

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**AGENDA**  
**REGULAR BOARD MEETING**  
**Tuesday, March 25, 2025**  
**7:30 P.M.**

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*

<b>1. OPENING PRAYER / LAND ACKNOWLEDGEMENT</b>	Faith Ambassadors	
<b>2. ROLL CALL</b>	J. De Faveri	
<b>3. APPROVAL OF NEW MATERIAL</b>	E. Crowe	
<b>4. APPROVAL OF THE AGENDA</b>	E. Crowe	
<b>5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING</b>	E. Crowe	
<b>6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING</b>	E. Crowe	
<b>7. APPROVAL OF THE PREVIOUS MINUTES</b>	E. Crowe	
a) Regular Board Meeting of February 25, 2025		
b) Special Board Meeting of March 18, 2025		
<b>8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING</b>	E. Crowe	
<b>9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES</b>	E. Crowe	<b>3</b>
<b>10. OCSTA BOARD OF DIRECTOR'S UPDATE</b>	J. Wigston	<b>5</b>
<b>11. DIRECTOR'S REPORT / UPDATE</b>	J. De Faveri	<b>7</b>
<b>12. STUDENT TRUSTEES' REPORT</b>	M. Galstyan. S. Cuesta	<b>9</b>
<b>13. RECOGNITIONS / OUTSIDE PRESENTATIONS</b>		
<b>14. DELEGATIONS</b>		
<b>15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS</b>		
a) Multi-Year Strategic Plan Mid-Year Assessment	J. Sarna	<b>11</b>
<b>16. ACTION ITEM(S) (including Committee Reports)</b>		
a) Approval of Report No. 2025:11 Committee of the Whole (Mar 25)	M. Iafrate	
b) Receipt of Report No. 2025:04 Special Education Advisory Committee (Mar 3)	A. Grella	<b>25</b>
c) Receipt of Report No. 2025:01 Joint Board (Mar 5)	A. Grella	<b>26</b>
d) Approval of Report No. 2025:03 Policy Review Committee (Mar 18)	A. Saggese	<b>28</b>
<b>17. DISCUSSION ITEM(S)</b>		
<b>18. INFORMATION ITEM(S)</b>		
a) Stouffville Boundary Amendments	G. De Girolamo	<b>76</b>
b) Journey Towards Our Vision Update	S. Wright	<b>78</b>
c) International Language Extended Day Update	A. Saggese	<b>144</b>
d) April 2025 Calendar		<b>145</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  
REGULAR BOARD MEETING**

**Tuesday, April 29, 2025  
7:30 pm**



## York Catholic District School Board

### Chair's Report

**Memo To:** Board of Trustees

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

**Date:** March 25, 2025

**Re:** **Chair's Report**

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March is always a busy and sacred time in our Catholic school communities. On March 5, all York Catholic District School Board schools and workplaces had Ash Wednesday liturgies as a way to receive ashes and begin the penitential period of Lent. Throughout Lent, students, staff and families will be encouraged to turn their hearts toward service, compassion and prayer. This is another beautiful example of how Catholic Education brings faith and learning together for the benefit of our entire Catholic community.

#### **Ordinandi Youth Event**

It was incredibly inspiring to join students and staff from fifteen York Catholic secondary schools at the Ordinandi Youth Event held on Tuesday, March 18, 2025. Hosted by the Serra Canada, a lay movement dedicated to promoting vocations, we had an opportunity to hear the vocation stories of Seminarian Deacon James Cyfko and Sister Liliana Consolata from the Sisters of Life. Frank Cardinal Leo, the keynote speaker, reminded us that we are all called to one of four vocations: priesthood, religious life, married life or single life. He explained that we all need to learn to shut out all the noise of modern life so we can hear God speaking to our hearts and guiding us toward our calling.

York Catholic attendees were especially excited to learn that St. Jean de Brebeuf CHS alumni, Alvin Joys, is one of this year's Ordinandi. Thank you to Vice Chair Maria Iafrate and Trustee Angela Saggese for joining me at this event. As a Catholic Board, it is important that we provide opportunities for our students to learn about vocations, especially for those considering priesthood or religious life.

#### **A Special Mass at Father Michael McGivney CA**

In honour of the 125th anniversary of the founding of Ontario's first chapter of the Knights of Columbus, Most Reverend John A. Boissonneau, Auxiliary Bishop of the Archbishop of Toronto, celebrated Mass at Father Michael McGivney Catholic Academy in Markham on Thursday, March 20, 2025.

Father McGivney founded the Knights of Columbus 130 years ago in the United States of America to support the neediest in Catholic communities. The world's largest Catholic fraternal organization, their work is focused on Charity, Unity and Fraternity. We are proud that a York Catholic school bears his name, and we will continue to follow Father McGivney's Cause for Canonization.

### **Board-wide Lenten Mass**

York Catholic's annual Board-wide Lenten Mass is a way for all of us to prepare for Easter through prayer and repentance. Again this year, we are blessed to have Bishop Boissonneau celebrate this Mass, which will be live-streamed to every classroom in the York Catholic District School Board on Thursday, March 27th at 1:15 p.m. We are fortunate that technology allows us to journey together as a united York Catholic community of faith to Easter and the Risen Jesus. Thank you to Trustee Alexander, whose motion established this annual tradition.

### **Blessing of a New Cross for the CEC**

After the Board-wide Lenten Mass, Bishop Boissonneau will bless a new Cross that has been on display in the CEC atrium since December. This Cross was created by talented Grade 12 students who were in a woodworking class at Sacred Heart CHS in Newmarket. Much like the new artwork in the Boardroom, having our students use their gifts to share the beauty of our faith creates an incredible legacy for our Board.

### **Budget Survey**

The YCDSB invites individuals to participate in the 2025-26 budget process by participating in an online survey or requesting to delegate to the Board of Trustees. Our community's feedback helps us create a budget focused on our Multi-Year Strategic Plan's commitments to Catholic Faith, Academic Excellence, Equity and Inclusion, and Well-being.

A link to the budget survey has been emailed to all families and staff, and it can also be found at [www.ycdsb.ca](http://www.ycdsb.ca) and on every school website. This survey will close on Friday, April 4, 2025. The Board of Trustees plans to hear budget delegations at the Tuesday, April 29 and Tuesday, May 27, 2025, Regular Board Meetings. You can learn more about submitting a delegation request at [www.ycdsb.ca](http://www.ycdsb.ca).

### **York Catholic Hosts OFSAA AAA Girls' Hockey Finals**

St. Maximilian Kolbe CHS in Aurora was an excellent host for the Ontario Federation of School Athletic Associations (OFSAA) AAA Girls' Hockey finals. Student athletes from across Ontario came to York Region during the week of March 17th to compete in the tournament, commonly known as "the Stanley Cup of School Hockey." Congratulations to the St. Max girls team, which represented York Catholic at the tournament and played with great spirit. Thank you to everyone who made this event so successful.

### **Elementary Basketball Tournament**

The YCDSB Board Finals in elementary basketball will once again be held at the Holy Cross CA's Sports Dome. The girls will play on April 8th and the boys will play on April 10th. Good luck to all the participating students! I encourage Trustees and members of the Senior Team to attend some of the games. A special thank you to the organizers and all the coaches who make these tournaments possible.





## York Catholic District School Board

**Memo To:** Board of Trustees

**From:** Jennifer Wigston, OCSTA Regional Director

**Date:** March 25, 2025

**Re:** OCSTA Report to Board

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OCSTA invites Trustees to visit the **OCSTA website** (<https://www.ocsta.on.ca/>) to access information of interest to Catholic School Board Trustees: from news releases to faith resources. OCSTA would like, once again, to highlight the Trustee Modules.

The Ontario Education Services Corporation (OESC), in partnership with OCSTA and the other Provincial Trustee Associations, offer a professional development program designed to support all Ontario trustees in their governance role. The program consists of online modules that focus on trustee roles and responsibilities, leadership skills and leading practices in the field of governance. OESC maintains contact with OCSTA to revise and update the existing program to align with current legislation, regulation and education policy.

For many years, OCSTA has augmented the *OESC Professional Development Program for Trustees* with distinctive faith-based content relevant to the role of Catholic Trustees. Throughout this year, this distinctive Catholic content will be undergoing a review by our Director of Catholic Education, Anne O'Brien. The process of reviewing and updating this segment of the Trustee modules will be a collaborative process with trustees.

Trustees that complete all the modules, which are available at no cost through OCSTA's website, will receive a certificate of completion.

### **OCSTA TRUSTEE PD MODULES**

#### **Equity, Diversity & Inclusion**

#### **Director of Education Performance Appraisal Review**

### **OESC MODULE TOPICS INCLUDE:**

Ethical Leadership

Governance for Student Achievement & Well-Being

Trustee Roles & Responsibilities

Key Relationships in School Boards

Multi-Year Strategic Planning

Policymaking

Conflict Management  
Family & Community Engagement  
Advocacy: Engaging the Public  
Legal Aspects of Board Governance  
Running Effective Meetings  
Finance  
Human Resources  
What Makes a Great Board Chair?  
First Nation Trustees  
Code of Conduct  
Social Media  
Internal Audit & Audit Committees  
Truth & Reconciliation  
Board Self-Assessment

OCSTA also invites Trustees to log in to the **Member's Portal** in order to access presentations from past events, archived memos, key documents and detailed information on the Director's Performance Appraisal. Please note that Trustees are required to sign in to access this information. Should you require assistance to reset your username / password, please feel free to reach out to either Sharon or Ashlee at OCSTA. You may also reach out to me directly and I will be happy to assist you.

## **AI WORKING GROUP**

In response to Trustee input across the province, OCSTA has facilitated the creation of an AI Working Group to look at responsible AI use in education through a Catholic lens. The working group is developing a White Paper on AI with the involvement and participation of IT specialists and Directors of Education from various CDSBs across Ontario. Please note that OCSTA has planned for a significant AI Panel at the Business Seminar ahead of the AGM.

## **OCSTA AGM**

OCSTA's 95th Annual General Meeting and Conference, that we at York Catholic DSB are pleased to co-host right here in York Region will be held May 1-3 at the Hilton Toronto Markham Suites Hotel. Details at the link below:

<https://www.ocsta.on.ca/ocsta-agm/>



## York Catholic District School Board Director's Report

**Memo To:** Board of Trustees

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

**Date:** March 25, 2025

**Re:** **Director's Report**

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In the Catholic tradition, April is the Month of the Holy Eucharist. This is a special time for Catholics to reflect on the gift of Holy Communion, which is the source and summit of our faith. April is a fitting month to honour the Eucharist because it is when Jesus Christ celebrated the Last Supper, which created the sacrament. One of the many things that make Catholic Education unique is our focus on the Eucharist in our schools and workplaces. I am proud that every York Catholic District School Board (YCDSB) school and workplace has regular Eucharistic celebrations because Holy Communion reminds us that every person is loved by God.

### **ShareLife Week: April 7-11**

The YCDSB is a proud supporter of ShareLife, which is the main charitable arm of the Archdiocese of Toronto. Last year, the YCDSB donated more money to ShareLife than any other School Board in the Archdiocese of Toronto and, this year, the artwork of St. Mary's Nobleton student, Madison, is being used on the official ShareLife poster.

During the week of April 7, 2025, every YCDSB school will participate in fundraising efforts to support ShareLife, and in turn, the people of York Region who need our help. Schools will also bring awareness to the social justice issues that guide ShareLife's work, demonstrating the power of faith in action. I hope the YCDSB community will again generously support ShareLife.

### **Upcoming YCPIC Events**

After a very successful Spring Social which was held on Saturday, March 22, 2025, the York Catholic Parent Involvement Committee (YCPIC) will host two more events in April at the Catholic Education Centre (CEC) in Aurora.:

- On Saturday, April 5, 2025, from 10 a.m. to noon, Dr. Elena Merenda will speak on ["Beyond the Worry: Raising Resilient Kids in an Anxious World."](#)
- On Saturday, April 26, 2025, from 10 a.m. to noon, Tanisha Matthews will speak on ["Raising Financially Savvy Families."](#)

Both topics are of broad interest to our families so I encourage everyone to share information about the event.

**World Down Syndrome Day**

World Down Syndrome Day is observed annually on March 21 to raise awareness about Down Syndrome and to advocate for the inclusion of individuals with Down Syndrome. As a Catholic learning community, we promote this day because we believe that every person is loved by God and has inherent dignity.

The date 3/21 is used to symbolize the triplication of the 21st chromosome, which causes Down Syndrome. On this day, many YCDSB schools and the CEC will encourage wearing mismatched socks as part of a global initiative to foster acceptance and diversity.

**Thank you, Alex Battick**

On behalf of the Senior Team, I want to wish Human Rights and Equity Advisor Alex Battick good luck as he moves on to a new career opportunity. Alex has brought excellent expertise to the York Catholic District School Board, which helped us improve our processes and practices. We will miss his positive and friendly personality and we are confident that he will do well in his future pursuits.

**HREA Lead Training**

Thank you to our staff who have volunteered to be Human Rights and Equity Advisor (HREA) Leads in our schools. We were happy to welcome the HREA Leads to the CEC on March 18 and 19th to receive training on building a culture of human rights in their workplaces. The YCDSB is committed to creating an inviting and inclusive environment for all our students, staff and community members, and we are grateful to everyone who contributes to this important work.

**New Privacy Officer**

I am happy to welcome Krista Rodrigues to the YCDSB as our new Privacy and Information Manager. She started on Monday, March 17 and comes to us from the Toronto Catholic District School Board. Krista has a wealth of knowledge in the information and privacy sector, and she looks forward to supporting the Board.



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

## York Catholic District School Board

### Regular Board Meeting

#### Information Report

#### Student Trustees Update

March 25th, 2025

#### 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.

#### **March Break**

From March 10th to March 14th, the staff and students of the YCDSB enjoyed a week of rest and rejuvenation. During this week, select students from high schools across the board embarked on international trips to enhance their understanding of specific subjects through real world experiences.

#### **Indigenous Influencers Project**

Catholic Student Trustees from across the province of Ontario have been collaborating on a second edition of the impactful project, The Indigenous Influencers document, as a resource for Catholic Virtual Ontario with the support of the Ontario Catholic School Trustees Association (OCSTA) and the Indigenous Advisory Council. The content within this edition, which has been in development since January of this year, will be presented to Catholic students province-wide at Catholic Virtual Student Youth Day, on May 7th, 2025. Some highlighted content includes the background, fun facts, and meaningful work of various Indigenous individuals across Canada and beyond.



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

## **York Catholic District School Board**

### **Feeder School Visits - Igniting Leadership Through Technology (Next Steps)**

The diverse student leaders who had attended the preliminary session of the Igniting Leadership Through Technology Conference, which took place at Apple headquarters on February 10th, shared their learnings and key takeaways with intermediate grade students of their respective feeder schools. They, along with the YSCPC executive members, paid the experience forward to the next generation of high school students through interactive workshops and presentations. The diligence and initiative of these students will be shared and further cultivated in a final session at Apple headquarters on March 27th.

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

**Report To: Board of Trustees**

**From: Administration**

**Date: March 25, 2025**

**Report: MYSP SMART Goal Update**

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### **EXECUTIVE SUMMARY**

This report is written to provide information to the Board of Trustees on the status of the MYSP reporting for Year Two (2024-2025) of the MYSP.

### **BACKGROUND INFORMATION**

There is a commitment to report on the progress of the Strategic goals embedded within the 2024-2025 school year's MYSP, at three different times throughout the year (November, March and June).

### **SUMMARY:**

Staff continue to share updates, feedback and learning as a component of the review of the 2024-2025 Strategic goals.

Prepared by: Jennifer Sarna, Associate Director

Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

## 2024-2025 MYSP Reporting Template

### Report #2 - March 25, 2025.

<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 (33 Total)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
<b>Current</b> (March 2025)	<b>0/33</b>	<b>9/33</b>	<b>24/33</b>	<b>On Target</b>	<b>↑</b>
<b>Previous</b> (Nov. 2024)	<b>1/33</b>	<b>13/33</b>	<b>19/33</b>	<b>On Target</b>	<b>↑</b>



## 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 (4 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
<b>Current</b> (March 2025)	0/4	0/4	4/4	On Target	↑
<b>Previous</b> (Nov. 2024)	0/4	0/4	4/4	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
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.	↑	↑	Survey has been distributed to NTIP teachers and the results will be shared in the next update.
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> .	↑	↑	This school year, we will have the opportunity to promote this goal through the yearlong work in preparation for our biennial board-wide Luke 4:18 Symposium.

