substance abuse, healthy living			
YSSN Mindfulness Program offered to secondary ASD classes and students with Intellectual Disability	On-going 2019-2020	Mental Health budget used to purchase 60 Mindfulness Sessions to be used across the secondary panel with special education students and any other students who may benefit from these sessions. Develop social-emotional learning, supporting growth in self awareness, relationship building, self management, emotion regulation and responsible decision making. In addition, workshops are planned with our ALT ED students relating to substance misuse, social media, and mental health. School assemblies on numerous topics (Addictions, Bullying, Anxiety/Depression) as well as Teacher Self-Care workshops have been arranged.	On-going tracking of participation data. Feedback from participants through surveys, staff and students. Shared with the Ministry and YCDSB. Both pre and post data to be tracked.
Continue train the trainer model for staff on the ASIST - Applied Suicide Intervention Training; providing support on suicide prevention and intervention.		Four staff were trained over a week to be trainers for Suicide Prevention. Two-day training of staff was completed Jan/Feb 2019, and another in August 2019. In addition,	

In addition, 2 staff will be trained in November 2019 to be trainers in SAFETalk. This is another tool for training teachers, Guidance Counsellors, and other members of the school community as to how to talk to students about whom they are concerned regarding their self-harming thoughts or behaviours.	On-going	Develop our Compassionate Care and Crisis Response Team. Develop Student Success Initiatives to support well-being and equity. Implementation of Student Success template to ensure consistency in depth and breadth of interventions employed to support all students. Administrator and teacher in-servicing for implementation of template. Collaborative Scheduling of major assessments: Development and use of an electronic school-wide calendar to ensure that summative assessments are scheduled where no conflicts exist. Update protocol on School Response to Suicidal and Non-Suicidal Self-Harm Behaviours.	Review effectiveness of monitoring and end of year reporting tools.
Integrate mindfulness practice and prayer into the student's daily routine to hear God's call and encourage all students to develop a growth mindset in regards to pathway planning	on-going 2019-2020	Collaboration with Student Services and Curriculum. Input from Religious /Equity/Psychology and BRS. Meeting with the Guidance Subject Council and Administration to hear feedback and input from school level. Incorporate feedback into suggestions for integration of mindfulness and prayer to support student well-being and achievement. Our Board is also participating in a pilot project on Faith & Wellness.	Review effectiveness of monitoring and end of year reporting tools.
Create a plan to address systemic perceptual inequities			
D. Identify and providing support for students with special learning needs			
Continued Behaviour Management Systems (BMS) training and Positive Behaviour Support and Safety Plans at school level	Review Fall 2019	Student Services establishing a working group regarding impact and effectiveness of BMS model. Shortfalls and misunderstanding to be raised and addressed. Mindfulness Workshops have been scheduled to support students with Intellectual Disabilities.	
Ongoing direct teaching and support of evidence based programs for teachers (i.e., Safety Planning Program, Social Skills)	On-going	Requires need for teacher training and support. Both classroom teachers and Core Resource teachers require in-servicing.	

Begin implementation of the Pathway to Independence Plan (PIP)	Winter 2019	After the revised and expanded descriptions of Moderate to Severe needs are added as an addendum to Policy 402, the Pathway to Independence Plan (PIP) will be introduced. Introduction to Administrators and core resource teachers in January 2020. Work with IT Department to incorporate into IEP Engine.	PIP to be implemented and included in semester 2 IEPS across both panels.
Streamlined SEA process	Spring - Fall 2019	Creation of workflow to request and complete a SEA claim.	Implementation of the new SEA-IT software to streamline the Special Equipment Amount (SEA) claims.
Continue collaboration with REENA Summer Employment Transition Program to employ students with special needs who are 16 years old or older in paid summer employment	Summer 2019- Summer 2020	On-going data tracking of student readiness and participation across the system . Continuous discussion with REENA regarding long term, permanent employment in our communities.	REENA Participation Data: Summer of 2018 - 5 YCDSB participants gained summer employment, 2 participants continued into part-time, permanent positions. Summer of 2019, 7 YCDSB Participants gained summer employment, 4 participants continued into part-time, permanent positions.
Continue to provide training for staff and students to increase the number of students using assistive technology for provincial assessments and as a daily tool for learning (ie.students with SEA equipment)	On-going 2019-2020	Offering on-going support via SEA Training Teams assigned to schools, elementary and secondary panels. Consultants providing training to special education school staff. Teachers will educate the students on benefits and use. Board level in-serving to school level staff.	In the secondary panel, the March 2019 OSSLT assessment had more students using assistive technology (computer with Read&Write Google) as an accommodation than ever before.
Safe and Accessible Learning Environments:			
Continue with Safety Week Drills		Safety Week Drills- September 24-28th	All drills completed by the end of September
Each school to develop a Bullying Awareness and Prevention Plan		Administrators develop plan with staff and submit to SOs.	Reduced number of bullying incidents.
Establish a Safe Schools Action Team.		Administrators establish a team and submit membership to SOs.	
Use positive practices, progressive discipline, and redemptive practices when dealing with inappropriate behaviour.		Administrators to review Progressive Discipline policy with staff	Decreased number of Student Conduct Forms
Respond to inappropriate behaviour, including suspension and expulsion, where necessary		Follow the Police and School Boards Protocol	Decreased number of Suspensions and Expulsions.
E - Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.			

