

# YORK CATHOLIC DISTRICT SCHOOL BOARD

## AGENDA

### REGULAR BOARD MEETING

Tuesday, June 18, 2024

7:30 P.M.

**REVISED**

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

#### LAND ACKNOWLEDGEMENT

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

1. OPENING PRAYER / LAND ACKNOWLEDGEMENT	Faith Ambassadors	
2. ROLL CALL	J. De Faveri	
3. APPROVAL OF NEW MATERIAL	E. Crowe	
4. APPROVAL OF THE AGENDA	E. Crowe	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	E. Crowe	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	E. Crowe	
7. APPROVAL OF THE PREVIOUS MINUTES	E. Crowe	
a) Joint Public EDC Meeting of May 21, 2024		
b) Regular Board Meeting of May 28, 2024		
c) Special Board Meeting of June 11, 2024		
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	E. Crowe	
9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	E. Crowe	3
a) Recognition of Superintendent of Exceptional Learners, D. Candido		
b) Recognition of Student Trustees J. James and A. Zamanifar		
10. OCSTA BOARD OF DIRECTOR'S UPDATE	J. Wigston	
11. DIRECTOR'S REPORT / UPDATE	J. De Faveri	5
12. STUDENT TRUSTEES' REPORT	J. James / A. Zamanifar / M. Galstyan	7
13. RECOGNITIONS / OUTSIDE PRESENTATIONS		
a) 2024 Skills National Competition		
b) OFSAA Medal Winners		
14. DELEGATIONS:		
a) Policy Change to Policy 616 Community Use of Schools	Elvio Rasile	
15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS		
a) Multi-Year Strategic Plan Update / S.M.A.R.T. Goals 2024-2025	J. Sarna	10
b) 2024-2025 Budget Development – Preliminary Operating Budget	C. McNeil	33
16. ACTION ITEM(S) (including Committee Reports)		
a) Approval of Report No. 2024:21 Committee of the Whole (Jun 18)	M. Iafrate	
b) Approval of Report No. 2024:03 Policy Review Committee (Jun 4)	M. Iafrate	59
c) Receipt of Report No. 2024:03 York Catholic Parent Involvement Committee (Jun 10)	F. Alexander	110
d) Receipt of Report No. 2024:02 International Education Extended Day Committee (Jun 12)	A. Saggese	111
e) Receipt of Report No. 2024:08 Special Education Advisory Committee (Jun 17)	A. Grella	
f) Approval of Special Education Plan	D. Candido	112
g) Establishment of a Charitable Foundation for the YCDSB	J. De Faveri	113
17. DISCUSSION ITEM(S):		
a) TRUSTEE MOTION: Continuation of Menstrual Hygiene Program	J. Wigston	114

**18. INFORMATION ITEM(S)**

a) Semi Annual Development Report	T. Pechkovsky	<b>115</b>
b) Truth and Reconciliation Projects' Update	A. Arcadi, N. Galatianos	<b>122</b>
c) Menstrual Hygiene Products in Elementary Schools	J. Sarna	<b>153</b>
d) Math Achievement Action Plan	A. Arcadi	<b>160</b>
e) YCDSB Letter re: TRUSTEE MOTION: An Audience with Ontario Bishops to Discuss Growing Secularism in Catholic Schools	E. Crowe	<b>178</b>
f) International Education Program Updates	A. Arcadi, I. Faraone	<b>180</b>
g) Dismantling Anti-Black Racism Advisory Committee Updates	A. Battick	<b>181</b>
h) August 2024 Calendar		<b>182</b>
i) Annual Human Rights and Equity Advisor Report	A. Battick	<b>183</b>

**19. NOTICES OF MOTION**

*(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)*

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

E. Crowe

**21. PRAYER TO ST. MICHAEL THE ARCHANGEL**

E. Crowe

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

**22. ADJOURNMENT**

E. Crowe

**NEXT  
SPECIAL BOARD MEETING**

**Thursday, June 27, 2024  
8:30 am**

**REGULAR BOARD MEETING**

**Tuesday, August 27, 2024  
7:30 pm**



## York Catholic District School Board Chair's Report

**Memo To:** Board of Trustees

**From:** Elizabeth Crowe, Chair of the Board

**Date:** June 18, 2024

**Re:** Chair's Report

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*"Every generous gift is from above."*  
—James 1:17

As spring turns to summer and another school year comes to an end, let us remember all the gifts that the Lord has given us. Tonight, we will acknowledge the service of those who excelled in academics and athletics. We will honour those moving onto another phase in life after giving so much to York Catholic. And for the remainder of the month, we will celebrate our graduating students. These are all truly gifts. To all these people, please know that you are always a member of the York Catholic community and that our prayers are with you.

### **Excellence in Athletics**

I was pleased to be joined by Trustees and Senior Staff on May 31 at the YCDSB's Special Olympics Track and Field Event at St. Theresa of Lisieux CHS. About 170 exceptional students participated in sports, including the 50-metre run, 100 m and 4 X 100 m relay, 50 m wheelchair, hurdles, bowling, shotput, basketball/bean bag toss, standing long jump, among others. This day is a highlight for staff and students alike, as the participants' excitement is contagious. Thank you to all the York Catholic organizers and Special Olympics Ontario for making this great event possible.

Elementary track and field days are currently being held at St. Maximilian Kolbe's outdoor running track. I encourage everyone to drop in and cheer for our students!

At tonight's Board Meeting, we will recognize York Catholic's OFSAA winners. The hard work and sacrifice that is required to excel at athletics at such a high level is truly incredible. Congratulations to you all!

### **Survey for the Permanent Director of Education**

The Board of Trustees is currently conducting a survey to guide our selection process for the new permanent Director of Education. The survey has been emailed to all staff and families, and is available on [www.ycdsb.ca](http://www.ycdsb.ca). We are asking all members of the Catholic community of the York Region to share their thoughts on his vital position. The successful candidate will lead the YCDSB and implement the Multi-Year Strategic Plan. Responses will be accepted until Thursday, June 27, 2024. I encourage everyone to take 10 minutes to fill out the survey and to encourage your Catholic families and friends to do so as well.

### **Italian Heritage Month**

Trustee Angela Saggese and I were honoured to attend an Italian Heritage Month reception at the Ontario Legislature on June 4. It was wonderful to spend some time with Italian Canadians who are working to make our province a better place through the vocation of politics.

It was especially enjoyable to chat with Stephen Lecce at the reception just before he was moved from the Ministry of Education to the Ministry of Energy and Electrification. I know we wish Minister Lecce all the best in his new portfolio and look forward to officially meeting Minister Todd Smith as the Minister of Education. On the weekend of June 15-16, the Director and some Trustees attended a celebration of Italian culture organized by Comitato Tricolore per gli Italiani nel Mondo, COM.IT.ES Toronto, Veneto Centre and Corriere Canadese. York Catholic teachers encouraged students to write essays on the emigration experience, and the winners will be recognized at this event. Congratulations to all the winners!

### **Summer Blessings**

The Book of Ecclesiastes tells us, "For everything there is a season, and a time for every matter under heaven."

For our students, staff, family members and community partners, summer offers a time to relax, to be with our loved ones and to enjoy the beauty of the natural world created for us by God. I wish you all the best during this special season and may you always be assured of God's love for you.



## York Catholic District School Board Director's Report

**Memo To:** Board of Trustees

**From:** John De Faveri, Interim Director of Education

**Date:** June 18, 2024

**Re:** Director's Report

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*"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ."*

—1 Corinthians 12:12

The saying **"We are diverse. We are one in Christ"** has been displayed at York Catholic schools for years. It is a constant reminder that everyone is equal in the eyes of our Lord. Therefore, we should treat everyone as an equal. In June, many of the communities that make up the fabric of the York Catholic District School Board are recognized for the significant contributions of their people and culture. We celebrate alongside our Filipino, Italian, LGBTQ+ and Portuguese brothers and sisters. The YCDSB is committed to equity and inclusion of all, so we will continue to work towards providing everyone with a safe and welcoming school environment.

### Relay For Life

It was exciting to be present for the return of Relay For Life at Sacred Heart CHS in Newmarket, Ontario, on May 31. After a six-year hiatus, students and staff organized an incredible day of fun that raised more than \$140,000 for cancer research. For several months, students demonstrated the virtues of leadership and charity by fundraising for the Canadian Cancer Society. After this **year's huge success, I am confident that we will see another Relay For Life at Sacred Heart CHS** in the future when Sacred Heart will surely break the \$1 million lifetime donation milestone.

### YCPIC Meeting

**The year's final York Catholic Parent Involvement Committee meeting covered many important** topics, including an excellent discussion on social media and cell phone use. Parents asked insightful questions on the role of devices in their **children's lives and what schools can do to** promote positive digital lifestyles. We were united in wanting to ensure young people's mental health and well-being by creating healthier relationships with social media and cell phones. In the new school year, I look forward to updating these parents on our efforts to achieve those goals.

### Archives Committee

I have greatly enjoyed the work of staff and trustees on the Archives Committee. Fascinating interviews are being conducted with some individuals who led York Catholic through its formation and exponential growth. A new climate-controlled archives room is being built in unused space at Our Lady of the Annunciation CES so we can preserve essential documents for generations to come. And new student-created paintings are being delivered to the Catholic Education Centre, so all our secondary schools can be represented in the boardroom. There is still much work to do, but these initiatives will help us remember how York Catholic became the amazing place it is today.

## Graduation

It has been an honour to participate in graduation ceremonies across the YCDSB. Even in these **early days of “graduation season,” I have been happily travelling across York Region to celebrate** the successes of our students alongside families and staff. Everyone in education is working toward graduation and after so many years of struggle and growth, it is always an emotional moment to see a school community come together in the joy of that moment.

I am deeply thankful for all the graduation invitations I have received. Please know that I wish I could attend every York Catholic graduation ceremony. May all the graduates and their families know that the entire York Catholic District School Board is cheering for them on their big day.

## Summer

York Catholic students and staff accomplish incredible things throughout the year thanks to lots of hard work. With summer upon us, I know that many of us will continue to be busy in the months ahead with summer courses, special projects and getting our schools ready for the return of students. However, I hope everyone has some time for a well-**deserved rest. York Catholic’s MYSP** commits us to promoting mental health and well-being, so please enjoy this time to recharge for another school year.



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

## York Catholic District School Board

### Regular Board Meeting

#### Information Report

#### Student Trustees Update

June 18th, 2024

#### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Catholic Faith:** Nurture faith formation and relationships with Christ.

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

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

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

#### **OSTA-AECO AGM**

From May 23rd-May 26th, 2024, student trustees from across the province of Ontario participated in OSTA-AECO's Annual General Meeting. Throughout the action-packed weekend, student trustees recapped the previous year, highlighting notable achievements in all aspects of education—including menstrual hygiene activism, AI development in schools, enhancing stakeholder connections, advocating for both faith and equity, and heightening community engagement. The conference allowed leaders to hear from representatives across the province, explore the insight returning student trustees can provide to their work, and the knowledge graduating student trustees will provide to their future communities.

#### **YSCPC Awards Ceremony**

On Monday, May 27th, Student Trustees James and Zamanifar had the privilege of hosting the YSCPC awards ceremony alongside YSCPC President Dabria Peta-Dragos at St. Maximilian Kolbe CHS. This was a special night for the YCDSB community, as students and teachers from across the YCDSB high schools were recognized for their



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

## **York Catholic District School Board**

leadership in their school community. This was a celebration of YCDSB community excellence and was a special night for everyone in the YCDSB. It was amazing to have award recipients, families, and YCDSB senior staff all in attendance. Congratulations to all award recipients for their fantastic and impactful leadership. Huge thanks to the YSCPC Advisors for organizing the special night.

### **YCDSB PowWow**

On June 3rd, St. Maximilian Kolbe Catholic High School hosted a powwow demonstration where students and staff learned various dances including hoop, jingle, dancy shawl and men's fancy. From the engaging and insightful announcer: Adrian, to the drummers and singer who performed: the Ghost Warriors, it was a magnificent start to Indigenous Peoples Month at YCDSB!

### **Exams/ End of Term**

As the 2023-24 school year comes to a close, students across the York Catholic District School Board are anxiously preparing for their final exams. We wish everyone the best of luck, and much relaxation, tranquility and rest as we look forward to our summer holidays.

### **Congratulations Graduates!**

Congratulations to the graduating class of 2024! As you move forward, remember our Catholic teachings of faith and stewardship that have shaped you. Let the light and love of Jesus shine through you in all that you do. May you carry these values with you as you embark on new adventures, spreading kindness and making a positive impact wherever you go.

Best wishes for a bright and successful future ahead. God bless you all!

### **Note from your Student Trustees...**

As the final report by your current student trustee trio, we would like to thank the students, staff, families, and community of the York Catholic District School Board for supporting us through this wonderful year. It has been a pleasure to serve as representatives of the student body at our school board, and it has been an even greater





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pleasure to learn, grow, be overcome with insight in this role and to work with so many unique individuals. This year, beyond reformatting our report outline, developing a special Student Achievement section on the YCDSB website, collaborating in the development of the Joy, Beauty, Brilliance Document, and other initiatives, we achieved our greatest goal: working with and representing our fellow students to the best of our abilities across the York Region. From the bottom of our hearts, thank you for being an integral part of the YCDSB community, and allowing us to do the work that we love.

- Your 2023-24 student trustees: Jonah, Amira, and Monica!

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** June 18, 2024  
**Report:** Multi-Year Strategic Plan - SMART Goals  
2023-2024 and 2024-2025

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### **EXECUTIVE SUMMARY**

This report is written to provide information to the Board of Trustees with regard to the Multi-Year Strategic Plan (2023-2028) and the yearly SMART goals. The summation of the SMART goal attainment for Year One (2023-2024) and the development of the SMART goals for Year Two (2024-2025) are addressed in this report.

### **BACKGROUND INFORMATION**

A template for reporting to the Board of Trustees was implemented in the 2023-2024 school year. This reporting template uses easily identifiable colours and words to describe the status of each goal.

The status of the SMART goal progress has been previously shared, with the first report being provided at the December board meeting and the second at the March board meeting.

### **CURRENT STATUS**

The conclusion of the 2023-2024 school year provides the opportunity for reflective accountability on behalf of the organization. The assessment of goal attainment is found in Appendix A (Final Report - June 18, 2024).

The opportunity provided by reviewing and reflecting the status of the Year One SMART goals led into the development of the Year Two SMART goals for the 2024-2025 school year found in Appendix B (Year Two -2024-2025 SMART Goals).

A comparison of Year One and Year Two SMART goals, with colour coded evaluation included, is found in Appendix C (Collective SMART Goals).

### **SUMMARY:**

The Board of Trustees are to review the data provided in the three attachments.

### **ATTACHMENTS:**

Appendix A - Final Report - June 18, 2024

Appendix B - Year Two -2024-2025 SMART Goals

Appendix C - Collective SMART Goals

Prepared by: Jennifer Sarna, Associate Director

Endorsed by: John De Faveri, Interim Director of Education

## 2023-2024 MYSP

### Final Report - June 18, 2024

<b>Our Mission</b>	With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.
<b>Our Vision</b>	A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.
<b>Our Values</b>	Catholicity Equity, Diversity and Inclusion Excellence Fiscal Responsibility, Integrity Respect

#### Overall Performance Summary: Status of Goals (32 Total)

Reporting Period	Action Required	Monitor	On Target	Overall
<b>Current June 2024</b>	<b>6</b>	<b>7</b>	<b>19</b>	<b>Monitor</b>
Previous (Jan. 2024)	5	8	19	Monitor
Previous (Nov. 2023)	7	12	13	Monitor

## Catholic Faith - Strategic Commitment #1

Nurture faith formation and relationships with Christ.

### Strategic Goals

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

### Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall
Current June 2024	0	1	3	On Target
Previous (Jan. 2024)	0	1	3	Monitor
Previous (Nov. 2023)	0	1	3	Monitor

SMART Goal	Prior Status	Final Status	Comment
1. At least 80% of Grade 8 students will report a satisfactory ('Agree' or 'Strongly Agree') result on the exit survey questions that assess the impact of their school and its programming on their experience at school by June 2024	➔	➔	Exit survey in progress.  Question #35 will be used for this SMART goal.
2. All liturgical resources will be updated and promoted on the YCDSB Religion and Family Life Google site, accessible to 100% of schools, by June 2024.	⬆	⬆	Updated liturgical resources have been embedded in the Religion and Family Life Google site. <b>Goal Achieved</b>
3. All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024	⬆	⬆	School representatives have attended training sessions. <b>Goal Achieved</b>
4. Before the end of June 2024, the Religious Education team will have made available a series of system-wide liturgical celebrations to foster fellowship and adult faith formation (Faith Day, Faith Ambassador Events, etc.) to 100% of schools.	⬆	⬆	Faith development for staff was available throughout the year. <b>Goal Achieved</b>

## Equity and Inclusion - Strategic Commitment #2

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

### Strategic Goals

Goal 2.1	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities
Goal 2.2	Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God
Goal 2.3	Actively promote, support and expect excellence for all students to achieve their God-given potential.

### Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall
<b>Current June 2024</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>Monitor</b>
Previous (Jan. 2024)	2	3	2	Monitor
Previous (Nov. 2023)	3	4	0	Monitor

SMART Goal	Prior Status	Final Status	Comment
5. Two system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2024.	→	↑	Black Student Leadership Conference and Respecting Differences Student Forum.  <b>Goal Achieved</b>
6. A process for on-going data collection to inform responsive instruction and interventions will be established before June 2024 in order to align the appropriate resources and support.	↓	↓	Creation of New Census Data Collection in development.
7. The diversity of students, staff, parishes and Catholic school communities will be celebrated through bimonthly non-performative events or activities which alternate among each Family of Schools Area and the Catholic Education Centre by the end of June 2024.	↓	↑	Indigenous Winter Games and Reading Rainbow represent events that support communities looking for growth and development.  <b>Goal Achieved</b>
8. The number of behavioural incident student reports will be reduced by 2% by June 2024.	→	↓	Continued collaboration with Health and Safety and IT to develop a tool to extract such data.

SMART Goal	Prior Status	Final Status	Comment
<p>9. By June 2024 a 2% improved level of engagement and acceptance will be noted in the responses of students who within the Climate survey report that they:</p> <ul style="list-style-type: none"> <li>*feel safe, accepted and welcomed.</li> <li>* experience a sense of belonging and well-being</li> <li>*perceive that school rules are applied fairly.</li> </ul>	→	→	<p>Data collection and analysis underway.</p> <p><b>I am safe</b>  83% Prelim 2024 Gr 6-12 census  96% 2023 Elem School Climate Survey (Gr 4,6 and 7)  83% 2023 Sec School Climate Survey (Gr 9-12)</p> <p><b>I feel I belong</b>  73% Prelim 2024 Gr 6-12 census  94% 2023 Elem School Climate Survey (Gr 4,6 and 7)</p> <p><b>I am accepted by other students</b></p> <p>85% 2023 Sec School Climate Survey (Gr 9-12)</p> <p><b>School Rules are applied fairly</b>  36% often (86% sometimes/often) Prelim 2024 Gr 6-12 census 35% often 2023 Elem School Climate Survey (Gr 4,6 and 7) 59% (agree/strongly agree) 2023 Sec School Climate Survey (Gr 9-12)</p>
<p>10. A more equitable allocation and distribution of resources that provide for the five schools that serve primarily low-income communities will be implemented by June 2024.</p>	↓	→	<p>The technology replacement committee established a fund to address tech equity for implementation in 2024-2025</p>
<p>11. By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.</p>	→	↑	<p>Equity-Seeking Leadership Workshop series was developed and collaboratively led by BLDS and key school and system leaders.</p> <p><b>Goal Achieved</b></p>



## Student Achievement - Strategic Commitment #3

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

### Strategic Goals

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

### Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall
<b>Current June 2024</b>	1	2	9	<b>On Target</b>
Previous (Jan. 2024)	0	2	10	On Target
Previous (Nov. 2023)	0	4	8	Monitor

SMART Goal	Prior Status	Final Status	Comment
12. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 78% to 80%.	↑	→	Improved from 78% to 79%.
13. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.	→	↑	Improved from 87% to 90%. <b>Goal Achieved</b>
14. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 55% to 60%.	↑	→	Improved from 55% to 58%.
15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 59% to 62%.	↑	↑	Improved from 60% to 68%. <b>Goal Achieved</b>
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%.	→	↑	Maintained participation at 100%. <b>Goal Achieved</b>
17. Continue to maintain high levels of completion rates (90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).	↑	↑	Maintaining over 90% completion rate in all areas of Experiential Learning. <b>Goal Achieved</b>

SMART Goal	Prior Status	Final Status	Comment
18. Participation in community work placements through the Pathways to EmployABILITY Program (PEP) will increase from 44 secondary students with disabilities in the 2022-2023 school year to 50 students (12% increase) who will develop transferable employability skills in order to secure paid employment opportunities after graduation.	➔	⬇	Only 39 students with disabilities participated in a community work placement in the 2023-2024 school year. The target was not met due to an amendment to the Criteria for Entry into the PEP program..
19. The STAR Program, curriculum for students on alternative programs, will be available in every elementary school starting in 2023-2024.	⬆	⬆	<b>Goal Achieved</b>
20. The STAR Program goals and expectations will be reflected in IEPs for students on alternative programs in the areas of Literacy and Numeracy in 60% of elementary schools or 52 schools out of 86 for 2023-2024.	➔	⬆	The STAR Goals and Learning Strategies are included in the IEPs for students on Alternative Programs <b>Goal Achieved</b>
21. By June 2024, the frequency of training and follow-up for students with OT/PT issued SEA equipment, iPads and software will increase by at least 50% (from 2 OT visits to 4 OT visits) in order to ensure staff/student proficiency and use to access curriculum and/or alternative programming.	⬆	⬆	The target to increase training by 50% was achieved. <b>Goal Achieved</b>

SMART Goal	Prior Status	Final Status	Comment
22. By June 2024, increase the number of psychological assessments where social communication and restricted/repetitive behaviours are an area of query/concern by 50% to a total of 18.	↑	↑	The target was achieved with a 66% increase of the number of psychological assessments where social communication and restricted behaviours were a query. <b>Goal Achieved</b>
23. By June 2024, the Speech and Language Services Team will offer enhanced support to students using augmentative/alternative communication tools in order to improve their skills in the areas of face to face communication and literacy skill development	↑	↑	The newly created AAC team has provided 473 visits in support of 204 YCDSB students who use alternative means of communication. <b>Goal Achieved</b>

## Well-Being - Strategic Commitment #4

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

### Strategic Goals

Goal 4.1	Provide equitable access to evidence-based culturally-responsive services and resources for all.
Goal 4.2	Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.
Goal 4.3	Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being

### Performance Summary: Status of Goals

Reporting Period	Action Required	Monitor	On Target	Overall
<b>Current June 2024</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>Monitor</b>
Previous (Jan. 2024)	3	2	4	Monitor
Previous (Nov. 2023)	4	3	2	Monitor

SMART Goal	Prior Status	Final Status	Comment
24. Using data collected from the Employee Engagement and Wellness surveys, the wellness program offerings and services offered to staff during the 2023-2024 school year will reflect their requests and needs.	↓	↓	Paused due to labour relation issues.
25. A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate.	↓	↓	Paused due to labour relation issues.
26. During the 2023-24 school year the Employee Wellness Committee will review and revise the Terms of Reference to be more inclusive of representation from CEC and school-based staff.	→	↑	The committee reviewed and revised their Terms of Reference. <b>Goal Achieved</b>
27. A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.	↓	↓	Paused due to labour relation issues.
28. In conjunction with the BLDS, a workplace mental health leadership program and training plan will be developed and implemented by the end of June 2024.	↑	↑	Feb 20 + 22 workshops for all Principals/Vice Principals. <b>Goal Achieved</b>
29. The Attendance Task Force will continue its work with recommendations provided to the senior team and Board of Trustees during the 2023-2024 school year.	↑	↑	Feb 20 + 22 workshops for all Principals/Vice Principals. <b>Goal Achieved</b>
30. During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.	→	→	As of June 2024, 93% of elementary schools and 100% of secondary schools had a mental health ambassador.

SMART Goal	Prior Status	Final Status	Comment
31. By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.	→	↑	Goal Achieved
32. 100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.	↓	→	As of June 2024, 64% of elementary schools and 55% of secondary schools have embedded one mental health activity per week into the regular school day

**Collective SMART Goals**

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN	CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR ONE SMART GOALS 2023-2024	YEAR TWO SMART GOALS 2024-2025
Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.	1. At least 80% of Grade 8 students will report a satisfactory ('Agree' or 'Strongly Agree') result on the exit survey questions that assess the impact of their school and its programming on their experience at school by June 2024	1. By June 2025, at least <b>85%</b> of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact ("Agree" or "Strongly Agree") on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.
			2. All liturgical resources will be updated and promoted on the YCDSB Religion and Family Life Google site, accessible to 100% of schools, by June 2024	2. By June 2025, the number of YCDSB schools taking part in the Development and Peace Schools Program, (a Canadian Catholic program that helps students to grow in their development as critical thinkers and agents of social change who apply the Catholic Social Teachings in response to social and global justice issues) will have increased by <b>50%</b> .
		Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.	3. All FDK-Grade 8 teachers will implement the Growing in Faith, Growing in Christ Religious Education Program for their students by June 2024	3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in <b>100%</b> of Grade 1 classrooms by June 2025.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	4. Before the end of June 2024, the Religious Education team will have made available a series of system-wide liturgical celebrations to foster fellowship and adult faith formation (Faith Day, Faith Ambassador Events, etc.) to 100% of schools.	4. Before the end of June 2025, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by <b>25%</b> .
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.	5. Two system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2024.	5. <b>Three</b> system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2025.
			6. A process for on-going data collection to inform responsive instruction and interventions will be established before June 2024 in order to align the appropriate resources and support.	



			7. The diversity of students, staff, parishes and Catholic school communities will be celebrated through bimonthly non-performative events or activities which alternate among each Family of Schools Area and the Catholic Education Centre by the end of June 2024.	6. By the end of June 2025, two workshops will be offered to staff aimed at fostering a culture that recognizes and celebrates the dignity and diversity of all students, staff, and Catholic school communities with exit card surveys confirming that at least <b>85%</b> of the participants report changes in their awareness, attitudes and actions moving forward.
		Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.	8. The number of behavioural incident student reports will be reduced by 2% by June 2024.	7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.
			9. By June 2024 a 2% improved level of engagement and acceptance will be noted in the responses of students who within the Climate survey report that they: - feel safe, accepted and welcomed. - experience a sense of belonging and well-being - perceive that school rules are applied fairly.	8. By the end of June 2025, the insights gathered from the equity audit will be used to establish and fortify the Inviting and Inclusive Office, ensuring that data-driven strategies drive equitable practices and foster inclusive environments across all facets of our educational community.
			10. A more equitable allocation and distribution of resources that provide for the five schools that serve primarily low-income communities will be implemented by June 2024.	
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	11. By the end of June 2024, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for all.	9. By June 2025, the Office of the HREA will create and distribute a series of posters system-wide. The effectiveness of this campaign will be assessed by establishing a benchmark framework by measuring the number of individuals visiting the HREA website and tracking reports submitted through the complaints portal.
				10. By the end of June 2025, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented.

Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	12. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from 78% to 80%.	11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from <b>79%</b> to <b>80%</b> .
			13. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will improve from 87% to 90%.	12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at <b>90%</b>
			14. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 55% to 60%.	13. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>58%</b> to <b>60%</b> .
			15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from 59% to 62%.	14. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>70%</b> to <b>72%</b> .
	Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.	Offer inclusive and specialized programs that address and engage all student learner profiles.	16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at 100%	16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at <b>100%</b> .
			17. Continue to maintain high levels of completion rates (90%) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).	17. Continue to maintain high levels of completion rates ( <b>over 90%</b> ) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
			18. Participation in community work placements through the Pathways to EmployABILITY Program (PEP) will increase from 44 secondary students with disabilities in the 2022-2023 school year to 50 students (12% increase) who will develop transferable employability skills in order to secure paid employment opportunities after graduation.	18. .By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by <b>3%</b> .
			19. The STAR Program, curriculum for students on alternative programs, will be available in every elementary school starting in 2023-2024.	19. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by <b>3%</b> .

			20. The STAR Program goals and expectations will be reflected in IEPs for students on alternative programs in the areas of Literacy and Numeracy in 60% of elementary schools or 52 schools out of 86 for 2023-2024.	20. By June 2025, <b>100%</b> of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.
			21. By June 2024, the frequency of training and follow-up for students with OT/PT issued SEA equipment, iPads and software will increase by at least 50% (from 2 OT visits to 4 OT visits) in order to ensure staff/student proficiency and use to access curriculum and/or alternative programming.	21. As of June 2025, the alternative placement program for special education students with alternative program goals will be implemented and provided via the special education teacher in <b>100 %</b> of schools as required.
			22. By June 2024, increase the number of psychological assessments where social communication and restricted/repetitive behaviours are an area of query/concern by 50% to a total of 18.	22. By June 2025, the STAR program goals and expectations will be included in one student IEP in <b>100%</b> of elementary schools where required.
			23. By June 2024, the Speech and Language Services Team will offer enhanced support to students using augmentative/alternative communication tools in order to improve their skills in the areas of face to face communication and literacy skill development.	23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by <b>50%</b> as a direct result of increased OTPT consultation.
Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.	24. Using data collected from the Employee Engagement and Wellness surveys, the wellness program offerings and services offered to staff during the 2023-2024 school year will reflect their requests and needs.	28. All elementary schools ( <b>100%</b> ) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families.
			25. A further Employee Engagement Survey will be conducted during the 2023-24 school year with a 20% greater response rate	
			26. During the 2023-24 school year the Employee Wellness Committee will review and revise the Terms of Reference to be more inclusive of representation from CEC and school-based staff.	

		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	27. A formal Employee Recognition Program, inclusive of all staff and labour groups, will be developed and implemented during the 2023-24 school year.	29. Throughout the 2024-2025 school year there will be a continued collaboration between BLDS and Employee Wellness to provide leadership training on staff communication and wellness initiatives.
			28. In conjunction with the BLDS, a workplace mental health leadership program and training plan will be developed and implemented by the end of June 2024.	30. The Attendance Task Force will continue its work during the 2024-2025 school year with the goal of reducing employee absenteeism and associated costs.
			29. The Attendance Task Force will continue its work with recommendations provided to the senior team and Board of Trustees during the 2023-2024 school year	
	Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.		30. During the 2023-2024 school year at least 100 schools will have mental health ambassadors appointed and responsible for incorporating student and staff wellness into yearly planning.	31. As of June 2025, <b>100%</b> of elementary and secondary schools will have a mental health ambassador.
			31. By the end of June 2024, there will be a 20 % Increase in the attendance at professional development opportunities for administrators, teachers and school staff to increase mental health literacy.	32. By June 2025, attendance at mental health literacy professional development sessions, focused on mental health literacy for administrators, teachers and school staff, will be maintained at the current level of <b>20%</b> .
			32. 100% of schools will embed one mental health activity per week into the regular school day during the 2023-2024 school year.	33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, <b>67%</b> of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.

## Year Two (2024-2025 SMART Goals)

YCDSB MULTI-YEAR STRATEGIC PLAN 2023-2028			CATHOLIC BOARD IMPROVEMENT PLAN
Strategic Commitment	Strategic Priority	Enduring Strategies (Goals)	YEAR TWO SMART GOALS 2024-2025
Catholic Faith	Nurture faith formation and relationships with Christ.	Foster a culture that respects and honours the human dignity of all persons that is inspired by our relationship with Christ.	1. By June 2025, at least <b>85%</b> of elementary NTIP teachers who attend the mandatory Religion and Family Life sessions will report a positive and significant impact (“Agree” or “Strongly Agree”) on their familiarity with and ability to implement the Religious Education and Family Life Education Programs at YCDSB.
			2. By June 2025, the number of YCDSB schools taking part in the Development and Peace Schools Program, (a Canadian Catholic program that helps students to grow in their development as critical thinkers and agents of social change who apply the Catholic Social Teachings in response to social and global justice issues) will have increased by <b>50%</b> .
		Embed and prioritize the <u>Ontario Catholic School Graduate</u> expectations into all curriculum areas.	3. The <i>Blessed and Beloved</i> Family Life Education Program will be implemented in <b>100%</b> of Grade 1 classrooms by June 2025.
		Cultivate school environments focused on spiritual growth to support Catholic faith formation and deeper faith knowledge.	4. Before the end of June 2025, the total number of attendees at Faith Ambassador events (where staff gather in fellowship and celebrate our Catholic identity) for the year will have increased by <b>25%</b> .
Equity and Inclusion	Build and sustain an equitable, inclusive and accessible learning and working environment.	Recognize, value, integrate and celebrate the dignity and diversity of all students, staff, and Catholic school communities.	5. <b>Three</b> system wide initiatives designed to allow the voices of a group of students and staff, historically underrepresented to be heard, will be developed and implemented by June 2025.
		Identify and eliminate barriers to equity of access, opportunity and outcomes for all, as we acknowledge that we are all created in the image of God.	6. By the end of June 2025, two workshops will be offered to staff aimed at fostering a culture that recognizes and celebrates the dignity and diversity of all students, staff, and Catholic school communities with exit card surveys confirming that at least <b>85%</b> of the participants report changes in their awareness, attitudes and actions moving forward.  7. By the end of June 2025, a comprehensive system-wide audit will be completed to identify barriers to equity in access, opportunity, and outcomes that influence student success in the classroom that will drive the development of an action plan.