SMART Goal	Prior Status	Current Status	Comment
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.	↑	↑	School representatives have attended professional development in-services and the Religious Education team is available for ongoing support.
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> .	↑	↑	35% increase in the total number of attendees at Faith Ambassador events. <b>Completed</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 (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
<b>Current</b> (March 2025)	0/6	1/6	5/6	On Target	↑
<b>Previous</b> (Nov. 2024)	0/6	4/6	2/6	Monitor	→

SMART Goal	Prior Status	Current Status	Comment
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.	↑	↑	We are advancing several important initiatives, including the Student Census Analysis to better understand student needs, the Eradication of Poverty Fundraiser to support anti-poverty efforts, and the Tana Turner Staff Equity Audit. These efforts reflect our commitment to equity and community impact.

SMART Goal	Prior Status	Current Status	Comment
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.	→	↑	Senior Team and Principals participated in workshops focused on Leadership in Polarized Times. Currently 5 workshops in total. Next Step CEC staff and wider Board staff.
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.	↑	↑	Key initiatives underway include the completion of the Tana Turner Staff Equity Audit, and collaboration with Accessibility Partners to conduct a Gap Analysis and update the YCDSB Multi-Year Accessibility Plan. These efforts involve staff interviews, policy reviews, training assessments, and compliance audits, culminating in an AODA compliant Accessibility Plan to drive meaningful progress.
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.	→	↑	YCDSB Employee Equity Audit Implementation Plan YCSBD Employee Equity Audit Lead and Timeline – Internal Created to be presented at March Board Meeting.

SMART Goal	Prior Status	Current Status	Comment
<p><b>9.</b> 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.</p>	→	→	<p>Posters were distributed by the HREA Office to the HREA Leads at Board in services.</p> <p>November 2024 Posters distributed:</p> <ol style="list-style-type: none"> <li>1."Love Thy Neighbour, Respect their Rights"</li> <li>2."Unity in Faith, Dignity in Dialogue"</li> <li>3."Diverse Abilities, Shared Faith"</li> </ol>
<p><b>10.</b> 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.</p>	→	↑	<p>Implementation of Eradication of Poverty Fund in schools Central Technology Equity Fund school identification</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 (17 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
<b>Current</b> (March 2025)	0/17	5/17	12/17	On Target	↑
<b>Previous</b> (Nov. 2024)	0/17	7/17	10/17	On Target	↑

SMART Goal	Prior Status	Current Status	Comment
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>	→	→	73% of students at or above provincial standard in Grade 3 writing. Well above the provincial average of 64% and still showing continued success in this area* *EQAO results are released once a year, so the data shared in December hasn't changed.

SMART Goal	Prior Status	Current Status	Comment
12. The percentage of secondary students successfully completing the Ontario Secondary School Literacy Test (OSSLT) will be maintained at <b>90%</b> .	↑	↑	89% of students successfully completed OSSLT, just shy of our 90% goal, and above the provincial average of 85%.* * EQAO results are released once a year, so the data shared in December hasn't changed.
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>	↑	↑	60% of students at or above provincial standard in Grade 6 math, well above the provincial average of 50%.* <b>Completed</b> * EQAO results are released once a year, so the data shared in December hasn't changed.
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>	↑	↑	69% of students at or above provincial standard in Grade 3 math and well above the provincial average of 61%.* * EQAO results are released once a year, so the data shared in December hasn't changed.
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>	↑	↑	70% of students at or above provincial standard in Grade 9 math, well above the provincial average of 54%.* <b>Completed</b> * EQAO results are released once a year, so the data shared in December hasn't changed.
16. The percentage of elementary schools visiting and engaging in learning at the STREAM Centres of Excellence will be maintained at <b>100%</b>	↑	↑	By the end of Term 1, 100% of elementary schools have visited and engaged in learning at the STREAM Centres of Excellence.  The Transitions training model delivered to secondary Administrators and Special Education Teachers. Updates with regard to the progress towards this goal have also been shared with the MOE in a report submitted in February, 2025.

SMART Goal	Prior Status	Current Status	Comment
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).	↑	↑	Over 90% completion rates in all areas of Experiential Learning
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>	→	→	In-services have taken place and resources shared.
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> .	→	→	In-services have taken place and resources shared
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.	↑	↑	In preparation for the formal launch of the 2025/26 YCDSB Transition Framework in support of students with special education learning needs, a broad range of transition resources continue to be developed. Once completed, these resources will be shared in May/June 2025, as part of



SMART Goal	Prior Status	Current Status	Comment
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.	↑	↑	As of 2024/25 school year all special education students are serviced by a Special Education teacher assigned to the school. Alternative Placement Teachers are no longer in place but we continue to support alternative learning in all of our schools.
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.	→	→	IEP reviews underway in all schools
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.	↑	→	OTPT team has had to redirect resources to in-person training of EW staff on each student who has a toileting care plan. Also using resources to train EW staff on use of Activity Rooms. In addition to consultation, OTPT has also accompanied students with mobility needs on field trips and/or school events to facilitate participation and inclusion. Resources also redirected to increased involvement in Health Care Plan consultations
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.	↑	↑	To date, 30 educators have participated in the training, with 50% of participants reporting that they have acquired at least one new evidence-based instructional strategy as a result. Based on participant feedback, the training has been updated to better address participants' needs. The team has a large training session planned for January, involving 150 staff members, and we are confident

			we will meet our goal
SMART Goal	Prior Status	Current Status	Comment
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	→	↑	33% of students with active BMS Plans currently have received a recommendation for a function-based learning objective. (36/109 = 33%).
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	→	↑	<p>The SAS Social-Emotional learning pilot was initiated in two schools for Term 1 and is currently in progress. Two to four additional schools will receive this pilot program in Term 2.</p> <p>Completed: <u>0</u> schools  Initiated: <u>2</u> schools  Upcoming: 2-4 additional schools</p>
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.	→	↑	We have almost met this goal. ASD itinerants continue to support students in FDK with appropriate evidence based strategies.

## 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 (6 Goals)

Reporting Period	Action Required	Monitor	On Target	Overall	Trend
<b>Current</b> (March 2025)	<b>0/6</b>	<b>3/6</b>	<b>3/6</b>	<b>On Target</b>	<b>↑</b>
<b>Previous</b> (Nov. 2024)	<b>1/6</b>	<b>2/6</b>	<b>3/6</b>	<b>On Target</b>	<b>↑</b>

SMART Goal	Prior Status	Current Status	Comment
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	<b>↓</b>	<b>→</b>	Approximately 80% of elementary schools have met this goal.
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.	<b>→</b>	<b>→</b>	2024-25 school year, collaboration with the Communications Department on staff communication and wellness initiatives.

SMART Goal	Prior Status	Current Status	
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.	↑	↑	Continued focused work on the priorities identified in the SWOT analysis with the Board's trend towards the mean- magnitude of absence benchmarking results as per the School Board's Cooperative Absence Study report
31. As of June 2025, <b>100%</b> of elementary and secondary schools will have a mental health ambassador.	↑	↑	95/103 schools Working with schools to recruit a staff member and/or supporting school directly.
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> .	↑	↑	514 educators have attended a mental health focused Professional Development session to date.
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.	→	→	This data comes from the climate survey and/or EQAO so not available for this year yet. 2024 data show: Gr 6- 64% Gr 9- 65% Gr 10- 63% This year's data will be available Sept 2025.

**YORK CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**REPORT NO. 2025:04**

**To: Regular Board Meeting**

**March 25, 2025**

A meeting of the Special Education Advisory Committee was held on **March 3, 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

**PRESENT:**

Committee Members:	N. Byrne*, A. Carter*, C. Chan*, A. Connolly*, A. Grella, M. Iafrate*, S. Leckey*, J. Man*, N. Welch*, J. Wigston, M. Xue*, Y. Zhou
Association Representatives:	J. Akleh*, E. DiFalco
Administration:	A.Cabraja*, L.Lausic*, J. Powers, E. Strano
Regrets:	D. Legris
Recording	C. Mong*
Guests:	L. Ianes, <i>Secondary Programs Consultant, YCDSB</i>

*\*Denotes Virtual attendance*

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

**2. CORRESPONDENCE: NIL**

**3. PRESENTATIONS/DISCUSSIONS/INFORMATION:**

- Bocce Tournament
- Student Services Monthly Update
- Dyslexia Canada – Impact of Cutting Reading Intervention

**4. ASSOCIATION REPORTS:**

- Autism ON: Celebrate the Spectrum, Report Card Project
- Community Living: E- Connector
- LDAYS: Upcoming programs and Workshops

**5. ITEMS FOR FUTURE AGENDA:**

- Special Education Plan
- Budget Presentation

**6. NEXT MEETING: April 7, 2025**

A. GRELLA, CHAIR, SEAC

**York Catholic District School Board**

**REPORT NO. 2025:01 of the  
JOINT BOARD CONSORTIUM  
PUBLIC SESSION**

**To: Regular Board Meeting**

**March 25, 2025**

A regular session of the Joint Board Consortium was held electronically on Wednesday, March 5, 2025 commencing at 4:00 p.m.

**PRESENT:**

YRDSB Committee Members:	M. Chen, R. Kolosowski and R. Lynn
YRDSB Other Trustees:	E. Cohen
YRDSB Administration:	B. Cober, N. Gunathunge, V. Maharaj, and K. Tallidis
YCDSB Committee Members:	E. Crowe, A. Grella and A. Saggese
YCDSB Other Trustees:	M. Iafrate
YCDSB Administration:	J. De Faveri, J. Sarna, G. De Girolamo, C. McNeil, and A. Iafrate
STSYR Staff:	N. Smith, K. Brown and M. Hannah
Other Guests:	A. Polisco, YCOT
Presiding:	YRDSB Board Chair R. Kolosowski
Recording Officer:	L. Toniutti
Regrets:	Trustee C. Cotton (YCDSB)

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

**2. BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING:**  
There was no business arising from the minutes of the May 8, 2024 meeting.

**3. PRESENTATION(S):** Nil

**4. DECISION ITEM(S):**  
1) Election of Joint Board Consortium Co-Chairs  
2) Approval of the Minutes – May 8, 2024 (Moved to Decision Items)  
3) 2025-2026 Proposed Meeting Schedule  
4) Student Transportation Services Operations Agreement

**5. DISCUSSION/INFORMATION ITEM(S):**

The Committee received information for the following:

- a) September 2025 Start-Up Report
- b) 2024-2025 Student Transportation Services of York Region (STSYR) Initiatives
- c) 2024-2025 School Vehicle Cancellation Procedure – *Not discussed at the meeting*
- d) Student Transportation Services Operations Agreement

**6. FUTURE ITEM(S):**

- a. 2024-2025 School Vehicle Cancellation Procedure

**ADJOURNMENT:** 4:35 p.m.

**Adjourned by common consent**

York Catholic District School Board

**REPORT NO. 2025:03 of the  
POLICY REVIEW COMMITTEE**

**To: Board of Trustees**

**March 25, 2025**

A hybrid session of the Policy Review Committee was held on March 18, 2025 starting at 6:30 p.m.

**PRESENT:**

<b>Committee Members:</b>	<b>In person:</b>	F. Alexander, A. Grella, A. Saggese, J. Wigston
	<b>Virtual:</b>	J. DiMeo (6:42pm)
	<b>Absent with Notice:</b>	M. Barbieri, C. Cotton
<b>Other Trustees:</b>		M. Iafrate
<b>Administration:</b>	<b>In Person:</b>	J. De Faveri, J. Sarna, A. Arcadi, M. Brosens, A. Burnell-Gentile, J. Chiutsi, G. De Girolamo, A. Iafrate, T. Laliberte, S. Morrow, J. Powers, L. Sawicky
	<b>Virtual:</b>	S. Wright
	<b>Absent with Notice:</b>	A. Battick, R. Antunes, K. Elgharbawy, C. McNeil, L. Paonessa
<b>Recording:</b>		A. McMahon
<b>Presiding:</b>		A. Saggese

**ACTION ITEMS:**

1. **THAT** the Board approve the following revised policy:  
Policy 106 Delegations to the Board  
Delegations to the Board Procedure
2. **THAT** the Board approve the following new policy:  
Policy 413 Attendance Support Program  
Attendance Support Program Procedure
3. **THAT** the Board approve the following revised policy:  
Policy 425 Workplace Harassment  
Workplace Harassment Procedure

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

**FUTURE ITEMS:**

Policy 101 Meta Policy: Management and Governance  
Policy 205 Student Government  
Policy 220 Graduation Exercises in Elementary and Secondary Schools  
Policy 304 Research and Surveys and Research and Surveys Procedure  
Policy 603A School Fundraising  
Policy 603B Fundraising for External Charitable Purposes  
Policy 616 Community Use of Schools and Community Use of Schools Procedure  
Policy 803 School Generated Funds and School Generated Funds Procedure

**Future meeting dates for Policy Review Committee:**

April 8, 2025, June 3, 2025

Adjournment – 7:57 p.m.

A. Saggese, Committee Chair



## YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> <b>Governance</b>	<i>Policy Number</i> <b>106</b>
<i>Former Policy #</i> <b>803</b>	<i>Page</i> <b>1 of 4</b>
<i>Original Approved Date</i>	<i>Subsequent Approval Dates</i>
<b>May 1969</b>	<b>May, 1988, June 22nd, 1999 January 2003, March 25, 2008 February 25, 2014, November 29, 2016 January 31, 2017, June 15, 2021 March 29, 2022, March 6, 2024</b>

### POLICY TITLE: DELEGATIONS TO THE BOARD

#### 1. PURPOSE

The Board recognizes that *all stakeholders* have a voice in the decision-making process of the Board and need to have their concerns heard. This policy is intended to provide the guidelines under which the above may occur. This policy is consistent with all applicable legislation, including the *Education Act*, The *Ontario Human Rights Code*, *Municipal Freedom of Information and Protection of Privacy Act* (MIFIPPA), and *Occupational Health and Safety Act* (OHSA).

#### 2. OBJECTIVE

The York Catholic District School Board values the input of the members of the community where they have a particular concern or interest. The purpose of this policy is to ensure that delegations to the Board enable members of the YCDSB community to provide input on items that may appear on Board Agendas and fall within the governance role of the Board of Trustees.

#### 3. PARAMETERS

In the interest of engaging our communities, the Board is committed to providing stakeholders with opportunities to provide input and/or feedback that supports or informs Board decision-making through delegations received at Regular, In Camera, Special Meetings of the Board or Committee Meetings. All delegations may be made in person or virtually.

- 3.1 Every effort will be made by the York Catholic District School Board to post meeting agendas on the YCDSB website three (3) business days prior to the Board meeting. An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda must ensure that the completed Admin. 29(a) form and all written (verbatim speech) and electronic materials/presentations are received by the Senior Coordinator to the Director of Education and Trustee Services by email **no later than noon** on the last business day before the Board meeting. Form Admin.29(a) is located in *YCDSB Procedure 106 Delegations to the Board*.

3.1.1 If a delegate submits a request on a topic that is not on the agenda, the delegate's request may be referred to a future Committee/Special/Regular Board meeting.