Continue with EdTech Day for elementary students to highlight and showcase new tech tools found in our technological ecosystem.	2019-2020	Ed Tech Day for Staff - Saturday, March 7, 2020 . Student Ed Tech Day- May 13, 2020	Participation rate of YCDSB Staff and students These events were cancelled due to the job action and school closures.
Expand EdTech Day for Students to include secondary students.	2019-2020	Student Ed Tech Day- February 5, 2020	We were unable to offer this event due to the school closures.
Offer teachers summer workshops that focus on various tech tools found in our technological ecosystem.	2019-2020		Many resources were created and virtual workshops were offered to support teachers in the use of digital tools during Distance Learning (dl.ycdsb.ca). - Depending on what September looks like, workshops may be held in August 2020 to further support Distance Learning.
Central workshops will include all six global competencies with a focus on both Innovation, Creativity, and Entrepreneurship and Critical Thinking and Problem Solving.	2019-2020	Design Thinking Workshops for STREAM Leads, who will then go through the process with staff in order to identify problems for school STREAM initiative.	- Two STREAM leads per elementary school attended a workshop that focused on the board's STREAM initiative and Design Thinking. - Leads began to support their school's STREAM initiatives. - Schools were going to showcase STREAM activities during Catholic Education Week but were not able to due to the school closures. - Some schools continued to implement STREAM activities/challenges during distance learning. - Schools used #YCDSBSTREAM when tweeting to showcase their STREAM efforts on Twitter.

CURRICULUM

EFFECTIVE USE OF OUR RESOURCES

- Managing financial resources effectively and strategically.
- Continuously improving the physical learning environment of the classroom / school.
- Effective and efficient use of human resources.
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Initiatives	Timeline	Monitoring Activities	Status/Assessment
E - Promote instructional use of 21st century learning skills through equitable access to opportunities and pathways.			

Introduce 2 STREAM Leads per school, who will facilitate STREAM initiatives in schools,	2019-2020	Each lead (2 per school) has been allocated 2 release days through SILCSAW for STREAM-related priorities. The breakdown of these provided release days per lead is as follows: 2 half-days to attend central workshops and 2 half-days for supporting STREAM efforts at their respective school. First workshops: November 26th, 28th and December 6th.	Each school will highlight a STREAM initiative during Catholic Education Week. Two STREAM leads per elementary school attended a workshop that focused on the board's STREAM initiative and Design Thinking. - Leads began to support their school's STREAM initiatives. - Schools were going to showcase STREAM activities during Catholic Education Week but were not able to due to the school closures. - Some schools continued to implement STREAM activities/challenges during distance learning. - Schools used #YCDSBSTREAM when tweeting to showcase their STREAM efforts on Twitter. - STREAM leads were not able to attend the second half day workshop due to the job action and the school closures. These workshops were going to be focused on a variety of tools and project ideas that can be used to implement STREAM initiatives
Expand the central 3D printer initiative by purchasing additional 3D printers available for schools to borrow. Offer Tinkercad and 3D printing workshops to teachers who borrow the 3D printers.	2019-2020	Ten 3D Printers available for schools to borrow for approximately 4 weeks to support a 3D printing project for their school. The project should connect to the Pathways program, provincial curriculum, and/or global competencies.	Opportunity for 60 schools to participate in this opportunity. - 40 different schools/departments submitted an application to borrow a central 3D printer to complete a project. - 27 teachers, who requested to borrow a printer, attended a 3D Printing and Tinkercad workshop. - Due to the school closures, only 20 schools/departments were able to borrow the 3D printers to complete their projects. - Schools tweeted using #YCDSBSTREAM to showcase their projects (Sample Projects). - During the 2020/2021 school year, the schools who were not able to receive the 3D printer will be first to receive them. The application will be made available again for all schools to request a printer.