			8. By the end of June 2025, the insights gathered from the equity audit will be used to establish and fortify the Inviting and Inclusive Office, ensuring that data-driven strategies drive equitable practices and foster inclusive environments across all facets of our educational community.
		Actively promote, support and expect excellence for all students to achieve their God-given potential.	9. By June 2025, the Office of the HREA will create and distribute a series of posters system-wide. The effectiveness of this campaign will be assessed by establishing a benchmark framework by measuring the number of individuals visiting the HREA website and tracking reports submitted through the complaints portal.
			10. By the end of June 2025, at least one system level initiative will have been developed and implemented that eliminates barriers to equity of access, opportunity and outcomes for those who are traditionally underrepresented.
Student Achievement	Enrich and improve student learning so that excellence in achievement and engagement is possible for all.	Embed culturally responsive and relevant pedagogy (CRRP) for the improvement of literacy and numeracy skills and to promote evidence-based instructional practices.	11. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for writing will improve from <b>79%</b> to <b>80%</b> .
			12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at <b>90%</b>
			13. The percentage of grade 6 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>58%</b> to <b>60%</b> .
			14. The percentage of grade 3 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>70%</b> to <b>72%</b> .
			15. The percentage of grade 9 students at or above the provincial standard (levels 3 and 4) in the EQAO assessment for math will improve from <b>68%</b> to <b>70%</b> .
		Align program initiatives with the <u>global competencies</u> and future trends in education and the workforce.	16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at <b>100%</b> .



		Offer inclusive and specialized programs that address and engage all student learner profiles.	17. Continue to maintain high levels of completion rates ( <b>over 90%</b> ) in all areas of Experiential Learning (i.e., Cooperative Education, Dual Credit Programs, Ontario Youth Apprenticeship Program, Schools Within a College, and Specialist High Skills Major).
			18. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for reading and writing will increase by <b>3%</b> .
			19. By the end of June 2025, the percentage of grade 3 and 6 students identified as having special education needs at or above the provincial standard (levels 3 and 4) in the EQAO assessment for mathematics will increase by <b>3%</b> .
			20. By June 2025, <b>100%</b> of secondary YCDSB Special Education Teachers and secondary Principals/Vice-Principals will be trained on the implementation of inclusive, evidence informed transition practices, resources, tools, supports and programs outlined in the Transition Framework.
			21. As of June 2025, the alternative placement program for special education students with alternative program goals will be implemented and provided via the special education teacher in <b>100 %</b> of schools as required.
			22. By June 2025, the STAR program goals and expectations will be included in one student IEP in <b>100%</b> of elementary schools where required.
			23. By June 2025, participation in school activities (gym, sports, recess, field trips, school events) and programming will improve by <b>50%</b> as a direct result of increased OTPT consultation.
			24. By June 2025, a minimum of <b>75%</b> of the educators who receive training and assistance in tailoring evidence-based literacy instruction strategies for students who use augmentative and alternative communication (AAC) will report acquiring at least one new evidence-based literacy instruction strategy.

			25. By June 2025, <b>80%</b> of students with a BMS safety plan will have at least one function-based learning objective that addresses the underlying reason for the risk of injury behaviour (e.g., physical aggression) as measured through the audit of individual behaviour plans and/or IEP goals supported by Behaviour Resource Services.
			26. By June 2025, ABA Services will pilot an evidence-based small group social-emotional learning program for students aged 8-12 years old with social/behavioural difficulties across at least <b>four</b> elementary schools.
			27. By June 2025, Itinerant Autism Intervention teachers will provide support to <b>60</b> students in FDK classes by providing modelling and demonstration of evidence-based strategies to Special Education and FDK teachers, resulting in increased student participation.
Well-Being	Promote and nurture the social-emotional, spiritual, and physical well-being of all members of the YCDSB.	Provide equitable access to evidence-based culturally-responsive services and resources for all.	28. All elementary schools ( <b>100%</b> ) will promote and encourage the Active School Travel strategies and suggestions by including them within their regular newsletters/communication to families.
		Support ongoing individualized accommodations that support staff to perceive that their working conditions and environments are healthy, safe and inclusive.	29. Throughout the 2024-2025 school year there will be a continued collaboration between BLDS and Employee Wellness to provide leadership training on staff communication and wellness initiatives.
			30. The Attendance Task Force will continue its work during the 2024-2025 school year with the goal of reducing employee absenteeism and associated costs.
		Foster a culture of ongoing professional development to increase mental health literacy and enhance staff efficacy to improve employee engagement and support student well-being.	31. As of June 2025, <b>100%</b> of elementary and secondary schools will have a mental health ambassador.
			32. By June 2025, attendance at mental health literacy professional development sessions, focused on mental health literacy for administrators, teachers and school staff, will be maintained at the current level of <b>20%</b> .
			33. By June 2025, through workshops, peer led mental health initiatives, curriculum and social media, <b>67%</b> of students in grades 6, 9 and 10 will be aware of and know how to access mental health supports and services.



# **2024-25 Budget Development: Financial Position (Estimates)**

## **Board Meeting**

## **June 18, 2024**

Prepared by:  
Submitted by:  
Endorsed by:

Kim Scanlon, Budget Manager and Claire Tupchong, Senior Financial Analyst  
Calum McNeil, Chief Financial Officer & Treasurer of the Board  
John De Faveri, Interim Director of Education and Secretary of the Board





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# Compliance Overview

*New and on-going funding pressures coupled with non-discretionary technology investments have driven the deficit higher*

## 2023-24

	Revised Estimates	Forecast
Deficit	(12.9)	(15.4)
Accumulated Deficit	(4.2)	(6.6)

- Compliance position is forecasted to be 2.5M worse compared to Revised Estimates (details on next slide)
- June 2023 request to the Ministry for use of Proceeds of Disposition (\$10.6M) to fund the 22/23 Pay Equity pressure remains outstanding
- Additional POD Request to fund the 23/24 Pay Equity pressure (\$7M) is recommended
- Ministry audit is ongoing
- Bill 124 is assumed to be fully funded within the forecast

## 2024-25

	2024-25 Estimates
Deficit	(19.1)
Accumulated Deficit	(25.7)

- Bill 124 impact (if any) is excluded per Ministry guidance and cannot be calculated at this time
- To request In-Year Deficit approval again
- To develop Multi-Year Financial Recovery Plan in the Fall



# 2023-24 Forecast

*Since Revised Estimates, the compliance position has worsened by \$2.5M*

(\$ millions)	Surplus / (Deficit) <sup>(1)</sup>	
<b>23/24 Revised Estimates</b>	<b>(12.9)</b>	
Snow Removal	1.0	Reversal of 23/24 savings
WSIB Projected Pressure	1.0	Liability change \$0.6M, direct payroll \$0.4M
Teachers Pressure	1.0	Q&E update, home instruction
Classroom Supply Pressure	0.8	Budgeted savings was \$2.5M. Actual savings trending to \$1.7M.
Transportation Savings	(0.6)	Vehicle and ridership savings
Snow Removal Savings	(0.6)	Favourable weather
Other	(0.1)	
<b>23/24 Forecast</b>	<b>(15.4)</b>	

(1) Positive values = increase in the deficit. Negative values = decrease in the deficit.

Bill 124 impact (current and retroactive labour updates) is assumed to be fully funded.



# 2024-25 Estimates: Economic and Funding Backdrop

## Inflation Implications

- Funding
- Employees

## Funding Challenges

- Province wide
- School Board specific



# School Board Specific Circumstances

*Every school board has **different circumstances** which impact compliance challenges*

## Enrolment

- Growing or declining
- Timing of growth/decline and funding announcements
- Ability and agility to right size

## Demographics

- Immigration
- Student diversity

## Pressures from Local Decisions

- Historical programs
- Collective agreements
- Contractual obligations
- Pay Equity

## Ministry Funding Differences

- Employer Life and Health Trusts (ELHT)
- Special Education
- Transportation
- Indigenous Education

# 2024-25 Structural Pressures

*Of the approx. \$30M pressures, some can be influenced, while others are outside the board's control*

## Pressure

**E** – External Pressure

**I** – Internal Pressure



- I** Special Education deficit (\$13.5M)\*
- I/E** Supply costs (\$9M)
- I/E** Declining enrolment / small schools
- I** Above average labour rates (\$6-7M)
- E** E-Learn funding (\$0.3-0.5M)
- E** ELHT (\$4.4M)
- E** Bill 124 funding (TBD)

\*there is an overlap of this pressure with supply and labour rates

# Declining Enrolment

*Difficult to adjust cost structures when unable to close schools*

The 23/24 GSN per pupil base funding is approximately **\$12K**:

- ➔ \$9.1K is related to variable costs: Funding and Expense change proportionally with enrolment (Teachers, supplies, etc.)
- ➔ \$2.9K is related to fixed costs: Expenses remain constant despite the enrolment decrease (Principals, school operations, etc.)

An ADE decrease of 1,000 necessitates a \$3M fixed cost reduction (over time) to maintain status quo.

Since 2018-19, there has been a decline of 4,300 pupils of the board which necessitates a reduction in fixed costs of approximately \$12M. \*

While the **Declining Enrolment Adjustment (DEA)** grant provides transitional funding to allow boards to adjust their cost structures, it is expected that boards adjust to their new funding levels within 2 years.

Since 2017, a moratorium on school closures has meant schools with low enrolment cannot be closed/consolidated making it difficult to adjust cost structures.

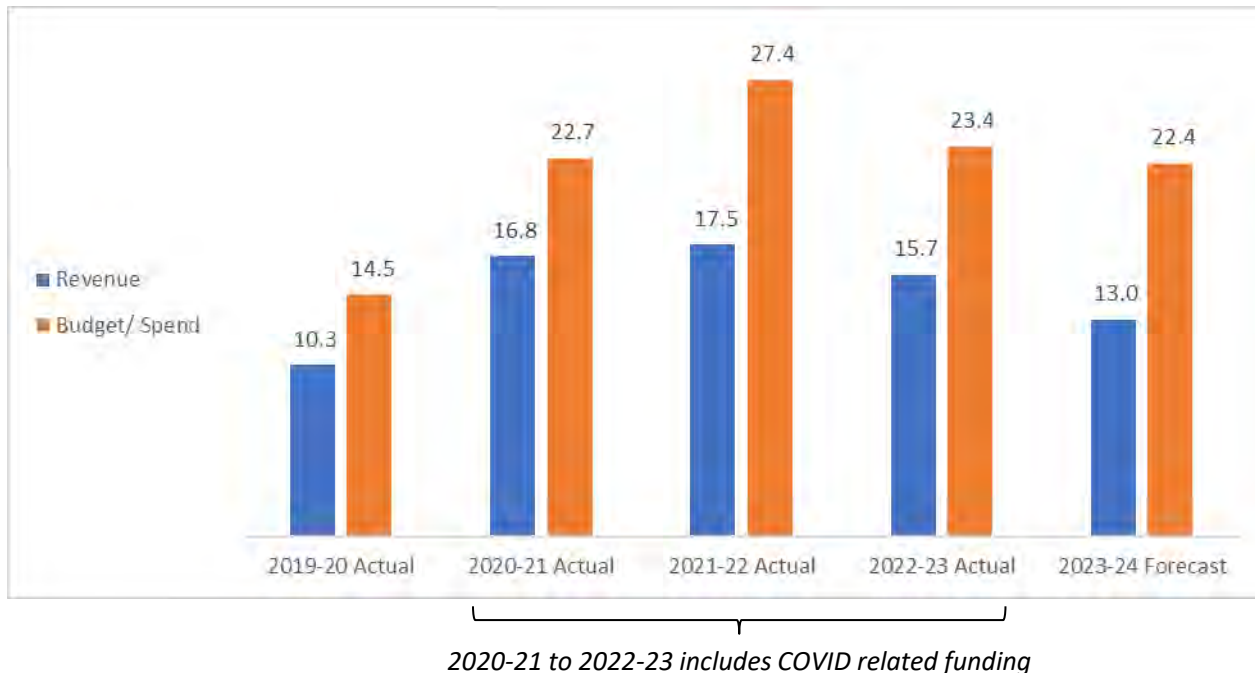
\* This is a general assumption to demonstrate declining enrolment challenges – there are several factors influencing revenue and costs such as school size. Furthermore, some fixed costs may be saved with larger ADE declines.





# Supply Costs - Historical Budget Pressure (Teachers, ECEs and EAs)

*Discontinued COVID-19 funding is partially offset by projected savings*



Supply costs declined since the peak of COVID-19.

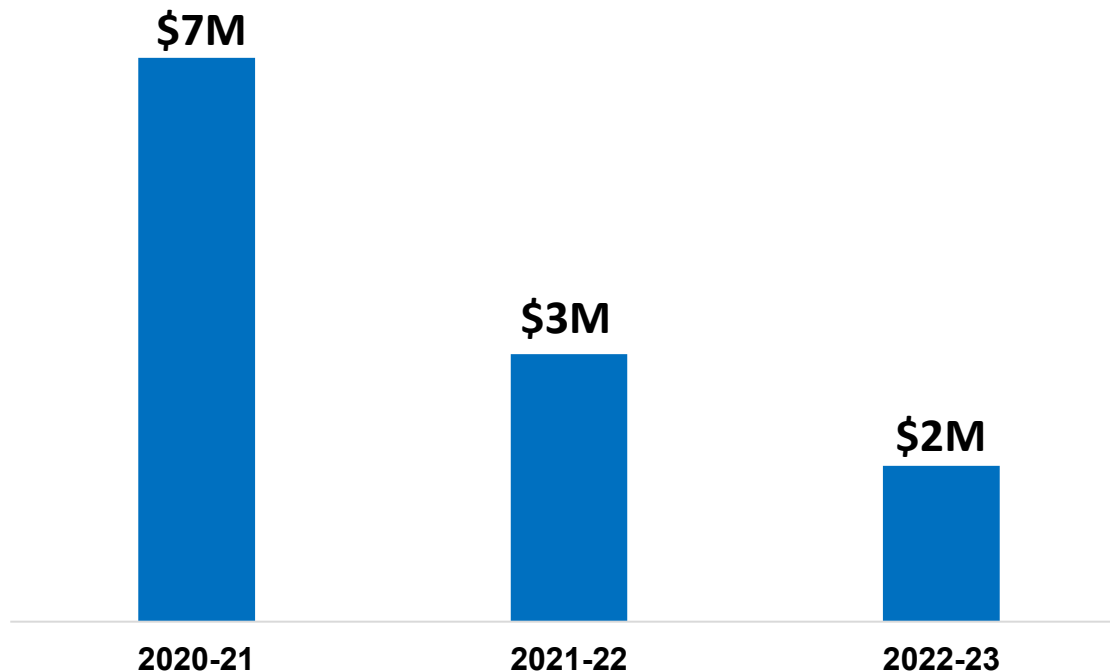
2023-24 forecast projects continued decrease, but still higher than pre-pandemic levels.

1) Source: Ministry EFIS (Education Finance Information System) Data Form D



## Supply Pressure vs. Sector

The Board's estimated **additional supply cost pressure** (i.e. above and beyond the median Board, per SBCI study) decreased from \$7M in 2020-21 to \$2M in 2022-23, as average sick days have trended towards the median.

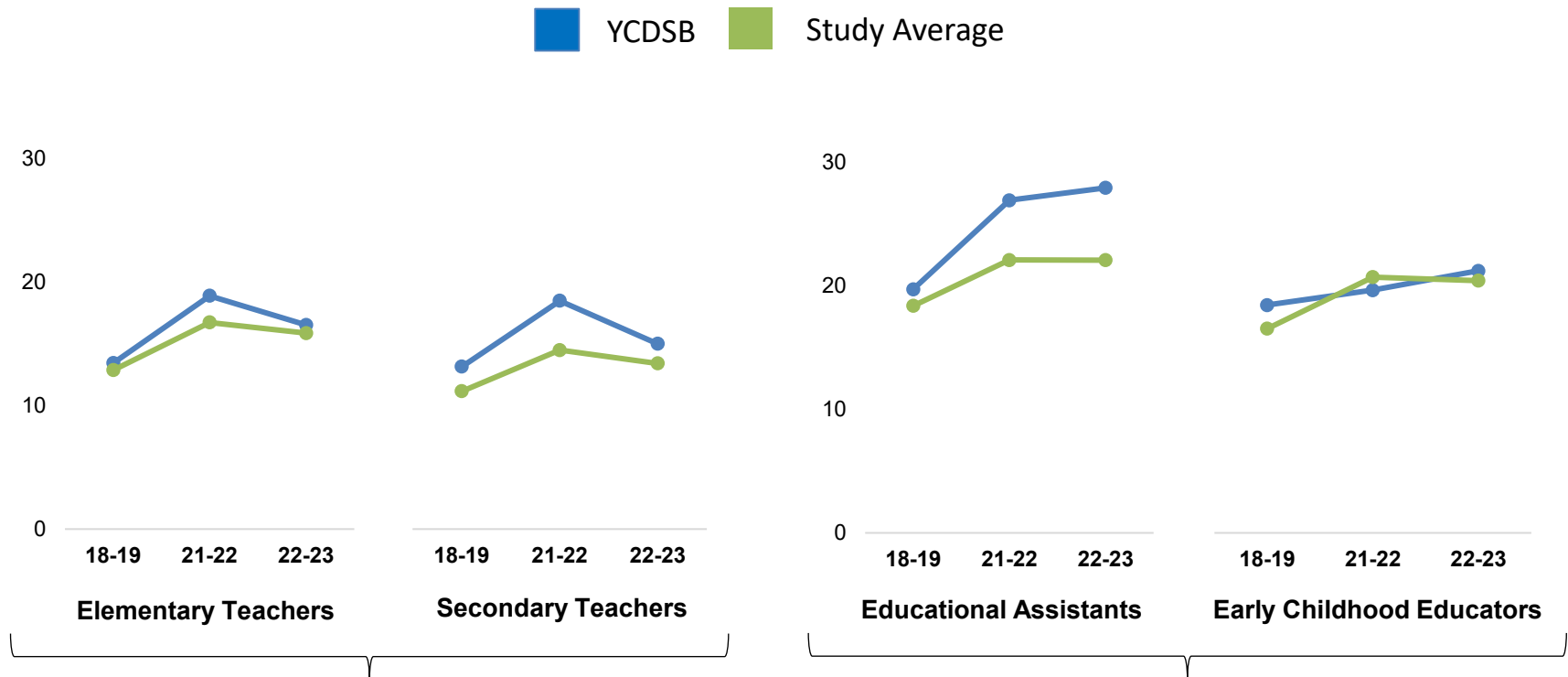


An average daily supply cost was applied to estimate the supply cost differential, with an assumption that the “supply coverage” ratio is consistent.



# 2022-23 SBCI Study : Average Sick Days Pre-COVID and Past 2 Years

*Elementary and Secondary Teachers narrowed the gaps with the SBCI study average*



**Average sick days declined more than the Study Average, closing the gap between YCDSB and the Study Average.**

**Average sick days increased while the Study Average remained relatively unchanged.**



# 2024-25 Estimates: Overview

*Aggressive savings measures offset new investments, but budget assumptions, including funding decreases, increase the deficit to \$19.1M*

	FTE	Surplus / (Deficit) (\$M) <sup>(1)</sup>	
<b>23/24 Revised Estimates</b>		<b>(12.9)</b>	
Budget Assumptions	(70)	6.4	Combination of \$4.5M updated budget assumptions (WSIB, supply, and snow removal) and \$1.9M of new funding pressures (Appendix 1.1)
Savings	(38)	(4.7)	Savings across the board (Appendix 1.2)
Investments	4	4.5	Investments in leadership and equity, classroom/programming and non-discretionary technology
<b>24/25 Estimates</b>	<b>(104)</b>	<b>(19.1)</b>	

(1) Positive values = increase in the deficit. Negative values = decrease in the deficit.



# 2024-25 Investments

## Board Leadership & Equity, 0.3M

- Moving Towards Equity, 0.25
- Board Leadership Development Strategy, 0.05

## Technology, 3.2M

- Infrastructure renewal, 1.9
- Non-discretionary SAP upgrade, 1.25

## Classroom/Programming, 0.8M

- Centrally Purchased School Technology, 0.5
- Technology & Trades Consultant, 0.1
- Holy Cross IB Program Teacher, 0.1
- ESL Consultant, 0.06
- Secondary Math Facilitator, 0.04

## Marketing & Other, 0.2M

- Marketing Specialist, 0.1
- Videographer, 0.07
- Transportation - Transit Served, 0.04
- Transportation - Caregiver Address, 0.02



# Operating Position

Operating (\$ millions)	2024-25 Estimates	2023-24 Forecast	Change
<b>Revenue</b>			
Core Education Grants (Core Ed)	596.2	594.1	2.1
Responsive Education Grants (REP) & Other	5.6	11.7	(6.1)
Other Continuing Education Revenues	6.3	6.8	(0.5)
International Student Fees	5.1	4.2	0.9
Miscellaneous Revenue	7.0	8.8	(1.8)
Bill 124 Settlements	19.7	-	19.7
<b>Total Revenue</b>	639.9	625.6	14.3
<b>Operating Expenses</b>			
Salaries and Benefits	564.9	568.1	(3.2)
Expenses	74.4	72.9	1.5
Bill 124 Settlements	19.7	-	19.7
<b>Total Expenses</b>	659.0	641.0	18.0
<b>Compliance In-Year Position</b>	<b>(19.1)</b>	<b>(15.4)</b>	<b>(3.7)</b>



# Balanced Budget Determination

A **balanced budget** is deemed to be an in-year surplus or a deficit not exceeding 1% of the GSN operating allocation. In 2024/25, 1% of the Board's GSN operating allocation is **\$6.0M**.

(\$ millions)	2023-24 Forecast	2024-25 Estimates
In-Year Surplus /(Deficit)	(15.4)	(19.1)
Ending Accumulated Surplus (1)	(6.6)	(25.7)

(1) 2024/25 includes \$1.8 internally appropriated for committed capital projects not available for compliance.



# Budget Compliance

*A balanced budget is deemed to be an in-year surplus or a deficit not exceeding 1% of the GSN operating allocation*

## **24/25 Non-Compliant Budget (Estimates)**

- Need to submit for Ministry approval before end of June (non-compliance approval form).
- Trustees cannot approve a non-compliant budget – give conditional approval only.
- Once requirement for Multi-Year Financial Recovery Plan (“MYFRP”) is established, updates are processed through this “track” (i.e. non-compliance requests no longer needed).
- We have informally advised the Ministry that we will not be compliant for 2024-25.

## **Multi-Year Financial Recovery Plan**

- Typically needs to show the Board getting to a 2% Accumulated Surplus within 2-3 years.
- If MYFRP does not meet these targets, or if Trustees refuse, Ministry would appoint a Special Assistance Team (e.g. Deloitte) who would help the Board develop a MYFRP.
- If the Trustees were not agreeable to the developed MYFRP, the Ministry would do an investigation and could take control through an appointed Ministry Supervisor.





# Operating and Non-Operating Summary

	2024-25 Operating	2024-25 Non-Operating	2024-25 Total
<b>Revenues:</b>			
Core Ed, REP, Other Grants and Revenues	\$ 639,935,244	\$ 102,778,786	\$ 742,714,030
Compliance Adj-School Generated Funds	-	(22,500,000)	(22,500,000)
Compliance Adj-Revenues for Land	-	(32,491,174)	(32,491,174)
<b>Compliance Revenues</b>	<b>\$ 639,935,244</b>	<b>\$ 47,787,612</b>	<b>\$ 687,722,856</b>
<b>Expenditures:</b>			
Salaries and Benefits	584,559,480	-	584,559,480
Other Expenses	74,459,527	70,116,485	144,576,012
<b>Expenditures before Compliance Adjustments</b>	<b>\$ 659,019,007</b>	<b>\$ 70,116,485</b>	<b>\$ 729,135,492</b>
School Generated Funds	-	(22,500,000)	(22,500,000)
Interest Compliance Adjustment	-	362,904	362,904
Asset Retirement Obligation	-	(191,777)	(191,777)
<b>Compliance Expenditures</b>	<b>\$ 659,019,007</b>	<b>\$ 47,787,612</b>	<b>\$ 706,806,619</b>
<b>Compliance In-Year (Deficit) / Surplus</b>	<b>\$ (19,083,763)</b>	<b>\$ -</b>	<b>\$ (19,083,763)</b>

Recommendations  
on following slides:

#1

#2

#3

#4



# RECOMMENDATIONS

## 2024-25 Budget (Estimates)

### 1. Revenue Estimates for 2024-25

**THAT** the Board, *subject to Minister's approval*, approve the submission of the Revenue Financial Estimates to the Ministry of Education for the fiscal year September 1, 2024 to August 31, 2025, in the total amount of **\$687,722,856** (based on Operating \$639,935,244 and Non-Operating \$47,787,612) as presented in this budget presentation.

### 2. Salaries and Benefits Estimates for 2024-25

**THAT** the Board, *subject to Minister's approval*, approve the submission of the Salary and Benefits Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2024 to August 31, 2025, in the total amount of **\$584,559,480** (Salaries \$499,599,471 and Benefits \$84,960,009) as presented in this budget presentation.

### 3. Other Expenses Estimates for 2024-25

**THAT** the Board, *subject to Minister's approval*, approve the submission of the Support Cost Expenditures Estimates to the Ministry of Education for the fiscal year September 1, 2024 to August 31, 2025, in the total amount of **\$122,247,139** (based on \$72,356,919 Operating expenditures, \$2,102,608 of PPF and Other Grants/Programs expenditures and \$47,787,612 of Non-Operating expenditures) as presented in this budget presentation.

### 4. In-Year Budget for 2024-25

**THAT** the Board, *subject to Minister's approval*, approve the submission of the **\$19,083,763 non-compliant deficit** to the Ministry of Education for the fiscal year September 1, 2024 to August 31, 2025 as presented in the budget presentation.



## Next Steps

- Ministry Audit – Ongoing
- Ministry Letters - POD & Online Learning Funding Requests
- Multi-year Recovery Plan – Fall 2024



## RECOMMENDATION

### Ministry Request for POD

The financial pressures from Pay Equity obligations approximated \$10.6M for the 2022-23 school year, which included an amount relating to prior periods, and an annual amount of \$7.3M, from 2022-23 onwards. The Board requires time to identify and implement cost saving measures to offset this new, ongoing budget pressure. When Ministry funding changes are made, a similar transition period is incorporated.

The Board has requested use of uncommitted Proceeds of Disposition (POD) to fund the 22/23 pressure of \$10.6M (decision outstanding) and is recommending that a subsequent request be made to use \$7.3M of uncommitted POD to offset the 23/24 budget pressure.

**THAT** the Board request that the Minister of Education allow the Board to use uncommitted Proceeds of Disposition to offset the increased costs due to Pay Equity in the 23/24 fiscal year of \$7.3M.



## RECOMMENDATION

### Ministry Request for Online Learning Funding Consideration

Funding for secondary classroom teachers is differentiated between online learning (also called E-Learn) and in-person learning, reflecting different funded average class sizes (30:1 for online learning and 23:1 for in-person learning).

For 24/25, the assumed online learning credit load is equivalent to approximately 32.5 per cent of secondary ADE in 2024–25 taking one online credit.

The board is recommending that a letter be sent to the Ministry requesting a review of the funding formula from 2 perspectives:

- Funding does not consider that students opt out of online credits
- There is no funding for student supervision

**THAT** the Board request that the Minister of Education consider additional funding for online learning since the funding does not reflect actual students enrolled in online learning courses and that the additional supervision required is not funded.



# Appendix 1.1

## 2024-25 Budget Updates before Savings & Investments

(\$ millions)	Category	Deficit Increase
New Funding Pressure	Grants Eliminated with no Cost Reduction	1.9
Updated Budget Assumption	Snow Removal (reversal of 23/24 savings)	1.0
	WSIB Projected Pressure	1.0
	Supply Pressure vs. 23/24 budget	0.8
	Special Ed SEPPA ADE funding decline, Other	0.8
	Interest Revenue (projected interest rate decline)	0.5
	Custodians for New School	0.4
		<b>6.4</b>

Indigenous Ed Realignment Mitigation Fund \$1.1M  
Safe and Clean Schools Supplement \$0.4M  
International Language Extended Day PPF \$0.35M

Liability change \$0.6M, direct payroll \$0.4M

23/24 budget based on \$2.5M savings. Actual savings trending to \$1.7M.



## Appendix 1.2

### 2024-25 Savings

Savings	Savings (millions)	FTE	Notes
Pathway Career Teachers	(1.1)	(9)	
Savings Assumption - Supply Staff	(0.8)		
Ed. Assistants/Specialized Ed. Intervenors	(0.7)	(10)	
Itinerant Literacy Intervention Teacher	(0.6)	(5)	
Custodians	(0.4)	(10)	Reduction through attrition
Board Administration Target Reduction	(0.4)	(3)	Attrition/non-replacement of central staff
Information Systems Savings	(0.25)		Includes efficiencies from Google conversion
Plant Maintenance Savings	(0.25)		
Dual Credits/Technology Ed. Consultant	(0.1)	(1)	
Other	(0.1)		Continuing Ed. & Special Education
	<b>(4.7)</b>	<b>(38)</b>	



## Appendix 2

# Enrolment Projections

Enrolment	2024-25 Estimates	2023-24 Revised Estimates	Change
<b>Elementary</b>			
Pupils of the Board	29,694	30,537	(843)
International Students	74	63	11
	<b>29,768</b>	<b>30,600</b>	<b>(832)</b>
<b>Secondary</b>			
Pupils of the Board	18,626	18,651	(25)
International Students	226	180	46
	<b>18,852</b>	<b>18,831</b>	<b>21</b>
<b>Total Enrolment</b>	<b>48,620</b>	<b>49,431</b>	<b>(811)</b>

The Board continues to experience declining Elementary enrolment while Secondary enrolment has been stable for several years. International student enrolment is increasing.





# Appendix 3

## Special Education

(\$ in millions)	2024-25 Estimates	2023-24 Revised Estimates	Change
<b>REVENUES</b>			
<b>CORE EDUCATION FUNDING (CORE ED)</b>			
Special Education Pillar	72.7	71.9	0.8
Classroom Staffing for Self Contained Classes	2.3	2.4	(0.1)
Allocations from Other Core Ed Grants	1.2	1.2	-
Change in Deferred Revenue	1.2	1.0	0.2
Supports for Students Fund	3.3	3.4	(0.1)
<b>CORE EDUCATION FUNDING (CORE ED) TOTAL</b>	<b>80.7</b>	<b>79.9</b>	<b>0.8</b>
<b>NON-CORE ED GRANTS</b>			
Children's Treatment Network	0.7	0.7	-
Responsive Education Programs & Other Grants	0.6	0.4	0.2
<b>NON-CORE ED GRANTS TOTAL</b>	<b>1.3</b>	<b>1.1</b>	<b>0.2</b>
<b>TOTAL REVENUES</b>	<b>82.0</b>	<b>81.0</b>	<b>1.0</b>
<b>EXPENSES</b>			
Salary and Benefits	91.8	90.0	1.8
Other Expenses	2.4	2.3	0.1
Non-GSN Grant Expenses	1.3	1.1	0.2
<b>TOTAL EXPENSES</b>	<b>95.5</b>	<b>93.4</b>	<b>2.1</b>
<b>Surplus / (Deficit)</b>	<b>(13.5)</b>	<b>(12.4)</b>	<b>(1.1)</b>



# Appendix 4

## Operating Deferred Revenue

There are restrictions on how boards may use certain components of their funding allocations. Where funding is enveloped boards must use the allocation on the specified programs and any unspent funding is deferred for future spending on those programs.

Envelope (\$ millions)	Aug 31/24 Deferred Revenue	Projected Grant	Collapsed / Dissolved	Projected Expenses	Aug 31/25 Deferred Revenue
Special Education Allocation - Regular	-	72.7	1.2	(73.9)	-
SEA Formula Based Funding (1)	<b>1.2</b>	-	(1.2)	-	-
Mental Health Workers	-	0.5	-	(0.5)	-
Student Mental Health	<b>0.3</b>	1.0	-	(1.0)	<b>0.3</b>
Student Safety and Well-being	-	1.0	-	(1.0)	-
Rural & Northern Education	-	0.1	-	(0.1)	-
Experiential Learning (2)	<b>0.3</b>	-	(0.3)	-	-
Targeted Student Supports (2)	<b>0.7</b>	-	(0.7)	-	-
Ind. Ed. FNMI & Board Action Plan	<b>3.9</b>	2.0	-	(0.8)	<b>5.1</b>
FSL Areas of Intervention	-	0.2	-	(0.2)	-
Internal Audit (RIAT)	<b>1.1</b>	1.1	-	(1.6)	<b>0.6</b>
<b>Total</b>	<b>7.5</b>	<b>78.6</b>	<b>(1.0)</b>	<b>(79.1)</b>	<b>6.0</b>

(1) Collapsed to Special Education

(2) Dissolved (transfer to revenue)

York Catholic District School Board

**REPORT NO. 2024:03 of the  
POLICY REVIEW COMMITTEE**

**To: Board of Trustees**

**June 18, 2024**

A regular hybrid session of the Policy Review Committee was held on Tuesday, June 4, 2024 starting at 6:30 p.m.