- 3.2 Upon receipt of a public request to make a delegation in accordance with 3.1, the Chair of the Board and the Director of Education will:
- i) Review the request and determine whether the delegation will be heard. (Presentations contrary to directives by the Ministry of Education, Ministry of Labour, Ministry of Health and our local and provincial Health Units will not be heard).
  - ii) Determine if an approved delegation request will be heard before the whole Board, in a private (In Camera) session of the Board, referred to a Committee of the Board, or referred to the Director of Education to determine appropriate action(s).
  - iii) Approve up to five (5) delegations for any Board meeting with priority given to requests related to an item on the agenda. Priority will be granted to delegation submissions based on their timestamp, giving precedence to those received earliest.
  - iv) Determine whether to refer a request for a delegation to a future meeting.
  - v) Provide members of the Board with a copy of the delegate(s) written (verbatim speech) and electronic materials/presentations, prior to the meeting.
- 3.3 A delegation may be made on a topic only once to the Board or a Committee of the Board within a 12-month period, unless the subject matter of the delegation has changed substantially since the prior delegation was made.
- 3.4 If the number of delegation requests is numerous and cannot be accommodated and/or the subject matter of the delegation request has already been heard at a previous meeting, then the Chair of the Board and the Director of Education will:
- i) Review all requests and give priority to those received first while also ensuring that all viewpoints are presented to the Board in a balanced manner.
  - ii) Determine whether or not the subject matter and viewpoint(s) of the delegation has already been heard and that no new content is being provided to the Board, and or a Committee of the Board.
  - iii) Prioritize delegations addressing matters coming to the Board/Committee for action and refer other delegations to a future agenda especially if the matter is not on the agenda and has not been previously heard by the Board/Committee.
  - iv) Discuss all requests and if it is determined that the subject matter and viewpoint have already been heard and/or there were too many delegations on a topic and/or the delegation was not referred to a future meeting, then the delegations that were not chosen to make a verbal presentation will be notified that copies of their written submission will be made available in the meeting room and recognized by the Chair and will be included in the meeting minutes as an Appendix.
- 3.5 ~~The local Trustee will be notified if a delegate registers to make a deputation on a subject matter that is Ward specific.~~ The local Trustee(s) will be notified if a delegate registers to make a delegation on a subject matter that is specific to their Trustee area.
- 3.6 Delegates shall be notified by email of their approved delegation 24 hours prior to the start of the Board or Committee meeting.
- 3.7 Where the matter brought before the Board or Committee requires a decision, the Board will conduct debate as necessary and notify the official spokesperson through written communication of the decision, or of the date of the meeting at which a decision is to be made.
- 3.8 A delegation request related to the development of a proposed policy or the revision of an existing policy must also complete and submit Appendix 4 (Rationale for the Development, Review or Revision of a Policy) of Policy 101: Meta Policy: Policy Management and Governance along with Form Admin. 29(a) to the *Senior Coordinator to*

*the Director of Education and Trustee Services as outlined in parameter 3.1. Forms are located in YCDSB Procedure 106 Delegations to the Board.*

- 3.9 A delegation request related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: Pupil Accommodation Review of Schools and the procedures that are an addendum to this policy.
- 3.10 All delegates wishing to present at the York Catholic District School Board must be a parent/guardian of a student enrolled in a YCDSB school and/or a resident of York Region.
- 3.11 Up to two (2) individuals may serve as a spokesperson for any delegation and no other person shall address the Board except by request of a Trustee and permission of the Chair.
- 3.12 All delegates must consent to being live-streamed during the meeting.
- ~~3.13 No one may display signs or placards, applaud, or debate those who are making deputations or engage in other conversations or other behaviours that may disrupt the meeting.~~  
No one may display signs or placards, banners, flags, defamatory clothing, engage in applause, or debate those who are making delegations or engage in other conversations or other behaviours that may disrupt the meeting.

#### 4. RESPONSIBILITIES

##### 4.1 Board of Trustees

- 4.1.1 To listen attentively and consider the concerns, opinions, and perspectives of community members regarding Board/Committee agenda items.
- 4.1.2 To ensure a respectful and collaborative environment where diverse voices are valued in the decision-making process.
- 4.1.3 To refrain from engaging in debate with delegates, recognizing their role is to absorb and consider insights presented.

##### 4.2 Director of Education

- 4.2.1 To oversee compliance with the Delegations to the Board policy.

##### 4.3 Administrator to the Director and Trustee Services

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

##### 4.4 Delegates

- 4.4.1 To present concerns in a positive and constructive manner.
- 4.4.2 To maintain a level of decorum which will allow meetings to proceed effectively.
- 4.4.3 To refrain from the use of abusive or derogatory language.
- 4.4.4 To refrain from making negative or derogatory personal references.
- 4.4.5 To refrain from asking questions or engaging in cross-debate with other delegates, staff, or Trustees of the Board.

#### 5. DEFINITIONS

##### 5.1 Delegation

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

## 5.2 Petition

A formal request presented to an Official of the Board pertaining to a defined issue and/or concern. Such requests will be presented in the form of a document containing original written or electronic signatures, valid email addresses which may only be associated with one signatory, resident addresses, telephone numbers and postal codes. Incomplete petitions shall not be accepted and will not be presented.

## 6. CROSS REFERENCES

[Education Act](#)

[Human Rights Code](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Occupational Health & Safety Act \(OHSA\)](#)

YCDSB Procedure 106 Delegations to the Board

YCDSB [Policy 101 Meta Policy: Policy Management and Governance](#)

YCDSB [Policy 713 Pupil Accommodation Review of Schools](#)

Approval by Board

March 6, 2024

*Date*

Effective Date

March 7, 2024

*Date*

Revision Date(s)

March 6, 2024

*Date*

Review Date

March 2028

*Date*



## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

### **PROCEDURE: DELEGATIONS TO THE BOARD**

**Addendum to: Policy 106 Delegations to the Board**

**Effective: March 7<sup>th</sup>, 2024  
Revised: March 6<sup>th</sup> 2024**

## 1. PUBLIC DELEGATIONS

- 1.1 Following approval to hear the delegation, before the full Board or a Committee of the Board, the five (5) delegates selected shall be notified by email and shall be apprised of the expectations for the delegation.
- 1.2 ~~The length of time allotted for a delegate speaking to the Board of Trustee or a Committee of the Board will be up to a maximum of three (3) minutes.~~ Delegates must stay within the allotted five (5) minute time limit. Their delegation will be cut off once the time limit is reached, whether they are present in the boardroom or online. No exceptions will be granted.
- 1.3 Up to two (2) individuals may serve as spokespersons for any delegation and no other members of the delegation shall address the Board, except by the request/permission of the Chair. The number of spokespersons will not change the maximum delegation allotment of five (5) ~~three (3)~~ minutes.
- 1.4 In an effort to conduct efficient Board/Committee meetings, once approved delegations have been heard, Trustees may ask questions for clarification purposes only. There will be no engagement or debate between the Board of Trustees, Board staff and the official spokesperson of the delegation.
- 1.5 ~~A Trustee may ask up to two (2) clarifying questions of the delegate. for a maximum of 3-5 minutes, which includes the delegate's response.~~ The Chair reserves the right to limit the length of the responses.
- 1.6 All delegation presentations must consent to being livestreamed during the meeting.
- 1.7 Virtual accommodations shall be provided to delegates upon request.
- 1.8 Delegates shall present concerns in a constructive manner and maintain a level of decorum which will allow meetings to proceed effectively. Delegates are not permitted to make negative or derogatory statements.
- ~~1.9 Delegations should not include any person's name(s). If names are used, the delegation will be terminated immediately.~~
- 1.9 During a ~~delegation~~ ~~deputation~~, should the delegate use offensive language or the name/title/ position of any person in a negative, critical or derogatory manner, directly or indirectly, the Chair of the meeting shall advise the delegate to refrain from using pejorative language. Should it continue, the Chair has the authority to ~~shall~~ terminate the delegate's presentation.
- 1.10 ~~Any sitting Trustee may call a point of order during a delegate's presentation. The time taken to address the point of order will be deducted from the delegate's allotted three (3) minutes. No additional time will be added.~~ The Chair will rule on its validity; if valid, the delegation ends; if not, the delegate continues. This does not reduce the delegate's allotted speaking time.
- 1.11 In accordance with *Board Policy 106: Delegations to the Board Section 3.5*, written delegations shall be copied by the *Senior Coordinator to the Director of Education and Trustee Services* on color paper and placed on a table in the meeting room.



- 1.12 A letter of acknowledgement will be sent to each delegate, confirming the conclusion of the delegation process.
- 1.13 Violations of *Policy and Procedure 106 Delegations to the Board* will not be tolerated and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all YCDSB properties, or being subject to criminal charges depending on the nature of the conduct.

## 2. PRESENTATION OF A PETITION

- 2.1 An individual or group wishing to present a petition as part of their delegation to the Board must ensure that a copy of the petition is received by the *Senior Coordinator to the Director of Education and Trustee Services* by email **no later than noon** on the last business day before the Board meeting.
- 2.2 Paper petitions shall contain original signatures only, written directly on the face of the petition, along with printed names, addresses, postal codes and email addresses.
- 2.3 Electronic petitions will require a name, valid email address which may only be associated with one signatory, resident address, telephone number and postal code.
- 2.4 For certification, the threshold for valid signatures is 25 for paper petitions and 500 for electronic petitions. To be valid, the signature must be that of a resident of York Region. There is no minimum age requirement for anyone signing a petition, and one person cannot sign for a group.
- 2.5 An individual or delegation wishing to present a petition to the Board related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at a Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools*.
- 2.6 If a Trustee receives a petition from their community, they must ensure that it complies with the petition guidelines outlined in section 2.2 to 2.5 of this procedure, before presenting it at a Board meeting during approval of the agenda.

## 3. DELEGATIONS RELATED TO A PUPIL ACCOMMODATION REVIEW OF SCHOOLS

- 3.1 All public delegations related to a specific Pupil Accommodation Review shall only be received by the Board of Trustees at the Special Meeting of the Board in accordance with Board Policy 713: *Pupil Accommodation Review of Schools* and this policy.
- 3.2 Members of the public will be given the opportunity to provide feedback on a *Final Staff Report with Community Consultation (Report 2)* through public delegations to the Board of Trustees at a Special Meeting of the Board no later than ten (10) business days after a *Final Staff Report with Community Consultation (Report 2)* is publicly posted.
- 3.3 The Special Meeting of the Board to receive public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be announced and advertised publicly by the Board through a range of communication methods and shall be posted on the Board's website.

- 3.4 In accordance with Ministry Guidelines and in alignment with Board Policy 713: Pupil Accommodation Review of Schools, there is no limit to the number of delegations approved for presentation at the Special Meeting of the Board as it is designated solely to receiving input to a Final Staff Report with Community Consultation (Report 2). There may be occasions where the number of delegation requests received exceeds the time allotment of the Special Meeting of the Board. If this occurs a date and time for the Board to reconvene the Special Meeting of the Board will be confirmed by the Chair of the Board and communicated to community stakeholders.
- 3.5 An individual or delegation wishing to give input to the Board related to a *Final Staff Report with Community Consultation (Report 2)* may notify the *Senior Coordinator to the Director of Education and Trustee Services* at any time prior to the start of the Special Meeting of the Board or notify designated personnel at any time during the Special Meeting of the Board. A copy of Admin 29(c) for completion will be distributed to the individual or delegation.
- 3.6 One person shall serve as spokesperson for a group. Additional written material in support of the presentation may be provided to Trustees at the meeting, but shall be provided to the *Senior Coordinator to the Director of Education and Trustee Services* for inclusion in the *Final Staff Report with Public Delegations Addendum (Report 3)*.
- 3.7 Each presentation of input shall be limited to a maximum of five (5) minutes.
- 3.8 Feedback received through the presentation of public delegations related to a *Final Staff Report with Community Consultation (Report 2)* shall be included in the *Final Staff Report with Public Delegations Addendum (Report 3)*.

#### **4. APPENDICES**

[Admin29\(a\)](#) Public Request for Delegations and Petitions

[Admin 29\(c\)](#) Public Request for Delegations Related to a Pupil Accommodation Review

[Admin 20 - Policy 101 - Appendix 4 Form](#) Rationale for the Development, Review or Revision of a Policy





## YORKCATHOLIC DISTRICT SCHOOL BOARD

R	
Board Form	Board Form No.
Governance	Admin 29A - 106
Classification	Retention
GOV 11	P
Approved Date	Revision Date
March 2022	March 2024

### PUBLIC REQUEST FOR DELEGATIONS AND PETITIONS

Please read Policy and Procedure 106 *Delegations to the Board* prior to filling out this form.

Each individual/group is allowed a maximum of 5 minutes to give a delegation.

#### 1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Residential Address:			
Contact Number:		Email Address:	
Name of group being represented (if applicable):			
Name of school (if applicable):			
Are you a York Catholic District School Board employee?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is this request related to a motion and/or decision of the Board?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Agenda Topic:			
Are you a parent/guardian of a student enrolled in a YCDSB school?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Are you a resident of York Region?		Yes <input type="checkbox"/> No <input type="checkbox"/>	

#### 2) SPOKESPERSON(S)-Not to exceed 2 people

Name:			
Residential Address:			
Contact Number:		Email Address:	

Name:			
Residential Address:			
Contact Number:		Email Address:	

**3) SPECIFIC STATEMENT OF ISSUE (Max 50 words):**

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**SUMMARY OF KEY PRESENTATION POINTS:**

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**4) IF APPLICABLE, YOUR KEY RECOMMENDATIONS/SUGGESTIONS TO ADDRESS THE PROBLEM/ISSUE (Max 50 words):**

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**5) SUBMIT ATTACHMENTS**

**Please Note:**

An individual or group wishing to make a delegation to the Board regarding an item that appears on the agenda must ensure that the completed Admin. 29(a) form and all written (verbatim speech) and electronic materials/presentations are received by the Senior Coordinator to the Director of Education and Trustee Services by email at [board.delegations@ycdsb.ca](mailto:board.delegations@ycdsb.ca) **no later than noon** on the last business day before the Board meeting.

An individual or group wishing to present a petition as part of their delegation to the Board must ensure that a copy of the petition is received by the Senior Coordinator to the Director of Education and Trustee Services by email at [board.delegations@ycdsb.ca](mailto:board.delegations@ycdsb.ca) **no later than noon** on the last business day before the Board meeting.

Form prepared by: \_\_\_\_\_

Date: \_\_\_\_\_

I am aware that my delegation presentation will be livestreamed during the Board Meeting.

Signature: \_\_\_\_\_

## **EQUIPMENT REQUIREMENTS**

If your presentation is in an electronic format (PowerPoint, Slides, Audio, Video) the information you provide will help us support you during the presentation. Please email a copy of the electronic presentation **no later than noon** on the last business day prior to the scheduled Board or Committee meeting. Email Presentation to [board.delegations@ycdsb.ca](mailto:board.delegations@ycdsb.ca)

**Please specify technology requirements needed:**

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

Other: \_\_\_\_\_

## **ACCOMODATIONS**

The York Catholic District School Board (YCDSB) is committed to fostering an inclusive and accessible delegation process in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* and *Integrated Accessibility Standards Regulation (IASR)*. The Board will make every reasonable effort to ensure that individuals of all abilities can fully participate in delegation presentations.

To support equitable access, the Board will provide accommodations upon request. Individuals requiring accommodations or seeking information regarding physical accessibility are encouraged to contact the Senior Coordinator to the Director of Education and Trustee Services at [board.delegations@ycdsb.ca](mailto:board.delegations@ycdsb.ca) no later than noon on the last business day before the scheduled Board meeting.

YCDSB remains dedicated to upholding accessibility standards and ensuring that all voices within the community are heard and respected in the decision-making process.

## **DELEGATE RESPONSIBILITIES**

**As a delegate presenting to the Board, I acknowledge and agree to the following responsibilities:**

- ☐ To present concerns in a positive and constructive manner.
- ☐ To maintain a level of decorum which will allow meetings to proceed effectively.
- ☐ To refrain from the use of abusive or derogatory language.
- ☐ To refrain from making negative or derogatory personal references.
- ☐ To refrain from asking questions or engaging in cross-debate with other delegates, staff, or Trustees of the Board.



## YORKCATHOLIC DISTRICT SCHOOL BOARD

R	
Board Form	Board Form No.
Governance	Admin 29C - 106
Classification	Retention
GOV 11	P
Approved Date	Revision Date
February 2017	March 2024



### PUBLIC REQUEST FOR A DELEGATION RELATED TO A PUPIL ACCOMMODATION REVIEW

**Please Note:**

Each individual/group is allowed a maximum of 5 minutes to present input related to a Pupil Accommodation Review.

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

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

#### 1) INDIVIDUAL MAKING THE REQUEST:

Name:			
Address:			
Contact Number:		Email Address:	
Name of school (if applicable):			
Identify the applicable geographical area being addressed (insert geographical area):			

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

Name:	
Address:	

Contact Number:		Email Address:	
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**3) SPECIFIC STATEMENT OF ISSUE:**

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**4) SUMMARY OF KEY PRESENTATION POINTS:**

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

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Form prepared by: \_\_\_\_\_

Date: \_\_\_\_\_



## YORK CATHOLIC DISTRICT SCHOOL BOARD

R	
Board Form	Board Form No.
Governance	Admin20 - 101
Classification	Retention
GOV 09	P
Approved Date	Revision Date
May 2021	March 2024

### Rationale for the Development, Review or Revision of a Policy

NAME:

INDICATE ONE OF THE FOLLOWING:

STAFF ☐

STAKEHOLDER ☐

THE PURPOSE OF THE PROPOSED OR REVISED POLICY/PROCEDURE:

THE OBJECTIVE OF THE PROPOSED OR REVISED POLICY/PROCEDURE – INDICATE HOW THE PROPOSED OR REVISED POLICY WOULD SUPPORT THE BOARD'S MISSION, VISION AND ENHANCE STUDENT/STAFF ACHIEVEMENT AND WELL BEING:

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

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

WHAT WILL BE NEEDED FOR IMPLEMENTATION, EVALUATION, REVIEW PROCESSES?