CURRICULUM

ENGAGING OUR COMMUNITIES

- Facilitate enhanced school to home communication.
- Provide opportunities for meaningful dialogue with all stakeholders to inform decision-making and contribute to student success.
- Continually engage our Catholic communities to promote and form partnerships that enhance Catholic Education.
- Clearly and effectively profile the YCDSB in the public sphere.

Initiatives	Timeline	Monitoring Activities	Status/Assessment
Pathways			
OYAP: build awareness, increase the number of students participating in the program, continue elementary outreach programming	2019-2020	We will continue school by school OYAP presentations as a means of building awareness re: Ontario Youth Apprenticeship Programs. Students in Grades 7 and 8 will be invited to visit union halls and participate in hands on workshops as a means of exploring various trade pathways. Women in Trades Symposium will focus on women in the automotive industry via partnership with Pfaff - who will arrange for visits to their dealerships and service centers and will be providing students with workshops as part of PCT curriculum. We will also be introducing 2 Level 1 OYAP programs: Culinary (SBA) and Hair and Aesthetics (HCH).	Women in Trades pre-conference engagement activities were in full motion, with several hundred female students attending workshops hosted by PFAFF, our automotive partner. Unfortunately, they were not able to continue the visits nor run our annual Women in Trades Symposium due to labour action. We began elementary school visits to Seneca, Humber and Centennial, servicing several schools in our first wave, until we had to shut everything down. OYAP programming was discontinued due to COVID 19 but our Dual Credit offerings continued virtually. Initial discussion had begun to build a Level 1 OYAP program in Culinary had begun at Holy Cross Catholic Academy.
Grade 7 and 8: Regional College Information Fairs	2019-2020	Seneca and Humber will be working with us to promote college programs (including dual credits) to grade 7 and 8 students and their parents - secondary students and parents will also be invited.	Due to labour action, we were unable to proceed with the Regional College Information Fairs, however, we do have a commitment from our college partners to run this initiative when it becomes possible.
Experiential Learning			
Continued support of EL proposals via the SILCSAW tool	2019-2020	Once selected, teachers will participate in a webinar outlining project parameters and reporting responsibilities. Our EL consultant will support the work of all projects and will facilitate any of the community connections needed to provide staff and students with experiential learning opportunities.	SILCSAW projects focused on Experiential Learning through STREAM projects. We had over 30 schools submit a project proposal. Some were able to complete their projects prior to the board being shut down due to COVID 19, others are putting in place the infrastructure to continue and enhance their projects for the new school year.

Helix Project Partnership with Seneca College	2019-2020	We will work with Seneca College and Y2 to create a secondary Helix competition. Participants could be culled from individual subject areas or as part of a co curricular activity. Students will be trained in designed thinking model and will pitch some kind of a product that will have a positive community impact - workshops will prepare students for the pitch - selected projects will be prototyped via Seneca Innovation hub.	We engaged 8 schools in the UPstarts Challenge. Teachers and students were invited to Seneca College for the launch of the project. Students participated in the first of 3 planned works. We tried to continue the project virtually, however teacher moderators felt that it would be wiser to continue the project in the new school year.
Continued Implementation of the Education and Career Life Plan			
Create opportunities for greater parent engagement	2019-2020	Seneca to offer parent tours of the campus and programming - they will provide busing.	Plans were in the works to run this parent engagement project, unfortunately, due to the labour action and COVID 19 we were not able to complete the project.
Student & Adult Faith Formation & Knowledge			
Continue to provide opportunity for teachers to present and participate in the When Faith Meets Pedagogy Conference held in Toronto each October.	Fall 2019	YCDSB Presenters: Catholic Virtues and the Dance Curriculum - Lolita Leva & Shereese Halley Caspersz Creating and Spreading the Good News - Rob Cannone & Dana DiLoreto Identifying Bullying and Coaching Assertive Communication: Heather Skeats, Susanne Minchella The Power of Storytelling: Shannon Ulgiati and Maxine Highet Literacy in Every Discipline: Alexandra Parlagreco	Completed