**PRESENT:**

Committee Members:	In Person:	F. Alexander, C. Cotton, A. Grella, M. Iafrate, A. Saggese
	Virtual:	M. Barbieri
	Absent with Notice:	J. DiMeo
Other Trustees:		E. Crowe, J. Wigston
Administration:	In Person:	A. Arcadi, A. Battick, A. Burnell-Gentile, M. Brosens, J. Chiutsi, J. De Faveri, K. Elgharbawy, A. Iafrate, T. Laliberte, C. McNeil, J. O'Hara, S. Morrow, L. Paonessa, T. Pechkovsky, J. Sarna, L. Sawicky,
	Virtual:	D. Candido, S. Wright
Recording:		A. McMahon
Presiding:		M. Iafrate - Chair

**ACTION ITEMS:**

1. **THAT** the Board approve the following revised policy as draft and send for stakeholder consultation:  
Policy 205 Student Government
2. **THAT** the Board approve the following revised policy:  
Policy 208 Student Disability Accommodation
3. **THAT** the Board approve the following revised policy:  
Policy 229 (**formerly 402**) Accommodations for Students with Moderate to Severe Needs
4. **THAT** the Board approve the following revised policy:  
Policy 307 Opening Exercises
5. **THAT** the Board approve the following revised policy as draft and send for stakeholder consultation:  
Policy 610 Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment
6. **THAT** the Board approve the following revised policy as draft and send for stakeholder consultation:  
Policy 617 (**formerly 117**) Code of Conduct
7. **THAT** the Board approve the following revised policy:  
Policy 808 Travel, Meals & Expense Reimbursement

**DISCUSSION ITEMS/ INFORMATION ITEMS: N/A**

**FUTURE ITEMS:**

Policy 203 Student Transportation Services  
Policy 403 Education Workers – Recruitment and Promotion  
Policy 425 Workplace Harassment  
Policy 427 Workplace Violence  
Policy 601 Accessibility Standards in Customer Service  
Policy 609 Accessibility Standards for Information and Communication

**Future meeting date for Policy Review Committee**

October 8, 2024



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>205</b>
<i>Former Policy #</i> <b>205</b>	<i>Page</i> <b>1 of 7</b>
<i>Original Approved Date</i> <b>June 21, 2005</b>	<i>Subsequent Approval Dates</i> <b>November 26, 2013</b>

### POLICY TITLE: STUDENT GOVERNMENT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board values the gifts that our students bring to our Catholic Learning Communities. We value collaboration, dialogue and respect as well as the gifts that our students bring to our Catholic Learning Communities.; and wWe are committed to providing meaningful student leadership opportunities, guided by Jesus' inspiration example, throughout the Board. Senior Administration, Principals, and teachers are committed to supporting and nurturing student leadership, empowering young leaders to make positive impacts within their schools and beyond.

##### 2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board that our youth be empowered to become "change agents of positive change" through student voice and student leadership at both the Elementary and Secondary levels.

##### 3. PARAMETERS

###### GENERAL

3.1 All funds generated by the Student Government shall be counted by two or more persons, the proper fund-counter form completed and signed and immediately brought to the school office for deposit into the school bank account.

3.2 Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government. Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.

3.1 Student Government shall operate in alignment with the York Catholic District Board Multi-Year Strategic Plan and the school's improvement plan.

3.2 Student Government at both the Elementary and Secondary levels shall adhere to the following general principles to ensure effective operation and representation:

- 3.2.1 The Student Government selection process shall be transparent and inclusive.
- 3.2.2 All students shall have the opportunity to participate and contribute to the Student Government.
- 3.2.3 Student Government candidates must demonstrate qualities such as leadership, integrity, responsibility, and respect for Catholic values and virtues.
- 3.2.4 Members of Student Government shall demonstrate a commitment to serving the best interests of the student body and promoting the values of inclusivity, collaboration, and service within the school community.
- 3.2.5 The Student Government shall collaborate with school Administration, teachers, and other student organizations to foster a positive school culture and bring forward relevant issues affecting students.
- 3.2.6 The Student Government shall maintain open lines of communication with students and school Administration for the purpose of soliciting feedback, suggestions, and ideas for improvement.

## **SECONDARY**

- 3.3 Every Secondary School in the York Catholic District School Board shall have an active Student Government accountable to the student body and the school Administration.
- 3.4 All Secondary Schools shall be members and active participants in the York Secondary Catholic Presidents Council (YSCPC).
- 3.5 The mandate of Student Government within its defined jurisdiction and in accordance with the York Secondary Catholic Presidents' Council YSCPC Constitution shall be to:
  - 3.5.1 represent the student body
  - 3.5.2 promote opportunities for social justice activities
  - 3.5.3 enhance communication, sense of unity and Catholic leadership among the Secondary Schools
  - 3.5.4 be accountable for its activities
  - 3.5.5 coordinate activities for the student community
  - 3.5.6 organize and administer councils
  - 3.5.7 promote interdependence of councils
  - 3.5.8 represent members of all councils
  - 3.5.9 liaise with Catholic School Council, staff, school Administration and the YSCPC
  - 3.5.10 promote opportunities for leadership development
  - 3.5.11 promote a positive, safe and welcoming environment.

- 3.6 Each Secondary School shall define the process for determining the membership and format of the Student Government: **in accordance with the general principles listed under Parameter 3.2.**
- 3.6.1 Each school shall document this process and ensure it is communicated to all students.
- 3.7 Councils and their membership shall be defined at the school level.
- 3.8 Each Secondary School shall have a member of school Administration whose responsibilities will include an active role in Student Government.
- 3.9 Each Student Government shall have representation from a teacher staff member(s) to act as a staff advisor.
- 3.10 Each Secondary School shall determine the various councils that comprise the Student Government organization. ~~Some examples of councils that have typically comprised Student Government are:~~
- ~~Arts~~
  - ~~Athletics~~
  - ~~Chaplaincy (Luke 4:18)~~
  - ~~Drug and Alcohol Awareness~~
  - ~~Desire for Change~~
  - ~~Environmental~~
  - ~~Equity and Inclusivity~~
  - ~~Grade 9 Council~~
  - ~~Intramural~~
  - ~~Leadership Development for Grade 8 students~~
  - ~~Social Justice~~
  - ~~Spirit~~
  - ~~Student Council~~
- 3.11 Reporting procedures within the school community shall include the provision for Student Government reporting during Staff meetings and Catholic School Council meetings.
- 3.12 ~~Inservices shall be provided and funded through the Board and endorsed by the YSCPC for:~~
- ~~Student Government council members~~
  - ~~Teacher staff advisor(s)~~
  - ~~Administrative liaison(s)~~
- 3.13 ~~Inservicing shall be provided for such areas as goal setting, roles/responsibilities, conflict resolution, group dynamics and organizational structures.~~
- 3.14 The York Catholic District School Board shall offer board-level professional development opportunities which may involve members of Student Government and other leaders.
- 3.14.1 Members of the YSCPC and Student Trustees may play a role in coordinating these events, ensuring they meet the needs of Student Government members and contribute to their professional growth and development.

- 3.15 Student Government ~~shall~~ **may** be funded through an allocation from the Student Activity Fee. This may be through a per-pupil allocation or a set designation of funds.
- 3.16 The Student Government **may engage in fundraising activities in compliance with the following financial guidelines:**
- 3.16.1 It is expected that funds generated during a school year shall be expended by June 30<sup>th</sup>. Any monies remaining from Student Government activities shall be provided to the incoming council and are not to be used as an offset of the Student Activity Fee.
  - 3.16.2 **Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government.**
  - 3.16.3 **Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.**
  - 3.16.4 **When funds are generated by the Student Government, they shall be counted by two or more persons, supervised by school staff. The proper fund-counter form shall then be completed and signed and immediately brought to the school office for deposit into the school bank account.**

## **ELEMENTARY**

- 3.17 Elementary schools in the York Catholic District School Board may have an active Student Government accountable to the student body and the school Administration.
- 3.18 If Elementary Schools **may** choose to create a Student Government **in which** its mandate shall be to **work with their staff advisor to:**
- 3.18.1 grow and learn as a Catholic School community
  - 3.18.2 ~~represent the student body~~
  - 3.18.3 promote opportunities for social justice activities
  - 3.18.4 bridge communication between the students, school administration and Catholic School Council
  - 3.18.5 ~~be accountable for its activities~~
  - 3.18.6 ~~coordinate activities for the student community~~
  - 3.18.7 promote a positive, safe and welcoming environment
  - 3.18.8 ensure that student opinions and concerns are heard
  - 3.18.9 promote opportunities for leadership development
- 3.19 If Elementary Schools choose to create a Student Government the school shall define the process for determining the membership and format of the Student Government, **in accordance with the general principles listed under Parameter 3.2.**
- 3.19.1 **Each school shall document this process and ensure it is communicated to all students.**
- 3.20 Each Student Government shall have representation from a teacher staff member(s) to act as staff advisor(s).
- 3.21 If Elementary Schools choose to create a Student Government the Administration in consultation with staff, shall determine ~~the various~~ **which** committees ~~that~~ comprise the Student Government, ~~some of which may include, but are not limited to:~~

~~Social Justice — Responsible for planning and organizing committees, events and/or activities that support and are congruent with the tenets of our Faith, such as Luke 4:18, St. Vincent de Paul, Rose of Sharon, etc.~~



~~Spirit—Responsible for planning, organizing, marketing and advertising school social and spirit events such as dances, spirit days, play dates, school plays, etc.~~

~~Technology—Responsible for helping with the technology in the school, as well as technology used during liturgies, masses, presentations, etc.~~

~~Environmental—Responsible for the organization and development of all Environmental activities in the school, such as recycling programs, planting of trees and shrubs, promotion of litter less lunch days, beautifying school grounds.~~

~~Athletic—Responsible for the organization and development of Athletic events in the school, such as tournaments, intramural sports.~~

~~Peer Mentoring—Responsible for working with younger students, assisting during recess, lunch time, etc., both in the school and on the playground.~~

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

4.1.1 To oversee compliance with the Student Government Policy.

4.1.2 To recognize the importance of student voice throughout the Board.

##### 4.2 ~~Senior Administration: Superintendent of Elementary Schools~~

4.2.1 ~~To support the implementation and compliance with policies and related guidelines and procedures.~~

##### 4.3 ~~Senior Administration: Superintendent of Secondary Schools~~ **Education: School Leadership**

4.3.1 To support the implementation and compliance with policies and related guidelines and procedures.

4.3.2 To act as a de facto member of the YSCPC.

4.3.3 To encourage and support Student Government activities within all York Catholic District Secondary schools.

4.3.4 To identify policy matters which require, or would benefit from, consultation with student representatives.

##### 4.4 Principals

4.4.1 To be responsible for ensuring the existence and proper functioning of Student Government.

4.4.2 **To define and document the process for determining the membership and format of the Student Government and to ensure it is communicated to all students.**

4.4.3 **To ensure that members of the Student Government review the Constitution annually.**

4.4.4 To serve an active role in Student Government.

4.4.5 To be responsible for all Student Government activities and specifically for the appropriate processing of funds.

4.4.6 To ensure that Student Government events aim to be inclusive of all students.

4.4.7 To consult regularly with Student Government representatives on matters relating to specific issues and policies that affects the general student body within their school.

4.4.8 At the Secondary level to act as a liaison and resource for the YSCPC.



#### **4.5 Staff Advisors (Secondary)**

- 4.5.1 To support and encourage open and honest dialogue during all YSCPC related functions / activities.
- 4.5.2 To facilitate the Open Forum led by the Student Trustees, including reducing the number of Staff Advisors present during discussions upon request.

#### **4.6 Staff Advisors (Elementary/Secondary)**

- 4.6.1 To support, and encourage, and monitor open and honest dialogue during all Student Government related functions / activities.

#### **4.7 Teachers**

- 4.7.1 To assess the progress of members of the Student Government to ensure that they continue to succeed academically.
- 4.7.2 To work collaboratively with Administration, the staff advisors and student leaders to find new ways to actively engage students toward increased student success.
- 4.7.3 To support Student Government events and endeavours.

#### **4.8 The York Secondary Catholic Presidents Council**

- 4.8.1 To enhance communication and foster cooperation between students, Student Governments, and secondary Student Trustees in the Board.
- 4.8.2 To be inclusive of all secondary schools in the Board.
- 4.8.3 To provide a forum for secondary Student Government members to meet and voice their concerns and opinions to the Student Trustees.
- 4.8.4 To give reasonable notice to Student Governments of meeting dates, Student Trustee elections and YSCPC executive elections.
- 4.8.5 To read and review the Constitution annually, ensuring a thorough understanding of its provisions.
- 4.8.6 To organize and oversee the annual Leadership Awards.

#### **4.9 Secondary Student Trustees**

- 4.9.1 To perform the duties of "Student Trustee" in accordance with *Ontario Regulation 7/07* and *YCDSB Policy 107 Student Trustees*.
- 4.9.2 To abide by all Board policies and procedures when representing York Catholic District School Board in the role of Student Trustee.
- 4.9.3 To give the student population a meaningful voice in Board deliberation and acting act as a conduit for the flow of information and ideas between Trustees, Staff, and the student body.
- 4.9.4 To make themselves accessible to student councils within the Board to listen to their concerns.
- 4.9.5 To attend all meetings of the York Secondary Catholic Presidents' Council.
- 4.9.6 To consult with student councils on matters being considered by the Board.
- 4.9.7 To maintain open lines of communication at all times between themselves and secondary students to discuss issues and ideas.

#### **4.10 Secondary Student Council Members/Representatives**

- 4.10.1 To serve as the main contact for consultation on matters related to the student body.
- 4.10.2 To work proactively with the school administration, when appropriate, to resolve issues related to the interests of the student body.
- 4.10.3 To work to improve school spirit in the learning environment.
- 4.10.4 To create a forum for student-led clubs and councils to meet and share information regarding student-related matters.

- 4.10.5 To represent the student body on the school council and actively voice student concerns on issues.
- 4.10.6 To keep the students in their schools informed about their role as a representative body and about the activities of the York Secondary Catholic Presidents' Council.
- 4.10.7 To inform and engage the student body in leadership opportunities available to them within the Board.
- 4.10.8 To ensure student council members/representatives continue to succeed academically.

#### 4.11 Students

- 4.11.1 To strive to support the health and well-being and faith formation of the student community.
- 4.11.2 To be aware of the student council group activities within their school.
- 4.11.3 To bring to the attention of their student leaders any issues or suggestions that affect the student community.
- 4.11.4 To participate respectfully and ethically in the student leadership process.

## 5. DEFINITIONS

### 5.1 YSCPC Constitution and Membership

The YSCPC Constitution is a document that defines the mission statement, objectives, membership, roles, responsibilities, duties and procedures to guide the operation and collaborative decision-making of the York Secondary Catholic Presidents Council. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.

Membership in the YSCPC consists of one:

- President
- 1st Vice President
- 2nd Vice President
- Director of Community Relations
- Director of Communication
- Secretary and Treasurer

### 5.2 Membership in York Secondary Catholic Presidents Council (YSCPC)

Membership in the YSCPC consists of one President, 1st Vice President, 2nd Vice President, Director of Community Relations, Director of Communication, Secretary and Treasurer whose responsibilities and duties as Executive Members are outlined within the YSCPC Constitution. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.

### 5.3 Student Government

At both the Elementary and Secondary levels, Student Governments are the voice representing the student body in our Catholic Schools.

All Catholic Secondary School Student Governments are connected through a central organization known as The York Secondary Catholic Presidents Council (YSCPC) that meets on a monthly basis.

### 5.4 Staff Advisors on the YSCPC

Staff Advisors on the YSCPC shall consist of two or more Secondary School Administrators, and one Superintendent of Education: School Leadership Secondary Schools in a de facto role and a Board consultant as deemed appropriate.

## 5.5 Student Councils

A democratically-elected student run body that actively represents student voice and works to improve school spirit and the school community.

## 6. CROSS REFERENCES

YCDSB [Policy 107 Student Trustees](#)

YCDSB [Policy 603A School Fundraising Policy](#)

YCDSB [Policy 603B Fundraising for External Charitable Purposes](#)

YCDSB [Policy 606 Catholic School Councils](#)

YCDSB [Policy 803 School Generated Funds](#)

YCDSB [Procedure 803 School Generated Funds](#)

*York Secondary Catholic Presidents' Council Constitution*

Approval by Board	<u>June 21, 2005</u> Date
Effective Date	<u>June 22, 2005</u> Date
Revision Date(s)	<u>November 26, 2013</u> Date
Review Date	<u>November 2018</u> Date

## YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> <b>Students</b>	<i>Policy Number</i> <b>208</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 3</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>July 2<sup>nd</sup>, 2003</b>	<b>July 2<sup>nd</sup>, 2008 October 7<sup>th</sup>, 2008 November 29<sup>th</sup>, 2016 May 31<sup>st</sup>, 2022</b>

### POLICY TITLE: STUDENT DISABILITY ACCOMMODATION

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board recognizes that there are students of the Board who because of a disability, (as defined in Section 10(1) of the [Ontario Human Rights Code](#)) require accommodation in order to be successful learners. These students **do not** meet the criteria of an 'exceptional' learner (Ministry of Education definition) and therefore their needs would not be addressed through Special Education. This policy is intended to clarify the Board's commitment to the principle of equitable opportunity and treatment without discrimination for all students including the right to reasonable accommodation.

Excerpts from Section 10(1) of the [Ontario Human Rights Code](#) define 'disability' as:

- 1.1 Any degree of physical disability such as epilepsy, diabetes, a brain injury, any degree of paralysis etc.
- 1.2 Physical injury or impairment.
- 1.3 A condition of mental impairment or mental disorder, such as students suffering from phobias, anxiety, etc.

The Board also recognizes that certain medical, and neurological **and mental** conditions, for example, ~~Asthma, Anaphylaxis, and ADHD~~ **symptoms of anxiety or social/emotional impairment** may also need to be considered and accommodated.

Special Education support may be provided when any condition is accompanied by significant learning needs, as identified through the referral process within the YCDSB Stages of Special Education.

##### 2. OBJECTIVE

Guided by our Gospel values it is the policy of the York Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student's personal dignity, self-respect and self-worth.

### 3. PARAMETERS

This policy and related procedures apply to the accommodation of student disabilities **not** addressed through the ~~Special Education process~~ **Identification Placement Review Committee (IPRC), Individual Education Plan (IEP) and/or the Medical Management Process.**

**3.1** The individual needs of each student must be considered and assessed prior to developing an accommodation plan.

**3.2** **The Principal, in consultation with appropriate staff and parent/guardian, will determine the most reasonable accommodation(s) in a manner that takes into account the student's needs.**

**3.3** Accommodation(s) shall support the student's academic achievement and/or participation in the learning process.

**3.4** The needs of a student with a disability are to be accommodated in a manner that respects their dignity and self-worth.

**3.5** Confidentiality is to be maintained.

### 4. RESPONSIBILITIES

#### **4.1 Superintendent of Education: Exceptional Learners**

**4.1.1** To oversee the implementation of and compliance with *Policy 208 Student Disability Accommodation* and the Procedure addendum, *Student Disability Accommodation*.

**4.1.2** To provide initial and ongoing training to staff on an annual basis.

#### **4.2 Principal**

**4.2.1** To initiate/accept the request for accommodation in good faith unless there are legitimate reasons for acting otherwise.

**4.2.2** To oversee the development and communication of the Student Disability Accommodation Plan, *Appendix E* with pertinent school staff and parent or student over the age of 18.

**4.2.3** To track, monitor and review the implementation of, **and compliance with**, the plan.

**4.2.4** To advocate for the student and represent the parent in the accommodation process.

**4.2.5** To provide training/refresher with staff on a yearly basis.

#### **4.3 Parent(s)/Guardian(s)/Student over 18 years of age**

**4.3.1** To request an accommodation, due to a disability, to the Principal.

**4.3.2** To complete the "Application for Student Disability Accommodation" *Appendix C*.

**4.3.3** To provide the "~~Physician~~ **Healthcare Professional's** Report re Medical Accommodation" *Appendix D*, if appropriate.

**4.3.4** To ensure that up-to-date current and accurate information is provided by a licensed physician/specialist **or regulated healthcare professional**, on an ongoing basis.

**4.3.5** To participate in discussions regarding possible accommodation solutions.

**4.3.6** To collaborate with experts whose assistance is required to inform the accommodation process when information is required.

- 4.3.7 To communicate with the Principal on an ongoing basis to inform the accommodation process.
- 4.3.8 To share specific details of the disability so that proper accommodations can be designed.

#### **4.4 Teacher**

- 4.4.1 To collaborate with both parent and administration in the accommodation plan development and implementation.
- 4.4.2 To implement and monitor the accommodations in accordance with the plan.
- 4.4.3 To review and comply with the Student Disability Accommodation Policy and Procedure.

### **5. DEFINITIONS**

#### **5.1 Exceptional Student**

A student who's behavioural, intellectual, physical, communication or multiple exceptionalities are such that ~~he or she~~ **they are** is considered to need placement in a Special Education program by an Identification Placement Review Committee (IPRC) of the Board.

#### **5.2 Student**

The term student when used with Parent(s)/Guardian(s) refers to a student over 18 years of age.

All terms used in this Policy and procedures hereunder shall bear the meanings ascribed to them under the *Human Rights Code* and the *Education Act*, as applicable. The Board reserves to itself all defenses available at law.

### **6. CROSS REFERENCES**

[Accessibility for Ontarians with Disabilities Act, 2005](#)

[Education Act, Regulation 181](#)

[Ontario Human Rights Code](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being](#)  
[Supporting Minds Strategies at a Glance: Ideas to Support and Bolster Students with Mental Health Problems in the Classroom](#)

YCDSB [Policy 206 Supporting Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)

YCDSB [Policy 207 Administration of Oral Medication to Elementary & Secondary Students](#)

YCDSB [Procedure: Student Disability Accommodation](#)

OECTA Collective Agreement



**Approval by Board**

**May 31, 2022**

*Date*

**Effective Date**

**June 1, 2022**

*Date*

**Revision Dates**

**May 31, 2022**

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**May 2026**

*Date*

DRAFT



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources Students</b>	<i>Policy Number</i> <b>402 229</b>
<i>Former Policy #</i> <b>414/402</b>	<i>Page</i> <b>1 of 6</b>
<i>Original Approved Date</i> <b>November 24, 1992</b>	<i>Subsequent Approval Dates</i> <b>January 14, 2003 June 21, 2016</b>

### POLICY TITLE: ACCOMMODATIONS FOR STUDENTS WITH MODERATE TO SEVERE LEARNING NEEDS

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board believes that all students deserve the dignity of reaching optimal independence and achievement throughout their daily learning activities within an inclusive Christ-centered school environment.

##### 2. OBJECTIVE

~~The York Catholic District School Board endorses the use of a range of accommodations for supporting students with moderate to severe learning needs.~~

Accommodations **for students with moderate to severe needs** are provided in order to maximize a student's independence with **functional skills of** daily living and **accessing alternative** learning activities, as outlined in the student's Individual Education Plan. These accommodations may include: environmental accommodations, use of assistive technology and use of a shared model of human resource support.

**The Classroom/Subject and Special Education Teachers, if applicable, are responsible for the direct teaching of Ontario Curriculum expectations and alternative expectations, as required. In addition to ongoing teaching, YCDSB endorses the use of a broad range of accommodations for supporting students with moderate to severe needs.**

##### 3. PARAMETERS

- 3.1 An Individual Education Plan (IEP) shall be developed by the teacher in collaboration with other staff who provide support to the student and in consultation with parents/guardians. **All students who receive Educational Assistant (EA) /Specialized Educational Intervenor (SEI) support shall have a Pathway to Independence Plan (PIP) in their IEP.**



- 3.2 Environmental accommodations shall be implemented to provide the student access to an optimal learning environment in which all students may engage in and demonstrate learning.
- 3.3 School environments shall be physically accessible so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning where necessary. The rights and needs of one person are considered within the context of the rights and needs of others in the decision-making process regarding environmental accommodations.
- 3.4 Assistive technology may be used so that all students are able to maintain, increase or improve their ability to learn and to demonstrate learning. In those cases where assistive technology is not available in the school, the Special Equipment Amount (SEA) process will be considered as a means of providing an individual student with essential assistive technology.
- 3.5 ~~An Educational Assistant~~s may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon a shared model of support as outlined in the *Procedures: Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*-, to assist the student with skills of daily living and/or alternative learning activities. This shared support is intended to facilitate progress towards increased independence. Where possible, every effort will be made to provide incremental steps toward independence through a gradual release of responsibility from adult to the student with the ultimate goal of maximizing student independence.
- 3.6 ~~An Specialized Educational Intervenor~~ ~~Intervenor~~s may be assigned to a school under the direction of the Superintendent of Education: Exceptional Learners through a central allocation and review process based upon the *Specialized Educational Intervenor Intervenor* criteria as outlined in the *Procedures: Criteria for Educational Assistant/Specialized Educational Intervenor Intervenor Allocation*-, to assist the student with skills of daily living and/or alternative learning activities. This intensive *needs based* support is intended to be short term in duration and to facilitate progress towards the use of a range of accommodations including a shared model of human resource support as required.
- 3.7 ~~Appointment of an Educational Assistant/Specialized Educational Intervenor~~ ~~Intervenor~~ to a school may be in accordance with the provisions of the ~~CUPE Local 2331 Collective Agreement~~.
- 3.8 ~~The Educational Assistant/Specialized Educational Intervenor~~ ~~Intervenor~~ shall work under the authority of, and take direction from, the Principal of the school to which they are assigned. *Principals will establish Educational Assistant/Specialized Educational Intervenor schedules based on student and school needs.*

- 3.9 In partnership with teacher(s), the Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor** shall support the day-to-day implementation of programs related to ~~safety, skills of~~ daily living skills and alternative **learning activities** curriculum as outlined in the ~~Individual Education Plan IEP~~ of the students they serve. **Educational Assistants/Specialized Educational Intervenor** will not provide academic support for students working towards Ontario Ministry of Education Curriculum, as this is the role of the Teacher.

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

- 4.1.1 To oversee compliance with *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the procedure addendum, **Criteria for Educational Assistant/Specialized Educational Intervenor Allocation**.

##### 4.2 Superintendent of Education: Exceptional Learners

- 4.2.1 To oversee the implementation and compliance of *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, **Criteria for Educational Assistant/Specialized Educational Intervenor Allocation** in schools.
- 4.2.2 To ~~communicate~~ **advise the senior administrative team of the** *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, **Criteria for Educational Assistant/Specialized Educational Intervenor Allocation** ~~to the senior administrative team.~~
- 4.2.3 To oversee the implementation of the range of accommodations to support students with moderate to severe learning needs.
- 4.2.4 To recommend the number of Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor** required to equitably meet the needs of the system on an annual basis, within the centrally assigned budget allocation.
- 4.2.5 To allocate Educational Assistant full time equivalents (FTE) to each school as per the *YCDSB Procedure: Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.
- 4.2.6 To allocate **Specialized Educational Intervenor** ~~Intervenor~~ full time equivalents (FTE) as per the *YCDSB Procedure: Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*.
- 4.2.7 To realign Educational Assistant allocation as per the *YCDSB Procedure: Criteria for Educational Assistant/Specialized Educational Intervenor Allocation*. ~~when students enter or exit a school.~~

##### 4.3 School Superintendents of Education: School Leadership

- 4.3.1 To assist with the implementation and compliance of *Policy 402 229: Accommodations for Students with Moderate to Severe Learning Needs* and the associated procedures addendum, **Criteria for Educational Assistant/Specialized Educational Intervenor Allocation**.
- 4.3.2 To review with Principals, the shared model of support, roles and responsibilities of pertinent staff, when requested.

#### 4.4 Superintendent of Human Resources

- 4.4.1 To ensure that the provisions of *Policy 402 229 Accommodations for Students with Moderate to Severe Learning Needs* are incorporated into practices for recruitment, hiring and employment of Educational Assistants/~~Intervenor~~ **Specialized Educational Intervenor**s.

#### 4.5 Principal

- 4.5.1 To oversee the implementation of the **Individual Education Plan (IEP) which includes the Pathway to Independence Plan (PIP) and a range of accommodations** to support students who present with moderate to severe learning needs.
- 4.5.2 To follow a shared model of support when establishing the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ specific responsibilities and schedules ~~as aligned with student's needs documented in their IEP~~ **based on student and school needs**.
- 4.5.3 To ensure the Educational Assistant/**Specialized Educational Intervenor's** ~~Intervenor's~~ tasks and responsibilities are aligned with their role.
- 4.5.4 ~~To review the Educational Assistant/Intervenor Handbook with the teacher(s) and the Educational Assistant/Intervenor to ensure an understanding of roles and responsibilities.~~
- 4.5.5 To ensure the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ reviews the IEPs of students whom they support.
- 4.5.6 To ensure the Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ supports the implementation of ~~safety,~~ **skills of** daily living skills and alternative **activities** curriculum as directed by the teacher(s)/**Specialized Educational(s)** and documented in the IEP.
- 4.5.7 To reassign an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ to other duties in the event of a student absence on a particular day.
- 4.5.8 To complete Educational Assistant's/**Specialized Educational Intervenor's** ~~Intervenor's~~ performance appraisals as per performance appraisal guidelines.
- 4.5.9 To inform the Superintendent of Education: Exceptional Learners of any new **or emerging** student needs ~~to a school which will~~ **may** require the support of an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ as per the ***Process for Accessing Differentiated EA/SEI Student Support***. ~~independent procedures.~~
- 4.5.10 To inform the Superintendent of Education: Exceptional Learners as soon as possible of any instances where a student who is supported by an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ leaves the school or when a student's **level of independence has increased**. ~~schedule is reduced.~~

#### 4.6 Teacher

- 4.6.1 To work collaboratively as part of the IEP Team to develop and implement IEP goals, expectations and accommodations that include a Pathway to Independence Plan (PIP).
- 4.6.2 To ~~gather data and~~ provide feedback to the IEP Team and parents/guardians regarding ~~progress toward achievement of IEP expectations on a pathway to a greater level of independence.~~ appropriate accommodations related to ~~student progress.~~
- 4.6.3 To work collaboratively with the Educational Assistants/~~Specialized Educational Intervenor~~ Intervener by providing programming and direction regarding day-to-day implementation of programs related to ~~self-regulation, skills of~~ daily living skills and alternative ~~activities~~ curriculum as outlined in the student's IEP.
- 4.6.4 To maintain regular communication with the Educational Assistant/~~Specialized Educational Intervenor~~ Intervener with regard to program goals and specific outcomes through documentation and data collection through regular meetings and/or ongoing discussion.
- 4.6.5 To promote inclusivity of all students by ensuring the human resource support aligns with the student's IEP and takes place within the most enabling and inclusive environment.
- 4.6.6 To ~~respond to feedback provided by~~ receive and assess all Educational Assistants/~~Specialized Educational Intervenor~~ Intervenor's concerns regarding the student(s) to which ~~whom s/he they has~~ have been assigned and ~~to communicate these concerns to the Principal,~~ as required.
- 4.6.7 To inform the Educational Assistant/~~Specialized Educational Intervenor~~ Intervener of classroom procedures, rules and methods of classroom management in order to provide procedural consistency for all students.
- 4.6.8 To discuss and clarify with Educational Assistants/~~Specialized Educational Intervenor~~ Intervenor, their specific responsibilities based on the needs of the student(s). ~~This includes specific logistics/tasks of programs and other procedures related to the student's self-care, medical and safety needs.~~
- 4.6.9 To consult with the Principal when the student(s) whom the Educational Assistant/~~Specialized Educational Intervenor~~ Intervener is supporting is absent so their schedule can be adjusted.

#### 4.7 Educational Assistant/~~Specialized Educational Intervenor~~ Intervener

- 4.7.1 To work cooperatively with ~~the school team to assist students with skills of daily living and alternative activities designed to practice and generalize skills that have been taught by the teacher. This includes providing feedback through the collection of data.~~ all concerned in the delivery of the Board's Special Education Programs and Services by implementing programs and collecting data under the direction of the Principal and Teacher.
- 4.7.2 ~~Educational Assistants/Specialized Educational Intervenor~~ are not expected to assume the professional duties and obligations of teachers as defined by the *Education Act* and its Regulations.
- 4.7.3 To promote planned, purposeful opportunities that support student independence in the most enabling and inclusive learning environment.
- 4.7.4 To demonstrate the principles of equity and inclusivity for exceptional students within the YCDSB ~~mainstreamed~~ school community.

- 4.7.5 To maintain the dignity of students in their care by respecting their right to privacy and confidentiality.
- 4.7.6 To assist in meeting the educational, spiritual, social, emotional and physical needs of students entrusted into their care.
- 4.7.7 ~~To complete other duties as outlined in the YCDSB Educational Assistant/Intervenor Handbook.~~
- 4.7.8 To redirect all parent communication and inquiries to the teacher.

## 5. DEFINITIONS

### 5.1 Alternative Learning Activities:

Activities related to learning expectations not derived from the Ontario curriculum expectations for a subject/grade or a course. Examples include: social skills, safety/self regulation, alternative literacy/numeracy, orientation/mobility, skills of daily living.

### 5.1 Assistive Technology (AT)

Any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs *Education for All, 2005*.

### 5.2 Environmental Accommodations

Any changes or supports in the physical environment of the classroom and/or the school and/or use of individualized equipment in the learning environment required by the student to learn and to demonstrate learning (e.g., alternative work spaces, mobility/positioning/transfer equipment, sound field systems, adaptations to visual and/or auditory input). As per *Ministry of Education: IEP Resource Guide 2004*.

### 5.3 Inclusive Education

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

### 5.4 Individual Education Plan (IEP)

A written plan describing the special education program and/or services required by a particular student that will foster achievement and success, based on a thorough assessment of the student's strengths and needs.

### 5.5 Mainstreaming

~~The practice of educating students with special needs in regular classes during specific time periods based on their individual skills.~~

### 5.5 Pathway to Independence Plan (PIP)

A mandatory section of the IEP for all students receiving support from an Educational Assistant/Specialized Educational Intervenor that outlines a precise plan of action to increase student independence.

### 5.6 Range of Accommodations

The particular teaching and/or assessment strategies, human supports, individualized equipment, and/or environmental supports provided as a means of assisting individual students in the achievement of their learning outcomes.



## 5.7 Shared Model of Support

A framework by which a Principal may assign an Educational Assistant/**Specialized Educational Intervenor** ~~Intervenor~~ to work in one or more classrooms to assist one or more teachers with one or more student (s) who present with moderate to severe ~~special~~ needs.

## 5.8 Skills of Daily Living:

Skills required for:

- Personal care (i.e., hygiene, dressing, toileting)
- Mobility (i.e., transferring, ambulating)
- Feeding
- Functional communication
- Community participation (i.e., money management, shopping, transit, pedestrian safety)

## 5.9 Special Equipment Amount (SEA)

Any individualized equipment that is required by a student to access curriculum (e.g., communication devices, specialized computer hardware and software, transfer/toileting equipment). As per *Ministry Guidelines for SEA Funding*.