WHO WILL ORGANIZE ONGOING MONITORING OF THE NEW POLICY AND HOW WILL IT BE EVALUATED?

**WHAT ARE THE IMPLICATIONS ASSOCIATED WITH THE PROPOSED OR REVISED POLICY (i.e., Financial, Human Resources, Awareness, Other)?**

**WHAT ARE THE PROPOSED TIMELINES FOR IMPLEMENTATION?**

**ADDITIONAL COMMENTS:**

**SIGNATURE OF REQUESTOR:**

**DATE:**

**Please Note:**

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

Stakeholders are to submit this completed Form along with the Delegation to Board Form as per the procedures outlined in Policy 106 *Delegations to the Board*.



## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b>	<i>Policy Number</i> <b>413</b>
<i>Former Policy #</i>	<i>Page</i> <b>1 of 5</b>
<i>Original Approved Date</i> <b>December 4, 2012</b>	<i>Subsequent Approval Dates</i> <b>January 30, 2016 May 31, 2022 October 30, 2023</b>

**POLICY TITLE: ATTENDANCE SUPPORT PROGRAM**

### SECTION A

#### 1. PURPOSE

In keeping with the Board's Mission, Vision, Core Values, and Strategic Commitments, the purpose of the Attendance Support Program is to provide a comprehensive and positive approach to assist Board employees in the maintenance of regular and consistent attendance at work. The program integrates three supportive practices: disability support, attendance support and wellness.

#### 2. OBJECTIVE

The York Catholic District School Board is committed to promoting and maintaining a healthy workplace. The Board believes that individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to the administration of their duties and responsibilities. The Attendance Support Program combines preventions and interventions to achieve the goals of personal and workplace wellness.

#### 3. PARAMETERS

##### 3.1 Promotion

Individual and organizational health are important factors that affect the ability of all employees to attend work and to contribute fully to the Board's Mission, Vision and Core Values and Strategic Commitments. The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health of Board employees and our organization.

##### 3.2 Reporting Absences

All employees are expected to make every reasonable effort to attend work as scheduled. Reporting absence procedures will apply to all York Catholic District School Board employees. It is the responsibility of each employee to enter her/his own absence correctly at the time of the absence when possible.



### 3.3 **Managing Attendance**

The intent of Attendance Support is to provide supportive assistance to employees who exceed the York Catholic District School Board's established sporadic absence threshold due to non-occupational illness and/or additional medical appointments. Should a disability be identified that requires support or accommodation at any time, the York Catholic District School Board will support the employee's transition into the Disability Support program.

### 3.4 **Managing Culpable Absenteeism**

Employees with culpable absences will be subject to the Board's progressive discipline policy and procedures.

### 3.5 **Disability Support**

Is a partnership among employees, supervisors, administrators, unions and health care providers that supports employees to attend work as scheduled. The Attendance Support Program fosters the understanding of early intervention and support as a best practice to reduce the incidence(s) and duration of an employee's absences.

### 3.6 **Training and Communicating**

Recurrent training will be provided to Principals/Managers/Supervisors to support the awareness and understanding of the program as requested or deemed necessary. Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program.

### 3.7 **Employee and Family Assistance Program (EFAP)**

The Board offers an Employee and Family Assistance Program (EFAP), which includes free confidential counselling services and resources to support the maintenance of optimal health and address life/health issues.

### 3.8 **Wellness**

The YCDSB Employee Wellness Program will:

3.8.1 Create awareness about relevant health matters;

3.8.2 Make it simple to access tools and programs that support wellness interests and goals; and,

3.8.3 Foster a caring and supportive culture, where employees are encouraged to "be their best".

### 3.9 **Confidentiality**

The personal and/or medical information exchanged between the employee and the Board, or with employees' treating practitioner(s) and the Board will be kept strictly confidential. All such information will be documented and stored electronically in the Board's Parklane System with access restricted to the staff members in Employee Health and Safety Services.

## 4. **RESPONSIBILITIES**

### 4.1 **Director of Education**

4.1.1 To promote this policy as a joint responsibility of all Board stakeholders partners.

4.1.2 To oversee compliance with the Attendance Support Program policy and procedures.

#### **4.2 ~~Attendance Support Advisory Committee (ASAC)~~ Absenteeism Task Force (ATF) Committee**

~~4.2.1 Committee will To meet annually to provide recommendations, advice and information to the Board pertaining to the Attendance Support Program policy and procedures. The ASAC ATF Committee is comprised of representatives of all Board stakeholders including the Superintendent of Human Resources in the role as Committee Chair, Superintendents of Elementary and Secondary Schools, Principals/Managers/Supervisors and Employee Labour Groups.~~

4.2.1 To meet annually with the entire committee, which is comprised of representatives of all Board partners including the Superintendent of Human Resources in the role as Committee Chair, Superintendents of Elementary and Secondary Schools, Principals/Managers/Supervisors and Employee Labour Groups.

4.2.2 To meet monthly with the working group to discuss absenteeism and strategic priorities. The ATF provides recommendations, advice, and information, and reports on the efficiency of the Attendance Support Program to the Board.

#### **4.3 Superintendent of Human Resources**

4.3.1 To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.

4.3.2 To ensure the appropriate and consistent administration and monitoring of the Attendance Support Program for appropriate and consistent implementation.

4.3.3 To report regularly to the Board on the effectiveness of the Attendance Support Program.

4.3.4 To report to the Board, regularly at each of the Human Resources Committee meetings, the financial impact of the aAttendance sSupport pProgram.

4.3.5 To lead Stage 3 and 4 Meetings of the Attendance Support Program.

#### **4.4 Manager of Employee Health and Wellness**

4.4.1 To develop and update the Board's Attendance Support policy and procedures while adhering to the York Catholic District School Board's mission and vision.

4.4.2 To support the implementation and maintenance of the Attendance Support Program by monitoring program effectiveness and reporting to the Superintendent of Human Resources.

4.4.3 To oversee all Attendance Support Program activities as determined by the Superintendent of Human Resources.

4.4.4 To support and serve as a resource for Direct Supervisors/Managers in addressing attendance support issues.

#### **4.5 Attendance Support Specialist**

4.5.1 To communicate attendance expectations and the established absence threshold to all employees and their unions through an annual review of the Attendance Support Program.

4.5.2 To review absence reports of employees and initiate the attendance support process when an employee has exceeded the absence threshold as outlined in the procedure, an addendum to this policy.

4.5.3 To identify absenteeism trends or patterns, including but not limited to:

4.5.3.1 Frequent absences of short duration.

4.5.3.2 Absenteeism in excess of the absence threshold.

4.5.3.3 Absences due to doctor appointments or scheduled treatment.

4.5.3.4 A pattern of repeated 46 days of absence taken in proximity to weekends/P.A. Days and Statutory or Board holidays.

- 4.5.4 To address all absenteeism issues using discretion.
- 4.5.5 To support employees and act as a resource.
- 4.5.6 To advise employees of available resources i.e. Employee and Family Assistance program (EFAP).
- 4.5.7 To participate in all meetings as outlined in this procedure and provide guidance to support and promote improved attendance for each employee involved in the process.
- 4.5.8 To provide ongoing positive reinforcement to those working towards their attendance goals.
- 4.5.9 To support Principals/Managers/Supervisors in relevant program application.

#### **4.6 Disability Support Coordinator**

- 4.6.1 To review and determine if cases referred from the Attendance Support Program require support under the Disability Support Program.
- 4.6.2 To offer employees disability support resources to support and promote regular attendance.
- 4.6.3 To offer and facilitate when medically indicated and documented, workplace accommodations to support regular attendance.
- 4.6.4 To consult and collaborate with the Attendance Support Specialist where appropriate a plan to support an employee to achieve attendance goals.

#### **4.7 Principals/Managers/Supervisors**

- 4.7.1 To participate in all meetings as outlined in the procedures, an addendum to this policy.
- 4.7.2 To support **and engage with** employees in the Attendance Support Program.
- 4.7.3 To ensure the daily maintenance of accurate, up-to-date records regarding employees' absences as designated by Human Resources.
- 4.7.4 To support and engage with employees to achieve their attendance goals.

#### **4.8 Employee**

- 4.8.1 To maintain regular and consistent attendance. If necessary, to request accommodations in order to maintain regular and consistent attendance.
- 4.8.2 To participate actively in all stages of the Attendance Support process, which may include medical documentation (as per Collective Agreements) to describe the nature of the illness/injury and relevant restrictions/limitations to support an absence.
- 4.8.3 To forward all relevant medical documentation to the Board's Employee Health and Wellness Services.
- 4.8.4 To enter her/his own absence correctly at the time of the absence when possible.

### **5. DEFINITIONS**

#### **5.1 Absenteeism**

##### **5.1.1 Non-Culpable (Innocent) or conventional absenteeism**

Relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. The employee is supported through the Attendance Support Program or the Disability Support Program.

##### **5.1.2 Culpable Absenteeism**

Relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness or leaving early and abuse of leave including the use of sick days for reasons unrelated to personal illness are examples of culpable absences. These absences are not addressed by the Attendance Support program. Employees with culpable absences are subject to progressive discipline, in accordance with the Board's progressive discipline policy and procedures. <sup>4</sup>

## 5.2 Disability

A physical or mental condition that limits a person's movements, senses or activities as defined by the Accessibility for Ontarians with Disabilities Act (AODA).

## 5.3 Wellness

A state of complete physical, mental and social well-being.

## 6. CROSS REFERENCES

### Legislation

[Employment Standards Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Workplace Safety and Insurance Act](#)

[Policy/Program Memorandum 171 Attendance Support Programs \(ASP\)](#)

### YCDSB Policies

YCDSB Policy 112 [Privacy and Freedom of Information](#)

YCDSB Policy 412 [Progressive Discipline of Employees](#)

YCDSB Procedure 413 [Attendance Support Program](#)

Approval by Board

October 30, 2023

Date

Effective Date

October 31, 2023

Date

Revision Date

October 30, 2023

Date

Review Date

October 2027

Date



York Catholic District School Board

**~~PROCESS~~ PROCEDURE:  
ATTENDANCE SUPPORT PROGRAM**

**Addendum to Policy 413: Attendance Support Program**

**Effective: October, 2023**

## PURPOSE

York Catholic District School Board (YCDSB) is committed to fostering a healthy workplace environment where employees feel safe, supported and encouraged to be at their best. The Board believes that individual and organizational health are important factors affecting the ability of all employees to attend work and to contribute fully to the administration of their duties and responsibilities.

Employee health and well-being supports a learning environment that is conducive to supporting student achievement. When employees live well, their colleagues and the students under our care benefit. Employee Wellness is supported by the YCDSB Employee Wellness Program which will:

- Create awareness about relevant health matters;
- Make it simple to access tools and programs that support wellness interests and goals; and,
- Foster a caring and supportive culture, where employees are encouraged to be their best

The Attendance Support Program (ASP) combines preventions and interventions to achieve the goals of personal and workplace wellness. The program provides supportive assistance to employees who exceed the York Catholic District School Board's established absence threshold for sporadic absences due to Code 01: Personal Illness and Code 30: Additional Medical Appointment.

The program aims to understand the reasons for absenteeism, provide timely support and encourage regular attendance and proactive use of preventative measures. The intent of the program is for employees to feel supported and engaged in an effort to attend work regularly and contribute to the Board's priorities, including student learning and achievement.

The following procedure is applicable to all full-time, part-time, temporary and casual employees at YCDSB. The program is non-disciplinary and is administered in an equitable, fair and transparent manner. When an employee's sporadic absences due to illness and/or additional medical appointments exceed the established absence threshold the following procedures apply.

## 1. TYPES OF ABSENCES

- 1.1. **Non-Culpable, innocent or conventional absenteeism** relates to absences as a result of illness or injury that arise due to circumstances beyond the employee's control. The employee is supported through the Attendance Support Program or the Disability Support Program.
- 1.2. **Culpable absenteeism** relates to those absences for which employees can be held accountable. Failure to attend work without notifying the employer, lateness for work or leaving early and inappropriate use of leave including the use of sick days for reasons unrelated to personal illness are examples of culpable absences. These absences are not dealt with through the Attendance Support Program. Employees with culpable absences are subject to the Board's progressive discipline policy and procedures.
- 1.3. **Sporadic Absences** are absences that are less than (5) five consecutive days in length.
- 1.4. Non-occupational absences due to personal illness and/or injury that are (5) five or more consecutive days in length are supported through the Disability Support Program.
- 1.5. Absences that may be considered within the Attendance Support Program:

### ABSENCES MAY INCLUDE

#### Innocent (Non-culpable)

- Code 01 - Personal illness / injury absences that are less than (5) five consecutive days in length and where those absences are not managed within the Board's Disability Support program.
- Code 30 - Additional Medical Appointments

### ABSENCES NOT INCLUDED

- Culpable absenteeism
- Family medical leaves as defined by the Employment Standards Act
- Pre-approved prolonged leaves of absence
- Bereavement leave
- Jury or subpoena leave
- Pregnancy/parental leave
- Union business leave
- Examinations and convocations
- Code 9: Quarantine & Code 117: COVID-19 absences
- Observance of recognized religious holy days
- Inclement Weather Day
- Suspensions
- Approved Long Term Disability absences
- Approved WSIB Absences
- Pending WSIB Approval
- Paid or Unpaid Personal leaves (including paternity and adoption leaves)
- Emergency leaves under the Employment Standards Act not due to personal illness/injury
- Vacation, Personal or Family Assistance absences
- Code 01: Personal Illness absences that are (5) five or more consecutive days in length



- 2.1 The Attendance Support program addresses non-culpable, innocent absenteeism in a supportive manner. The intent is to understand the reasons for absenteeism, discuss the impact of absences, provide timely support and encourage regular attendance and proactive use of preventative measures.
- 2.2 **Absence Threshold** – is the established number of absences per school year that may initiate entry into the Attendance Support Program. The absence threshold is used as a mechanism to initiate non-disciplinary and supportive intervention.
- 2.2.1 The absence threshold will be reviewed periodically by the Board. Employees and their union shall be notified of threshold changes.
- 2.2.2 Absence threshold is based on the number of months worked by an employee in a year.
- 2.3 **Important:** Should a medically supported disability or relevant medical information be identified that requires support or accommodation at any time during the Attendance Support Program, the York Catholic District School Board shall review and where required, support the employee's transition into the Disability Support Program. Disability Support will refer the employee back to the Attendance Support Program if/when appropriate. Sporadic absences may continue to be considered within the Attendance Support Program.
- 2.4 All employees are supported and individual circumstances are reviewed on a case-by-case basis.
- 2.5 The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.
- 2.6 Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance. Unions will be copied on exit emails after an employee exits the program at Stage 2,3 or 4 of the Attendance Support Program.
- 2.7 The Attendance Support Program includes 4 distinct stages: Stage 1, 2, 3, and 4.
- 2.8 **STAGE 1**  
The employee shall enter Stage 1 as ~~he/she has~~ **they have** exceeded the absence threshold, unless the employee is already in the program.
- Stage 1 consists of an email to the employee from the Attendance Support Specialist that will include the following information:
- a) Attendance Support Policy and Procedure;
  - b) Assistance and supports available to the employee, including the Employee and Family Assistance Program (EFAP);
  - c) Concern about employee's absence history;
  - d) Importance of regular attendance;
  - e) ~~Meeting with their supervisor / manager / principal; and~~ **An optional Google Form which allows employees to:**
    - ~~Report any absence coding errors;~~
    - ~~Identify any barriers preventing regular attendance at work;~~
    - ~~Review the Attendance Support Policy and Procedures.~~
- ~~Responses remain confidential between the employee and the Attendance Support Specialist. Employees may choose to share responses with their Union representative.~~



- f) Sporadic absence goal over the next 12 consecutive months from the date of the email, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal.
- g) The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

The Supervisor / Manager / Principal will be copied on the email to the employee. and will schedule a timely Stage 1 meeting with the employee to:

- a) Identify concern about the employee's absences and offer support;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss with the employee about any barriers that may be preventing them from regularly attending work and review options for support.
- e) If the employee reports a medical issue, the employee will be referred to the Disability Support Program; and
- f) Affirm employee's responsibilities in the process.