Extend the involvement of staff in the planning of liturgy, music and sacred space for the When Faith Meets Pedagogy Conference.	Fall 2019	Organizing Committee & Liturgical Committee Co-Chairs - Kelly & Shannon PD Place and Registration: Nancy Davie and Cathy Marcone Music Ministry - Nancy Davie, Lisa Lauriault - YCDSB led the music ministry next year so they were shadowing the current leads from TCDSB. Choir & Musicians - Nancy, Lisa, Steven Viera, Elizabeth Sakarya Art Teacher - Liza Zawadska Poster Design Luisa Coquim - Loan of Red Lanterns Reader, Editor etc - Michael Way Skinner	Completed
Parish, Parent & Community Engagement			
Build awareness of "Companions on the Journey" resource created by the Home School Parish Subcommittee of EREAC.	Fall 2019-Spring 2020	November 6, 2019 Pastoral Zone Meeting. EREAC Home School Parish Subcommittee	Completed
Ongoing Community Consultation events beginning with African Canadian Community	Fall 2019	Community Consultation Evenings: October 23rd, November 21st	Completed
As part of its commitment to work with all community stakeholders to ensure services are provided in an equitable and inclusive manner, YCDSB committed to a series of community consultations over the next two years with various community groups.	Fall 2019-Spring 2020	African Canadian Consultations - Outreach to other diverse communities to begin Consultation Process	Thought Exchange Data

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: June 16, 2020

Report: Our Lady Queen of the World Catholic Academy: Update

At the May 26, 2020 Board meeting, Jean Vanier Catholic High School was renamed Our Lady Queen of the World Catholic Academy.

The following is a summary of the steps taken in the transition to the new school name:

1. Parents and students were informed of the name change on May 28.
2. The school Mident number was changed with the Ministry on May 29.
3. The name change was applied to all school staff in SmartFindExpress on May 29.
4. SAP (Human Resources, Finance and Payroll System) converted to the new name the week of June 1st.
5. A YCSDB press release was issued on June 4.
6. Since June 8, members of the school community have been developing a new logo and moto in consultation with the Catholic School Council.
7. The end of semester report cards in July will retain the name Jean Vanier in order to provide the required window needed for our MapleWood provider to complete the technical adjustment. The name change will involve moving the MapleWood system offline to enable an update to the database and software internal system.
8. During the month of July, the name change will be made on the school website and all school social media accounts.
9. Other platforms such as Data Warehouse, Safe Arrival, School Messenger, SEEMs, IEP, and GSuite will take a few week's time to complete over June/July and will be ready for August 1st.
10. When report cards are issued to summer school students, the name indicated will be "Continuing Education Summer School" as with all students across the Board.

11. Brick signage, the boulevard digital sign, and the sign above the Library Learning Commons will be changed during the month of July. The contractor has confirmed installation in this window of time.
12. The official school plaque located inside the front entrance will remain as is. A new plaque will be installed adjacent to it indicating the rationale for the new school name and the history associated with it.
13. In September, a school-based committee consisting of community members, including students, will convene to determine a new name for the chapel which is currently titled, Our Lady Queen of the World. The name chosen will conform with Archdiocesan guidelines.
14. It is estimated that all changes needed will be completed by August 1st, 2020.

Prepared and Submitted by: E. Pivato, Superintendent of Education: School Leadership
Reviewed by: N. DiNardo, Associate Director
Endorsed by: A. Falconi, Director



Pope Francis

September 2020

Sept 1—Board Mass/Board Meeting
 Sept 2—E/S PA Day
 Sept 3—E/S PA Day
 Sept 7—Labour Day
 Sept 8—First Day of School
 Sept 18—SAL 8:45 am
 Sept 18—SEAC 7pm
 Sept 23—Executive 3pm
 Sept 23—Human Resources Cmte 5pm
 Sept 28—YCPIC 7pm
 Sept 29 —Committee of the Whole 6:30 pm
 Sept 29 —Regular Board 7:30pm

*Long warm days....
 The pace of life slows...
 A time for picnics
 and rest in the shade...
 Lord,
 Help me to rest awhile
 in the cooling shade
 of Your presence.
 Slow down my restless heart and
 fill me with gentle
 compassion for all
 Your people.
 Amen.*

AUGUST 2020 TRUSTEE SERVICES

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3 CIVIC HOLIDAY	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24 Exec 3 pm HR Cmte 5pm	25 Director's Council @ CEC—Day 1	26 Director's Council @ CEC—Day 2	27	28	29
30	31	September 1 6pm Mass 7:30 pm Regular Board Meeting 181				