## 6. CROSS REFERENCES

[Ontario Human Rights Code](#)

YCDSB Policy 208 [Student Disability Accommodation](#)

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

YCDSB Procedure [Criteria for Educational Assistant Allocation](#)

YCDSB Procedure [Criteria for Educational Assistant/Specialized Educational Intervenor Allocation](#)

YCDSB Procedure [Education Intervenor Allocation](#)

YCDSB Educational Assistant Handbook

YCDSB [Accessibility Plan](#)

YCDSB Pathways to Independence Plan Information Flyer

CUPE Local 2331 Collective Agreement

**OECTA Collective Agreement**

Approval by Board

**June 21, 2016**

*Date*

Effective Date

**June 22, 2016**

*Date*

Revision Date(s)

**June 21, 2016**

*Date*

Review Date

**June 2021**

*Date*



## YORK CATHOLIC DISTRICT SCHOOL BOARD

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

**POLICY TITLE: OPENING EXERCISES**

### SECTION A

#### 1. PURPOSE

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

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

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

#### 3. PARAMETERS

- 3.1 Opening Exercises shall **follow the following order:** ~~consist of a prayer, followed by a scripture reading, or relevant Christian reflection and the singing of "O Canada".~~
  - 3.1.1 "O Canada";
  - 3.1.2 Prayer;
  - 3.1.3 Scripture reading and/or relevant Catholic reflection; and a
  - 3.1.4 Land Acknowledgement as per Parameter 3.3.

3.2 The version of "O Canada" used shall include both official languages, English and French, and shall be arranged in a respectful manner. Versions used may consist of a mix/variety of the following:

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

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

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

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

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

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

#### 4. RESPONSIBILITIES

##### 4.1 Director of Education

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

##### 4.2 Superintendent of Schools

4.2.1 To support Principals with the implementation of this policy.

##### 4.3 Student Success Specialist and Principal of Indigenous Education

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

##### 4.4 Principals

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

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

#### 5. DEFINITIONS

##### 5.1 Opening Exercises

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



## 5.2 York Catholic District School Board Land Acknowledgement

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

It reads:

*We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.*

*We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it.*

*We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the Earth.*

## 5.3 School Specific Land Acknowledgement

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

## 6. CROSS REFERENCES

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

YCDSB Daily Prayers for Children (Elementary)

YCDSB Daily Prayers for Children (Secondary)

[Education Act](#)

[Ontario Regulation 435/00](#)

[Indigenous Education YCDSB](#)

Approval by Board

January 29, 2019

Date

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January 2024

Date



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Community</b>	<i>Policy Number</i> <b>610</b>
<i>Former Policy #</i> <b>410</b>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>November 1986</b>	<b>August 28, 1990 January 1995 April 6, 2010 January 28, 2014 January 6, 2016 November 27, 2018</b>

### POLICY TITLE: CANNABIS, ELECTRONIC CIGARETTES, TOBACCO – A SMOKE-FREE ENVIRONMENT

#### SECTION A

##### 1. PURPOSE

The Board endeavours to provide and maintain learning and working environments which safeguard the health and welfare of students, employees, visitors and stakeholders. Such environments are free from the harmful effects of cannabis, electronic cigarettes and tobacco products, in order to uphold legislation within the broader community. This is achieved by prohibiting the smoking and/or the use of cannabis, electronic cigarettes and tobacco products, anywhere on Board property, in Board premises and all locations where Board or School sanctioned activities take place.

##### 2. ~~POLICY STATEMENT~~ OBJECTIVE

It is the policy of the York Catholic District School Board to declare, establish and maintain a cannabis, electronic cigarettes and tobacco smoke-free environment in all premises and on all properties, owned and/or operated by the Board.

##### 3. PARAMETERS

- 3.1 This policy is governed primarily by the *Smoke Free Ontario Act (SFOA)* and the *Cannabis Act* which prohibits smoking and/or holding lighted or heated tobacco, smoking or holding lighted medical cannabis or cannabis products, using electronic cigarette devices, consuming or using any other type of tobacco and cannabis products on board premises or within a twenty (20) metre perimeter of public areas outside of Board owned premises and in Board operated vehicles. Enhanced protection from the addictive nature of all cannabis and tobacco products shall be provided by further prohibiting usage of the same.

- 3.2** The *Smoke-Free Ontario Act* prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the *Smoke-Free Ontario Act*.
- 3.3** Persons who fail to comply with the Acts are subject to consequences as may be imposed by enforcement of the *Smoke Free Ontario Act*, *Cannabis Act*, Safe School policies and/or Codes of Conduct of the York Catholic District School Board and the local school.
- 3.4** ~~Schools shall respond to individuals who are not in compliance with this policy and the *Smoke Free Ontario Act*, on a case by case basis in accordance with Procedure 610 *Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment*, and Policy and Procedure 202 *Safe Schools – Student Discipline*.~~
- ~~3.4.1 In accordance with PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*, in the case of these substances being found in the possession of students, parents/guardians must be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145 *Progressive discipline and promoting positive student behaviour*, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.~~
- 3.5** *Smoke-Free Ontario Act (SFOA)* prescribed signage shall be posted in all entrances, exits and washrooms on Board premises.
- 3.6** Relevant material dealing with the *Smoke Free Ontario Act*, *Cannabis Act* and legislation and/or information relating to the harmful effects of consuming cannabis and tobacco products, using electronic cigarettes devices as well as smoking cessation shall be posted in all Board premises.
- 3.7** Accommodation requests for student use of medically prescribed cannabis will be in accordance with Policy 207A *Administration of Oral Prescription Medication to Elementary & Secondary Students*.
- 3.8** Accommodation requests for employee use of medically prescribed cannabis will be in accordance with Policy 415 *Accessibility Standards for Employment* through the Superintendent of Human Resources and in collaboration with the Manager of Employee Health and Wellness.
- 3.9** An exception to this policy shall be made for the traditional use of tobacco that forms part of ~~Aboriginal~~ (Indigenous) culture(s) and spirituality, when used for such purposes as per Section 19 of the *Smoke Free Ontario Act*.

#### **4. RESPONSIBILITIES**

##### **4.1 Director of Education**

- 4.1.1 To oversee compliance with the Cannabis, Electronic Cigarettes, Tobacco - A Smoke-Free Environment policy.

##### **4.2 Superintendents, Senior Managers and Principals**

- 4.2.1 To support the parameters outlined within this policy.
- 4.2.2 To address infractions to this policy in accordance with the Board's Safe

- Schools or Code of Conduct policies and the local school's Code of Conduct.
- 4.2.3 To notify the Permit department of any violations to the Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment policy.
- 4.2.4 To ensure that this policy has been communicated to all permit, contract and lease holders.
- 4.3 Superintendent of Human Resources**
- 4.3.1 To communicate the expectations of this policy to all Board employees at the time of hire and thereafter on an annual basis.
- 4.3.2 To ensure that all accommodation requests from employees for the use of medical prescribed cannabis in the workplace are reviewed in accordance with board policy and procedures in consultation with the Manager of Employee Health and Wellness.
- 4.4 York Region Community and Health Services, Tobacco and E-cigarette Control Officers**
- 4.4.1 To enforce the *Smoke Free Ontario Act (SFOA)*, including issuing tickets or laying charges, and issuing summonses to those individuals who are found smoking and/or holding lighted or heated tobacco products, smoking and/or holding lighted or heated cannabis or cannabis products and/or using electronic cigarette devices on Board property
- 4.5 All Individuals on Board Premises**
- 4.5.1 To uphold the prohibition of any possession of tobacco and cannabis products and to refrain from smoking and/or holding lighted or heated tobacco or cannabis, using electronic cigarettes devices, consuming or using any other type of tobacco or cannabis products on Board property, in Board-operated premises or vehicles, or in vehicles parked on Board property.

## **5. DEFINITIONS**

### **5.1 Board Premises and Property**

Includes all administrative buildings of the Board, Board operated buildings including schools, and all locations where Board or School sanctioned educational activities are taking place. Board-owned vehicles and machinery are also considered to be Board property.

### **5.2 Cannabis**

Cannabis consists of the dried flowers, fruit tops and leaves from the marijuana plant. It is mostly a greenish or brownish colour. Cannabis resin (or hashish) is a brown or black secretion from the marijuana plant that can be further processed to produce hash oil, wax or "shatter", a concentrated extract with very high levels of THC (tetrahydrocannabinol).

### **5.3 Cannabis Product(s)**

Any product(s) containing, made or derived from cannabis that is intended for human consumption whether smoked, heated, inhaled, dissolved, or ingested by any other means, or any component part, or accessory of the cannabis product. Common types of cannabis products include dried cannabis (e.g., joints, spliffs, blunts), concentrated cannabis products (e.g., hash, hash oil, shatter, wax), and edible cannabis concentrates (plant seeds, edibles containing cannabis or cannabis concentrates and any other food or drink products containing cannabis).

#### **5.4 Electronic Cigarettes Device**

Refers to a vaporizer or inhalant-type device, whether called an electronic cigarette or by any other branded name, that consists of a battery-powered delivery system that vaporizes and delivers a liquid chemical mixture that may be composed of various amounts of nicotine, propylene glycol, and/or other chemicals intended to be inhaled by the user of the device. Most of these products are shaped and look like their conventional counterparts. They produce a vapour that resembles smoke and a glow that resembles the tip of a cigarette.

#### **5.5 Individuals on Board Premises**

Includes students, staff, trustees, contractors, parents/guardians, volunteers, permit holders and all others who are invited to or who work on Board property and in Board operated buildings.

#### **5.6 Medical Cannabis User**

A person who is authorized to possess cannabis for their own medical purposes, as prescribed by a physician or health care practitioner, in accordance with applicable federal law.

#### **5.7 Smoke-Free Environment**

An environment that is free from smoke caused by holding lighted or heated tobacco or cannabis, using electronic cigarette devices and consuming or using any other type of tobacco or cannabis products.

#### **5.8 Tobacco Product**

Any product containing, made, or derived from tobacco that are intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means. Common types of tobacco products include, but are not limited to, cigarettes, cigars, cigarillos, pipes, blunt wraps, beedies, shisha, shew, plug, snuff and snus.

### **6. CROSS REFERENCES**

#### **Legislation**

[Cannabis Act](#)

[Education Act](#), Section 302 (1)

[Smoke Free Ontario Act](#) (SFOA)

#### **YCDSB Policies**

YCDSB Policy 202

[Safe Schools - Student Discipline](#)

YCDSB Policy 207A

[Administration of Oral Prescription Medication to Elementary & Secondary Students](#)

YCDSB Policy 117

[Code of Conduct](#)

YCDSB Policy 415

[Accessibility Standards for Employment](#)

YCDSB Policy 616

[Community Use of Schools](#)

## YCDSB Procedures

YCDSB Student Transportation Services - Procedure Manual

YCDSB Disability Management – Early Intervention, Accommodations and Return to Work Procedure

[York Regional Police & School Boards Protocol](#)

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Review Date	<u>November 2023</u> <i>Date</i>

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## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Students Community</b>	<i>Policy Number</i> <b>417 617</b>
<i>Former Policy #</i> <b>218/117</b>	<i>Page</i> <b>1 of 7</b>
<i>Original Approved Date</i> <b>December 18th, 2001</b>	<i>Subsequent Approval Dates</i> <b>May 6th, 2008 October 28th, 2014 November 27th, 2018 October 1st, 2019 January 28th, 2020 November 30th, 2021</b>

### POLICY TITLE: CODE OF CONDUCT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board believes that all students, parent(s)/guardian(s) and staff have the right to a safe learning and working environment and that each person is responsible for creating and sustaining that environment. Respect for self and others, contributing to the common good, accepting accountability and responsibility for one's own actions, seeking and granting forgiveness, acting morally and legally with Catholic values, and the promotion of self-discipline are cornerstones of this belief.

The Ministry of Education expects that school communities be places that promote responsibility, respect, civility and academic excellence in a safe learning and working environment and that a positive school climate exists when all members of the school community feel safe, comfortable, and accepted. Accordingly, the Ministry has established a Provincial Code of Conduct with the following purposes [[Education Act](#) s.301(2)]:

- 1.1 To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- 1.2 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- 1.3 To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- 1.4 To encourage the use of non-violent means to resolve conflict.
- 1.5 To promote the safety of people in the schools.
- 1.6 To discourage the use of alcohol, and illegal drugs and, except by a medical cannabis user, cannabis.
- 1.7 To prevent bullying in schools.

The Provincial Code of Conduct applies to the entire school community. This means that, within the publicly funded school system, the Provincial Code of Conduct applies to all individuals:

- on school property;
- on school buses;
- at school-related events or activities;
- in other circumstances that could have an impact on the school climate;
- in a virtual learning environment.

## 2. OBJECTIVE

The Code of Conduct of the York Catholic District School Board promotes positive, responsible, respectful and civil behaviour within our Catholic Learning Communities, thereby enabling schools and other Board locations to function as safe, comfortable, and accepting learning and working environments. This Policy sets out expectations for all members of our York Catholic Community.

## 3. PARAMETERS

### 3.1 RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP

A safe, inclusive and accepting school climate is promoted and enhanced when all members of the York Catholic community:

- 3.1.1 Respect and comply with applicable federal, provincial and municipal laws;
- 3.1.2 Comply with all Ministry of Education, school board and school policies;
- 3.1.3 Demonstrate honesty and integrity;
- 3.1.4 Respect differences in people, in their ideas and opinions;
- 3.1.5 Treat one another with dignity and respect at all times, both in person and online, (i.e.: meetings and/or discussions of any kind), especially when there is disagreement or difference of opinion;
- 3.1.6 Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, religion, age, marital status, family status, appearance or disability;
- 3.1.7 Respect the rights of others;
- 3.1.8 Show proper care and regard for school and Board property and the property of others;
- 3.1.9 Take appropriate measures to help those in need;
- 3.1.10 Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- 3.1.11 Respect all members of the York Catholic community, especially persons in positions of authority;
- 3.1.12 Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for educational and other permitted purposes;
- 3.1.13 Use appropriate language with all persons- (i.e.: refrain from using abusive language or swearing at another person);
- 3.1.14 Not use personal mobile devices during instructional time except under the following circumstances:
  - 3.1.14.1 for educational purposes, as directed by an educator;
  - 3.1.14.2 for health and medical purposes;
  - 3.1.14.3 to support special education needs.



### 3.2 SAFETY

To promote and enhance a safe, inclusive and accepting school climate, all members of the York Catholic community are accountable and responsible for their behaviour, and shall not:

- 3.2.1 Engage in bullying behaviours, including cyberbullying\*;
- 3.2.2 Commit sexual assault **or sexual harassment**;
- 3.2.3 Traffic in weapons, **or illegal and/or restricted** drugs;
- 3.2.4 ~~Give alcohol or drugs, including cannabis or cannabis products to a minor;~~
- 3.2.5 Commit robbery, **theft**, fraud, or extortion;
- 3.2.6 Be in possession of any weapon or replica weapon, including a firearm;
- 3.2.7 ~~Use any object to t~~Threaten or intimidate another person;
- 3.2.8 Cause injury to any person with an object;
- 3.2.9 ~~Be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs, cannabis or cannabis products; with the exception of prescribed cannabis used for medical purposes governed in accordance with Policy 207A Administration of Oral Prescription Medication to Elementary & Secondary Students;~~
- 3.2.10 **Be in possession of alcohol, cannabis, and illegal drugs\*\*;**
  - 3.2.10.1 **For students, this would also include being in possession of electronic cigarette, tobacco and nicotine products;**
- 3.2.11 **Use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products\*\*;**
- 3.2.12 **Provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products;**
- 3.2.13 ~~Threaten,~~ **Inflict or encourage others to inflict bodily harm on another person;**
- 3.2.14 Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- 3.2.15 Oppose authority;
- 3.2.16 Commit an act of vandalism to school and Board property, property located on the premises of the school or personal property;
- 3.2.17 **Record, take or share non-consensual recordings or photos of members of the school community.**

\*Cyberbullying refers to bullying by electronic means as defined in subsection 1(1.0.0.2) of the *Education Act*.

**\*\*With the exception of prescribed cannabis used for medical purposes governed in accordance with YCDSB [Policy 207 Administration of Oral Medication to Elementary and Secondary Students](#).**

### 3.3 Review

**This policy shall be reviewed as often as necessary, but at least every three years, to ensure its effectiveness in accordance with the requirements and expectations laid out in PPM 128 *The Provincial Code of Conduct and School Board Codes of Conduct*.**

## 4. RESPONSIBILITIES

### 4.1 Board of Trustees

- 4.1.1 To review and approve the Code of Conduct policy, as required, and in accordance with the [Education Act](#) and its regulations.

## **4.2 Director of Education**

4.2.1 To oversee compliance of the Code of Conduct Policy and related policies and procedures.

## **4.3 Superintendent(s) of Safe Schools**

4.3.1 To establish a process (i.e.: Board and School communication in newsletters and on websites) that clearly communicates the Code of Conduct to all parents, students, staff members, and members of the York Catholic community in order to establish their commitment and support.

4.3.2 To ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and safety.

4.3.3 To provide professional development opportunities for all staff to ensure they understand and thus able to comply with the Code of Conduct policy.

4.3.4 Whenever possible, collaborate with other Boards and York Regional Police Services to provide coordinated prevention and intervention programs and services.

4.3.5 To ensure that this policy is reviewed at least every three years as per Parameter 3.3.

## **4.4 Superintendents of Education**

4.4.1 To support the implementation of the Code of Conduct Policy and all related policies.

## **4.5 Managers**

Under the direction of the school board, Managers take a leadership role in the daily operations of their department by:

4.5.1 Demonstrating care for the members of their community and a commitment to a safe working environment.

4.5.2 Communicating regularly and meaningfully with all of their staff.

4.5.3 Ensuring staff understand their accountability for their own behaviour and actions.

4.5.4 Ensuring that Board financial practices are being followed and prudent use of departmental funds is exercised.

4.5.5 Reviewing the Code of Conduct with Staff on an annual basis.

## **4.6 Principals**

Under the direction of the school board, Principals take a leadership role in the daily operation of a school by:

4.6.1 Demonstrating care for their schools and community.

4.6.2 Demonstrating a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment.

4.6.3 Communicating regularly and meaningfully with all members of their school community.

4.6.4 Ensuring staff understand their accountability for their own behaviour and actions.

4.6.5 Ensuring that Board financial practices are being followed and prudent use of school resources is exercised.

4.6.6 Participating and providing requested information during the board audit process, as required.

4.6.7 Empowering students to be positive leaders in their school and community.

4.6.8 Responding to the "Student Conduct Report" in a timely manner.

4.6.9 Reviewing the Code of Conduct with Staff and Catholic School Council members on an annual basis.

4.6.10 Modeling the standards of respect, civility and responsible citizenship, as we are called to do in our Catholic virtues.

#### 4.7 Staff

Under the leadership of the Principal/Supervisor/Manager, all staff will assist with maintaining order in the school and/or Board office and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff upholds these high standards when they:

4.7.1 Help students work to their full potential and develop their sense of self-worth.

4.7.2 Empower students and coworkers to be positive leaders in their classroom, school and community.

4.7.3 Communicate regularly and meaningfully with parents and/or members of the community.

4.7.4 Maintain consistent and fair standards of behaviour for all students and coworkers.

4.7.5 Demonstrate respect for all students, staff, parents/guardians, volunteers and the members of the school community.

4.7.6 Prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online.

4.7.7 Report and submit the completed "Student Conduct Form" to the Principal when applicable and in a timely manner.

4.7.8 Report inappropriate staff conduct to the appropriate manager/supervisor/principal or follow the [Whistleblower Policy Procedures](#) if appropriate.

4.7.9 Model the standards of respect, civility, and responsible citizenship, as we are called to do in our Catholic virtues. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

#### 4.8 Students

Students are to be treated with respect and dignity. In return, they must demonstrate responsibility of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

4.8.1 Come to school prepared, on time, and ready to learn.

4.8.2 Show respect for themselves, for others, and for those in positions of authority.

4.8.3 Refrain from bringing anything to school that may compromise the safety of others as defined in Section 3.2 of this policy.

4.8.4 Follow the established rules and take responsibility for their own actions.

#### 4.9 Parent(s)/Guardian(s)

Parent(s)/Guardian(s) play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parent(s)/Guardian(s) fulfill their role when they:

4.9.1 Are engaged and show an active interest in their child's school work and progress.

4.9.2 Communicate regularly with the school.

4.9.3 Ensure their child's attire is in accordance with the school dress code.

4.9.4 Ensure that their child is prepared for school and attends school regularly and on time.

4.9.5 Promptly report to the school their child's absence or late arrival.

4.9.6 Understand the Provincial eCode of eConduct and how it applies to them and their children.

- 4.9.7 Support the Board's Code of Conduct, applicable Policies and Procedures and school rules.
- 4.9.8 Encourage and assist their child in following the rules of behaviour.
- 4.9.9 Support school staff in dealing with disciplinary issues involving their child.

#### **4.10 Community Partners**

Community partners are important and necessary partners who collaboratively:

- 4.10.1 Plan and implement prevention or intervention programs.
- 4.10.2 Develop protocols to establish linkages and to formalize relationships, always respectful of applicable agreements made with employee groups, and understanding how the Code of Conduct applies to them.

#### **4.11 Police**

Police play an essential role in making our schools and communities safer by:

- 4.11.1 Establishing linkages and relationships with schools that promote positive interaction.
- 4.11.2 Investigating incidents in accordance with the protocol developed by the York Region School Boards and York Region Police Services.

### **5. CROSS REFERENCES**

#### **Legislation**

##### [Education Act](#)

Policy/Program Memorandum No. 128: [The Provincial Code of Conduct and School Board Codes of Conduct](#)

Policy/Program Memorandum No. 141: [School Board Programs for Students on Long-Term Suspension](#)

Policy/Program Memorandum No. 142: [School Board Programs for Expelled Students](#)

Policy/Program Memorandum No. 144: [Bullying Prevention and Intervention](#)

Policy/Program Memorandum No. 145: [Progressive Discipline and Promoting Positive Student Behaviour](#)

#### **YCDSB Policies**

YCDSB Policy 119	<u><a href="#">Electronic Communications &amp; Social Media</a></u>
YCDSB Policy 202	<u><a href="#">Safe Schools - Student Discipline</a></u>
YCDSB Policy 207	<u><a href="#">Administration of Oral Medication to Elementary and Secondary Students</a></u>
YCDSB Policy 223	<u><a href="#">Bullying Prevention and Intervention</a></u>
YCDSB Policy 311	<u><a href="#">Digital Discipleship (Student Use of Technology)</a></u>
YCDSB Policy 408	<u><a href="#">Digital Discipleship: Acceptable Use of Technology</a></u>
YCDSB Policy 412	<u><a href="#">Progressive Discipline of Employees</a></u>
YCDSB Policy 424	<u><a href="#">Disposition of Complaints Against Employees</a></u>
YCDSB Policy 425	<u><a href="#">Workplace Harassment</a></u>
YCDSB Policy 427	<u><a href="#">Workplace Violence</a></u>
YCDSB Policy 606	<u><a href="#">Catholic School Councils</a></u>
YCDSB Policy 608	<u><a href="#">Volunteers in Schools</a></u>
YCDSB Policy 610	<u><a href="#">Cannabis, Electronic Cigarettes, Tobacco – A Smoke Free Environment</a></u>
YCDSB Policy 613	<u><a href="#">Equity and Inclusive Education</a></u>
YCDSB Policy 614	<u><a href="#">Whistleblower</a></u>
YCDSB Policy 701	<u><a href="#">Access to School and Board Premises</a></u> (Trespass to Property)
YCDSB Policy 705	<u><a href="#">Use of Video Surveillance Equipment</a></u>

## YCDSB Procedures

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

YCDSB [Procedure Policy 412 Progressive Discipline for Employees](#)

YCDSB [Procedure Policy 424 Disposition of Complaints Against Employees](#)

YCDSB [Procedure Policy 425 Workplace Harassment](#)

YCDSB [Procedure Policy 427 Workplace Violence](#)

YCDSB [Procedure Policy 614 Whistleblower](#)

[Catholic School Councils Guide](#)

[York Regional Police & School Boards Protocol](#)

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Review Date	<u>November 2025</u> <i>Date</i>

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## SECTION B: GUIDELINES

It is the Mission of the York Catholic District School Board to educate and inspire all students to reach their full potential in a safe and caring environment. All stakeholders share the responsibility for creating and maintaining healthy learning and working environments.

The Code of Conduct Policy shall be implemented according to the expectations and procedures outlined in:

### **YCDSB Policies**

YCDSB Policy 119	<a href="#"><u>Electronic Communications &amp; Social Media</u></a>
YCDSB Policy 202	<a href="#"><u>Safe Schools - Student Discipline</u></a>
YCDSB Policy 207	<a href="#"><u>Administration of Oral Medication to Elementary and Secondary Students</u></a>
YCDSB Policy 223	<a href="#"><u>Bullying Prevention and Intervention</u></a>
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YCDSB Policy 610	<a href="#"><u>Cannabis, Electronic Cigarettes, Tobacco – A Smoke Free Environment</u></a>
YCDSB Policy 613	<a href="#"><u>Equity and Inclusive Education</u></a>
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[Catholic School Councils Guide](#)

[York Regional Police & School Boards Protocol](#)





## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	<b>Finance</b>
<i>Policy Number</i>	<b>808</b>
<i>Former Policy Number</i>	
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### TRAVEL, MEALS AND EXPENSE REIMBURSEMENT

#### 1. PURPOSE

The purpose of the policy is to clarify the procedures to be followed when public funds are used for the reimbursement of travel, meals, and other expenses.

#### 2. OBJECTIVE

It is the policy of the York Catholic District School Board to outline the process, rules and principles for the reimbursement of travel, meals and other expenses. The policy provides a framework of accountability, transparency, value for money and fairness to guide the effective oversight of public resources in the reimbursement of expenses incurred while on Board business.

#### 3. PARAMETERS

##### 3.1 Application and Scope

This policy sets out the rules for managing travel, meals and other expenses for reimbursement. These rules apply to:

- 3.1.1 Board Trustees
- 3.1.2 Board employees
- 3.1.3 External Committee Appointees
- 3.1.4 External consultants and contractors engaged by the Board, to provide consulting or other services.

##### 3.2 This policy shall be based on four key principles:

- 3.2.1 Accountability - All expenses support business objectives. Prior approval to incur expenses must be obtained.
- 3.2.2 Transparency - The rules for incurring and reimbursing travel, meal and other expenses are clear and easily understood.
- 3.2.3 Value for Money - Plans for travel, meals, accommodation and other expenses are necessary and economical with due regard for health and safety.
- 3.2.4 Fairness - Legitimate authorized expenses incurred are reimbursed.

- 3.3 This policy shall be administered in conjunction with the Travel, Meals and Expense Reimbursement Procedures.
- 3.4 Record-keeping practices must be maintained for verification and audit purposes.
- 3.5 Employees who have a Board issued Purchasing Card ("P-Card") shall use it whenever possible following Board P-Card procedures for travel, meals and expense reimbursement.
- 3.6 Expenses for a group must only be claimed by the most senior person present. Expenses cannot be claimed by an individual on behalf of their approver.
- 3.7 Amounts expended that are in excess of the Board's maximum reimbursement rate will be the responsibility of the claimant.
- 3.8 All reimbursement shall be approved in accordance with York Catholic District School Board Approval Authority Schedule (AAS). Approvers are prohibited from approving their own expenses.
- 3.9 The travel route **method** selected should be the most efficient and economical way to travel.
- 3.10 York Catholic District School Board employees required to travel to multiple Board locations with no set primary work location shall be reimbursed for travel between Board locations.
- 3.11 In extenuating circumstances, the Director of Education may recommend an exemption or exception to this policy to the Board of Trustees for approval.

#### **4. RESPONSIBILITIES**

##### **4.1 Board of Trustees**

- 4.1.1 To ensure that expenses submitted are in compliance with Policy 111 *Trustee Services and Expenditures*.

##### **4.2 Director of Education**

- 4.2.1 To oversee the compliance of the Travel, Meals and Expense Reimbursement policy.
- 4.2.2 In extenuating circumstances, may recommend an exemption or exception to this policy to the Board of Trustees for approval.

##### **4.3 Chief Financial Officer and Treasurer of the Board (CFO)**

- 4.3.1 To ensure that the policy and procedures adhere to the Broader Public Sector (BPS) Expense Directive and ensure that applicable staff are accurately informed with respect to this policy.
- 4.3.2 May approve exceptions to this policy in accordance with section 4.2.3.
- 4.3.3 May review and update policy and procedures on a periodic basis.

##### **4.4 Claimants**

- 4.4.1 To ensure compliance with all Board policies and procedures.
- 4.4.2 To obtain all appropriate approvals before incurring expenses.



- 4.4.3 To submit original, itemized receipts with all claims and ensure the claim does not exceed the actual amount spent. (Refer to Policy Addendum 8.6 for missing receipts procedure).
- 4.4.4 To submit claims monthly, but at least within ninety (90) calendar days of the date of travel.
- 4.4.5 To provide explanation where required if claim receipts are inadequate.
- 4.4.6 To plan and schedule their day to ensure the most economical and efficient route is taken to minimize the expenditure.
- 4.4.7 To submit all travel expenses prior to September 15, for the fiscal year ending August 31.
- 4.4.8 To submit any claims for expenses, if leaving employment or taking a leave of absence, prior to departure.

#### **4.5 Approvers**

- 4.5.1 To ensure compliance with all Board policies and procedures.
- 4.5.2 To exercise best judgment to ensure expenses are minimized.
- 4.5.3 To provide approval for expenses that were incurred while on Board business.
- 4.5.4 To ensure that conferences or external workshops/seminars are necessary, reasonable, associated with the employee's duties, and supports the objectives of the Board.
- 4.5.5 To certify claims for travel are based on a planned and scheduled work day using the most economical and efficient route to minimize expenditures.
- 4.5.6 To provide approval only for claims that includes all appropriate documentation.
- 4.5.7 To ensure that expenditures are within approved annual budget allocations.

#### **5. CROSS REFERENCES**

[Canada Revenue Agency, Automobile and motor vehicle benefits](#), Personal driving (personal use)

[Ministry of Education, Broader Public Sector Expenses Directive](#)

[Ministry of Education, Broader Public Sector Perquisites Directive](#)

YCDSB Policy 105 [Trustee Professional Development](#)

YCDSB Policy 111 [Trustee Services and Expenditures](#)

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

YCDSB Policy 701 [Access to School and Board Premises](#)

YCDSB Policy 801 [Use of Board and School Funds for Recognition or Acknowledgement](#)

YCDSB Policy 802 [Purchasing, Lease & Rental of Goods & Services](#)

YCDSB Policy 803 [School Generated Funds](#)

**Related Procedures and Forms:**

Admin 3 Expense Reimbursements for non-mileage expenses  
Admin 19A Missing Original Detailed Receipt Approval Form Schools Only  
Admin 19B Exception Approval Form  
Admin 83 Professional Development, Travel Meals and Other Expenses  
Out of Province (outside ONTARIO) Application and Authorization Form  
Purchasing Card Procedure  
Purchasing Reference Guide  
Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal  
*TRIP* Quick reference guide and User Guide for Claimant and Approver  
York Catholic District School Board Approval Authority Schedule (AAS)

<b>Approval by Board</b>	<b>October 27, 2023</b>
	Date
<b>Effective Date</b>	<b>October 28, 2023</b>
	Date
<b>Revision Dates</b>	<b>October 27, 2023</b>
	Date
<b>Review Date</b>	<b>October 2028</b>
	Date

DRAFT



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **Travel, Meals and Expense Reimbursement Procedures**

#### **Addendum to Policy 808: Travel, Meals and Expense Reimbursement**

**Effective: January 31 TBD, 2024**

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## **INTRODUCTION**

This document is intended to set out the definitions and procedures to be followed by York Catholic District School Board ("Board") in accordance with Policy 808: Travel, Meals and Expense Reimbursement.

### **1. ACCOUNTABILITY FRAMEWORK**

- 1.1 Approval levels for expense reimbursements are included in the Purchasing Reference Guide "PRG" and York Catholic District School Board Approval Authority Schedule (AAS). Additional authorities may be required as specified in this document.
- 1.2 Approvers are accountable for their decisions, which should be:
  - 1.2.1 Subject to good judgment and knowledge of the situation;
  - 1.2.2 Exercised in appropriate circumstances; and
  - 1.2.3 Comply with the principles and mandatory requirements set out in policy and the expense procedures.
- 1.3 When a situation arises and discretion needs to be exercised, approvers must consider whether the request is:
  - 1.3.1 Able to stand up to scrutiny by the auditors and members of the public;
  - 1.3.2 Properly explained and documented; and
  - 1.3.3 Fair, equitable, reasonable and appropriate.
- 1.4 It is the responsibility of both the approver and the claimant to work out appropriate arrangements which would meet the test of being fair and equitable.

### **2. PROFESSIONAL DEVELOPMENT**

- 2.1 Before registering to attend a Professional Development event, employees are responsible for obtaining approval.
- 2.2 Reimbursements will only be processed after attending the event. To eliminate the lag between the reimbursement and registration/advance payment requests, Board cheque or PCard may be used to pay service providers directly.
- 2.3 For Professional development outside of Ontario, authorization must be received from the Director of Education or Chief Financial Officer and Treasurer of the Board. See Reimbursement procedures in Section 8.

### **3. TRAVEL EXPENSES**

#### **3.1 Air/Rail/Bus/Personal Use Vehicle/other methods of transportation**

- 3.1.1 All travel receives prior approval, with the appropriate level of approval authority identified in the Purchase Reference Guide (PRG) and the AAS. Authority to approve travel is dependent on the destination:
  - 3.1.1.1 Within Ontario. Approval must be received from their Principal, Supervisory Officer, Manager or designate.
  - 3.1.1.2 Outside Ontario. Approval must be received from the Director of Education or Chief Financial Officer and Treasurer of the Board. See Reimbursement procedures in Section 8.
- 3.1.2 The type of travel selected should be the most efficient and economical way to travel to align with the principles established in

this guideline. The Board will reimburse coach class or economy fares.