Following the meeting, the supervisor / manager / principal will send a completed meeting checklist to the employee and Attendance Support Specialist. If required, the Attendance Support Specialist will provide the employee with a referral to the Disability Support Program.

### 2.8.1 Stage 1 - Coaching

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include ~~his/her~~ **their** union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

## 2.9

### STAGE 2

The employee may enter Stage 2 as ~~he/she has~~ **they have** been unable to meet the attendance goals established in Stage 1. The Board may apply discretion due to personal extenuating circumstances of the employee.

Stage 2 begins with an invitation to a meeting led by the Attendance Support Specialist and attended by the employee, Principal/ Manager/ Supervisor and union representative. The meeting will:

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Ensure that the employee is using proper absence coding;
- d) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- e) If the employee reports a medical issue, the employee will be referred to the

- Disability Support Program;
- f) Identify the sporadic absence goal over the next 12 consecutive months from the date of the meeting, as based on the established absence threshold. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- g) Affirm employee's responsibilities in the process; and
- h) The employee shall be advised the lack of improved attendance may progress the employee to Stage 3 and may require review of employment status up to and including termination for innocent absenteeism.

Following the meeting, the Attendance Support Specialist will send an email to the employee outlining the agreed upon goal discussed at the meeting or provide a referral to the Disability Support Team.

#### 2.9.1 Stage 2 - Coaching

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include ~~his/her~~ **their** union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

#### 2.10 STAGE 3

The employee may enter Stage 3 as they ~~has~~ **have** been unable to meet the attendance goals established in Stage 2.

Stage 3 begins with an invitation to a meeting led by the Superintendent of Human Resources and attended by the employee, Principal/Manager/Supervisor, Attendance Support Specialist and union/association representative to:

- a) Identify concern about the employee's continued absences and offer support and information about the program and available resources;
- b) Review the employee's absence history, having discretion and regard for the personal extenuating circumstances of the employee;
- c) Inquire, listen, discuss any barriers that may be preventing regular attendance and review options for support;
- d) If the employee reports a medical issue, the employee will be referred to the Disability Support Program;
- e) Determine the sporadic absence goal over the next 12 consecutive months from the date of the meeting. The employee's absences will be monitored during this period of time within the coaching process. The employee may transition to the next stage of the program at any time based on their inability to meet the established goal;
- f) Affirm employee's responsibilities in the process;
- g) The employee shall be advised that the continued lack of improved attendance may progress to Stage 4 and may require review of employment status up to and including termination for innocent absenteeism; and

- h) If the employee reports a medical issue, the employee will be referred to the Disability Support Program.

**2.10.1 Stage 3 - Coaching**

The Attendance Support Specialist shall contact the employee every 3 months up to a maximum of 12 months or at an appropriate interval based on the employee's unique circumstances to review the attendance goal and offer support which may include referral to the Disability Support Program. **The Supervisor / Manager / Principal will be copied on these communications.**

The employee may transition to the next stage of the program at any time if they are unable to meet the established goal.

Employees who do not exceed the absence threshold in a 12-month review period shall exit from the program and will receive an email confirming improved attendance.

The employee shall be advised of their right to union representation. The employee, at their request, may include their union/association representative in the attendance support process. The representative may attend any meetings that occur to discuss or review the employee's attendance.

**2.11 STAGE 4**

The employee may enter Stage 4 as they **has have** been unable to meet the attendance goals established in Stage 3. Stage 4 consists of a meeting led by the Superintendent of Human Resources and attended by the Employee, Principal/Manager/Supervisor, Attendance Support Specialist and the union/association representative. If the employee reports a medical issue, the employee will be referred to the Disability Support Program. The meeting shall include a comprehensive review of the employee's attendance history and the employee will be asked for an explanation of their absences and actions they have taken to improve attendance.

The Board will make every reasonable effort to support and assist the employee and may determine that further coaching and/or a repeat of the prior stage is required.

The Board shall determine that:

- It has fulfilled its obligations under the applicable collective agreement and/or policies and procedures, the Workplace Safety and Insurance Act, Ontario Human Rights Code, and any other applicable legislation; and
- The employee's absenteeism has repeatedly exceeded the absence threshold and there is no likelihood that the employee shall be able to attend work regularly in the foreseeable future; the employee shall be advised that employment may be terminated for non-disciplinary reasons (frustration of contract due to innocent absenteeism).

**3. COMMUNICATION**

- 3.1 Board-wide communication shall be disseminated to all employees and their union/association representatives, including but not limited to, system memos and information brochures outlining the Attendance Support Program. Results from the implementation of the Attendance Support Program shall be reported to the Board annually.

#### 4. TRAINING

- 4.1 Knowledge and awareness of the program shall be shared with the Trustees at Board committee meetings.
- 4.2 Recurrent training shall be provided to all Principal/Managers/Supervisors. ~~through a 3<sup>rd</sup> party service provider.~~

#### 5. REFERENCES

[Employment Standards Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

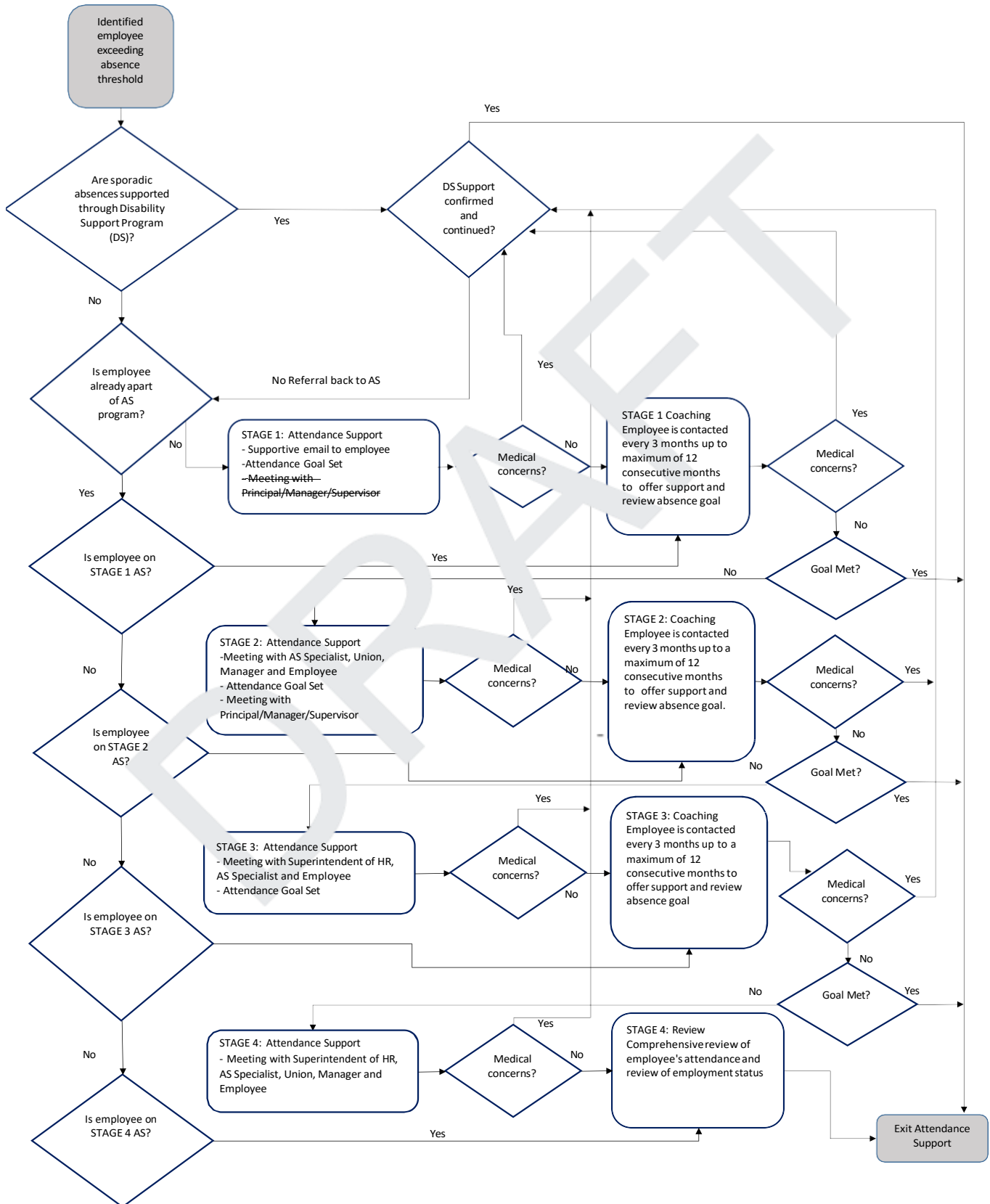
[Workplace Safety and Insurance Act](#)

[Attendance Support Program Flowchart](#)

YCDSB [Policy 413 Attendance Support Program](#)

DRAFT

# Attendance Support Program





## YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> <b>Human Resources</b>	<i>Policy Number</i> <b>425</b>
<i>Former Policy #</i> <b>501/420</b>	<i>Page</i> <b>1 of 11</b>
<i>Original Approved Date</i> <b>July 4, 2001</b>	<i>Subsequent Approval Dates</i> <b>October 12, 2010 June 19, 2012 November 26, 2013 November 10, 2014 March 29, 2016 March 29, 2017 June 20, 2017 January 30, 2018 April 30, 2019 September 27, 2022</b>

### POLICY TITLE: WORKPLACE HARASSMENT

#### SECTION A

##### 1. PURPOSE

The York Catholic District School Board is committed to ensuring a respectful work and learning environment free of any form of harassment, **discrimination**, or abuse. The policy is in accordance with the [Ontario Human Rights Code](#) and the [Occupational Health and Safety Act](#) and all applicable legislation.

##### 2. OBJECTIVE

It is the policy of the York Catholic District School Board that all persons employed by the Board have the right to work in an environment free from harassment **or discrimination from any persons in the workplace, including virtual or remote conduct**, as defined by the *Occupational Health and Safety Act* and the *Ontario Human Rights Code*. **This policy applies to harassment and/or discrimination in any aspect of employment, including, but not limited to, recruitment, promotion, receipt of benefits, dismissal, layoff, performance evaluation, and working conditions. All staff must be treated equally regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.**

**Incidents of workplace harassment involving students will be addressed in accordance with *Policy 202 Safe Schools – Student Discipline*, and shall be reported through the Incident Reporting Tool.**



### 3. PARAMETERS

- 3.1 All issues with respect to this policy shall be investigated and addressed in a timely manner and in accordance with the procedures of this policy.

#### 3.1.1 Reprisals

No person involved as either a party, a witness or an investigator to a complaint filed under this policy shall be subjected to intimidation or reprisals as a result of their involvement. A person who believes that they have been subjected to reprisal is able to file a complaint under the policy. Persons engaging in reprisal are subject to disciplinary measures in accordance with *Policy 412 Progressive Discipline of Employees*, up to and including termination of employment.

- 3.1.2 Interfering in any way with the right of an employee to resolve an alleged incident of **workplace** harassment or discrimination is also a violation of this policy, including but not limited to intimidating any person involved in the investigation, or influencing a person to give false or misleading information. Any employee engaging in such behaviour shall be subject to disciplinary action per Board *Policy 412 Progressive Discipline of Employees*.

#### 3.1.3 False/Frivolous or vexatious complaints

The Board does not condone false/frivolous or vexatious complaints. If it is determined as a result of an investigation that a complaint was made maliciously with intent to harm or made in bad faith, including filing a counter complaint in response to a complaint against the original Complainant, said employee will be subject to formal disciplinary action, including, but not limited to, a letter of reprimand, suspension or possible dismissal from employment in accordance with the Board's *Policy 412 Progressive Discipline of Employees*. Such disciplinary action will be placed in the employee's personnel file.

- 3.1.4 The accused person of an allegation will be deemed innocent pending the disposition and outcome of the investigation.

- 3.2 The Director of the Board and the Superintendent of Human Resources are to be informed of all complaints at the time they are received, except in those cases where the complaint is made against either party (see Respondent Rights 4.8).

- 3.3 All complaints shall conjointly be reviewed by the Superintendent of Human Resources, and the Human Rights and Equity Advisor.

- 3.4 In the event that the complaint is ~~in regards to~~ **in regard to** the employee's supervisor, the written complaint is to be addressed to the attention of the Board official next in level of managerial authority who shall be considered the immediate supervisor in the steps outlined in the procedures of this policy. In the event that the complaint is against the Director of Education, the complaint is to be submitted to the Chair of the Board for the consideration by the Board of Trustees.

- 3.5 In the event the complaint is against any member of the Senior Team, the investigation shall be conducted by an external service provider.

- 3.6 **Where a supervisor, manager, or leader is made aware of an allegation of workplace harassment they must inquire into the matter.**

- 3.7 Where a supervisor, manager, or leader does not take appropriate action to investigate or stop **workplace** harassment they will also be found to be in violation of this policy.

- 3.8 All reports regarding workplace harassment will be kept in strict confidence, except as is necessary to investigate the complaint and to respond to any legal or administrative proceedings arising out of or relating to the workplace harassment report.

### 3.9 Records Management

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

- 3.9.1 As required by law;
- 3.9.2 By any subsequent investigator who considers the information relevant to their investigation;
- 3.9.3 In the event there is a subsequent allegation of a related or similar nature.
- 3.9.4 All persons reviewing the sealed file material shall place in the file a notification indicating the name, date and reason for the review. The file shall be resealed after examination. The person accused of **workplace** harassment may apply to the Superintendent of Human Resources to consider further restricting access to the sealed file material so that the material may be accessed only as required by law.

3.10 All documentation in connection with an investigation is to be considered permanent and shall be retained indefinitely within the control and direction of the Superintendent of Human Resources.

### 3.11 Reasonable Actions

Actions taken by the YCDSB relating to the management and direction of workers or the workplace is not workplace harassment.

A situation between two employees that involves a disagreement, a misunderstanding or conflict or a single comment or action or rudeness is not generally considered workplace harassment for the purpose of this policy.

### 3.12 Additional Support

An employee may seek additional support from their Union, the Office of Human Rights, Equity, Diversity and Inclusion or the Employee and Family Assistance program, as appropriate. ~~Such consultation with the Office of Human Rights, Equity and Diversity, will be on the basis that the complaint or concern is in relation to a prohibited ground under the *Ontario Human Rights Code* only. Where there is such engagement with the Office of Human Rights, Equity and Diversity, any such complaint filed thereafter will be investigated through the Office of the Superintendent of Human Resources.~~

3.13 Pursuant to the *Ontario Human Rights Code*, the Board has a duty to accommodate employees to the point of undue hardship. Issues of workplace accommodation shall be addressed pursuant to the Board *Policy 415 Accessibility Standards for Employment*.



### 3.14 Annual Review

The Board will review the policy as often as necessary, but at least annually (the “**Annual Review**”). The Annual Review shall be informed by the collection and analysis of employee comments, feedback from investigators and managers, and information collected through exit interviews, in accordance with the [Occupational Health and Safety Act](#) in consultation with the Joint Health and Safety Committee or when any gaps or deficiencies in the procedures are identified as a result of an investigation.

The initial draft revisions of this policy will go to the Joint Health and Safety Committee and then to legal counsel for review/input. The draft revisions will then go to the Board Policy Review Committee for final review, revision and approval.

### 3.15 Program

3.15.1 The Board will develop and maintain written procedures to implement the policy with respect to workplace harassment which shall:

3.15.1.1 Include measures and procedures for workers to report incidents of workplace harassment to the employer or supervisor;

3.15.1.2 Include measures and procedures for workers to report incidents of workplace harassment to a person other than the employer or supervisor, if the employer or supervisor is the alleged harasser;

3.15.1.3 Set out how incidents or complaints of workplace harassment will be investigated and dealt with;

3.15.1.4 Set out how information obtained about an incident or complaint of workplace harassment, including identifying information about any individuals involved, will not be disclosed unless the disclosure is necessary for the purposes of investigating or taking corrective action with respect to the incident or complaint, or is otherwise required by law;

3.15.1.5 Set out how a worker who has allegedly experienced workplace harassment and the alleged harasser, if they are a worker of the employer, will be informed of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation; and

3.15.1.6 Include any elements prescribed by the *Occupational Health and Safety Act* or its regulations.

### 3.16 Training

All workers, **upon hire**, will be provided with information and instruction on this policy and the procedures, which will include:

3.16.1 What conduct is considered workplace harassment, including workplace sexual harassment and how to recognize it;

3.16.2 How and to whom to report an incident;

3.16.3 How the complaint will be investigated;

3.16.4 How the results of an investigation will be reported.

3.17 All workers shall be informed of any substantive changes to the procedure as they occur.

3.18 Supervisors, Managers and the Joint Health & Safety Committee will be provided with information and instruction on how to recognize workplace harassment and how to handle a complaint. They will also be provided with information about their duty to foster a respectful and harassment-free workplace, ~~as well as~~ **This their duty includes to inquire through** addressing issues ~~that~~ they become aware of, regardless of whether an employee

makes a complaint, and ~~to~~ keeping a record of all discussions with employees who raise concerns under this policy, as well as their response to the situation.