- 3.1.3 The following expenses will not be reimbursed:
  - 3.1.3.1 Travel expenses arising out of travel on behalf of any other organization where the employee is not a representative or delegate of the Board.
  - 3.1.3.2 Cost of additional private medical/health insurance will not be reimbursed for travel within Canada.
  - 3.1.3.3 Trip cancellation insurance.
  - 3.1.3.4 Personal Travel (see section 3.1.7).
- 3.1.4 When an employee's personal vehicle is used for Board business, travel will be reimbursed at the Board's published travel rate as established in Appendix A.
- 3.1.5 Personal vehicles used on behalf of the Board shall be insured at the vehicle owner's expense.
- 3.1.6 Those driving a personal vehicle cannot make claims for deductible amounts or damages as a result of a collision.
- 3.1.7 Kilometre reimbursement for travel between an employee's home and regular place of employment (defined as primary work location (PWL)) is considered personal travel and is not reimbursable. **This applies on all regular work days.** The basis of reimbursement is:
  - 3.1.7.1 The daily incremental kilometres driven above the sum of kilometres travelled from home to primary work location and primary work location to home;
  - 3.1.7.2 The amount eligible for kilometre reimbursement, excludes personal travel;
  - 3.1.7.3 The PWL and address of an employee will be determined from the Employee's record in Human Resources Department.
- ~~3.1.8 For travel outside York Region and out of province of Ontario, the reimbursement shall be calculated as the actual distance travelled unless the nature of the travel is not eligible for full reimbursement. **Travel outside of regular work days (Saturdays, Sundays, Statutory Holidays), will be fully reimbursed based on the shortest route. There will be no deduction for travel between the employees' home and PWL.**~~
- 3.1.9 Travel Distances will be calculated using ~~a~~ the navigation tool (e.g. Google Maps) in the Board's reimbursement ~~p~~Program (**TRIP**) using the shortest **route** time (without traffic) with no tolls.
- ~~3.1.10 PWL will be calculated using the shortest route as determined by the navigation tool in the Board's reimbursement Program.~~
- ~~3.1.11 Toll roads may be reimbursed if necessary. Pre Approval from your manager is required. Only the toll portion will be reimbursed.~~
- 3.1.12 Taxi – may be justified where travel by taxi is more economical.
- 3.1.13 Car Rental – requires prior approval and should be restricted to professional development events outside of York Region.
- 3.1.14 Public Transit – local public transportation including hotel/airport shuttles should be used wherever possible.

## **3.2 Accommodation**

- 3.2.1 Employees shall be reimbursed for hotel/motel accommodation in a single standard room.
- 3.2.2 Hotel accommodation will only be covered for the applicable conference/meeting date(s) and for locations outside York Region.

### 3.3 Other

- 3.3.1 ~~Phone calls: If you are away on Board business, reimbursement will be made for reasonable, necessary personal calls home for each night away.~~ **Roaming rates: When travelling outside of the province on Board business, daily roaming rates will be reimbursed.**
- 3.3.2 Parking: Reimbursement for necessary and reasonable expenditures on parking to be included in TRIP with the associated mileage claim.
- 3.3.3 Internet: When away from the office on business, internet access may be reimbursed if required for normal business activity.

## 4. MEALS

- 4.1 The Board shall reimburse employees cost of meals while traveling on Board business, subject to the meal allowance rates and claim requirement in Appendix B.
- 4.2 The most senior staff member in attendance shall pay the bill to ensure proper expense authorization take place. Meals paid by a subordinate that the approver is also in attendance must be approved by the approver's supervisor. In the case of a catering or takeout order, approval from the claimants' supervisor is sufficient. The number of attendees and their names must be indicated on the claim.
- 4.3 Meal expenses may not be claimed where the meals are already included in another expense, airline, conference fees or fees of other organizations.
- 4.4 ~~When an employee's attendance is required 'outside standard work hours', the employee is eligible to claim a meal following the Board's reimbursement rate in Appendix B or the kilometres to their residential address, but not both. Reimbursement for mileage is only applicable if the employee is travelling from their residential address outside standard work hours.~~  
**When an employee's attendance is required 'outside standard work hours', they have two options for reimbursement:**  
**1. Meal Reimbursement:** Employees can claim a meal reimbursement following the Board's rate in Appendix B or;  
**2. Mileage Reimbursement:** Employees can claim mileage reimbursement for the kilometres traveled to and from their residential address outside standard work hours.
- 4.4.1 Examples where an employee's attendance is required, but not limited to, include:  
4.4.1.1 Catholic School Council meetings  
4.4.1.2 Board Meetings  
4.4.1.3 Trustee Committee meetings
- 4.5 Reimbursement for the cost of alcoholic beverages is not permitted.

## 5. HOSPITALITY

- 5.1 For the purposes of this guideline, hospitality is the provision of food, beverage, accommodation, transportation and other amenities paid out of public funds.
- 5.2 Hospitality may only be provided to individuals/groups, other than noted below:  
5.2.1 The York Catholic District School Board or  
5.2.2 Any of the Ontario government ministries, agencies and public entities covered by the OPS Travel, Meal and Hospitality Expenses Directive (available on the Ministry of Government Services website).
- 5.3 The Board shall reimburse hospitality expenses only when it's economical and



- appropriate to do so.
- 5.4 Hospitality may never be offered solely for the benefit of anyone covered in 5.2. Examples include office social events, ticket costs for theatre, concert, movie or sporting events, individual retirement parties and holiday lunches or other expenses that do not support Board business.
- 6. EXPENSES FOR CONSULTANTS AND OTHER CONTRACTORS (SHOULD BE READ IN CONJUNCTION WITH THE 'PRG')**
- 6.1 Under no circumstances can hospitality, incidental or food expenses be considered allowable expenses for consultants and contractors under the rules or in any contract between an organization and a consultant or contractor. Therefore, they cannot claim or be reimbursed for such expenses, including:
- 6.1.1 Meals, snacks and beverages
  - 6.1.2 Gratuities
  - 6.1.3 Personal telephone calls
- 6.2 Reimbursement for allowable expenses can be claimed and reimbursed only when the contract specifically provides for it.
- 7. NOT ELIGIBLE FOR REIMBURSEMENT**
- In addition to items listed in 3.1.3, the following will not be reimbursed:
- 7.1 Recreational costs (e.g. Fitness facilities, video rentals, mini-bar charges, etc.)
  - 7.2 Personal expenses (e.g. personal grooming, laundry or dry cleaning)
  - 7.3 Valet parking (unless circumstances warranted and explanations provided)
  - 7.4 Traffic or parking violations
- 8. REIMBURSEMENT PROCEDURE**
- 8.1 To request reimbursement for kilometres, parking and toll, employees or preparers shall use the Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal.
- 8.1.1 Instructions for completion can be found in the Boards Conferences or within the *TRIP* application.
- 8.2 To request reimbursement for non-mileage, employees or preparers shall complete the Admin #3 form (Expense Reimbursement non mileage).
- 8.2.1 Instructions for completion are included with the Admin #3.
- 8.3 Reimbursement will be included as a non-taxable payment added to an employee's regular remuneration.
- 8.4 For claims that relate to Professional Development events, the agenda/registration form must be attached to the Admin # 3 claim.
- 8.5 Out of Province travel – An Admin #83 form (Travel Meals and Other Expenses Out of Province (outside Ontario Application and Authorization) is to be used to obtain the appropriate authorization prior to registration and must be included as part of the reimbursement request.
- 8.6 Missing Receipts: If an original detailed receipt is unavailable, identify this on the Admin # 3 and provide the vendor name, description, reason and the dollar amount. The Approver must initial this item.



## 9. CROSS REFERENCES - RELATED POLICIES AND PROCEDURES

There are other procedures that have been established for specific types of transactions. These are cross referenced within the Travel, Meals and Expense Reimbursement Policy 808. Please refer to these specific items when submitting reimbursement.

### **Related YCDSB Policies:**

YCDSB Policy 105 [Trustee Professional Development](#)

YCDSB Policy 111 [Trustee Services and Expenditures](#)

YCDSB Policy 423 [Conflict of Interest](#)

YCDSB Policy 701 [Access to School and Board Premises](#)

YCDSB Policy 801 [Use of Board/School Funds for Recognition/Acknowledgement purposes](#)

YCDSB Policy 802 [Purchasing, Lease & Rental of Goods & Services](#)

YCDSB Policy 803 [School Generated Funds](#)

### **Related Procedures and Forms:**

Travel Reimbursement Input Program (*TRIP*) accessed through MyPortal

*TRIP* Quick reference guide and User Guide for Claimant and Approver

Admin #3 – Expense Reimbursements for non-mileage expenses

Admin# 83 – Professional Development, Travel Meals and Other Expenses

Out of Province (outside Ontario) Application and Authorization Form

Admin #19B – Exception Approval Form

Purchasing Card Procedure

Purchasing Reference Guide

York Catholic District School Board Approval Authority Schedule (AAS)

### **Other:**

Ministry of Education, Broader Public Sector Expenses Directive

Ministry of Education, Broader Public Sector Perquisites Directive

## **APPENDIX A - KILOMETRE REIMBURSEMENT RATES FOR PERSONAL VEHICLES USED FOR BUSINESS TRAVEL**

The reimbursement will be paid at the following rates per kilometre (km) for Business Travel:

<b>Reimbursement Rate (\$CAD) (*)</b>
For travel dates effective January 1, 2023 to December 31, 2023: <ul style="list-style-type: none"><li>• \$0.68 per kilometer for the first 5,000 kilometers; and</li><li>• \$0.62 per kilometer after 5,000 kilometers</li></ul>
For travel dates effective January 1, 2024: <ul style="list-style-type: none"><li>• \$0.70 per kilometer for the first 5,000 kilometers; and</li><li>• \$0.64 per kilometer after 5,000 kilometers</li></ul>

(\*) Rates will be periodically reviewed by the Board.

### **Approved Business travel includes:**

- Travel to meetings/in services,
- Conferences or consultations,
- Representing the Board at Business events

### **Business travel excludes** (See appendix C for examples):

- Social events
- Optional travel
- Personal visitation to funerals
- Travel from home to (PWL)

## **APPENDIX B - MEAL REIMBURSEMENT RATES**

Meals are reimbursed at the following rates:

Meal	Reimbursement Rates (\$ CAD) (*)
Breakfast	\$12
Lunch	\$20
Dinner	\$35

(\*) Rates will be periodically reviewed by the Board.

- Taxes and gratuities are included in the meal rates. A reasonable gratuity for a restaurant meal is 10-15%.
- All meals reimbursed for travel of one day or less than one day are to be the actual costs of the meal up to the appropriate meal allowance
- For travel of more than one day, the maximum allowance for any one meal (Breakfast, Lunch or Dinner) may be exceeded, but the total reimbursed will be limited to the daily maximum allowance (\$67). Receipts are required in all cases.
- For travel in the U.S. or other international countries, meal reimbursements must not exceed the Canadian equivalent.

## APPENDIX C - BUSINESS AND PERSONAL TRAVEL GUIDANCE WITH BUDGET CATEGORIES

The following table assists with processing employee reimbursements that qualify as business travel and identifies the budget category.

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
1	Staff social events	Examples include but not limited to: retirements, Christmas functions, birthday parties, staff social events. Refer to Policy 801 for further guidance		X	N/A
2	Funeral visitation/attendance - For employees of the Board (superordinate, subordinate, or colleague)	Travelled by all Board employees		X	N/A
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For students	Travelled by Principal/teacher	X		Central Budget
		Travelled by Trustees	X		Department Budget
	Funeral visitation/attendance - For Related family of all Board employees	Travelled by all Board employees and Trustees		X	N/A
3	Employees not on call - Employees requested by the Board to travel to work outside their work calendar (weekends and holidays).	With compensation or lieu time (less PWL deduction)	X		Department Budget
		Without compensation or lieu time	X		Department Budget
4	In-service, professional development and conferences at Board's request as part of employee's job function	Hosting Department	X		Department Budget
5	Conferences and educational seminars/courses for employee's personal development or accreditation	Examples - Masters, AQ courses		X	N/A
6	Hospital visits- For Students and all employees	Travelled by all Board employees and Trustees		X	N/A
7	Bank and post office – Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
8	Board Meetings –Travel	School Staff	X		Central Budget
		CEC Staff	X		Department Budget
9	Board organized school council events	Examples - Annual Conference and YCPIC	X		Central Budget
10	Subject Council and IPRC		X		Central Budget
11	Travel relating to sporting events, teams, clubs, excursions, leagues and tournaments	Transportation provided to the event		X	N/A
		Principal approved - Coach or supervisor only in their own	X		School GSB/ School Bank

Item #	Description	Additional Details	Reimbursable		Budget Category
			YES	NO	
		vehicle			Account
12	Main school events - Travel and refreshments	Examples—Sacraments, dances, prom, graduation, BBQ's <b>School Staff</b>	<b>X</b>		School GSB
13	Parent/Teacher interview – Travel and refreshments	<b>School Staff</b>	<b>X</b>		School GSB
14	Catholic School Council meetings - Travel and refreshments	School Staff	<b>X</b>		School GSB
15	School purchases – Travel	Travel must be during the employees work calendar	<b>X</b>		School GSB
		Travel during July and August submitted by 10 month and 11 month employees		<b>X</b>	N/A

Factors	Definition
Primary work location ("PWL")	<ul style="list-style-type: none"> <li>PWL is the location where an employee normally reports to on a daily basis and usually has a work station, or mailbox</li> <li>Per the policy, the PWL needs to be approved by the Manager/Principal/Superintendent and is consistent and remains static over a school year or semester (unless the employee changes positions).</li> <li>Where an Employee regularly reports to more than one location, the Supervisor (Manager/Superintendent) will assign the PWL</li> </ul>
Floating PWL	<ul style="list-style-type: none"> <li>Employees who have no set primary work location and regularly travel to multiple Board locations, will have the floating PWL to be the first and last Board site visited during the day. The employee will be reimbursed for travel between Board locations</li> </ul>
Budget categories	
<b>Department Budget</b>	Budget for a specific department and is the responsibility of the Fund Centre Manager
<b>Central Budget</b>	Budget maintained centrally for Board organized events attended by school staff
<b>School GSB</b>	Allocation of budget by the Board provided to schools to fund educational resources and is the responsibility of a school principal
<b>School Generated Funds/School Bank Account</b>	Funds raised at the school level for the purpose of enhancing the means by which educational goals are achieved and is the responsibility of a school principal <b>Note:</b> Funds collected for travel and deposited into School bank account, an EFT can be used to offset the travel charge to the School GSB
<b>N/A</b>	Not applicable as the expense is considered personal and non-reimbursable

**REPORT NO. 2024:04**  
**YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)**

**June 18, 2024**

**PRESENT:**

## REGRETS:

**1. ACTION ITEM(S): N/A**

**2. PRESENTATION / DISCUSSION / INFORMATION ITEM(S):**

- a) Student Achievement Plan Input
- b) Continuing Education 2024 Summer Programs
- c) Ministry of Education: Policy & Program Memo (PPM) 128
- d) Use of Remaining 2023-2024 YCPIC Funds
- e) 2023-2024 Mileage Reimbursement
- f) YCPIC Meeting Dates for 2024-2025

**3. FUTURE MEETING DATES:** September 23, 2024 at 6:30 pm

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**York Catholic District School Board**

**REPORT NO. 2024:02**

**AD-HOC INTERNATIONAL LANGUAGE EXTENDED DAY COMMITTEE**

**To: Regular Board Meeting**

**June 18, 2024**

A meeting of the Ad-Hoc International Language Extended Day Committee was held on Wednesday, June 12, 2024 starting at 2:32 pm.

**PRESENT:**

**Trustee Committee Members:** J. DiMeo (Virtual), M. Iafrate, A. Saggese

**Other Trustees:** N/A

**Absent with Notice:** N/A

**Administration:** J. De Faveri, A. Arcadi, C. McNeil, A. Pasquini

**Recording:** S. Greco

**Presiding:** A. Saggese, Committee Chair

**1. ACTION ITEM(S):** NIL

**2. DISCUSSION / INFORMATION ITEMS:**

a) International Language Extended Day Program Update

**3. FUTURE MEETING DATE:** Fall 2024 – Date TBD

**4. ADJOURNMENT:** 2:37 pm

A. Saggese, Committee Chair

# YORK CATHOLIC DISTRICT SCHOOL BOARD

## REPORT

**REPORT TO:** Board of Trustees  
**FROM:** Administration  
**DATE:** June 18, 2024  
**REPORT:** Special Education Plan 2024

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### BACKGROUND:

In accordance with regulation 467/97 made under the Education Act, the Board ensures SEAC's involvement in the annual review of the Board's Special Education Plan.

The Special Education Plan was updated by Student Services staff to reflect any changes for the 2023-2024 School Year.

(The draft plan was sent to the Board of Trustees in a separate email).

### RECOMMENDATION:

**THAT** the Board endorses the Special Education Plan (June 2024) for submission to the Ministry of Education.

Prepared and Submitted By: D. Candido, Superintendent of Education: Exceptional Learners



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**Report To:** Board of Trustees

**From:** Administration

**Date:** June 18, 2024

**Report:** Establishment of a Charitable Foundation for the YCDSB

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### **BACKGROUND**

Subsequent to the Motion by Trustee Crowe approved at the January 31, 2023 Regular Board meeting, a Committee was formed to begin the process of investigating the formation of a Charitable Foundation for the York Catholic District School Board. Members of the Committee were: John De Faveri, Jennifer Sarna, Calum McNeil, Jesua Tsai, Elizabeth Crowe, Jennifer Wigston and Michaela Barbieri. The Committee met on April 24, 2024 and on June 13, 2024.

The Committee considered two options: the establishment of a Trust, or the creation of a Charitable Foundation. The preferred option is to move forward with the latter of these two. The Committee reviewed the composition of the Foundations in 5 surrounding Catholic Boards.

The Committee considered the next steps which is to engage Legal Counsel to incorporate the Charitable Foundation. In a preliminary conversation with Legal Counsel, the Interim Director was advised that the process will take approximately 6 months in order to incorporate in compliance with the ONCA. This time frame may be reduced as the biggest component is to receive CRA Charitable which the Board already has. Estimated costs are between \$10,000 and \$20,000. Funding from this will come from savings within the existing budget.

The intent of this Charitable Foundation is to support and complement the equity initiatives of the Board. If the recommendation is approved, the Committee will continue to meet and will report regularly to the Board of Trustees.

### **RECOMMENDATION**

**THAT** the Board authorize the Director of Education to engage Legal Counsel and approve the expenditure of up to \$20,000 for the establishment of a Charitable Foundation in compliance with the Ontario Not-for-profit Corporations Act.

Prepared and Submitted by: J. De Faveri, Interim Director



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711  
Fax: 905-713-1272 • www.ycdsb.ca



May 21, 2024

## CONTINUATION OF MENSTRUAL HYGIENE PROGRAM

- Whereas** Period poverty impacts the most vulnerable students;
- Whereas** Menstrual hygiene products are basic necessities;
- Whereas** A report by Plan International Canada noted that “34 per cent of women and girls have had to regularly or occasionally sacrifice something else within their budget to afford menstrual products.”<sup>1</sup>;
- Whereas** According to a government of Ontario news release, “Students who cannot afford menstrual products may experience a higher rate of absenteeism from school, challenges to engage fully in the classroom, and negative health effects, such as infections and toxic shock syndrome. It can also affect their social and emotional well-being.”<sup>2</sup>;
- Whereas** Convenient access to free period products helps promote gender equality and removes barriers to learning;
- Whereas** The Province of Ontario launched the *Free Menstrual Products in Schools* initiative in October 2021;
- Whereas** The three year agreement with Shoppers Drug Mart through the Province is set to expire in the fall of 2024;

## LET IT BE RESOLVED:

**THAT** The Board write a letter to the Ministry of Education requesting that the *Free Menstrual Products in Schools* initiative become a permanent program, thereby ensuring continued and free access to period products for elementary and secondary students across Ontario.

Respectfully Submitted,

Jennifer Wigston  
Trustee

<sup>1</sup>

<https://news.ontario.ca/en/release/1000941/ontario-launches-free-menstrual-products-in-schools>

<sup>2</sup> *ibid*

REFERENCE No. 2024:20:0521:JW

## YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: June 18, 2024

RE: Semi-Annual Development Circulation Report  
January 2024 – June 2024

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### EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees with a summary of major development applications received during the period of January 2024 – June 2024.

The report includes a summary of new development applications exceeding 100 low density and 250 high density units, as well as reporting of all development within Urban 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 2024 – June 2024.

Of the 23 new development applications received since the last report of January 2024, 7 development applications 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

The semi-annual development report was established in 2009 with the intent of informing the Board of significant development activity within York Region. The report includes all low/medium density applications proposing 100 units or more, and any high-density applications proposing 250 units or more (Table 1 and Map 1).

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

Official plans, secondary plans and block plans with a site designation will continue to come to the Board individually as they are received.

### DEVELOPMENT ACTIVITY FROM JANUARY 2024 – JUNE 2024

Of the 23 new development applications received since the last report of January 2024, 7 plans meet the established thresholds for inclusion in the Semi-Annual Development Report (Table 1). None of the remaining 16 applications are located within an Urban Growth Centre (Table 2).

## OTHER LAND USE PLANNING STUDIES

Administration continues to be involved in a number of other land use planning activities and studies including secondary plans, block plans, Ontario Land Tribunal (OLT) matters, and other land use studies over the January 2024 – June 2024 reporting period. Table 3 provides a summary of the broader land use planning exercises that Administration has participated in during this 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.

## MINISTER’S ZONING ORDERS (MZOs and eMZOs)

There have been no Minister’s Zoning Orders issued by the province for this reporting period.

## SUMMARY

This report and attached tables provide Trustees with a summary of major applications processed by Administration, and reviewed in the context of accommodation needs, during the time period of January 2024 – June 2024. Additional details on various secondary plans and other planning processes that Administration has participated in over the January 2024 – June 2024 timeframe have been included for Trustee review. The next Semi-Annual Development Report will be provided in January 2025.

## LIST OF ATTACHMENTS:

1. Table 1. [Development Applications Over 100 Low Density and 250 High Density Units](#)
  2. Table 2. [Development Applications within Urban 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](#)
  5. Map 2. [Location Map of Planning Study Areas and MZOs](#)
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Prepared By:	Daniella Marcone, Senior Planner
Submitted By:	Tom Pechkovsky, Coordinating Manager of Planning & Operations
Endorsed By:	John DeFaveri, Interim Director of Education Jennifer Sarna, Associate Director

Semi-Annual Development Report

Development Applications over 100 low density and 250 high density units

January 2024 - June 2024

Table 1

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Townhouse / Stacked	Condo / Apt						
1	19T-24V02	ZBA, SUB	15-Mar-24	Vaughan (Ward 1)	Angela Saggese	314	135	0	2029	No	St. Clare	St. Jean De Brebeuf	149	54
2	19T-24V01	ZBA, SUB	18-Mar-24	Vaughan (Ward 1)	Angela Saggese	170	40	0	2029	Yes	St. Clare	St. Jean De Brebeuf	73	27
3	19T-24V03	ZBA, SUB	23-Apr-24	Vaughan (Ward 1)	Angela Saggese	0	1	700	2029	No	St. Clare	St. Jean De Brebeuf	21	5
4	Z(M)-24167361	OPA, ZBA	6-May-24	Markham (Ward 1)	Carol Cotton	0	0	5,049	2035+	No	St. Michael Academy	St. Robert	76	67
5	Z(V)-24012	OPA, ZBA	8-May-24	Vaughan (Ward 4)	Angela Grella / Jennifer Wigston	0	0	825	2036	No	Our Lady of the Rosary	St. Elizabeth	12	27
6	19T-24V04	SUB	10-May-24	Vaughan (Ward 1)	Angela Saggese	109	487	0	2030	No	St. Clare	St. Jean De Brebeuf	157	52
7	Z(R)-240002	OPA, ZBA	28-May-24	Richmond Hill (Ward 5)	Maria Iafrate / Joseph DiMeo	0	0	395	2034	No	St. Charles Garnier	St. Theresa of Lisieux	7	5

NOTES

OPA: Official Plan Amendment - ZBA: Zoning Bylaw Amendment - SUDB: Draft Plan of Subdivision Application - SPA: Site Plan Application

## Semi-Annual Development Report

Table 2

Development applications within Urban Growth Centres (Regardless of unit count)

Plans highlighted in yellow are duplicated on Table 1.

### Markham Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

### Richmond Hill Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

### Langstaff Gateway Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

### Vaughan Metropolitan Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
5	Z(V)-24012	OPA, ZBA	8-May-24	Vaughan (Ward 4)	Angela Grella / Jennifer Wigston	0	0	825	2036	No	Our Lady of the Rosary	St. Elizabeth	12	27

### Newmarket Urban Centre Secondary Plan

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

### Yonge Steeles Corridor

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

### Weston 7 Secondary Plan Area

Map ID	Development Plan	Plan Type	Date Received	Municipality (Ward / Community)	Trustee	UNITS			Timing	Site Required	Elementary School Boundary	Secondary School Boundary	Anticipated Elementary Yield	Anticipated Secondary Yield
						Single / Semi	Town house	Condo / Apt						
*	No Plans Received													

**Semi Annual Development Report**

Recent Planning Studies Attended/Participated in by Planning Services staff

January 2024 - June 2024

**Table 3**

Map ID	Planning Study Name	Municipality (Ward)	Trustee	Status / Type	Recent Activity	Estimated new units <sup>1</sup>	Elementary School / Secondary Schools	Designated School Sites
A	Complete Communities Secondary Plan	East Gwillimbury Wards 1, 2, 3	Theresa McNicol	Secondary Plan	A Technical Advisory Committee (TAC) meeting took place in February 2024 to discuss the development of the Complete Communities Secondary Plan which consists of six separate areas of future growth within East Gwillimbury communities.	Approximately 18,000 low/mid/high-rise units	Our Lady of Good Counsel / Good Shepherd / Sacred Heart	TBD
B	Markville Secondary Plan	Markham Wards 3, 4	Carol Cotton / Frank Alexander	Secondary Plan	Staff met with City staff and their consultant in February, 2024 to discuss school site needs and potential locations of sites within the Secondary Plan study area. A concept plan was subsequently provided for comment and is currently being reviewed.	Approximately 20,900 medium/high-rise units	St. Matthew / St. Patrick / St. John XXIII / St. Augustine / St. Brother Andre	TBD
C	Block 27	Vaughan Ward 1	Angela Saggese	Block Plan	A 2nd submission of the secondary plan was received for review and comment. The Block Plan now identifies and labels 2 catholic elementary school sites.	Approximately 7,200 low/mid/high-rise units	St. Raphael the Archangel / St. Joan of Arc	2 Elementary School Sites
D	Block 60 (East)	Vaughan Ward 2	Michaela Barbieri	Block Plan	A 4th submission of the Block Plan was received for review and comment.	Approximately 1,000 low/mid-rise units	St. Stephen / Holy Cross	1 Elementary School Site
E	Block 66 (East)	Vaughan Ward 1	Angela Saggese	Privately initiated Secondary Plan / Municipal OPA	A Pre-Application Consultation package for a new secondary plan was received for review and comment. Board staff have inquired about the possibility of a secondary school site in this location as an alternative to Copper Creek.	Approximately 1,300 low/mid-rise units	Pope Francis / Holy Cross	TBD
F	Yonge Corridor Secondary Plan	Markham Ward 1	Carol Cotton	Secondary Plan	Board staff attended a kick off meeting for the Yonge Centre Secondary Plan.	Approximately 17,400 low/mid-rise units	St. Rene Goupil-St. Luke / St. Robert	TBD
G	Block 41	Vaughan Ward 1	Angela Saggese	Block Plan	Board staff met with Fieldgate Homes on March 11, 2024 to discuss the timing for the secondary school in Block 41  The 2nd submission of the secondary plan was received for review and comment.  Board staff met with City staff on May 14, 2024 to discuss some technical matters with the road configuration and lotting pattern within the secondary plan area.	Approximately 4,300 low/mid-rise units	St. Clare / St. Jean de Brebeuf	2 Elementary School Sites and 1 Secondary School Site
H	Block 55 (North West)	Vaughan Ward 1	Angela Saggese	Block Plan / Subdivisions	Revised plans of subdivision for Phase 3 and 4 were received for review and comment. Phase 3 continues to exclude a school site as required by the Board.	Approximately 800 low-rise units	Pope Francis / St. Jean de Brebeuf	1 Secondary School Site
I	Old Elm / Lincolnville	Whitchurch-Stouffville Ward 5	Elizabeth Crowe	Secondary Plan	Participation in OLT mediation. No resolution to appellants issues, matter is likely to proceed to a hearing in November 2024	Approximately 3,400 low/medium/high-rise units	St. Brigid / St. Katharine Drexel	1 Elementary School Site

**NOTES:**

1. Unit totals are subject to change





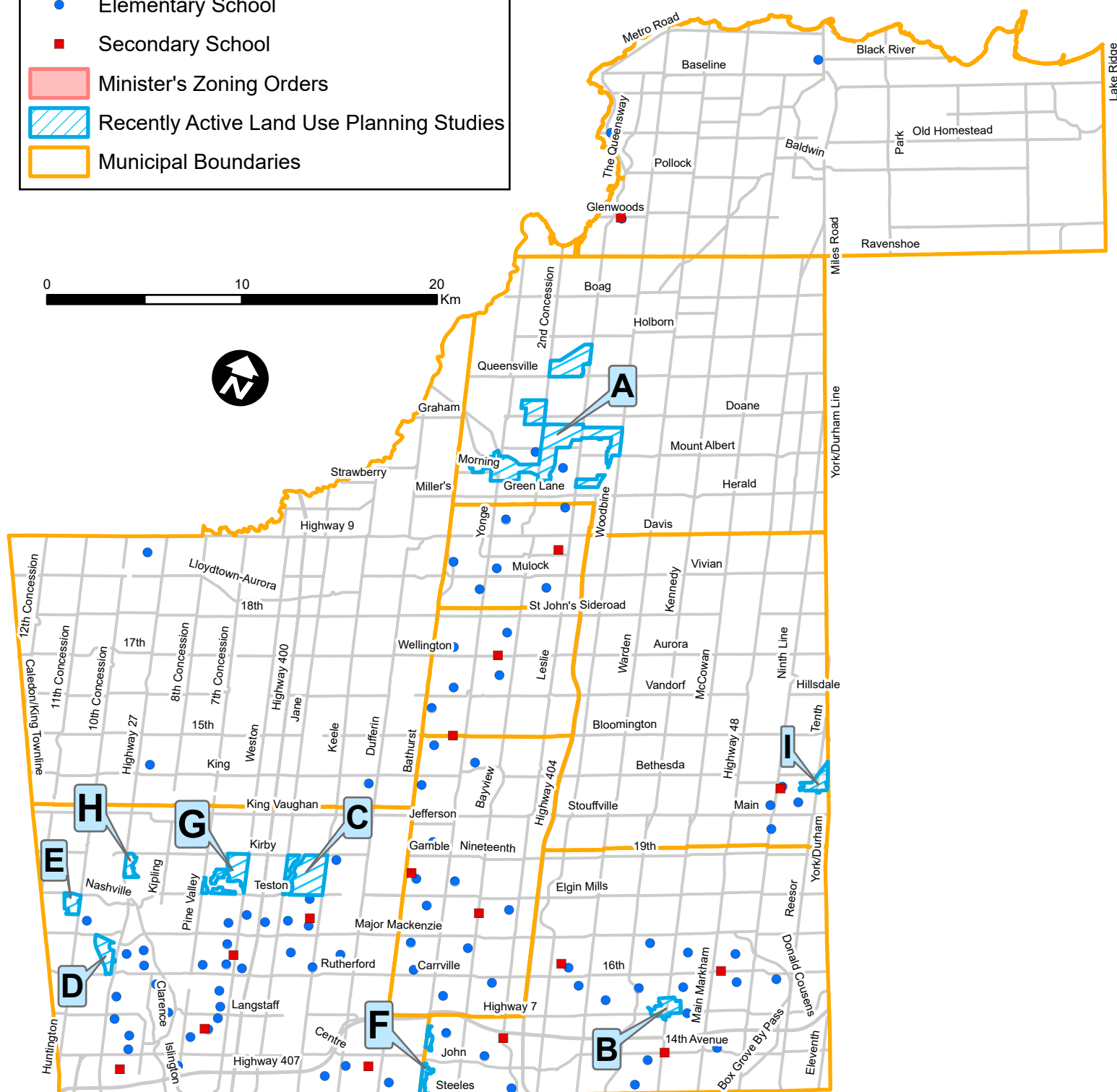
### Planning Services Unit

#### Legend

#### Legend

- Elementary School
- Secondary School
- Minister's Zoning Orders
- Recently Active Land Use Planning Studies
- Municipal Boundaries

0 10 20 Km





## Truth and Reconciliation Project Summary

Sharing the Journey,  
Walking Together

### Table of Contents

1. Cardinal Carter CHS
2. Fr. Bressani CHS
3. Fr. Michael McGivney CA
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7. Sacred Heart CHS
8. St. Augustine CHS
9. St. Brother Andre CHS
10. St. Elizabeth CHS
11. St. Jean de Brebeuf CHS
12. St. Joan of Arc CHS
13. St. Luke CLC
14. St. Maximilian Kolbe CHS
15. St Robert CHS
16. St. Theresa of Lisieux



## Cardinal Carter Catholic High School

Pax et Lux, Peace and Light

### Canadian Library and Garden Beautification

To bring more awareness to the MMIWG, RIDE council are building a memorial library shelf through The Canadian Library project. We will be incorporating decorations based on a Metis dot art workshop students in Religion and English attend. Our second project, to recognise our commitment to reconciliation, is to add Indigenous images and words to our planters and to stencil moccasins on the sidewalk in front of them. Eventually we wish to add a plaque and to plant symbolic flowers eg. orange for every child matters.

### Canadian Library and Garden Beautification

- Our project had two parts and connected to the Calls To Action #61, #63iii, #74. We are hoping these projects will reach all staff and students as they are in high traffic areas that are visited frequently.
  - **Part 1:** We spoke to the Teacher Librarian and we found some shelves in our library that we could use for our installation. We then collected donated books and contacted *The Canadian Library Project* about purchasing fabric. The books were covered in the Indigenous designed fabric and the names of MMIWG were put on the spine. Books will be placed on the shelf and we will use dot art from our workshop to draw further attention to the shelf. We pulled further indigenous works from the library to support the display as well.
  - **Part 2:** We are creating four acrylic images from the Grandfather Teachings (we chose Buffalo, Eagle, Turtle, and Wolf) which will be in the colours of the Medicine Wheel. Each animal represents a way of being and we are laser cutting the Indigenous name of it onto the animal. These will be placed on each of 4 planters we have outside, facing in the four directions. In front of the planters, we will stencil moccasins using the Moccasin Identifier kit. Eventually we wish to create a plaque explaining the meaning of the animals and the flowers we choose to plant. We also hope to find other areas to stencil moccasins and make a permanent display.



## Creation of Shelf and Decoration of Planters



### Father Bressani Catholic High School

A School for International Studies, Advanced Placement Centre of Excellence and French Immersion

### Truth and Reconciliation Prayer Quilt

Our purpose is to create a visual piece that is reflective of Indigenous culture, and that captures the sentiments of our school community regarding Canada's past the treatment of Indigenous Peoples and our hopes to move forward towards peace. By acknowledging the truth, we can work towards reconciliation.







**Father Michael McGivney Catholic Academy**  
IB World School

## Blanket Exercise and Reconciliation Quilt

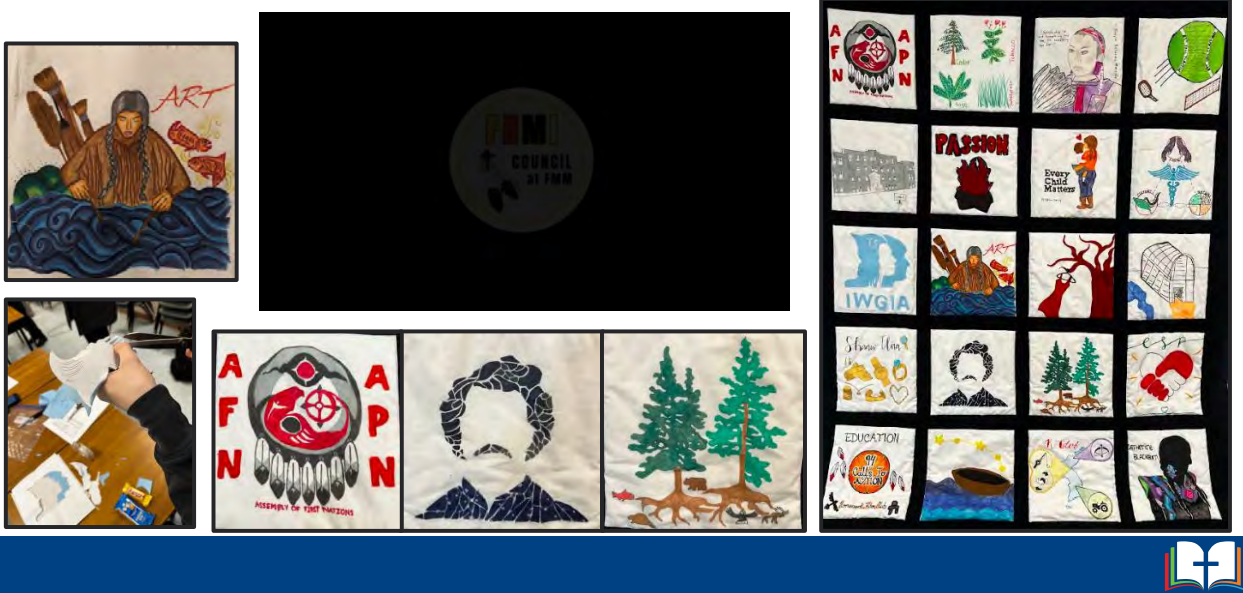
Our project was designed to bring awareness within our school community and specifically our clubs, committees and student leaders. We wanted to encourage students to reflect on Indigenous histories through the creation of the reconciliation quilt and then to learn the significance of many of these stories through participation in the blanket exercise.

## Blanket Exercise and Reconciliation Quilt

- Our ReconciliACTION Project at FMM was two tiered
- First we engaged our many clubs and councils to design squares to create a Reconciliation Quilt and then our Grade 11 students participated in the Blanket Exercise guided by Community Partners, Mim Harder and Alicia Bigcanoe
- Quilt squares were designed by each club to reflect a connection between the work done in that club and an Indigenous organization, individual, way of knowing etc.
- For example, Student Government depicted Louis Riel and our Gardening Club drew the four Sacred Medicines (which they also grow)
- The goal was to create connections between our students' lives at FMM and Indigenous peoples across Canada and to raise awareness and celebrate many Indigenous artists, organizations and initiatives
- Our plan connected to many TRC Calls to Action but we focused primarily on Call to Action 63.iii. Building student capacity for intercultural understanding, empathy, and mutual respect.



## Creation of the Reconciliation Quilt and Final Product



**Holy Cross Catholic Academy**

Sharing The Future...

Creating commemorative wooden tiles for Orange Shirt Day (to be completed September 2024)

- This project is adapted from the Project of Heart website (<https://projectofheart.ca/tiles/>)
- Designated classes will research local IRS survivors and children lost in residential schools and create wooden tiles to honour their lives.
- Students will receive a wooden tile and permanent, fine tip coloured sharpie markers to print the name and location of the individual being honoured on the tile.
- Students will then use black marker to colour the edges of their tile to honour the child lost or use colour on the edges to honour the IRS survivor.
- The tiles will then be decorated with any images or words that honour and pay respect to the child lost or the IRS survivor.
- Once completed, the tiles will be displayed in an exhibit in our atrium or school library.



## Our Lady Queen of the World Catholic Academy

Choose Love Always.

# Food, Clothing and Donation Drive for the Native Women's Resource Centre of Toronto

Our project organized an Indigenous Donation Drive within OLQWCA to collect essential food items and supplies for the Native Women's Resource Centre of Toronto, a charity serving Indigenous women and their families. The donations gathered through this drive provided assistance to Indigenous Peoples facing supply and food insecurity in the city of Toronto.

## Donation Drive for the Native Women's Resource Centre of Toronto

- Following the establishment of a ReconciliACTION Committee at our school to collaborate on initiatives centered around Truth and Reconciliation, members shared personal examples of charitable communities they would like to serve.
- Upon the mention of the NWRCT, we began planning for three drives in one, a charitable initiative to support Indigenous Women and Children in need of support following the holiday season.
- By providing all students with a paid civvies day, we amassed approximately \$1,165 in donations.
- By announcing a bin and location for non-perishable food items to be donated, and explaining the cause it supported, we collected dozens of bags of food items.
- Moreover, we amassed a large bag of hygiene products and several boxes of clothing items (especially socks, hats, and many coats) to support Indigenous families.
- Our plan connected to multiple TRC Calls to Action but we focused primarily on Call to Action 21. Supporting Aboriginal Health Centres to address physical, mental, emotional, and spiritual harms caused by residential schools.







## Our Lady of the Lake Catholic Academy

### Three Sisters Garden

The garden project educates our school community about our local Indigenous traditions and customs as they pertain to biodiversity, food, traditional medicines and customs. It provides students with life skills such as gardening and healthy meal preparation in the hospitality program. Meal preparation also supports mental health as it infuses students with confidence and pride in their work. This garden is our tangible commitment to reconciliation and relationship building. OLL acknowledges that we live, work and play on the ancestral lands of the Chippewas of Georgina Island First Nation and the Mississaugas of Credit. Caring for the garden and partaking in its bounty as a school community will ensure appreciation for the lands and the peoples of this area.

## The Three Sisters Garden

The Three Sisters Garden is part of our goal of establishing an Indigenous-focused culinary course at OLL. OLL has several students that self-identify as Indigenous and this course is one way that our school would like to engage these students along with others. The garden will supplement the curricular component of the course as students learn about the local plants and customs while honouring them in the meals they create. This education will expand into our greater school community as these meals will be offered in our servery, and classes outside of the hospitality program will engage with the maintenance of the garden, as well as enjoying its presence on the school grounds. Learning about Indigenous traditions and ways of life supports the TRC Calls to Action, and the YCDSB MYSP as it celebrates our school's diversity, fosters a culture of respect for all persons, focuses on culturally responsive and relevant pedagogy and promotes student and staff well-being.







## Sacred Heart Catholic High School

A Community Called in the Development of the Whole Person

### Indigenous Stories: “Joyous Melody” Wall Mural

Our project was focused on designing a school mural that portrays the stories of the Indigenous people, past and present, that lived on the land under the Williams Treaties. The mural will depict stories of Indigenous people who inhabit the land today. We hope through the power of storytelling and hearing the stories of Indigenous People, our students will be inspired as they walk past this mural daily. This mural was designed in collaboration with our Comm Tech teacher, Daniel Quattrociocchi and his grade 10 students, with the help of an Indigenous Community partner.

## Indigenous Stories: “Joyous Melody” Wall Mural

- Bring awareness to the stories of the Haudenosaunee, Wendat, and Anishinaabe nations, on which lands and waters they have inhabited.
- Recognize and shed light on the stories of our closest neighbours, the Chippewas of Georgina Island First Nation.
- Learn the importance of storytelling among Indigenous People and how acknowledging their stories help to lead to truth and reconciliation.
- We brought in a local Indigenous storyteller to speak to our students and inspire them to design a wall mural that portrays the stories of local Indigenous people.
- TRC Connection **63. (iii)** We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including building student capacity for intercultural understanding, empathy, and mutual respect.





## St. Augustine Catholic High School

Unity, Truth, Charity

### Garden and Land Acknowledgement Plaque

Our project was focused on creating a wildflower, sweetgrass and sage garden near the front entrance of the school. We also plan to install a plaque containing our school's Land Acknowledgement near the school's entrance. The sage and sweetgrass will be used to create tobacco ties for Indigenous partners when they visit our school.

### Front Entrance Garden and Land Acknowledgement Plaque

- In collaboration with the Environmental Committee at St. Augustine CHS we are in the process of revitalizing our school's front entrance garden by planting a variety of wildflowers, sweetgrass and sage as a welcoming space for all students, staff, and community members who enter our school. Our school's Land Acknowledgement will be displayed near the entrance on a plaque (note: plaque details are still being finalized).
- The seeds have been planted already, and we look forward to their growth through the late spring and early summer seasons.
- The sweetgrass and sage will be used to make tobacco ties. These ties can be used as offerings to Indigenous partners who come to our school to share knowledge, facilitate presentations, or Blanket Exercises.
- Our project will TRC Commission's Call to Action 62. Iii: "Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms."



## Garden and Land Acknowledgement Plaque



**St. Brother André Catholic High School**

Home of the Cardinals! *In Lumine Tuò*

## Making Connections

This project aims to showcase how teachers and students have successfully connected Indigenous ways of knowing and doing, and pedagogies to various curricular areas. Each department has made at least one commitment to Truth and Reconciliation, and these endeavors will be represented through 3D puzzle pieces. The Manufacturing Technology classes will craft these puzzle pieces, which will serve as a tangible expression of the collaborative efforts of students and teachers. The pieces will not only highlight the interdisciplinary nature of this initiative but also underscore SBA's commitment to fostering an environment rooted in reciprocity, respect and love.



## Making Connections

The aim of this project is to foster an inclusive environment and integrate the First Peoples Principles of Learning into our journey of reconcili-ACTION. We hope the SBA community gains insights into the historical dynamics between Indigenous and non-Indigenous peoples, and continues to explore the unique contributions of Indigenous communities to contemporary society. Puzzle pieces were chosen to symbolize our hope that this initiative is something future students and staff can contribute to and watch grow over time.



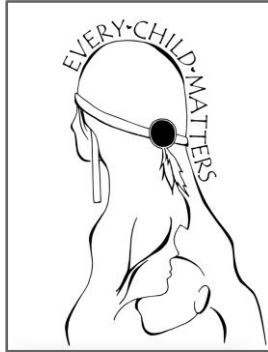
## Making Connections Con't

SBA'S COMMITMENT TO TRUTH & RECONCILI-ACTION...					ABOUT THE WORK
<b>Guidance</b>  ...includes supporting Indigenous students and staff, and excelling with transitions and goals.	<b>Canadian &amp; World Studies</b>  ...includes recognizing Section 35 of the Constitution Act and integrating culturally responsive materials.	<b>Art</b>  ...includes engaging with Indigenous visual storyteller Todd Jamieson's Indigenous repertoire and playrights.	<b>Mathematics</b>  ...includes sharing Indigenous stories through novels and discussions to promote understanding.	<b>Special Education</b>  ...includes fostering inclusivity and accessibility, symbolized by the teacher and aide representing freedom.	<p>This puzzle piece represents St. Brother André's Commitment to Reconcili-Action for the 2023-2024 year. The interconnected pieces symbolize how each department within our school has united in a shared purpose to achieve reconciliation and address the historical and ongoing injustices against Indigenous peoples. Through collective efforts, we aim to foster understanding, respect, and healing, demonstrating our dedication to building a more inclusive and compassionate community.</p> <p>This puzzle is not only a visual representation of our commitment but also a testament to our ongoing journey toward reconciliation and mutual respect that we have just started. This project could not have been possible without the incredible contributions of our talented art students, led by their teachers Ms. Mendes and Ms. Arrigo. Special thanks also to the Technological Education department, including tech students led by Mr. Zorzi, and last but not least Ms. Posa, our Indigenous Liaison, for their invaluable support and collaboration.</p> <p>Sheehan Lloyd YCDSB Indigenous Reconcili-Action Representative</p>
<b>Co-Op</b>  ...includes fostering partnerships with Indigenous communities for meaningful co-op placements.	<b>Religion</b>  ...includes fostering the Creator in our course teachings of faith that embrace Indigenous Spirituality.	<b>Chaplaincy</b>  ...includes recognizing injustices against Indigenous peoples and praying for reconciliation and healing.	<b>Science</b>  ...includes treating all students with respect, symbolized by the hands holding the earth.	<b>Math</b>  ...includes recognizing the Indigenous numeral system, shown in our example 2+3=5.	
<b>Business</b>  ...includes promoting Indigenous entrepreneurship and sustainable business practices.	<b>Technological Education</b>  ...includes promoting Indigenous representation in trades, symbolized by the gear and crossed tools.	<b>English</b>  ...includes sharing Indigenous stories, & raising these voices to create a better future through an understanding of the past.	<b>Health &amp; Physical Education</b>  ...includes hosting Indigenous guest speakers to share and embrace the cultural significance of lacrosse with students.	<b>Library</b>  ...includes curating Indigenous literature to promote understanding and appreciation of Indigenous cultures.	



## In addition:

- To expand our appreciation of the school's land acknowledgement, daily announcements were written to highlight an aspect of the statement so that the community grows in its awareness and appreciation of the various Indigenous nations and teachings referenced.
- A visual representation of our schools Land Acknowledgment was created by our Art department in collaboration with Indigenous Knowledge Keeper, Todd Jamieson
- An Orange Shirt Day design for our school community was created and all proceeds will go to the Orange Shirt Society



## St. Elizabeth Catholic High School

Valuing learning and excellence through collaboration and innovation.

## School Land Acknowledgement: A journey in ReconciliACTION



# School Land Acknowledgement: A journey in ReconciliACTION

## School Land Acknowledgement

Teachers Involved: M. Arista Vallario, R. La Neve, M. Sangermano, & S. Donohue  
Students Involved: Erica Cordeiro, Charlotte Markovsky, & Billy Xiao

We began our Truth and Reconciliation initiatives with a school-based Land Acknowledgement. As we embarked on a journey of learning upon which Traditional Lands our school resides, we quickly learned that this a difficult process that took an entire school year to write. The research journey for our school's Land Acknowledgement led us into a whole new journey of ReconciliACTION. This process showed us that TRC initiatives are not linear and are ongoing initiatives.

Although we have not formally revealed our school's Land Acknowledgment to the school community, we hope to do so in September 2024. The school Land Acknowledgement was made in partnership with the students mentioned above and with guidance from K. King and with consultation with community partners and Knowledge Keeper, Mim Harder and well as Band Offices in our area and in collaboration with teachers at other schools. We drafted and edited our Land Acknowledgement with the understanding that it is a living document. On the following slide is our school's Land Acknowledgement.



# School Land Acknowledgement: A journey in ReconciliACTION

## St. Elizabeth Catholic High School's Land Acknowledgement:

*I (We), at St. Elizabeth Catholic High School, acknowledge that our school is built upon Ancestral Land of Anishinabewag, Wendat, and Haundenosaunee who have always lived on and who continue to live with this Land.*

*We recognize that we are on Lands that were not acquired honestly through the Toronto Purchase Treaty, Treaty 13, and the Williams Treaties. We (recognize the) need to acknowledge the harms of the past and to affirm our responsibility to move towards reconciliation through respect and education with First Peoples. We recognize that this sacred place is home to Original Peoples and we are grateful to (continue) to (live and) learn from them together with Mother Earth.*

*We ask Creator for guidance and to fill our hearts with wisdom and courage. As a learning community we seek truth and justice that is needed to build relationships with Original Peoples and learn from them how to care for Turtle Island.*



# School Land Acknowledgement: A journey in ReconciliACTION

## Book Display, Scrunchies, and Sacred Medicine Ties

Teacher & Education Workers Involved: M. Arista Vallario, Maria Ortino, Enza Aguanno.

Students Involved: Isabella B., Emma Rose F., Gabriel G., Colles H. Jamella LB., Audrey P., Nikolai L., Sasha L., Shannon S.

Abigail M., Sarah S., Stella P., Sofia S., James B., Noor K., Felicia A.

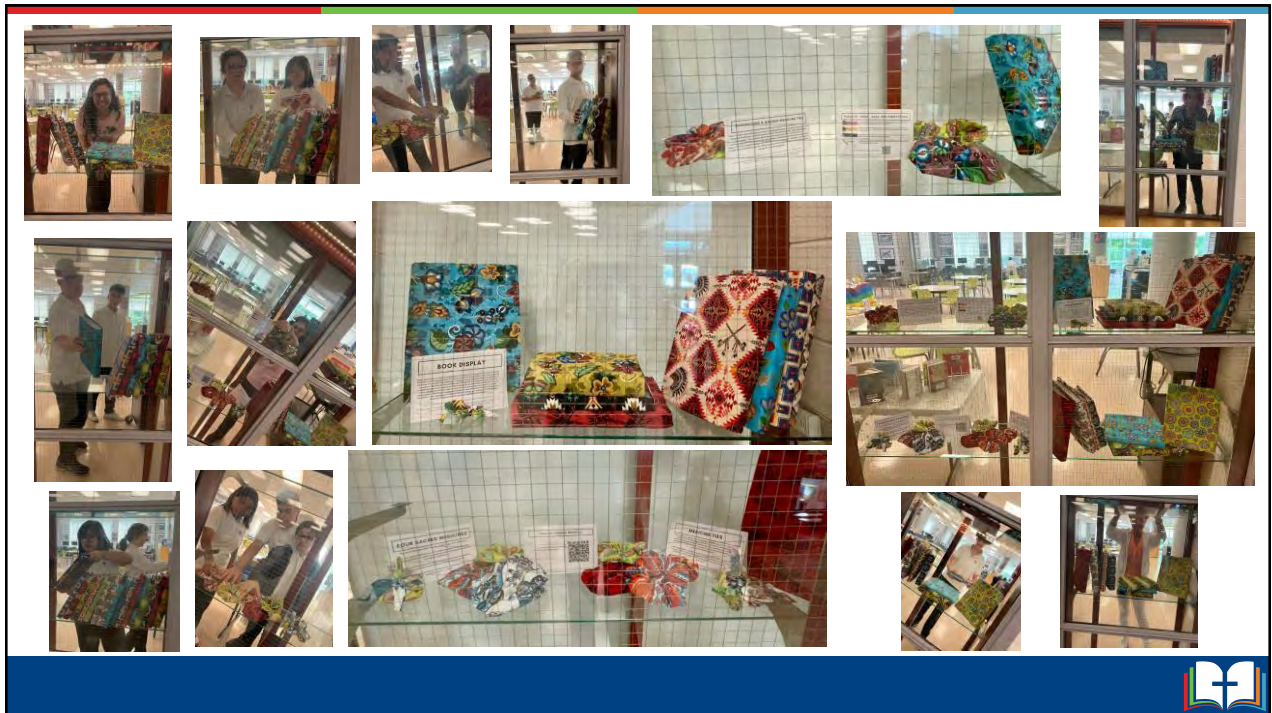
Display Signage & Teacher Participant: R. La Neve

Teacher Participant: M. Sangermano

**Book Display:** This project hopes to achieve ongoing action and awareness amongst staff, students, and the community with a book display located in the display case of the foyer outside of the Library Learning Commons. This location was specifically chosen as it faces outwards towards the entrance of the school. Led by The Canadian Library Project & FLS Initiative @ the YCDSB, this initiative will give these students an active leadership role where they will build life skills all while showing the intrinsic importance of our diverse learning community in Truth and Reconciliation. The FLS/SCP students continued to cover books with Indigenous fabrics as a testament to the ongoing work of Reconciliation and to act as a memorial to all Missing and Murdered Indigenous Women and Girls (MMIWG2S) and Children.

**Scrunchies & Sacred Medicine Ties:** The FLS/SCP students also worked on making Medicine Ties and scrunchies. The 4 sacred medicines used to make the ties included tobacco, sage, sweetgrass, and cedar. This project also hopes to encourage and instill a sense of community with the creation of scrunchies and Medicine Ties with the leftover fabric from the book display as a visual to raise awareness. Similarly, we hope to instill environmental values of taking care of the resources we have through re-using off cuts of materials.





## St. Jean de Brebeuf Catholic High School

Educating the Mind. Nurturing the Soul.

# SJDB's Canadian Library & Red Dress Exhibit

Learning about both the red dress and the Canadian Library of Indigenous Culture is important for students and teachers for several interconnected reasons:

### Understanding Cultural Significance and Symbolism

#### Red Dress:

- **Cultural Awareness:** The red dress is a powerful symbol related to the Red Dress Project, which raises awareness about the missing and murdered Indigenous women and girls (MMIWG). Understanding its significance helps students and teachers appreciate the cultural and social issues faced by Indigenous communities.
- **Empathy and Advocacy:** Learning about the red dress fosters empathy and encourages advocacy for justice and equality, highlighting the ongoing challenges and historical injustices faced by Indigenous women.

#### Canadian Library of Indigenous Culture:

- **Cultural Richness:** The library provides access to a vast array of resources about Indigenous traditions, languages, and histories, promoting a deeper understanding and respect for Indigenous cultures.
- **Educational Resource:** It serves as a repository of Indigenous knowledge, offering valuable materials that enrich the curriculum and provide authentic perspectives.



**St. Jean de Brebeuf Catholic High School**  
Educating the Mind. Nurturing the Soul.

## SJDB's Canadian Library & Red Dress Exhibit

### Promoting Truth and Reconciliation

#### Red Dress:

- **Historical Awareness:** Understanding the context and stories behind the red dress emphasizes the importance of acknowledging and addressing historical and contemporary injustices against Indigenous peoples, particularly women.
- **Social Justice:** It highlights the need for societal changes and policies that protect and support Indigenous communities, fostering a commitment to social justice among students and teachers.

#### Canadian Library of Indigenous Culture:

- **Inclusive Education:** Integrating resources from the library into the curriculum supports the goals of truth and reconciliation by providing accurate and comprehensive education about Indigenous peoples.
- **Cultural Preservation:** The library helps preserve Indigenous knowledge and traditions, contributing to the revitalization of Indigenous cultures and languages.



**St. Jean de Brebeuf Catholic High School**  
Educating the Mind. Nurturing the Soul.

## SJDB's Canadian Library & Red Dress Exhibit

### Enhancing Educational Experiences

#### Red Dress:

- **Critical Thinking:** Learning about the red dress encourages critical thinking about societal issues, historical contexts, and the role of symbols in activism and cultural expression.
- **Engagement:** It engages students emotionally and intellectually, making learning more impactful and relevant.

#### Canadian Library of Indigenous Culture:

- **Resource Diversity:** The library offers a diverse range of materials that can be integrated into various subjects, providing a more holistic and enriched educational experience.
- **Professional Development:** For teachers, it serves as a valuable resource for professional development, helping them to deliver culturally responsive and relevant education.





**St. Jean de Brebeuf Catholic High School**  
Educating the Mind. Nurturing the Soul.

## SJDB's Canadian Library & Red Dress Exhibit

### Building a More Inclusive Society

#### Red Dress:

- **Community Awareness:** Understanding the significance of the red dress fosters community awareness and solidarity, encouraging students and teachers to participate in and support Indigenous-led initiatives.

#### Canadian Library of Indigenous Culture:

- **Cross-Cultural Understanding:** Access to Indigenous knowledge and perspectives promotes cross-cultural understanding and respect, essential for building a more inclusive and cohesive society.
- **Collaboration:** It encourages collaboration between Indigenous and non-Indigenous communities, promoting mutual respect and understanding.



**St. Jean de Brebeuf Catholic High School**  
Educating the Mind. Nurturing the Soul.

## SJDB's Canadian Library & Red Dress Exhibit

In summary, learning about the red dress and the Canadian Library of Indigenous Culture equips students and teachers with the knowledge, empathy, and critical thinking skills needed to appreciate Indigenous cultures, advocate for social justice, and contribute to the ongoing process of truth and reconciliation.

### National RedDress Day

In Canada, the red dress has become a powerful symbol representing the crisis of missing and murdered Indigenous women and girls (MMIWG). Originating from the REDress Project, initiated by Akita artist Janice Elisak in 2008, the red dress installations are striking visual reminders of the thousands of Indigenous women who have disappeared or been killed. The vibrant red color is chosen for its visceral impact and its cultural significance, evoking both life and violence. These empty red dresses, often displayed in public spaces, serve as haunting testimonials to lives lost and stories untold, urging the public to confront this ongoing tragedy and advocate for justice and systemic change. The red dress has thus evolved beyond an art installation into a symbol of remembrance, resilience, and a call to action in the national consciousness.

• Simen, Alorgado, Grade 12 Student, St. Jean de Brebeuf C.H.S.



Covering books in Indigenous fabric is a testament to the lives lost and stories erased through the injustices faced by Indigenous communities in Canada. Each book, adorned in vibrant, culturally significant fabric, symbolizes a life lost and a story silenced. These books tell unspoken stories gathered from all across Canada, representing the diverse and rich heritage of Indigenous peoples.

This initiative is not only an act of remembrance but also a powerful statement of resilience and cultural reclamation. By wrapping these books in Indigenous fabric, we honor the memory of those who suffered and affirm the enduring presence and voice of Indigenous communities. This project invites all Canadians to engage with these stories, fostering a deeper understanding and commitment to reconciliation and justice. Through this collective effort, we aim to create a tapestry of narratives that acknowledge the past while celebrating the strength and vitality of Indigenous cultures today.

• Simen, Alorgado, Grade 12 Student, St. Jean de Brebeuf C.H.S.



**St. Jean de Brebeuf Catholic High School**  
Educating the Mind. Nurturing the Soul.

## SJDB's Canadian Library & Red Dress Exhibit



Books in  
Micro Library  
wrapped, with  
love, by our  
FLS/SCP  
students



**St. Joan of Arc Catholic High School**  
In Spirit and Truth

## RED DRESS ART EXHIBIT

Our TRC Project was designed and dedicated to honouring Missing and Murdered Indigenous Women and Girls. The Red Dress Student Art Exhibit serves as a powerful platform for raising awareness and celebrating the beauty and resilience of Indigenous Culture and our commitment to answer the Calls to Justice.

## The Red Dress Art Exhibit

- **The Red Dress Student Art Exhibit** stands as a testament to the collaborative efforts of the Saint Joan of Arc Reconcili-ACTION committee, Arts and English students, and our esteemed Indigenous Community partners, Mim Harder and Todd Jamieson.
- **Trauma Informed Approach**- Incorporating knowledge and awareness of trauma into the framework of this project was crucial to recognizing impacts and responding appropriately to signs and impacts of trauma.
- The exhibit showcases a rich tapestry of artworks, each carrying its own poignant message, collectively reflecting the passion and dedication of our student body.
- **The TRC Calls to Action: 41** "We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include: i. Investigation into missing and murdered Aboriginal women and girls."
- **Calls to Justice (11.1):** Saint Joan of Arc's commitment to raising awareness about Missing and Murdered Indigenous Women and Girls, aligning with our school community's dedication to Truth and Reconciliation.

### THE RED DRESS EXHIBIT

Saint Joan of Arc CHS'  
Reconcili-ACTION Committee invites you to...



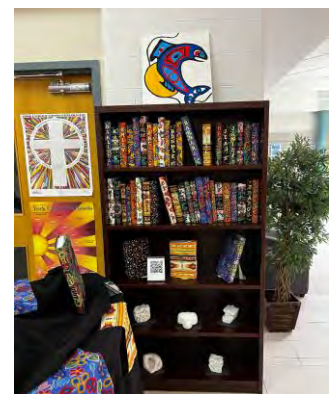
Monday May 6,  
2024 @ 9AM

St. Joan of Arc Catholic  
High School Library  
Information Centre

An art anthology  
honouring the  
memory of  
Missing and  
Murdered  
Indigenous  
Women and  
Girls



## Red Dress Exhibit





## The Red Dress Exhibit: Our Journey



## The Red Dress Exhibit.....WELCOME!





## St. Luke Catholic Learning Centre

Faith. Resilience. Hope.

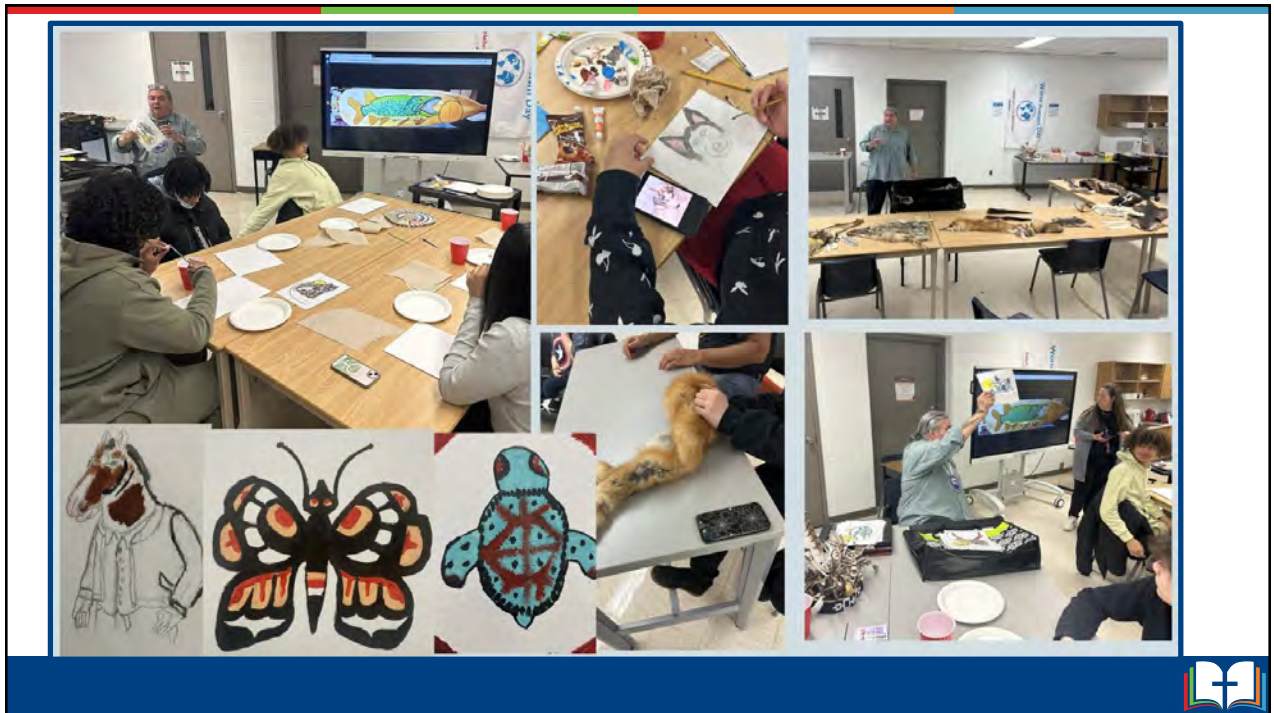
# Stories of Truth and Reconciliation

Our project was designed to promote understanding of truth and reconciliation through art, artefacts and storytelling. The goal was to educate students on the impacts of colonization on Indigenous communities. By engaging in creative processes, students deepened their awareness and fostered meaningful connections to Indigenous histories and experiences. We aimed to inspire empathy, reflection, and a commitment to reconciliation efforts through these artistic and narrative activities.

## Stories of Truth and Reconciliation - St. Luke CLC

- Todd Jamieson joined us for two workshops discussing storytelling through art and artefacts. This included Indigenous clothing and furs in connection to survival throughout history. The purpose was to demonstrate the importance of the conservation and respect for the land, animals, and God's creation.
- Each student was invited to create an art piece inspired by their designated birth month animal symbol or totem. Students reflected on the teachings and symbolism associated with specific animals within Indigenous culture.
- A group of students, inspired by the presentation, collaborated to create a large-scale art canvas for the CEC boardroom beautification project.