- 3.19 All new Supervisors, Administrators and School Superintendents will be trained by the Superintendent of Human Resources or designate on how to conduct an investigation into a complaint of workplace harassment, including sexual harassment as part of the orientation to the new role.

Additional training on how to conduct investigations will be provided every two years to all other members of management.

A Supervisor, Manager and School Superintendent shall not be responsible for conducting an investigation under this policy unless they have received training accordingly.

- 3.20 Allegations of workplace harassment cannot be made anonymously and cannot be made through the Whistleblower policy.

#### **4. RESPONSIBILITIES**

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

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

- 4.1.1 To receive a monthly report from the Director of Education in the Committee of the Whole which includes the number of complaints and any trends and systemic issues that need to be addressed proactively.
- 4.1.2 To deal with complaints of workplace harassment against the Director of Education in a timely manner, using an external service provider, as set out in the procedures to this policy.

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

- 4.2.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.
- 4.2.2 To oversee compliance of the Workplace Harassment policy and related procedures.
- 4.2.3 To ensure Superintendents are aware that they are accountable for responding to and resolving complaints of workplace harassment as per established timelines.
- 4.2.4 To provide a monthly report to the Committee of the Whole stating the number of workplace harassment complaints on a monthly basis, the number and type of complaints, the outcome of each investigation, and any trends and systemic issues that need to be addressed proactively.
- 4.2.5 To review all complaints with the Superintendent of Human Resources at the time they are received, except in those cases where the complaint is made against either party (see Respondent Rights under Article 4.8).
- 4.2.6 To receive any complaints of workplace harassment regarding a member of the senior team and to forward them to an external service provider for investigation. Trustees shall be notified that a complaint has been received although trustees shall not

be told the names of the parties involved. Trustees shall also be notified when the investigation is complete and whether or not the complaint had merit and if any actions are being taken by the Director.

#### **4.3 Superintendent of Human Resources**

- 4.3.1 To provide leadership in the implementation of this policy.
- 4.3.2 To create and foster a respectful work and learning environment free of any form of harassment, discrimination or abuse.
- 4.3.3 To ensure that all employees are aware of the policy and related procedures.
- 4.3.4 To ensure and monitor the provision of training to all employee groups.
- 4.3.5 To receive and review all **workplace** harassment complaints with the Human Rights and Equity Advisor in order to determine whether the complaint has a human rights component. In such cases, the Superintendent of Human Resources, in consultation with the Human Rights and Equity Advisor (HREA) will determine how to then process the complaint. Similarly, the office of the Human Rights and Equity Advisor will inform the Superintendent of Human Resources of any complaints that the office of the HREA receives.
- 4.3.6 To facilitate the investigation of complaints by working with the superintendent or senior manager.
- 4.3.7 To ensure that those assigned to investigate a complaint have sufficient training and understanding of the Ontario Human Rights Code and the Occupational Health and Safety Act to conduct an appropriate investigation.
- 4.3.8 To provide for the monitoring and evaluation of the application of the policy such as the collection and analysis of employee comments, feedback from investigators and managers, and information collected through exit interviews to inform the monitoring and review of the policy.
- 4.3.9 To report to the Director of Education all complaints at the time that they are received and to notify the Director when complaints are resolved and the nature of each resolution.
- 4.3.10 To ensure an annual review of the policy as per 3.14 of this policy.

#### **4.4 Superintendents of Education/Senior Managers**

- 4.4.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.
- 4.4.2 To implement the Workplace Harassment policy and related procedures as required or guided by the Superintendent of Human Resources.
- 4.4.3 To ensure that school administrators are aware that they are accountable for responding to and resolving complaints of **workplace** harassment, unless the complaint is dealt with by the Human Rights and Equity Advisor or a Superintendent.

#### **4.5 School Administrators/Department Managers/Supervisors**

- 4.5.1 To create and foster a respectful work and learning environment free of any form of harassment, or abuse.
- 4.5.2 To promote positive and respectful relationships among employees.
- 4.5.3 To recognize and address actions of workplace harassment that offend, embarrass or humiliate others, whether deliberate or unintentional.

- 4.5.4 To treat each situation as a serious matter and conduct an investigation where needed under the supervision of the Superintendent, Manager, or Human Rights and Equity Advisor.
- 4.5.5 To address and correct inappropriate behaviours that constitute harassment in the workplace in a timely manner consistent with Board *Policy 412 Progressive Discipline of Employees*.
- 4.5.6 To facilitate the situation towards a resolution between the parties if possible, with a view to correcting behaviour and preserving long term working relationships.
- 4.5.7 To receive a complaint and to notify the Superintendent/Senior Manager.
- 4.5.8 To consult with the Superintendent /Senior Manager who will use the Superintendent of Human Resources and the Human Rights and Equity Advisor as resources if the situation cannot be resolved between the parties.
- 4.5.9 To ensure employees are aware of this policy and related procedures.

#### **4.6 Employees**

- 4.6.1 To treat others with respect.
- 4.6.2 To become familiar with the Board's Workplace Harassment policy and related procedures.
- 4.6.3 To address workplace harassment by bringing it to the attention of the employee displaying it or to a person in authority, as soon as possible.
- 4.6.4 To not make allegations of **workplace** harassment that are false, frivolous, malicious, or purposely in response to a complaint filed against them.
- 4.6.5 To make every effort to resolve in a respectful and civil manner, workplace harassment issues.
- 4.6.6 To participate in **and cooperate fully with any and all** investigations of workplace harassment.

#### **4.7 Complainant**

- 4.7.1 The Complainant (target of the alleged **workplace** harassment) has the right to:
  - 4.7.1.1 Have a complaint investigated and receive a fair, unbiased investigation of the facts.
  - 4.7.1.2 Have a support person of their choice during meetings regarding the complaint.
  - 4.7.1.3 Confidentiality.
  - 4.7.1.4 Be free from retaliation for filing a complaint.
  - 4.7.1.5 Receive ~~a summary of the investigation report from the official who conducted the investigation.~~ **in writing the results of the investigation and any corrective action that has been taken or that will be taken.**

#### **4.8 Respondent (alleged harasser) has the right to:**

- 4.8.1 Be informed that a complaint has been filed against them as soon as possible and before the commencement of the investigation.

- 4.8.2 Know the full nature of the allegations in order to make a full response to the allegations, including additional allegations that arise in the course of the investigation.
- 4.8.3 Have their response heard and receive a fair, unbiased investigation of the facts.
- 4.8.4 Identify witnesses or documentary evidence to be considered in the investigation.
- 4.8.5 Have a support person of their choice during meetings regarding the complaint.
- 4.8.6 Confidentiality.
- 4.8.7 Fair discipline, should discipline occur, in accordance with *Policy 412 Progressive Discipline of Employees*.
- 4.8.8 Receive ~~a summary of the investigation report.~~ **in writing the results of the investigation and any corrective action that has been taken or that will be taken.**
- 4.8.9 The respondent has the responsibility to:
  - 4.8.9.1 Participate in the investigation and resolution of the complaint.

## 5. DEFINITIONS

### 5.1 Harassment

- 5.1.1 Harassment pursuant to the *Ontario Human Rights Code* is defined as a course of comment or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a prohibited ground of discrimination, on the basis of association or relationship with a person identified by a prohibited ground of discrimination or as a result of a perception that a prohibited ground of discrimination applies to an individual.

#### 5.1.2 Workplace Harassment

**Under the *Occupational Health & Safety Act*, workplace harassment means “engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, that is known or ought reasonably to be known to be unwelcome, or workplace sexual harassment.”**

Workplace harassment, as defined by the *Occupational Health & Safety Act*, is broad enough to include harassment prohibited under the *Ontario Human Rights Code*, as well as what is often called “psychological harassment” or “personal harassment.”

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

- (i) Unwanted comments, inferences or suggestions;
- (ii) Various forms of intimidation and aggressive behaviour;
- (iii) Verbal and emotional abuse;
- (iv) Withholding information necessary to perform one’s duties; and
- (v) ‘Bullying’ which is an attempt to undermine an individual through cruel and humiliating behaviour, including ‘cyber-bullying;’
- (vi) Regular use of profanity and abusive or violent language;

- (vii) Violent behaviours, e.g., slamming doors, throwing objects;
- (viii) Frequent angry shouting/yelling or blow-ups;
- (ix) Targeting individual(s) in humiliating practical jokes
- (x) Discriminatory actions.

### 5.1.3 Workplace Sexual Harassment

Workplace sexual harassment refers to:

- (a) Engaging in a course of vexatious comment or conduct against a worker in a workplace, **including virtually through the use of information and communications technology**, because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is **known** or ought reasonably to be known to be unwelcome, or
- (b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

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

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

**Harassment does not include:**

- (i) Legitimate performance/probation management;
- (ii) Appropriate exercise and delegation of managerial authority;
- (iii) Operational directives;
- (iv) A disagreement or misunderstanding;
- (v) Conflict between co-workers;
- (vi) Work-related change of location, co-workers, job assignment;
- (vii) Appropriate discipline;
- (viii) Less than optimal management;
- (ix) A single comment or action unless it is serious and has a lasting harmful effect;



- (x) Rudeness unless it is extreme and repetitive.

## 5.2 Poisoned Work Environment

Poisoned environment refers to a work environment that is oppressive, negative, hostile, unwelcoming, or non-inclusive as a result of vexatious behavior that is based on a prohibited ground and that is known, or ought reasonably to be known, to be unwelcome. The comments or conduct need not be directed at a specific individual, and may be from any individual, regardless of position or status. A poisoned working or learning environment may result from a series of incidents or a single serious incident; condonation of such behavior; and/or the failure to adequately remedy and restore the environment following the incident(s).

## 5.3 Timely Manner

Any complaint made under this policy must be filed in a timely manner following the occurrence of the incident(s). The Board adopts a ~~six (6)~~ **twelve (12)** month time frame and may, in its discretion, decide not to address the complaint when the facts upon which the complaint is based, occurred more than ~~six (6)~~ **twelve (12)** months prior to the date the complaint was filed.

## 5.4 Workplace

In respect to this policy, the workplace is any place where employees, contract employees, volunteers, trustees and others, who are officially permitted by the Board to perform work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions are included within this definition.

5.4.1 Activities within offices, staff rooms, classrooms, cafeterias/lunchrooms, and other Board property;

**5.4.2 Virtual work through the use of information and communications technology, as well as telework performed in or about a private residence;**

5.4.3 Board/School sponsored events associated with and including co-instructional and extra-curricular activities;

5.4.4 Electronic venues such as virtual meetings, internet, email, and telephones;

5.4.5 Activities outside of Board premises including field trips, external work assignments, work-related conferences, training sessions, travel or social gatherings; as well as,

5.4.6 Situations in other locations where workplace harassment may have a subsequent impact on the working relationship, performance or environment.

**This policy is not intended to discourage or prevent an employee from exercising any other legal rights pursuant to any other law, including filing a complaint with the applicable provincial human rights, employment/labour standards, or occupational health and safety adjudicative bodies, and requesting the assistance of an employment/labour standards, human rights, or occupational health and safety officer to resolve the complaint, and no employee should be so discouraged or prevented. The provisions of this policy and procedure in no way affect the right of any person to exercise their rights under the Ontario Human Rights Code, within the time limits specified by the legislation.**

**This policy will be posted at a conspicuous place in the workplace.**

## 6. CROSS REFERENCES

[Limitations Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

YCDSB Policy 109 [Records and Information Management](#)

YCDSB Policy 112 [Privacy and Freedom of Information](#)

YCDSB Policy 408 [Digital Discipleship: Acceptable use of Technology](#)

YCDSB Policy 412 [Progressive Discipline of Employees](#)

YCDSB Policy 427 [Workplace Violence](#)

YCDSB Policy 608 [Volunteers in Schools](#)

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

YCDSB Policy 614 [Whistleblower](#)

YCDSB Policy 617 [Code of Conduct](#)

YCDSB [Procedure Addendum to Workplace Harassment Policy](#)

**Approval by Board**

**September 27, 2022**

*Date*

**Effective Date**

**September 27, 2022**

*Date*

**Revision Dates**

**September 13, 2022**

*Date*

**Review Date**

**September 2026 2023**

*Date*





## YORK CATHOLIC DISTRICT SCHOOL BOARD

### **PROCEDURE:** **WORKPLACE HARASSMENT**

**Addendum to Policy 425: Workplace Harassment**

Effective: **XX**

## PURPOSE

These procedures are designed in conjunction with Policy 425: Workplace Harassment and outline the process for the reporting and the investigation of harassment.

### 1. **COMPLAINTS:**

#### Filing a Complaint

- 1.1. The complainant will submit a written complaint, in a timely manner ~~(see definition given in~~ **within twelve (12) months following the occurrence of the incident(s) in accordance with Section 5.3 of Policy 425 Workplace Harassment)** to their immediate supervisor. Once received, the immediate supervisor will consult with their superordinate (i.e.: Principal to consult with the appropriate Superintendent of Schools; Manager to consult with the appropriate Senior Manager).
- 1.2. In the event the complaint is in regards to the employee's supervisor, the written complaint is to be addressed to the attention of the Board official next in level of managerial authority who shall be considered the immediate supervisor in the steps outlined below.
- 1.3. In the event the complaint is made against a member of the Senior team, the complainant will submit the written complaint directly to the Director of Education. The Director, in turn, will notify the Board of Trustees and employ an external service provider in accordance with Policy 425.
- 1.4. In the event that the complaint is against the Director, the complaint will go to the Chair of the Board for the consideration of the Board of Trustees.
  - (i) The Chair of the Board shall acknowledge receipt of the complaint within two (2) working days.
  - (ii) A special Committee of the Whole meeting will be called to inform the Board and authorize the use of an external investigator with the appropriate professional experience and qualifications. Every attempt will be made to schedule such a meeting within ten (10) working days of receiving the complaint. The complainant shall be notified that the meeting occurred and the name of the external investigator as soon as possible.
  - (iii) Once the investigation is complete, the Chair of the Board will receive the report from the investigator, forward it to the Board of Trustees and call a special Committee of the Whole. The Board shall review the report to determine whether, on the balance of probabilities, harassment occurred and what corrective and/or disciplinary measures, if any are warranted.
  - (iv) The Chair of the Board shall inform the complainant, and the Director, in writing of ~~the decision~~ **the results of the investigation** within ~~five (5)~~ **ten (10)** calendar days of the **investigation being completed** ~~special Committee of the Whole meeting, and if any, the corrective and/or disciplinary measures and actions.~~ **any corrective action that has been taken or that will be taken.**

1.5. In all cases, the written complaint shall include the following:

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

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

1.6. Screening and Acknowledgment of Complaint

Upon receipt of the complaint, the immediate supervisor shall acknowledge receipt in writing within two (2) work days.

1.7. Interim Measures

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

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

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

## 2. Investigation and Outcome

2.1. An initial assessment will be conducted within five (5) work days of receiving the complaint to determine the appropriate course of action, provided that both the Complainant(s) and/or Respondent(s) are actively at work and not on an approved

leave of absence. In exceptional circumstances additional time may be authorized by the Director of Education. The Superintendent of Human Resources, in consultation with the Human Rights and Equity Advisor, will determine who is to conduct the investigation based on the circumstances of the case.