## St. Maximilian Kolbe Catholic High School

Choice, Not Chance, Determines Destiny!

### Truth & Reconcili-ACTION at St. Max

Driven by the word *action* the main goal for our project was to bring Indigenous knowledge into the school and for students to interact and learn from knowledge keepers and community partners by working alongside them. Our project had three components; 2 food workshops, a vinyl mural and a Pow Wow presentation. These three components of the project work towards the goal of learning the Truth, by working and learning from community members and Reconciliation by establishing school to community connections that we reference daily in our Land Acknowledgement.

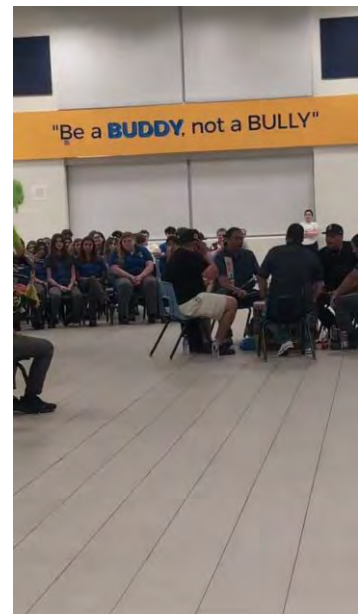
## Reconcili-ACTION @Max

- We welcomed Chef Destiny, an executive chef & owner of Cedar Spoon who showcases and specializes in Indigenous cooking.
- She led groups of student leaders through two hands-on workshops & shared her knowledge about Indigenous food, culture and cooking with them.
- Together they made a delicious salad with local wild rice and sumac which complimented the Three Sisters soup & bison chili.
- A vinyl mural for the school was created based on the experience & ingredients used.



## Reconcili-ACTION @Max

- We also had the honour of hosting a Pow Wow demonstration to further community partnerships and kick off National Indigenous People's Month.
- Staff and students learned about various dances: jingle dress, fancy shawl, men's fancy dress and hoop dance, along with the talented Ghost Warrior's drumming and singing







## St. Robert Catholic High School

Knowledge is the Beginning

# The Library Project

*The Library Project* began as a means to create a space designated to Indigenous literature and Indigenous teachings. We were guided by the 94 Calls to Action, #62, to “Make age-appropriate curriculum for [...] contemporary contributions to Canada...” Our intent is to create a space where teachers from all departments can find Indigenous content related to their respective courses. Additionally, we want a space where teachers can bring their students to learn about how the medicine wheel teaches us in all aspects of life. It is also a space we hope will feel welcoming to visiting Indigenous community partners as we celebrate First Nations, Métis, and Inuit cultures.

## The Library Project

An entire wall of our library was dismantled and restructured to house Indigenous authored texts, Indigenous led initiatives, Indigenous artifacts, and to reflect Indigenous ways of knowing.

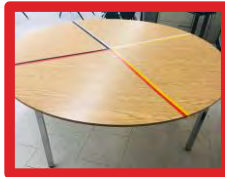
It focuses on four key sections: The sacred medicines lending library, *The Canadian Library Project* display, Indigenous texts, and the teachings of the medicine wheel learning station.

The bulk of the project was led by Joanna Kurtz' NBE3C1 class. However, portions of the project and the associated event were supported by the Special Education Department through Sarah Holding's and Maria Sgouros' classes (*The Canadian Library Project*). Guidance in the Medicine Wheel poetry installment featuring PEI Mi'kmaq poet Julie Pellissier-Lush, was provided by the Art Department's Veronica Meloche.

When the library installments were completed, Ms. Yazdi's Grade 3 students from Christ the King CES were invited to St. Robert CHS to participate in an all day learning event focusing on cultural appreciation led by St. Robert students. We were honoured to have Indigenous community member, Mim Harder, share her teachings of the sacred medicines and guide us through an outdoor nature experience.



## The Library Project



### St. Theresa of Lisieux Catholic High School

"Remember that nothing is small in the eyes of God. Do all that you do with love." – Sainte Thérèse de Lisieux

Our Truth and Reconciliation projects was centred around **COMMUNITY** and **EDUCATION**. Activities included:

- 7 Grandfather Teaching Walk
- Retreat Workshop & Sacred Medicine Presentation
- Contribution to The Canadian Library Project
- Honouring Indigenous Art Puzzle Challenge

## Truth and Reconciliation Presentation

- Jay Shea of the Odeiwin organization spoke to approximated 80 Grade 9 students about his culture and the Four Sacred Indigenous Medicines.
- Students participated in a Smudging ceremony in the Chapel at St. Theresa of Lisieux CHS.
- 4 classes learned about the Indigenous Heritage in Richmond Hill and saw the Sweat Lodge at Lake St. George conservation area.



Sacred Medicine Presentation



Sweat Lodge at Lake St. George



## The Canadian Library Micro-Gallery

Our FLS students in partnership with our school Library Learning Commons wrapped 55 books in indigenous fabric as STLs contribution to [The Canadian Library](#) (TCL).

This art installation project serves as a memorial to all Missing and Murdered Indigenous Women, Girls ([MMIWG2S](#)) and Children.





## Student Councils: Indigenous Puzzle Challenge!

Each of our nine councils (approx 160 student leaders) worked together to assemble puzzles featuring Indigenous art. The puzzles are on display in the front hall for Indigenous Heritage Month. These puzzles will eventually be mounted around the school with their accompanying bios highlighting the Indigenous artists whose art is featured.



## Indigenous Puzzle Collection



## School Specific Land Acknowledgement and Learning

Our school specific land acknowledgement is now part of our daily announcements right after our morning prayer.

This serves as a reminder that we “share these lands and waters upon whose village site our school has been built”

It also calls us to acknowledge and be grateful of our privilege.



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**Report To:** Board of Trustees

**From:** Administration

**Date:** June 18, 2024

**Report:** Menstrual Hygiene Products in Elementary Schools

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### **EXECUTIVE SUMMARY**

This report is written to provide information to the Board of Trustees with regard to menstrual hygiene products in YCDSB Elementary schools.

### **BACKGROUND INFORMATION**

A TPA from the Ministry of Education (October 8, 2021) on [Enhanced Student Access to Free Menstrual Products in Ontario School](#) (App 1) provided each school board with a donation of menstrual pads over a three year term (21/22 to 23/24) . The intent of this program was to remove the stigma associated with the female menstrual cycle by providing easy access to free menstrual products.

The products that the YCDSB received were not intended to meet the needs of all students, but it was a starting point for the elimination of the stigma associated with the natural process of menstruation.

The senior leadership team determined that the materials were to be distributed to all of our secondary schools with the expectation that each school would augment the supply from their own budget to meet demand.

### **CURRENT STATUS**

The Ministry has not provided funds for the extension of this program. When asked they have reported that they are considering options regarding menstrual equity for the 2024-25 school year.

In almost all of our YCDSB Elementary schools, menstrual products are available free of charge. To access these products students typically make their way to the office to make the request.

A poll (May 2024) of our elementary schools provided the following data:

<b>Menstrual Hygiene Supplies Availability</b>	<b>Number of Elementary Schools</b>
Office	66
Designated Washroom	3
Both (Office and Washroom)	11
Not provided	6

**SUMMARY:**

Staff and Board of Trustees will discuss future options for access to menstrual hygiene products.

Prepared By: Jennifer Sarna, Associate Director

Endorsed By: John De Faveri, Interim Director of Education

**Ministry of Education**

438 University Avenue, 5<sup>th</sup> Floor  
Toronto ON M7A 2A5

**Ministère de l'Éducation**

438, avenue University, 5<sup>e</sup> étage  
Toronto (Ontario) M7A 2A5

**2021: B21**

**Date:** October 8, 2021

**Memorandum to:** Directors of Education  
Secretary/Treasurers of School Authorities  
Senior Business Officials

**From:** Nancy Naylor  
Deputy Minister

**Subject:** Enhanced Student Access to Free Menstrual Products in  
Ontario Schools

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Today, I am writing to provide you with information on an initiative which will increase student access to free menstrual products in Ontario schools. The Ministry of Education has heard from students and school boards of the difficulty faced by students who cannot afford menstrual products, and the impact this situation can have on students' health, hygiene, school participation and social-emotional well-being.

Through this initiative, the ministry will provide all school boards, school authorities and consortia with a starting supply of menstrual products to be provided to students at priority schools, free of cost.

**A. NEW INITIATIVE TO SUPPORT MENSTRUAL EQUITY**

The ministry has accepted a donation from Shoppers Drug Mart Incorporated, to provide six million menstrual pads each year, over a three-year term, beginning with the 2021-22 school year. Additionally, 1,200 product dispensers will be provided to facilitate the distribution of the menstrual products within schools.

Each school board, school authority and consortium will be provided an allocation of menstrual products for 2021-22, 2022-23 and 2023-24, and a one-time allocation of product dispensers (in 2021-22). Board allocations of menstrual pads are based on 2019-20 student enrolment data of female students aged 13-18 taken from the Ontario School Information System (OnSIS). Allocations of product dispensers were calculated using the number of secondary schools (2019-20) by board as a proxy for distributing the 1,200 dispensers across all boards.

Product allocations for school year 2021-22 for each school board/authority/consortium are listed in **Appendix A**.

Recognizing that many school boards across Ontario have initiated their own menstrual equity programs, we encourage school boards/school authorities/consortium to continue addressing period poverty by supplementing this supply where possible. We also note this initiative is not intended to fully replace existing supplies of menstrual products available in schools at this stage.

## **B. IMPLEMENTATION CONSIDERATIONS**

Each school board, school authority and consortium has the discretion to identify the most appropriate approach to distribute these free menstrual products to their students. The following factors should be considered in implementation:

- This supply of free menstrual products is intended to be distributed over the course of the school year (ten months).
- School boards have the discretion, as well as the knowledge of local needs, to best identify the priority secondary schools (and possibly elementary and middle schools) to receive free menstrual products through this initiative. The ministry encourages school boards to incorporate student voice, particularly with respect to student interests and perspectives, in the distribution of menstrual products.
- The ministry encourages school boards to ensure barrier-free access for students accessing menstrual products, and to consider student privacy in the provision and disposal of menstrual products.
- School boards may want to develop contingency plans for the distribution of menstrual products related to any future COVID-19 health restrictions.

## **C. EDUCATION AND AWARENESS**

The Ontario Health and Physical Education Curriculum for Grades 1-8 includes mandatory learning on menstruation. School boards, school authorities, and consortia are encouraged to propose that teaching staff include menstrual health and menstrual equity discussions as part of these and other lessons, as appropriate.

## **D. PRODUCT SPECIFICATIONS**

### **Menstrual Pads**

Through this initiative, school boards will receive cases of retail-grade menstrual pads manufactured by either Kimberly Clark or Proctor & Gamble. The number of pads allocated and the number of cases to be delivered to each board are listed in **Appendix A**.

The table below provides product details:

<b>2021-22 Menstrual Product Supply to School Boards, Isolate Boards and Consortium</b>		
<b>Manufacturer</b>	<b>Brand and Product Title</b>	<b>Details</b>
Kimberly Clark	<b>U by Kotex</b> U by Kotex CleanWear Ultra Thin Pads with Wings, Regular, Unscented	18 or 36 pads per box Individually wrapped pads
Proctor & Gamble	<b>Always</b> Ultra Thin Pads with Wings, Regular, Size 1 Unscented	62 pads per box Individually wrapped pads

Note: This table presents the product range available for the 2021-22 school year only; products and/or manufacturers may differ in 2022-23 and 2023-24.

### **Product Dispensers**

Through this initiative, “universal” design dispensers are being provided, which will ensure the container can hold and dispense pads from various manufacturers. Further specifications for the product dispensers include:

- Stainless steel construction (dimensions: 16” high x 4 ½” deep x 5” wide)
- Gravity-fed product release
- Holds approximately 50 pads when filled
- Hinged on the bottom to allow container to swing out from wall to refill
- Includes viewing slot to monitor re-stocking needs
- Locking lid
- Mounting requirements: four screws

Each school board will manage the costs associated with the installation of these product dispensers. Upon installation, product dispensers will become the property of the board and boards will be responsible for maintenance, replacement, and/or repair of product dispensers in schools. This initiative will not prevent school boards from continuing to use menstrual product dispensers acquired outside of this program.



## **E. PRODUCT DELIVERY**

The Ministry of Government and Consumer Services will deliver cases of the menstrual products and dispensers to each school board's designated location. Deliveries are being targeted for December 2021. While a single delivery is planned for each location, product dispensers may be delivered at a later date, depending on availability. School boards will be required to advise MGCS of their preferred delivery location at address: [SCO.cse@ontario.ca](mailto:SCO.cse@ontario.ca).

## **F. ACCOUNTING AND REPORTING CONSIDERATIONS**

Donations of product dispensers and menstrual products should be treated as "Priorities and Partnership Funding (PPF) In Kind" (i.e., no cash transaction) where all accounting rules of regular PPF grants will apply. Detailed instructions on reporting requirements will be shared with school boards, school authorities, and consortia through the 2021-22 Revised Estimates instructions in Fall 2021.

In Spring 2022, the ministry will seek feedback from school boards regarding the implementation of this initiative. Staff are asked to note the number of schools receiving free menstrual products, the approach to distribution within schools, trends in demand, product selection/quantity, and any feedback regarding fulfilled/unmet student needs to inform this future discussion.

## **G. NEXT STEPS**

The Ministry of Education will provide information for the execution of transfer payment agreements shortly. School boards will be contacted regarding delivery of dispensers and menstrual products in the coming weeks. Should you require additional information, please contact Dianne Persaud, Manager, Safe and Healthy Schools Branch at: [Dianne.Persaud@ontario.ca](mailto:Dianne.Persaud@ontario.ca).

Thank you for your ongoing commitment to the students of Ontario. This program is an important step in addressing period poverty in Ontario schools, and part of the ministry's commitment to helping all children and youth in Ontario succeed and lead safe, healthy, and productive lives.

Sincerely,

Original signed by

Nancy Naylor  
Deputy Minister

Attachment: Appendix A – Product allocations to school boards, authorities and consortium.

- c: Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
Chair, Indigenous Trustees' Council, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Chair, Indigenous Trustees' Council, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
Secretary, Conseil ontarien des directions de l'éducation de langue française (CODELF)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
President, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
President, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)  
Chief Executive Officer, Ontario Student Trustees' Association – l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO)  
Coordinator, Regroupement des élèves conseillers francophones de l'Ontario (RECFO)



# MATH ACHIEVEMENT ACTION PLAN

June 18, 2024

Curriculum Department

# Mathematics Strategy 2023-2024

# Math Achievement Action Plan

## Goal:

- Support student achievement and results in math to meet provincial standards.

## New Roles:

- Board Math Leads: inform, monitor, and report progress towards math achievement and improvement targets as well as lead board-wide actions to meet these targets. \*\*\*\*\* Work directly with the school math facilitator to support progress.
- School Math Facilitator: work in Grades 3, 6, and 9 classrooms of priority schools to support math academic achievement efforts in alignment with the YCDSB Math Achievement Action Plan.

## Focus:

- High-impact instructional practices to improve math performance.



# **YCDSB Math Achievement Action Plan**

# YCDSB Math Achievement Action Plan

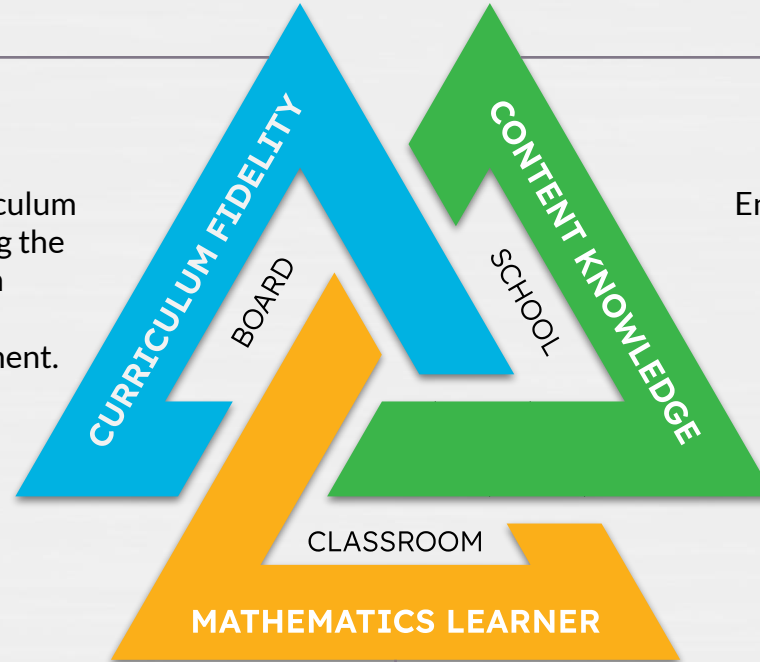


1

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

2

Engaging in ongoing learning on mathematics content knowledge for teaching.



3  
164

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.



**Priority 1:** Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

### Board-level strategies

- Provide suggested scope and sequence for each targeted grade.
- Curriculum alignment charts for grade 3-6, 6-9
- Highlight common content trends between grades (teacher, students, parents)
- PD on the Fly
- Provide suggested general overarching math goal for school's SAPF
- CRRP connections in math instructional strategies
- Divisional Specific Coding Series Presentation(s)
- Coding modules
- Afterschool virtual coding presentations

### School-level strategies

Align board-level strategies with individual SAP:

- Schools will set a goal based on prior achievement & include a math focus
- Focus is Grade 3, 6, 9
- Discuss/analyse data, gaps and support an implementation plan with principals

### Classroom-level strategies

- Math facilitators will promulgate board-level strategies
- Continual communication with teachers and administration
- \*Co-plan and co-teach with priority school classroom teachers
- Provide Coding sessions

## Priority 2: Engaging in ongoing learning on mathematics content knowledge for teaching

### Board-level strategies

- Afterschool and on the go PD of pedagogical content
- Series of Modules supporting Content Knowledge
- Create support resources
- Promoting and supporting Knowledgehook
- Family Math Playground: digital pamphlet for parents

### School-level strategies

- Embedding content into school level math goals' next steps
- Highlighting resources on the Curriculum website.

### Classroom-level strategies

- Math facilitator to offer content discussion to priority schools
- Board math leads to offer content discussion to the system by request.

**Priority 3:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

**Board-level strategies**

Inform assessment **for** learning data collection:

- Past Report Card(s) and/or OSR
- Climate survey responses
- EQAO feelings towards math survey responses
- Knowledgehook Warm Ups

Assessment **for** learning strategies:

- Connect high yield strategies in mathematics with Special Education teachers
- Creating and promoting math routine(s), open task(s), and community building activities (curricular and non-curricular)

**School-level strategies**

- Utilizing the highlighted resources to inform assessment **for** learning
- Reviewing formative assessment data
- Implementing the board curated math resources

**Classroom-level strategies**

- School Based Math facilitator engaging in co-teaching of these strategies with whole class, individual students at priority schools
- Offering targeted and individualized support to students that require additional strategies to reach provincial standard (i.e., move students from level 2 to level 3).

# **School Math Facilitators & the Implementation Strategy**

# Priority Schools

## Elementary (1.0):

- St. Bernadette CES - Grades 3 & 6 (0.4)
- St. Brendan CES - Grade 3 (0.2)
- St. Joseph Richmond Hill CES - Grade 6 (0.2)
- St. Peter CES - Grade 6 (0.2)

## Secondary (0.4):

- St. Jean de Brebeuf - Grade 9 (0.2)
- St. Joan of Arc CHS - Grade 9 (0.2)



# School Math Facilitators

Work with Grade 3, 6, and 9 teachers and students at priority schools:

- Support math academic achievement efforts in alignment with the school and board improvement goals and actions.
- Implement instructional and assessment practices to enhance student academic achievements.
- Provide in-class facilitation to strengthen math knowledge and pedagogy and share resources and effective practices.
- Collaborate with classroom educators to identify students' strengths, needs and determine appropriate interventions
- Work directly with students who require additional support by using high-impact and early intervention strategies.
- Monitor progress towards improvement targets.



# Curated Resources:

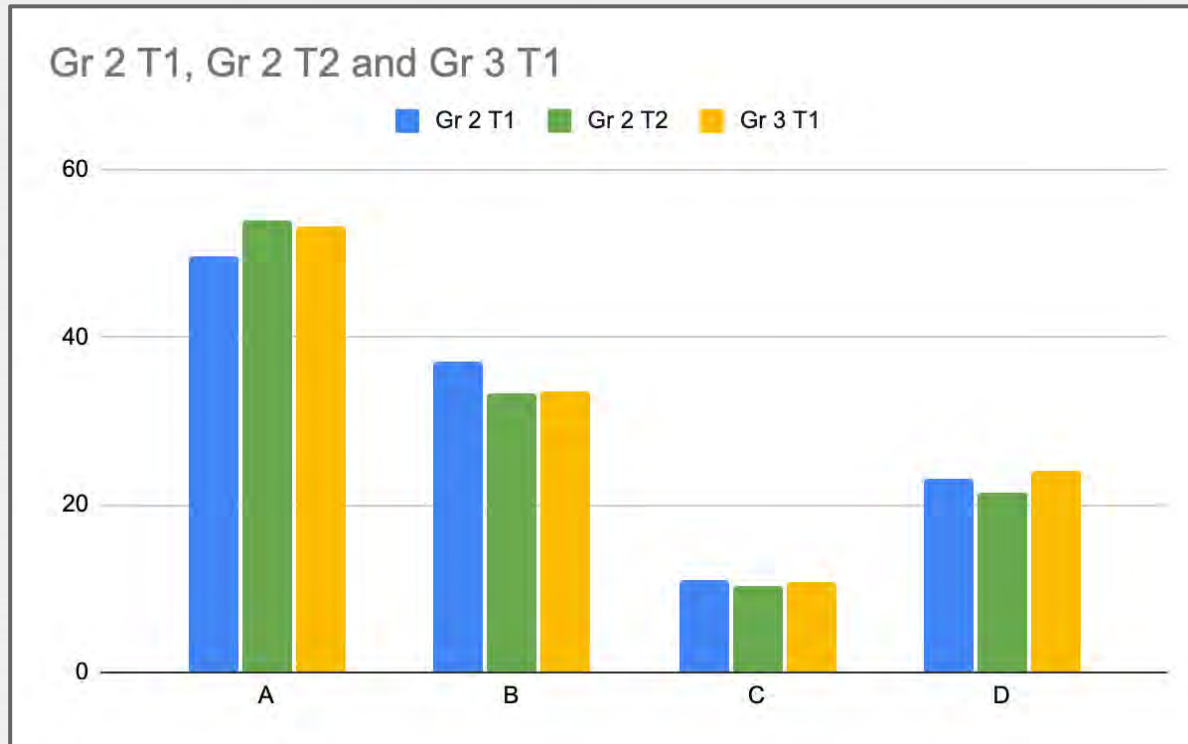
- Lessons and activities created with high impact instructional practices in mind (Gr 3,6,9)
- EQAO practice test for grade 3 and 6 (adapted from Ministry released EQAO questions)
- EQAO prepped missions created in Knowledgehook (each mission was designed to correlate with long range plans to be assigned to students at various times throughout the year)
- EQAO practice slide deck for grade 9, organizing all questions by strand
- Curated multiple open activities to align with specific curriculum expectations, guiding the use of critical thinking in mathematics learning
- Intermediate gap closing resource, linked to foundational math concepts (review/prep)
- Slide decks and resource videos pertaining to high yield instructional practices as well as open assessment practices
- Digital tool video explanations
- Parent Newsletter via School Messenger (bi-annual)



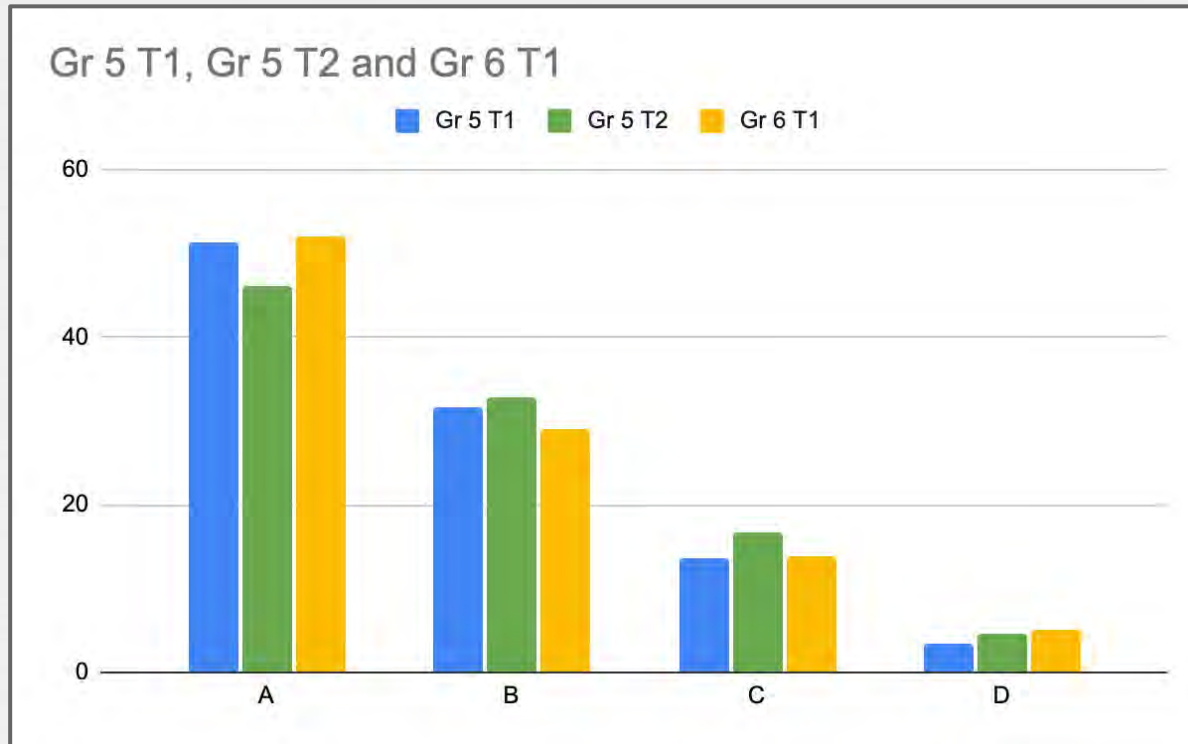


# Mathematics Strategy 2023-2024 Results

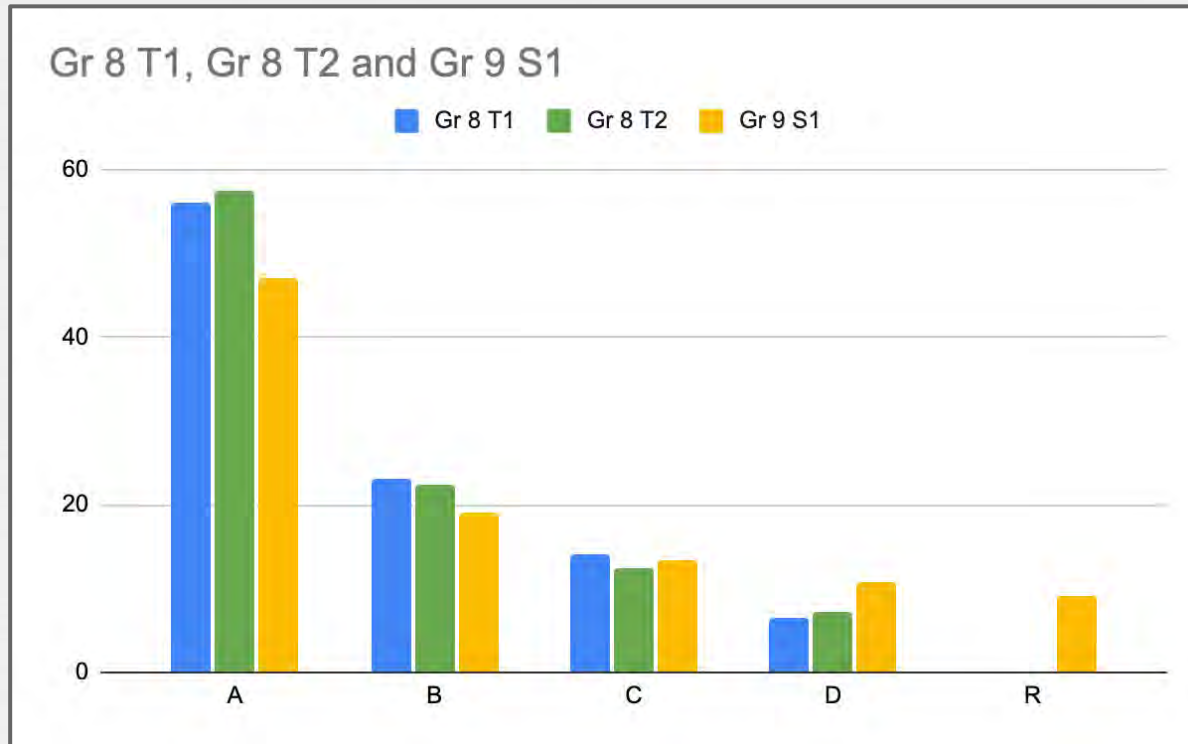
## Results: Grade 2 → 3



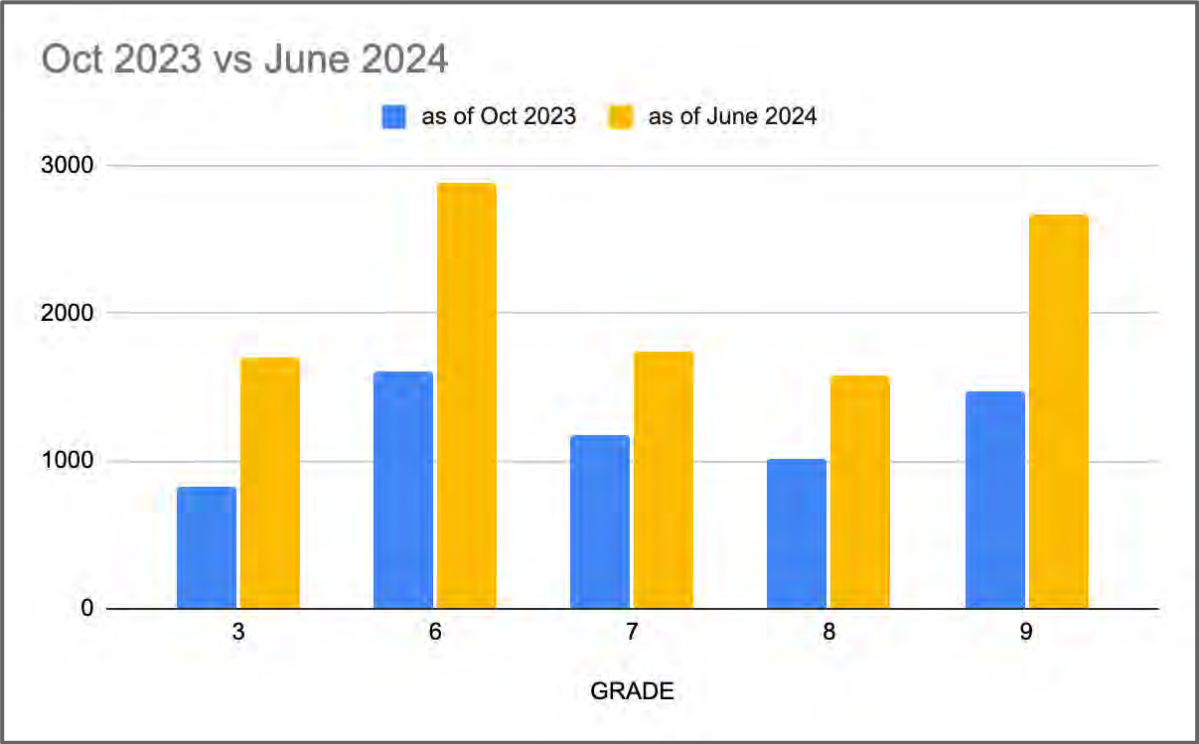
# Results: Grade 5 → 6



# Results: Grade 8 → 9



# Knowledgehook Student Usage





# Thank You



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Your place for curriculum-related  
information and updates.



# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1

Tel: 905-713-1211, 416-221-5051, 1-800-363-2711

Fax: 905-713-1272 • www.ycdsb.ca

**Elizabeth Crowe**

*Chair*

Aurora/King

Whitchurch Stouffville

June 14, 2024

**Theresa McNicol**

East Gwillimbury/

Georgina/Newmarket

Archbishop Francis Leo

Archdiocese of Toronto

1155 Yonge St.

Toronto, ON M4T 1W2

**Carol Cotton**

Markham

Area 1, Wards 1, 2, 3, 6

Bishop Gerard Bergie

Assembly of Catholic Bishops of Ontario

90 Eglinton Ave. E., Unit 810

Toronto, ON M4P 2Y3

**Frank Alexander**

Markham

Area 2, Wards 4, 5, 7, 8

Dear Your Grace Archbishop Francis Leo and Your Excellency Bishop Gerard Bergie,

**Maria lafrate**

*Vice-Chair*

Richmond Hill

Thank you for your ongoing leadership of the Church in Ontario. We know that your vocations can be challenging and we are grateful to have you as strong shepherds guiding our flock.

**Joseph DiMeo**

Richmond Hill

As a Catholic school board, we are committed to our mission of passing our faith onto another generation of believers. The Board of Trustees of the York Catholic District School Board has listened carefully to our pastors' teachings about the rise of secularism in our society. We believe it is time for a discussion among representatives of Ontario's Catholic schools and the Church about the state of secularism in our province's publicly funded Catholic schools.

**Angela Saggese**

Vaughan

Area 1, Ward 1

Therefore, by a motion passed at our May 28, 2024, Regular Board Meeting, we request an audience with you and other representatives of the Church on the state of secularism in Catholic schools. Since this issue affects the entire province, we ask you to also invite Ontario's Catholic School Trustees, Directors of Education, the Ontario Catholic School Trustees' Association, and other stakeholders whom you see fit.

**Michaela Barbieri**

Vaughan

Area 2, Ward 2

**Jennifer Wigston**

Vaughan,

Area 3, Wards 3, 4, 5

We look forward to hearing from you on this proposal. We are at your service if there is anything we can do to assist with this initiative.

**Angela Grella**

Vaughan

Area 3, Ward 3, 4, 5

Sincerely,

**Jonah James**

*Sr. Student Trustee*

Elizabeth Crowe

Chair of the Board

**Amira Zamanifar**

*Sr. Student Trustee*

**Monica Galstyan**

*Jr. Student Trustee*





# York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1  
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17133  
Fax: 905-713-1272 • [www.ycdsb.ca](http://www.ycdsb.ca)



May 21, 2024

## AN AUDIENCE WITH ONTARIO BISHOPS TO DISCUSS GROWING SECULARISM IN CATHOLIC SCHOOLS

- Whereas** our Catholic schools are founded on Church Teachings and God's Word;
- Whereas** cracks have appeared in our foundation through which non-Catholic teachings have sprouted;
- Whereas** it is imperative that we repair the foundation and make it whole again.

### LET IT BE RESOLVED:

**THAT** the Chair write letters to the Archbishop of Toronto and the Chair of the Assembly of Catholic Bishops of Ontario, asking for an audience to discuss growing secularism in our Catholic schools;

**THAT** the audience include Catholic School Board Trustees, Directors of Education, OCSTA and other stakeholders.

Respectfully submitted,

Frank Alexander  
Trustee  
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2024:19:0521:FA

---

**Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8 (Milliken/Markham/Unionville)**  
[frank.alexander@ycdsb.ca](mailto:frank.alexander@ycdsb.ca) • Home: 905-479-8285

## **York Catholic District School Board**

**Report To:** Board of Trustees  
**From:** Administration  
**Date:** June 18, 2024  
**Report:** **International Education Program Updates**

---

### **BACKGROUND INFORMATION**

Further to the report made to the Board of Trustees April 30, 2024, outlined below are the 2024-2025 programs currently in development.

### **2024-25 SCHOOL YEAR PROGRAMS**

The enrollment target for 2024-25 was 300 students. As of June 14, 2024, there are 315 students registered, 10 applications in progress, and 1 short-term stay beginning in September. The registration portal closes June 15, 2024. In addition, the following programs are in the process of being considered:

- Principal Delegation from Taiwan - tour of 1-2 schools; presentation of the Ontario education system at the CEC;
- ISES Japan - short term stay of 11 weeks, January - March;
- MLI Japan Short-term Stay; grades 10 & 11;
- 2 week mini-stays for Colombian students through The Educator's Group;
- 2 week short-term stay with China through CISPI;
- Short-term Stay for students from Bangladesh through CISPI;
- Student Exchange pilot program with Italy;
- Student Exchange program with France.

### **SUMMARY**

Staff extend their sincere appreciation and thanks to the Board of Trustees for their continued support of the International Education Program. The International Education Department continues to exceed growth targets year after year, expand program options, and extend York Catholic's global reach.

Submitted By: Iolanda Faraone, Principal, International & Continuing Education Programs  
Reviewed By: Anthony Arcadi, Superintendent of Curriculum & Assessment  
Endorsed By: John De Faveri, Interim Director of Education

# REPORT

## York Catholic District School Board

**Report To:** Board of Trustees

**From:** Administration

**Date:** June 18, 2024

**Report:** **Dismantling Anti-Black Racism Advisory Committee Updates**

---

### PURPOSE

This report is to provide an update on the progress of the Dismantling Anti-Black Racism Advisory Committee.

### BACKGROUND INFORMATION

The Dismantling Anti-Black Racism Advisory Committee held its inaugural meeting on June 13, 2024, to review and refine its Terms of Reference and strategize on community and parental involvement.

### SUMMARY

The committee's recent meeting included these updates and discussions:

School Board Structural Changes: The introduction of a new portfolio with a Superintendent of Inviting and Inclusive Schools, within the board, will better support anti-Black racism initiatives. Discussion on the MYSP and budget alignment to support initiatives that will have the effect of dismantling anti-Black Racism.

Employment Equity Audit: The Dismantling Anti-Black Racism Advisory Committee will build on the findings of this audit to determine monitoring protocols and defining success for the committee.

Community and Parental Involvement: Strategies were discussed to increase engagement with parents and community organizations, emphasizing the importance of lived Black experiences and intersectional identities in the committee's membership.

### NEXT STEPS

- Amending the Terms of Reference.
- Communications for further community engagement in committee.

The next meeting will focus on finalizing the Terms of Reference, receiving updates on the employment equity audit, and strategizing on community and parental involvement.

Prepared and Submitted by:

Alex Battick, HREA

Endorsed by:

John De Faveri, Interim Director of Education



**Pope Francis**

### **September 2024**

Sept 2—Labour Day  
 Sept 3—First Day of School  
 Sept 11—**Director's Council**  
 Sept 16—SEAC 7pm  
 Sept 17—OCSTA Fall Regional Mtg  
 Sept 18—Executive Public 3pm  
 Sept 18—Executive Private 4pm  
 Sept 18—Audit (Public) 6:30 pm  
 Sept 18—Audit (Private) 7:30 pm  
 Sept 23—YCPIC 6:30 pm  
 Sept 27—E/S PA Day  
 Sept 26—Committee of the Whole 6:30 pm  
 Sept 26 —Regular Board 7:30pm  
 Sept 30—National Day of Truth & Reconciliation

*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 2024 TRUSTEE SERVICES**

<b>Sun.</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>
				1	2	3
4	5 <b>SIMCOE DAY HOLIDAY</b>	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Exec (Public) 3pm Exec (Private) 4pm	22	23	24
25	26 Director's Council at St. Katharine Drexal CHS / Blessed Chiara Badano CES	27 6:30 pm Mass 7:30 pm Regular Board 8:30 pm CTW	28	29	30	31

# **ANNUAL HUMAN RIGHTS AND EQUITY ADVISOR REPORT 2023/2024**

**PREPARED BY:** ALEX BATTICK, HUMAN RIGHTS AND EQUITY ADVISOR

ANGELA DI PRIMA, PRINCIPAL ASSIGNED TO THE  
OFFICE OF THE HUMAN RIGHTS AND EQUITY ADVISOR

**DATED:** JUNE 14, 2024

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# Introduction

This report highlights the work of the Office of the Human Rights and Equity Advisor (“HREA”) at the York Catholic District School Board (“YCDSB”) for the 2023/2024 school year. It provides an opportunity to reflect on the human rights mandate of the office and its capacity to support the YCDSB in advancing human rights-based organizational change.

## The Ontario Human Rights Code

The Ontario Human Rights Code (the “Code”) protects YCDSB students, staff and community members from discrimination and harassment on the basis of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex, family status, marital status, sexual orientation, gender identity, and gender expression while at work or when receiving an education.

Ontario's courts and tribunals have consistently emphasized the legal requirement for organizations to investigate allegations of human rights violations promptly and thoroughly. Failure to do so can result in significant legal consequences, including liability for discrimination or harassment. Proactively preventing human rights violations is not only a legal obligation under the Code but also a critical aspect of fostering an inclusive and equitable environment. The Ontario Human Rights Tribunal (the “HRT”) has underscored the importance of preventative measures, highlighting that organizations must take active steps to identify and eliminate potential barriers to equity and to ensure compliance with human rights obligations.

Thus, the HREA's primary objectives inherently mitigates legal risks and liabilities by promoting awareness and understanding of human rights and equity issues, supporting the implementation of robust policies and procedures to prevent discrimination, and ensuring thorough investigation and resolution of human rights complaints. By fostering a culture of respect for human rights within the school board, the Office of the HREA not only ensures compliance with the Code but also proactively safeguards the organization and people within it by creating a safe, equitable and discrimination-free environment for students and staff.

## The York Catholic District School Board

At its core, public education is about equity - ensuring that every individual in our community has access to the same opportunities to learn, grow, and succeed. For the YCDSB, this mission is deeply rooted in our Catholic faith, which calls us to respect the dignity of every person and to champion the rights of the marginalized. Education should be a great equalizer, breaking down barriers and opening doors for all students, regardless of their background.

The commitment to equity is not just a principle; it is a legal and moral obligation. The Code mandates that we create a learning environment free from discrimination, where everyone - students, staff, and community members - can feel safe, respected, and valued. By embracing these values, the YCDSB strives to ensure that schools are places where every individual is



given the support they need to achieve their full potential. This commitment is reflected in the YCDSB's multi-year strategic plan, which outlines goals and strategies for promoting equity and inclusion across our schools.

In integrating the teachings of the Catholic faith with a dedication to human rights, the Board is not only fulfilling its legal responsibilities but also living out core values. This approach helps us build a community that truly reflects the ideals of justice, compassion, and inclusivity, ensuring that public education serves its fundamental purpose: to provide every student with the chance to succeed.

## Background of the Human Rights and Equity Office

The Office of the HREA was established in Ontario to address the growing need for a dedicated body to oversee human rights and equity issues within public school boards. Initially funded by the Ministry of Education (the “Ministry”) as part of a pilot project, the initiative has expanded to include numerous school districts across Ontario. The HREA acts in a non-partisan capacity to protect and advance human rights as articulated in the *Code* and school board policies.

The Ministry supports school boards in employing a senior leader with human rights expertise to build capacity in fostering a culture of human rights, maintaining respectful working and learning environments, and meeting legal obligations under the Human Rights *Code*. The HREA serves as a senior team member and reports directly to the Director of Education, ensuring impartiality and independence without interference.

### **The Role of the Human Rights and Equity Advisor**

The HREA has two main objectives:

1. Building and Maintaining a Culture of Respect for Human Rights
2. Supporting the resolution of human rights complaints

To effectively perform these duties, the HREA must possess an in-depth understanding of the *Code* and relevant case law. Their role involves conducting thorough human rights investigations, resolving complaints, and implementing restorative justice practices. The HREA should have extensive experience in human rights education and training programs, providing strategic policy advice to senior administration.

The project activities for the HREA include building networks of support for human rights and equity, providing education and information on human rights issues, advising on strategic goals for fostering a culture free of harassment and discrimination, developing and implementing human rights policies and complaints procedures, enhancing data collection and analysis to address systemic barriers, and collaborating with various stakeholders, including staff, unions, students, parents, and Indigenous partners.

## 2023/2024 Office Composition and Roles at the YCDSB

The Office of the HREA team at the YCDSB comprises of:

- Alex Battick: An Education Lawyer with a background in human rights, serving as the Human Rights and Equity Advisor.
- Angela Di Prima: Principal assigned to the Office of the HREA, operationalizing human rights concepts and ensuring their practical application for staff and students.
- Rohan Kompella: An LPP Candidate from TMU Law School, supporting the office with legal research, reviewing, investigating, and creating final reports on complaints and consultations.

## Building a Culture of Respect for Human Rights

### Presentations

The Office of the HREA had the opportunity to present to various stakeholders within the YCDSB community, focusing on professional development, board engagement, and student interactions.

Date	Description	Participants
Sep 22, 2023	<i>This session focused on understanding intersectionality and different types of racism, addressing challenges within the framework of human rights, and providing strategies for supporting students.</i>	174 Elementary and Secondary YOTBU PA Day Training
Oct 10, 2023	<i>The presentation covered the concepts of allyship, practical training on allyship awareness, and support mechanisms from School Mental Health Ontario, along with strategies for delivering allyship training to students.</i>	43 Secondary SHSM Teachers
Nov 8, 2023	<i>Covered the concept of discrimination, harassment, reprisal.</i>	105 Elementary and Secondary Principals  20 SSLT
Dec 6, 2023	<i>Provided updates on HREA leads, consultations, trending issues, and included a Q&amp;A session.</i>	105 Elementary and Secondary Principals  20 SSLT

Jan 10, 2024	<i>Focused on HREA leads, adverse-effect discrimination, trending issues, and included a Q&amp;A session.</i>	105 Elementary and Secondary Principals 20 SSLT
Jan 30, 2024	<i>Discussed human rights implications of neutral policies such as flag bans and determining undue hardship.</i>	Board of Trustees
Feb 6, 2024 Feb 8, 2024	<i>Focus on understanding the meaning of the Code and Protected Characteristics.</i>	105 Elementary and Secondary School Staff (OECTA, YOTBU, CUPE, ECE, EA, BRS)
Feb 7, 2024	<i>Discussed the HREA poster campaign, census data collection, competing rights, and included a Q&amp;A session.</i>	105 Elementary and Secondary Principals 20 SSLT
Feb 12, 2024	<i>Introduction of the HREA, the complaint process, and building a culture of human rights and equity.</i>	30 Students YSCPC
Feb 12, 2024	<i>Introduced the role of the HREA, the complaint process, and building a culture of human rights and equity to 23-30 secondary students, VPs, and teacher moderators.</i>	23-30 Secondary Students 4 VPs Teacher Moderators
Mar 6, 2024	<i>Covered the HREA poster campaign, census data collection, civvies day and the human rights code, and included a Q&amp;A session.</i>	105 Elementary and Secondary Principals 20 SSLT
Mar 13, 2024	<i>Addressed discrimination, the role of the HREA, and included a Q&amp;A session. Engaged 110 secondary students and staff.</i>	110 Secondary Students
Apr 4, 2024	<i>Included updates on HREA leads, local student activities, undue hardship, and a Q&amp;A session.</i>	105 Elementary and Secondary Principals 20 SSLT
Apr 23, 2024	<i>Focused on the Office of the HREA, adverse-effect discrimination, trending human rights issues, and included a Q&amp;A session. Attended by 39 elementary and secondary vice principals.</i>	39 Elementary & Secondary VPs
Apr 23, 2024	<i>Focus on implicit bias, and practical activities for supporting students.</i>	105 Elementary and Secondary School Staff (OECTA, YOTBU, CUPE,

Apr 25, 2024		ECE, EA, BRS)
May 1, 2024	<i>Discussed updates on HREA leads, funds for local student activities, the communication campaign, the census steering committee, the HREA website, trending issues such as slurs, and included a Q&amp;A session.</i>	105 Elementary and Secondary Principals 20 SSLT
May 14, 2024	<i>Discussed the legal concept of discrimination, undue hardship, and included a Q&amp;A session.</i>	100 Central and School Staff
Jun 5, 2024	<i>Reviewed concepts such as adverse effect discrimination, undue hardship, threshold analysis and other relevant human rights related principles discussed throughout the year.</i>	105 Elementary and Secondary Principals 20 SSLT
Jun 15, 2024	<i>Discussed the legal concept of discrimination, undue hardship, and included a Q&amp;A session.</i>	60 Central and School IT Staff

## School Programs

### HREA Leads

The HREA Lead is a vital volunteer position within YCDSB that operates as a key extension of the HREA in the schools. The HREA Lead fosters a culture of human rights across their school community by informing them about the best practices that are in alignment with the values and human rights related policies of the YCDSB.

Key Aspects of the HREA Lead Role:

- *General Guidance for Schools*

The HREA Lead may act as an initial point of contact for individuals who have encountered adverse experiences related to discrimination, harassment, or reprisal based on protected characteristics leading the Complainant to the HREA Complaint Form.

- *Educational Support*

The HREA Lead may, in conjunction with the Principal, contribute to the delivery of programs for students, and staff that aim to enhance awareness and understanding of the *Code*, the Board's human rights and/equity-related policies, and the importance of developing an inclusive environment.

- *Capacity Building and Feedback*

The HREA Lead will enhance their own understanding and that of the school community regarding the lived experiences of historically marginalized groups and the impact of discrimination. They will also be provided with networking opportunities to share best practices and collaborate and they will also be instrumental in providing feedback to the Office of the HREA, highlighting trends, challenges, and successes in advancing human rights within the school community.

## **Poster Campaign**

This year, the Office of the HREA launched a poster campaign to enhance awareness and engagement with human rights and responsibilities within the school community. This initiative aims to combine Catholic values with human rights principles, reinforcing the Board's commitment to creating an inclusive and equitable environment.

The posters are designed to visually communicate themes and issues related to human rights and equity. They include QR codes and links that direct viewers to the HREA website, where they can find more detailed information on the topics highlighted. This approach ensures accessibility and provides a straightforward pathway to the complaints portal, allowing members of the school community to report concerns easily.

The posters were designed by co-op students, providing them with a valuable opportunity to contribute to this important initiative. We have also collaborated with various departments on the poster design, including Student Services and Indigenous Services, to ensure a comprehensive and inclusive representation of perspectives. Although we operate as an arms-length department, showcasing this collaboration highlights the integrated effort to promote human rights across the board.

The intent behind the poster campaign is to spark interest and encourage inquiry among students, staff, and the broader community. By being exposed to these issues visually, individuals are reminded of the Board's dedication to upholding human rights and are reassured of the support available to them. This initiative not only raises awareness but also familiarizes the school community with their rights and the processes in place to protect them, reinforcing the Board's commitment to both Catholic values and human rights.

# **Supporting the Resolution of Complaints**

## **Human Rights Complaints**

The office of the HREA has established a comprehensive complaint resolution process, where there is a streamlined form for reporting issues.

During the 2023/2024 school year, the Office of the HREA provided support for resolving human rights concerns impacting students, families, and staff members. Concerns can be reported to the HREA in several ways: using an online reporting form available on the HREA webpage, by email directly to a member of the Office of the HREA, by email to the general HREA address, by calling the Office of the HREA, or by referral from another employee within the YCDSB, such as a superintendent, principal, or educator.

If a concern involves complex human rights issues or if the claimant has already exhausted other available mechanisms, the HREA, at its discretion, will take on the case for investigation if the allegations meet the threshold for a *prima facie* case of discrimination.

However, not all concerns reported to the HREA are investigated by the office. When a concern is reported, the HREA determines whether it is human rights related. If it is not, the concern is referred to the appropriate superintendent for resolution. If the concern is human rights related, the HREA assesses whether it can be more appropriately addressed by another department within the YCDSB, such as a principal, manager, or superintendent. The HREA may also decide that the concern should be addressed by the Human Resources department, which oversees most investigations. If the concern is better suited for another department, the HREA will make the referral.

## Resolution Process

The resolution process for complaints at the Office of the HREA begins with the submission of a detailed HREA Complaint Form, accessible to anyone within the YCDSB community. Upon receipt, the complainant receives a confirmation email, and the HREA reviews the complaint to determine if it falls under the office's jurisdiction based on specific criteria related to human rights laws and *Code*-protected grounds. If the complaint is deemed appropriate for review, the respondent is notified in writing.

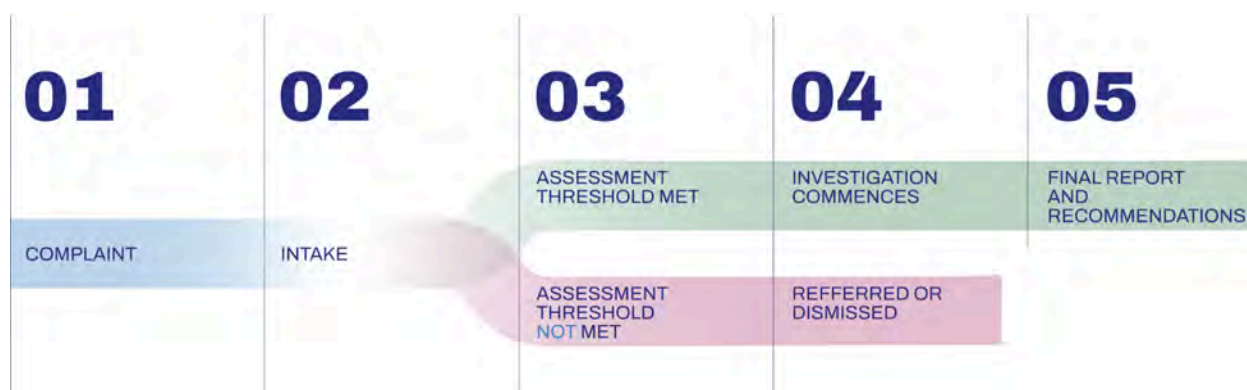


Table 1

The HREA ensures procedural fairness by conducting a consistent, timely, and impartial investigation, allowing both parties to be heard. Complaints not related to human rights issues are forwarded to the relevant department within the YCDSB. Throughout the process, confidentiality is maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act. The HREA provides an overview of applicable laws and policies but does not offer legal advice or representation.

## Human Rights Consultations

The HREA Internal Consultation Request Form is a tool for YCDSB Trustees, members of the Senior Leadership Team, and Elementary and Secondary School Principals.

This form is used to address new or unique concerns related to potential violations of the Code within the YCDSB. It ensures these stakeholders can consult with the HREA to obtain a legal perspective that aligns with the Code, YCDSB Policies, and Procedures. The process involves providing detailed information about the concern while maintaining confidentiality. The HREA reviews the information and provides a written Internal Consultation Briefing to guide decision-making. This form is intended for use when issues related to the Code's Protected Grounds have not been previously addressed, and it helps mitigate legal risks and liabilities by ensuring compliance with human rights obligations.

The Office of the HREA is pioneering the use of *Laserfiche* for consultations, streamlining the process and ensuring efficient document management. We plan to extend the use of Laserfiche to our Complaints system as well, further enhancing our capability to manage and respond to human rights concerns within the YCDSB.

## Trending Human Rights Issues

The Office of the HREA continuously monitors and addresses emerging human rights issues within the YCDSB.

## Background on Demographic Data

Demographic data is crucial for understanding the composition and diversity of a population, especially within the educational system. It includes information on various identity markers such as race, gender, Indigeneity, mother tongue, birthplace, religion, ethnicity, disability status, sexual orientation, and social class. This data helps identify and address systemic discrimination and disparities in education-related outcomes.

Working in conjunction with the Board researcher, Marcelle McShine-Quao, we aim to leverage this data to gain deeper insights and implement effective strategies for promoting equity and inclusion within the educational environment.



In 2021, the YCDSB conducted a voluntary Student Census as part of its commitment to the Anti-Racism Act (2017) and Ontario's Education Equity Action Plan. This comprehensive census collected data from students in Grades 7 to 12, covering a wide range of identity-related questions and linking these to administrative records on academic achievement, special education needs, absenteeism, suspensions, course types, and feelings of belonging.

The collection and analysis of demographic data are critical for fulfilling human rights and *Code* obligations under the Ontario Human Rights *Code*. This includes ensuring equal treatment and access to education for all students, regardless of their protected characteristics. By examining disparities and patterns in the data, the Office of the HREA can identify areas where systemic discrimination may be occurring and take steps to address these issues.

### Key Trends Observed in the 2021 Census Demographic Data Report

#### 1. Race and Ethnicity:

- *Black and Latinx Students:* These groups had the lowest predicted grades and higher absenteeism and suspension rates compared to other racial groups.
- *East Asian Students:* They achieved the highest grades and were less likely to have IEPs or special education needs, but were more likely to be in the gifted program.
- *Indigenous Students:* Faced significant challenges with lower grades, higher absenteeism, and a higher likelihood of special education needs.

#### 2. Gender:

- *Girls/Women and Gender Diverse Students:* They had higher average grades compared to boys/men, who were more likely to be identified as gifted but also more likely to have IEPs and special education needs.
- *Boys/Men:* More likely to be suspended and enrolled in applied courses, which can limit future academic and career opportunities.

#### 3. Disability Status:

- *Students with Disabilities:* They had significantly lower grades, higher absenteeism, and were more likely to have IEPs or special education needs and to be suspended compared to their non-disabled peers.

#### 4. Other Factors:

- *Students Born in Canada:* Had lower average grades and were more likely to have IEPs or special education needs compared to those born abroad.
- *Non-English First Language Speakers:* Faced lower academic achievement and higher rates of special education needs and suspensions.

Addressing these systemic issues identified through demographic data is crucial for fostering an equitable educational environment. Combined with ongoing data received through consultations and the complaints process, the Office of the HREA will analyze these issues to identify the mechanisms that need reshaping.

This will be achieved through:

1. **Data Analysis and Review:** Continuously analyze demographic data alongside consultation and complaint data to identify patterns and systemic issues.
2. **Policy and Procedure Evaluation:** Review and assess current policies and procedures to determine their effectiveness in addressing identified issues.
3. **Recommendation Development:** Develop and propose recommendations for policy or procedural changes based on the identified needs and gaps.
4. **Implementation and Monitoring:** Work with the YCDSB to implement recommended changes and monitor their impact over time, ensuring they effectively address the systemic issues.
5. **Ongoing Training and Awareness:** Continue to provide training and awareness programs to staff and students to support the implementation of new policies and foster a culture of equity and inclusion.

See Appendix B for proposed timeline to achieve these outcomes.

By addressing these systemic issues, the Office of the HREA aims to create a more inclusive and equitable environment for all students and staff within the YCDSB, ensuring compliance with human rights obligations and promoting educational equity.

## Progress and Priorities

### Current Progress

This year, the office of the HREA has made significant strides in its initiatives, starting with the completion of infrastructure development (See Appendix A). Foundational systems have been established to support the office's operations, including the development and launch of the HREA website. This platform serves as a central hub for resources, complaint submissions, and information on human rights, making it accessible to the entire YCDSB community. By providing a streamlined and user-friendly interface, the website enhances the office's ability to engage with and support students, staff, and community members.

Building on the work of previous years, meaningful learning opportunities and tasks have been created for HREA Leads to bring back to their school communities. These initiatives ensure that the knowledge and skills acquired are effectively disseminated and applied at the grassroots level, fostering a culture of human rights and equity throughout the district. Simultaneously, the Office of the HREA has maintained its dual role of building a respectful culture while ensuring an independent and trustworthy neutral process for resolving matters. Proactive consultations and

retroactive oversight mechanisms through the complaint process have led to better systems management of human rights obligations.

Ongoing awareness campaigns have been another key area of progress. The successful execution of various poster campaigns has visually communicated important themes related to human rights and equity. These posters, strategically placed throughout schools, serve to remind and educate the community about the importance of these issues. The integration of the Office of the HREA into diverse community groups, such as the Anti-Black Racism Committee and the Mental Health Advisory Committee, has further amplified these efforts.

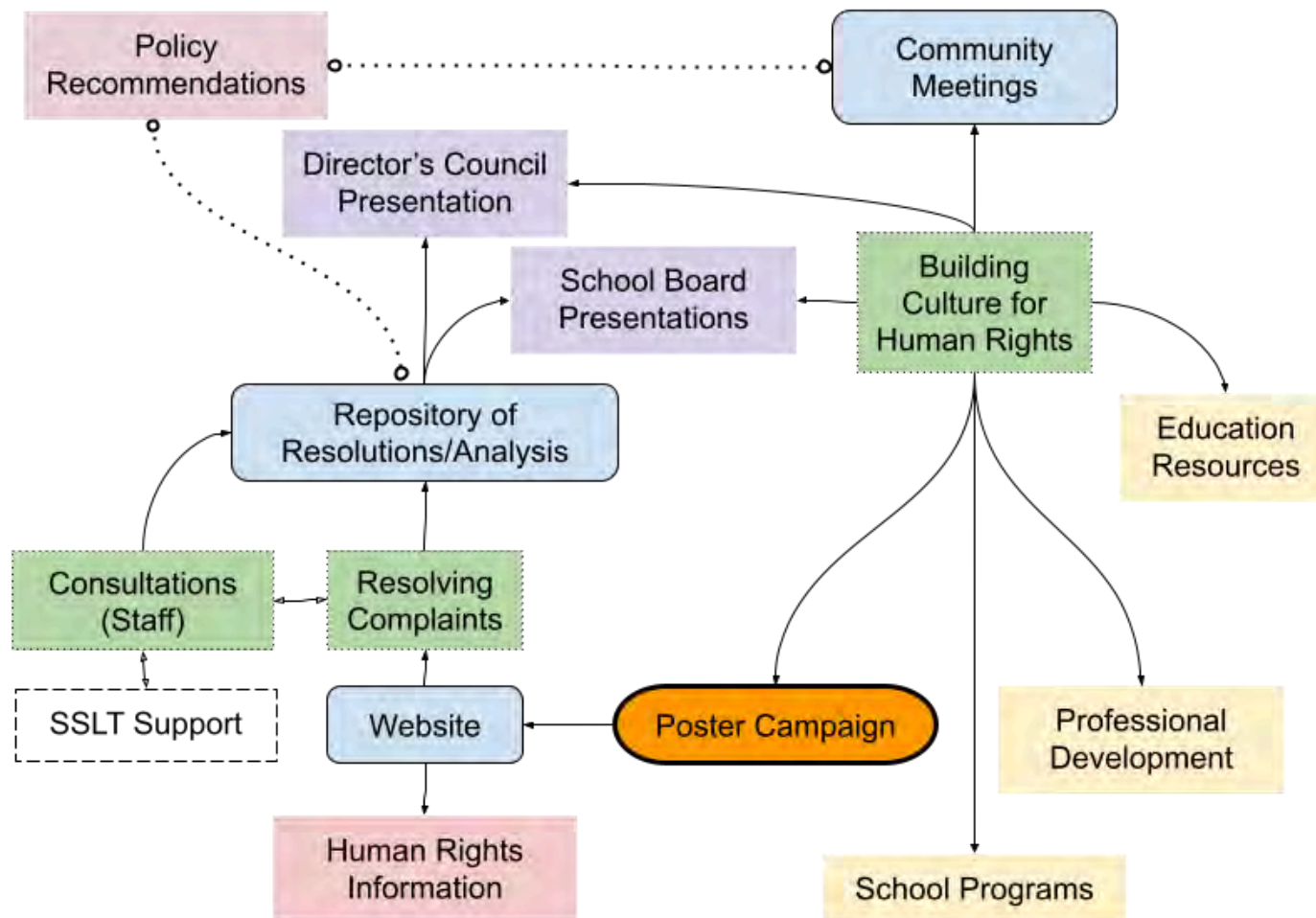
## **Priorities**

Looking ahead, the Office of the HREA plans to expand its training programs by developing annual sessions in collaboration with the Ontario Human Rights Commission. These sessions will provide ongoing education on emerging human rights issues and best practices, ensuring that staff remain informed and prepared to foster an inclusive environment. Additionally, the office plans to introduce and recommend new policies and procedures that are critical for addressing systemic barriers and ensuring a safe and equitable environment for all members of the school community.

To further support educators, the Office of the HREA will enhance education resources by creating a dedicated Google website. This site will serve as a centralized repository of resources and operational guidelines, facilitating easy access to essential information and supporting ongoing professional development. By providing these resources, the Office of the HREA aims to empower educators to effectively integrate human rights principles into their teaching and interactions with students.

The Office of the HREA urges the school community to actively support its initiatives and participate in creating a safe and equitable environment for all. The engagement and cooperation of students, staff, and community members are vital to the collective success in upholding human rights and fostering an inclusive culture. Together, we can make a significant impact and ensure that every member of the YCDSB community is treated with dignity and respect.

## Appendix A



# Appendix B

## Growth and Infrastructure Development

Growing a successful Office of the HREA involves a strategic, phased approach that builds a foundation for sustainability.

This year, our first phase focused on building the necessary infrastructure to support the office's operations. This includes securing resources, establishing foundational frameworks, and ensuring that all necessary tools and technologies are in place. The second phase shifts towards creating systems that integrate the Office of the HREA's objectives with those of the broader school board. This involves developing comprehensive policies, procedures, and training programs to foster a culture of human rights and equity. The final phase is dedicated to the regular maintenance and enhancement of these initiatives, ensuring they remain effective and relevant. This structured plan sets the stage for sustained growth and success, as illustrated in the accompanying chart.

Stage	Description	Status	Deadline
<b>STAGE ONE:</b>  <i>Build Infrastructure for Human Rights</i>	<input checked="" type="checkbox"/> Create HREA Google Drive <input checked="" type="checkbox"/> Naming Conventions <input checked="" type="checkbox"/> Filing System <input checked="" type="checkbox"/> Document <a href="#">Templates</a> <input checked="" type="checkbox"/> Develop Complaint <a href="#">Form</a> <input checked="" type="checkbox"/> Develop Consultation <a href="#">Form</a> <input checked="" type="checkbox"/> Develop Investigation Process <input checked="" type="checkbox"/> Develop HREA Operating Procedures <input checked="" type="checkbox"/> Update <a href="#">Website</a> <input checked="" type="checkbox"/> Launch Website <input checked="" type="checkbox"/> Creating distinct roles for team members	Completed ▾	May 31, 2024
<b>STAGE TWO:</b>  <i>Raise Organizational</i>	<input checked="" type="checkbox"/> HREA Poster Campaign <input checked="" type="checkbox"/> Embed HREA in Diverse Community Groups <input type="checkbox"/> Implement Human Rights Training for All Staff <input type="checkbox"/> Meet with each school to introduce HREA to	In progress ▾	Jan 1, 2025

Stage	Description	Status	Deadline
<i>Awareness</i>	community and Host Information Sessions		
<b>STAGE THREE:</b>  <i>System Changes at York Catholic District School Board</i>	<input type="checkbox"/> Conduct HREA Policy Reviews that seek to address data of disparities across student and employment demographics <input type="checkbox"/> Recommend and Implement New Policies/Procedures that address disparities across student and employment demographics <input type="checkbox"/> Establish baselines for consultation and complaints <input type="checkbox"/> Establish baselines for types of issues received in a give school year for varying human rights issues received through consultation and complaints processes	<b>Not started ▾</b>	<b>May 31, 2025</b>
<b>STAGE FOUR:</b>  Ongoing Support to System	<input type="checkbox"/> Human Rights Education Resources <input type="checkbox"/> Plan For Annual and Ongoing Training Sessions	<b>Not started ▾</b>	<b>Sep 1, 2026</b>