- 2.2. The Superintendent of Human Resources has discretion in determining if a third party external adjudicator is required to ensure impartiality at any point in the investigation, from commencement to end
- 2.3. ~~An investigation will commence within five (5) work days of receiving the complaint where both the Complainant(s) and/or Respondent(s) are actively at work and not on an approved leave of absence. In exceptional circumstances additional time may be authorized by the Director of Education.~~ The investigation will be completed within ~~sixty~~ ninety (690) calendar days or less, unless there have been extenuating circumstances which shall be communicated to both parties prior to the expiration of the ~~sixty~~ ninety (690) calendar days
- 2.4. Any complaint of harassment shall be kept confidential except as is necessary to investigate and resolve the issue and subject to *The Municipal Freedom of Information and Protection of Privacy Act*. Investigators will stress the confidentiality of the investigation with any person(s) interviewed.
- 2.5. The investigator shall
  - (i) Interview the complainant and respondent separately;
  - (ii) Interview all witnesses separately, including any non-employees, if possible;
  - (iii) Provide written explanation as to why any named witnesses were not interviewed;
  - (iv) Provide a written report to the School Superintendent or the Superintendent of Human Resources.
- 2.6. Once an investigation is complete, the School Superintendent or Superintendent of Human Resources shall review the report to determine whether, on a balance of probabilities, harassment occurred and what remedies, if any, are warranted.
- 2.7. The School Superintendent or Superintendent of Human Resources shall inform the complainant, and the respondent, in writing of the ~~decision~~ results of the investigation within ~~five (5)~~ ten (10) calendar days of the ~~investigation being completed~~ conclusion of the investigation and if any, the corrective and/or disciplinary measures and actions. ~~any corrective action that has been taken or that will be taken. The timelines listed above may be amended by the Board to address nonworking periods in the school year calendar (i.e. summer/winter/March breaks).~~
- 2.8. In determining the appropriate consequences, the Superintendent of Human Resources will take into account the nature of the violation of the policy, its severity, and whether the individual has previously violated the policy. Any discipline that may be imposed as a result of the investigation will be in accordance with the Board's Progressive Discipline Policy.
- 2.9. Where a violation of the policy is found, the Superintendent of Human Resources will also take any steps necessary to repair the effects of the discrimination or harassment on the complainant, and to prevent any further recurrences of harassment or discrimination within the organization.

- 2.10. The ~~Human Resources~~ Superintendent of Human Resources will be responsible for monitoring the outcome of the complaint

### **3. Confidentiality**

- 3.1. It is the duty of supervisory and managerial personnel to maintain confidentiality in the complaint process. Confidentiality will be maintained, including identifying information of individuals involved, except to the extent disclosure is required to conduct an appropriate investigation in the circumstances, for the purposes of corrective action, to protect a staff member, or as otherwise required by law. All complainants, respondents and other persons involved with the complaint processes under these procedures will ensure that all matters remain confidential. Witnesses should be informed that supervisory and managerial personnel, in obtaining a statement, will maintain such statement in strict confidence, subject to their ability to conduct a full and thorough investigation.
- 3.2. Notwithstanding the above, procedural fairness requires that the respondent to a complaint be apprised of the nature of the complaint and by whom it has been made so that they have an opportunity to respond to the allegations. This may require the disclosure of witness names and statements to the parties.
- 3.3. The Board may be required to provide information obtained during an investigation to an outside agency, such as police services, court or tribunal.

### **4. Reprisals**

- 4.1. Reprisals against individuals because they have reported a complaint are strictly forbidden. Alleged reprisals shall be investigated as formal complaints and, if substantiated, are subject to the same consequences as complaints of harassment.

### **5. Record Keeping**

- 5.1. Upon the conclusion of an investigation and a review by the School Superintendent/Superintendent of Human Resources, and/or Human Rights and Equity Advisor all notes, statements, documents and reports made or collected in connection with the investigation shall be placed in a sealed file. The sealed file shall be retained under the control and direction of the Superintendent of Human Resources separately from personnel files. Such files may only be accessed under the following circumstances:

- (v) As required by law;
- (vi) By any subsequent investigator who considers the information relevant to their investigation;
- (vii) In the event there is a subsequent allegation of a related or similar nature.

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

- 5.2. All documentation in connection with an investigation is to be considered permanent and shall be retained indefinitely within the control and direction of the Superintendent of Human Resources.

**6. Program Review**

- 6.1. The Board will review the procedures as often as necessary, but at least annually.

DRAFT

# WORKPLACE HARASSMENT PROCESS

Human Resources becomes aware of a possible harassment matter and for the Complainant submits a written complaint (in a timely manner - ~~six (6)~~ **twelve (12)** months) to immediate Supervisor.  
(signed/dated)

Upon receipt Supervisor shall acknowledge receipt in writing within two (2) working days and consult with their superordinate.

Immediate Supervisor in consultation with School Superintendent/Superintendent of Human Resources will determine if any immediate action or interim measures are required.

~~Investigation~~ **Initial assessment** will ~~commence~~ **be conducted** within five (5) work days of receiving the complaint. Investigation will be completed within ~~sixty~~ **ninety** (90) calendar days or less, unless there have been extenuating circumstances which shall be communicated to both parties prior to expiration of the ~~sixty~~ **ninety** (90) calendar days.

Once an investigation is complete, the School Superintendent or Superintendent of Human Resources shall review the report and will determine ~~if any~~ **what** remedies, if any, are warranted.

The School Superintendent or Superintendent of Human Resources shall inform the complainant, and the respondent, **in writing of the decision results of the investigation** within ~~five (5)~~ **ten (10)** calendar days of the **investigation being completed** ~~conclusion of the investigation~~ and if any, ~~the corrective and/or disciplinary measures and actions.~~ **any corrective action that has been taken or that will be taken.**

## YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 25, 2025

RE: **Stouffville Boundary Amendments**

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### EXECUTIVE SUMMARY

The purpose of this report is to provide the Board with an update on next steps for the Stouffville Boundary Amendments as discussed at the February Board Meeting.

### BACKGROUND

At the February Board meeting, Trustees received a report proposing 2 amendments to attendance areas in the Town of Whitchurch-Stouffville, as follows:

Amendment 1 - redirect future development in Stouffville Southwest from St. Mark to St. Brendan as outlined as Proposed Boundary Amendment #1 below.

Amendment 2 - realignment of Stouffville Northeast from Sacred Heart to St. Katharine Drexel.

### NEXT STEPS

The realignment of Stouffville Southwest aligns with the Summary of Accommodation Initiatives as illustrated in Appendix 1. Administration will bring this recommendation forward to the April Board meeting for approval, along with the Robinson Glen Secondary Plan proposal as identified in the Summary of Accommodation Initiatives.

The Stouffville Northeast amendment has been deferred to the Long Term Accommodation Plan Steering Committee for further discussion. The LTAP Steering Committee meeting is scheduled for April 22, 2025.

### SUMMARY

Administration continues to implement the Summary of Accommodation Initiatives identified in the Long Term Accommodation Plan. Further updates will be brought to the Board as required.

Appendix 1 - [Summary of Accommodation Initiatives](#)

Prepared By: Adam McDonald, Manager, Accommodation Planning and Property  
Submitted By: Giovanna De Girolamo, Coordinating Manager, Planning & Operations  
Endorsed By: John De Faveri, Director of Education, Foundation Chair & Secretary of the Board



APPROVED LTAP - Summary of Accommodation Initiatives

Initiative Type	2024 / 2025	2025 / 2026	2026 / 2027	2027 / 2028	2028 / 2029	2029 / 2030	2030+
New Schools and Additions (See Section 6.1)	Queensville (Construction start)		Queensville (Tentative Opening)		VMC Joint School with YRDSB (Tentative Opening 2031)		VMC Joint School with YRDSB (Tentative Opening 2031)
	St. Theresa of Lisieux Cafeteria (Pending Ministry Approval)				VMC Joint School with YRDSB (Tentative construction start)		St. Robert CHS Replacement  Woodbridge North Secondary  Block 41 Elementary (Vaughan)  Cornell Elementary (Markham)
Temporary Accommodation (Portapaks) (See Section 6.2)		Replace 12 classroom Portapaks at St. Robert (Pending Ministry Approval)					
Continue to monitor opportunities for relocation, disposition, or demolition							
Boundary Reviews (Existing Students) 77 (See Section 6.3)	Queensville Boundary Review	Regional Secondary Boundary Review (East)		Regional Secondary Boundary Review (West) include Dual/Triple feeder review	Markham Centre Area Boundary Review  Regional Secondary Boundary Review (North)	Richmond Hill Centre / Langstaff Area Review  VMC Boundary Review	
Boundary Reviews (New development only) (See Section 6.3)	Robinson Glen Secondary Plan area (Markham)  Stouffville Southwest	Block 41 (Vaughan)					
Program Reviews (See Section 6.4)				Elementary French Immersion program review Vaughan/Markham			
Facility Partnerships (See Section 6.5)	Trade/Tech Hub (Investigate)  Adult Continuing Education Centre (Investigate)		Queensville Childcare (Tentative opening)				VMC Joint Use Childcare with YRDSB (Tentative opening 2031)
Artificial Turf / Athletic domes at Secondary Schools							
Annual List of Community Planning and Partnership Schools							
Pupil Accommodation Reviews (See Section 6.6)	Continue to monitor and investigate opportunities for review (see Section 6)						

## YORK CATHOLIC DISTRICT SCHOOL BOARD

# REPORT

**REPORT TO:** Board of Trustees

**FROM:** Siobhan Wright, Superintendent of Inviting and Inclusive Schools

**DATE:** March 25, 2025

**RE:** Journey Toward Our Vision Update

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### **Executive Summary:**

The York Catholic District School Board (YCDSB) remains dedicated to cultivating an inclusive and welcoming educational environment for all students, staff, and community members. This report provides an update on the initiatives the Inviting and Inclusive Office supports as we continue this important work. Guided by our faith and the YCDSB Multi-Year Strategic Plan, these efforts are designed to ensure meaningful and sustainable progress.

Appendix A offers a detailed overview of ongoing and upcoming projects. Appendix B presents a graphic summary of key progress areas, also accessible via the provided [link](#). Additionally, Appendix C contains two draft documents highlighting the strategic planning efforts in response to the Employee Equity Audit, aimed at developing a sustainable and effective framework for the YCDSB.

### **Background Information:**

The Inviting and Inclusive Office was established to develop and implement equity-driven strategies that promote inclusivity, reduce disparities, and build a culture of respect and understanding across the YCDSB. This work is informed by previous community consultations and census data and will be further supported by our employee equity audit.

## **Three Main Areas of Focus & Expected Outcomes**

### **1. Increased Awareness and Commitment**

Foster a culture of equity and inclusivity throughout the system.

### **2. Data-Driven Policies**

Ensure policies effectively address the needs of students and staff.

### **3. Sustainable Equity Efforts**

Establish a foundation for sustainable long-term success throughout the system.

## **September-October 2024: Initial Assessment & Planning**

### **Initial Planning**

This phase also involves reviewing existing policies, practices, and data to identify barriers to equity. Through careful planning and goal setting, YCDSB establishes a clear roadmap for implementing targeted strategies that promote inclusion, diversity, and accessibility across the system.

## **November-February 2025: Equity Plan Development**

### **Data Analysis & Employee Equity Audit**

Review IDEA policies, practices, and outcomes; analyze achievement gaps, discipline data, resource allocation, and staff input to guide targeted support.

### **Initiate Equity Audit and Develop an Equity Action Plan (See Appendix C)**

Review and implement the YCDSB Employment Equity Audit recommendations to foster a more inclusive and diverse workforce. Utilize audit data to establish measurable goals to close achievement gaps and enhance staff diversity. Collaborate with the Senior team, educational leaders, and the broader community to refine initiatives, ensuring that strategies are effective, equitable, and aligned with the needs of students and staff.

## **December 2024-April 2025: Implementation**

### **Policy Review & Recommendations**

Review of policies to promote inclusivity and ensure alignment with best practices.

### **Professional Development & Training**

Launch professional development programs focused on equity, cultural competence, accessibility, and fostering inclusive environments to support a diverse school community. Provide targeted professional development for administrators to strengthen their leadership in equity practices, ensuring they are equipped to create and sustain equitable learning and working environments for all students and staff.

## **March-May 2025: Monitoring & Adjustment**

### **Pilot Initiatives**

Implement pilot initiatives in select schools to foster and strengthen inclusion, diversity, equity, and accessibility (IDEA).

### **Progress Monitoring & Adjustments**

Evaluate progress using collected data and adjust strategies as needed through mid-year reviews.

### **Engagement & Reporting**

Share progress with targeted school communities through reports, forums, and online updates to ensure transparency and engagement. Gather shareholder feedback to inform and refine future initiatives, fostering continuous improvement. Additionally, finalize the YCDSB Employment

Equity Audit Implementation Plan draft, incorporating insights and data to strengthen its impact and effectiveness.

## **March-June 2025: Final Board Report**

### **Final Board Report & Evaluation**

Conduct a final evaluation of the foundational year to assess the effectiveness of implemented initiatives and strategies. Present findings and recommendations to support ongoing improvements, ensuring sustainable progress in fostering inclusion, diversity, equity, and accessibility.

### **Conclusion**

The YCDSB remains steadfast in its commitment to fostering an inclusive, inviting, and equitable environment for all. This report highlights the structured approach taken to address equity concerns and celebrate our ongoing accomplishments. Through faith and strategic planning, the YCDSB is building a future where every student and staff member feels valued, supported, and empowered.

Prepared By: Siobhan Wright, Superintendent of Inviting and Inclusive Schools

Endorsed By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

# **Future and Live Commitments**

**Adopted from YCDSB Improvement  
Plan - Reporting Template**

## Adopted from YCDSB Improvement Plan - Reporting Template

Colours representative of a traffic light are used to provide a visual on the progress of each goal.



**Action Required** - there is work to be done based upon the initial assessment of the goal attainment.



**Monitor** - the attainment of the goal will be possible if the work and resources continue.



**On Target** - the goal will be achieved based upon data collected.





# INVITING AND INCLUSIVE SCHOOLS

## LIVE AND FUTURE COMMITMENTS

ITEM & DESCRIPTION	AUG.24	SEPT. 24	OCT.24	NOV.24	DEC. 24	JAN.25	FEB.25	MAR.25	APR.25	MAY.25	JUN.25	JUL. 25	AUG.25	Progress
International Day for Eradication of Poverty: Fundraiser to support students who face significant financial challenges that impact their school attendance. This fundraiser aims to raise awareness and provide essential support, such as food, housing, clothing and transportation, to students and families in need.														
Teach Management Committee: Identifying barriers to opportunities and outcomes due to disparities in technology resources through school equity assessment.														
Education Equity Audit: Assessing achievement gaps, disciplinary measures, resource distribution, and staff diversity to promote student success for all.														
Employment Equity Audit Plan														
Equity Action Plan: Sourcing of an Equity Action Plan and Anti-Black Strategy. (Date to be determined by Consultant.)														
*AODA Plan Review (MYAP)														
Courses Development: Explore the development, promotion, and delivery of diverse equity-focused programs, courses, and opportunities for credits.														
Innovation Project (Apple): A program dedicated to offering schools opportunities for professional development in innovative practices and access to enhanced technology resources.														
Grants: Sports and Recreation Accessibility.														
HR Working Group: Examine recruitment and retention practices from an IDEA lens (inclusion, diversity, equity accessibility)														
Internal Committees: Active participant in multiple department committees.														
*MYSP Goal Setting: Assessment of MYSP Equity Goals.														
External Committees: Ontario Equity and Inclusion Network Municipal Diversity and Inclusion Group Meeting Police and School Board Protocol Committee YRP Black Youth Leadership Committee														
Equity SO Community of Practice														
Employee Resource Group: Expansion of Employee Resource Group.														
*Remote Work Review: Review of remote work procedure.														
LTAP Equity Review: Addition to LTAP document.														
*Professional Development for Administrators, Staff and CEC: Create training sessions on leadership and skill development emphasizing equity, cultural competence, and inclusive practices.														
Community Engagement: Foster trust by actively engaging the community through meaningful partnership.														
*CDSB Policy Review: Ongoing review of Policies through an IDEA lens, as recommended in Ministry's Ontario Equity Plan.														
Communication Engagement: Initiate conversations with Communications regarding website presence.														
Indigenous Mental Health Partnership: Canadian Mental Health Association partnership for specialized training community connection.														
*Equity Seeking Leadership: Co-developer of YCDSB workshops aimed at identifying and dismantling barriers to opportunities for equity-seeking staff.														
CAS Partnership: Exploring partnership opportunities with CAS for consultations and their impact on families.														
Liaise with Human Rights Equity Advisor: Weekly meetings to discuss emerging issues/concerns.														
CRRP Training for Managers: Review of process that ensures timely responses, coordination, and handling of events or tasks in a culturally relevant and responsive manner														
*CAS Form: Review and revise CAS Reporting Process and Records Management.														
System Equity Lead: Union and non-unionized membership committee														
Situation Tables: In collaboration with YRDSB and YRP														
East Asian Heritage: Partnership, symposium and course development														
Yearbooks: Inclusive Practices.														
Menstrual Equity Initiative														
Early On Human Rights Workshop for Equity: Equity-focused staff training Early On/Chickadee providers at YCDSB														
CPDO Publication: Publication regarding faith, equity, tech and pedagogy														
* Highlights recommendations from Employee Equity Audit.														





YCDSB 2024-5

# Inviting and Inclusive Schools



# Introduction to the Inviting and Inclusive Schools Office

The Office of Inviting and Inclusive Schools reflects YCDSB's commitment to advancing equity, diversity, inclusion, and accessibility (IDEA) across all schools and departments. In its first year, the office will focus on:

## 1. Increased Awareness & Commitment

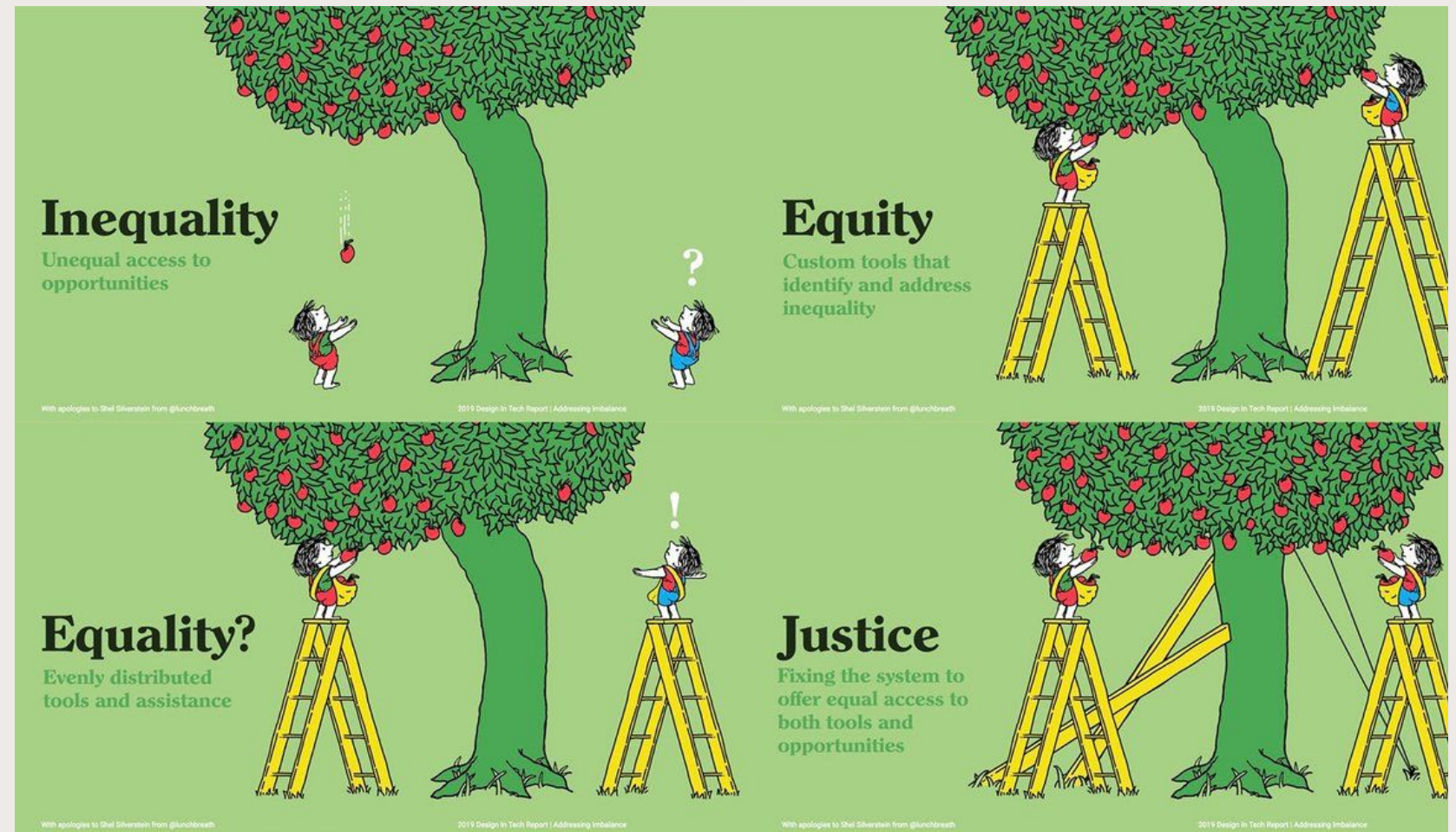
Nurture a culture of equity and inclusivity across the system.

## 2. Data-driven Policies

Ensure that policies and practices effectively address the needs of all students and staff.

## 3. Sustainable Equity Efforts

Lay the foundation for ongoing and future equity work, ensuring long-term success and inclusivity within the Board.



Aligned with YCDSB's Multi-Year Strategic Plan, the office leads efforts in strategic leadership, capacity building, accountability, and community engagement to embed IDEA into policies, practices, and culture—ensuring a more inclusive and supportive school system.



1.

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# Increased Awareness and Commitment

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# Professional Development and Training

Professional development is essential for fostering inclusive, diverse, equitable, and accessible learning environments. By equipping educators, administrators, equity leads, and managers with the skills to address systemic barriers, it ensures that schools meet the needs of all students and staff.

## Key Benefits:

1. **Equity and Inclusion:** Training empowers leaders and educators to integrate equity, diversity, and accessibility into the system, teaching practices, policies, and school/board culture.
2. **Leadership Development:** Administrators and managers gain tools to drive systemic change and create supportive, inclusive environments.
3. **Adaptability and Innovation:** Professional development keeps staff updated on best practices, new technologies, and approaches to inclusion.
4. **System-Wide Collaboration:** Builds capacity across the education system, fostering a unified commitment to equity and accessibility.

**Inclusion,  
Diversity,  
Equity, and  
Accessibility for  
Learning**





# Innovation Project 2024-25

The Innovation Project seeks to transform the future of education by prioritizing equity and creating environments that embrace Culturally Responsive and Relevant Pedagogy, ultimately equipping students to thrive as future-ready citizens.

To support this vision, educators will leverage IDEA as the foundation for transforming teaching and learning while fostering inclusive and dynamic learning spaces. Apple will contribute by offering in-school professional development training at no cost, resulting in a savings of \$100,558.00. This includes 36 sessions across 18 schools (two sessions per school), Lunch and Learn sessions dedicated to extra support and professional development for staff, as well as three collaborative planning sessions at Apple Headquarters.

## Key Goals:

1. **Equity-Focused Education:** Equip educators with tools and strategies to prioritize IDEA, ensuring all students feel welcome and represented.
2. **Future-Ready Citizens:** Prepare students to adapt and succeed in a rapidly changing world aligned with our Ontario Catholic Graduate Expectations.
3. **Reimagine Education:** Redesign teaching and learning experiences to align with modern challenges and opportunities.

This project serves as a framework to advance the broader vision of educational transformation.



Image of model classroom.





# Early Years Leadership Strategy Workshop:

## Promoting Equity and Belonging in Early Years Programs within YCDSB

On January 28, 2025, an Early Years Leadership Strategy Workshop was held at the CEC, focusing on fostering collaboration, equity, and accessibility in early childhood education. It emphasized integrated service planning, breaking down systemic barriers, and ensuring programs meet the needs of diverse families and educators.

Third-party operators play a key role by aligning with YCDSB's equity goals, adhering to Ministry requirements, and engaging in equity-driven initiatives. This approach benefits children and families by providing inclusive, high-quality programs, strengthening trust and professional growth for providers, and enhancing student outcomes and community belonging for YCDSB.





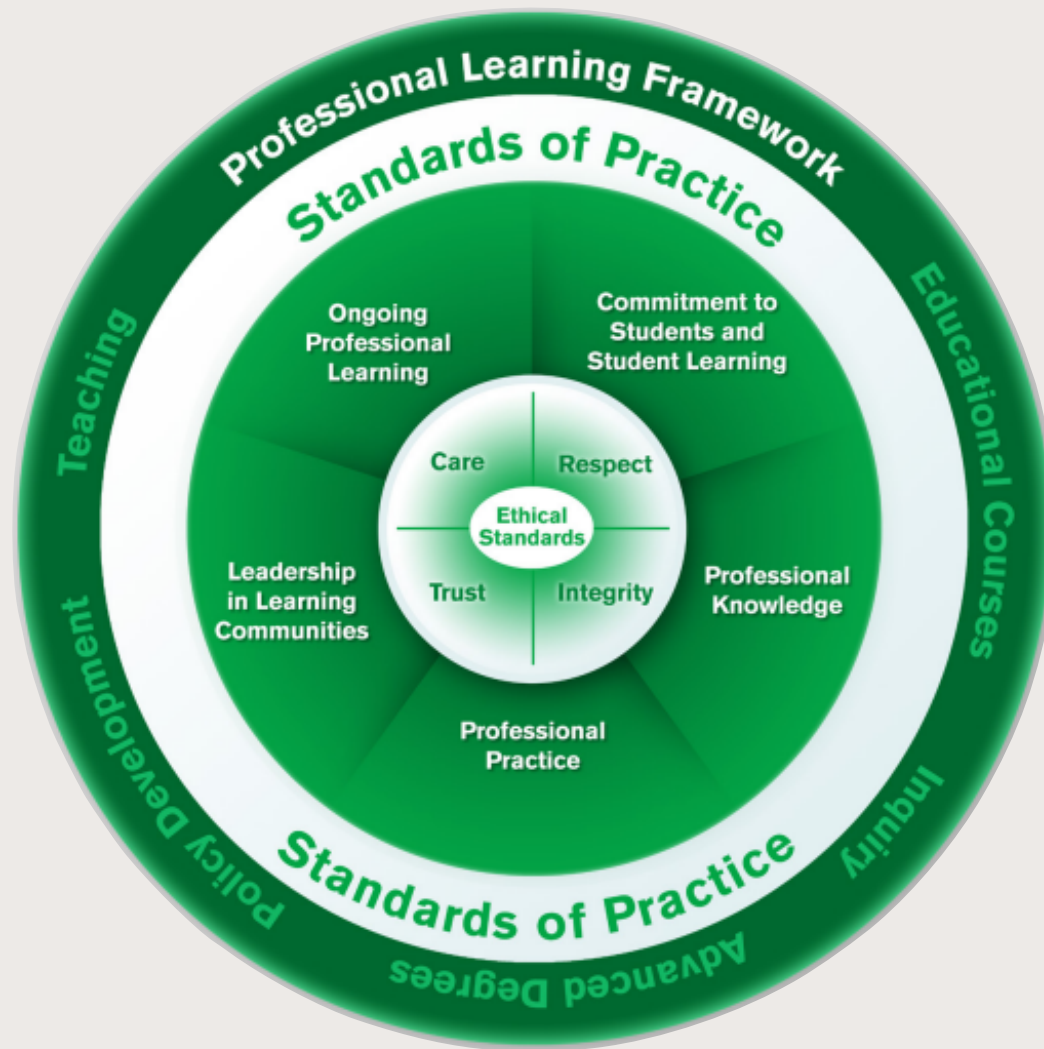
# Equity Seeking Leadership

At the York Catholic District School Board (YCDSB), equity-seeking leadership is rooted in building strong, intentional relationships. These relationships are foundational for amplifying equity, fostering trust, engaging in restorative and trauma-informed practices, and creating spaces for collaboration, innovation, and collective care.

Guided by the *Ontario Leadership Framework's (OLF)* five pillars, equity-seeking leadership emphasizes:

- **Setting Direction:** Establishing a shared vision centered on equity and inclusion.
- **Building Relationships:** Cultivating trust and communication that invites collaboration.
- **Developing the Organization:** Creating systems and structures that prioritize equity and innovation.
- **Improving the Instructional Program:** Embedding culturally responsive and inclusive practices to meet all learners' needs.
- **Securing Accountability:** Ensuring transparency and upholding commitments to equity through reflective practices and progress monitoring.

This approach empowers leaders to create equitable environments where every individual can thrive.



**EQUITY SEEKING AND  
RACIALIZED LEADERSHIP**

2.

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# Data-driven Policies

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# York Catholic District School Board Employment Equity Audit

November 2024

## Employment Equity Audit and Education Equity Plan

An employment equity audit, education equity audit and equity plan\* are essential for the York Catholic District School Board (YCDSB) to ensure inclusion, fairness, and alignment with Catholic values and Ministry requirements. These tools identify barriers, address disparities, and foster equitable opportunities for all students and staff while reflecting YCDSB's mission of nurturing spiritual, academic, and personal growth.

- **Catholic Values:** Promote dignity, justice, and care for the marginalized in alignment with faith teachings.
- **Identifying Barriers:** Uncover and address gaps in access, achievement, and participation.
- **Guiding Change:** Provide a strategic framework for systemic improvements.
- **Diversity Support:** Ensure all students feel valued and supported in a faith-based environment.
- **Accountability:** Set clear benchmarks to track progress and maintain transparency.

This approach reinforces YCDSB's dedication to equity, fostering a thriving, inclusive, and faith-centered learning environment for all students. To date, YCDSB has finalized its employment equity audit, and the implementation plan is currently being developed.

\*Ministry Requirement



# YCDSB AODA Plan

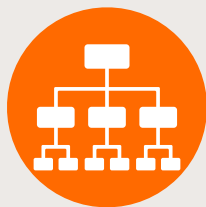
The YCDSB is dedicated to fostering an environment that integrates and upholds AODA and IASR standards in daily operations. Below are key highlights of our ongoing efforts:



1. The YCDSB's Multi-Year Accessibility Plan (MYAP) focuses on accessibility in regards to the five accessibility standards: Customer Service, Design of Public Spaces, Employment, Information and Communications, and Transportation.



2. Plan Updates: Regularly updating the accessibility plan ensures alignment with evolving AODA standards and addresses the unique accessibility needs within the school community. These updates provide a roadmap to continuous improvement and accountability.



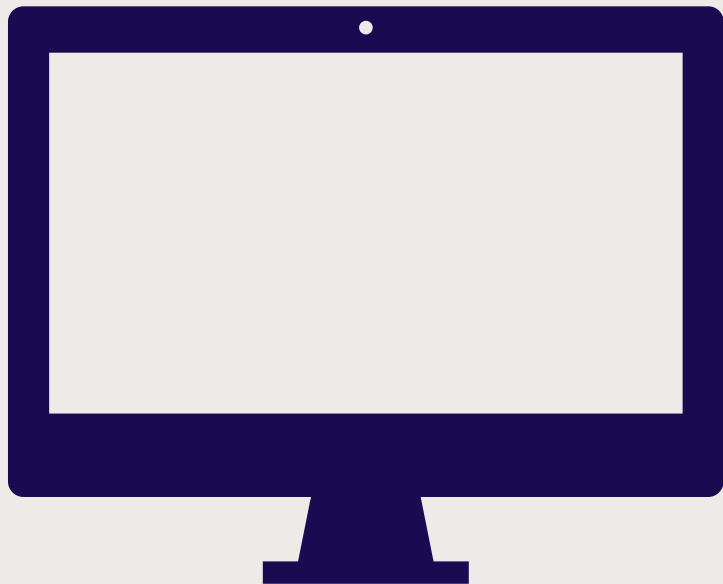
3. Training: Currently working with consultants on developing comprehensive training for educators, administrators, and support staff will build awareness and equip staff to create accessible environments. This includes understanding accessibility best practices and addressing barriers in teaching, communication, and school operations.



# Classroom Technology Equity Committee

While focusing on fostering inclusive practices and maximizing available resources, we will create an educational environment that supports student success across diverse needs and backgrounds.

The Classroom Technology Equity Committee (CTEC) has initiated a strategic approach to updating classroom technology in a way that ensures equal access and equitable educational opportunities for all students.



3.

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# Sustainable Equity Efforts

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## Eradication of Poverty Fundraiser

On October 17, 2024, the York Catholic District School Board successfully raised \$41,115.25 as part of a fundraising campaign marking the International Day for the Eradication of Poverty. This initiative highlighted the board's commitment to addressing poverty within our local community, focusing on supporting students and families in need at the York Catholic District School Board. The funds will be allocated to immediate necessities for school attendance such as school supplies, transportation, and nutrition, managed by the attendance counselling team in collaboration with school principals. This effort reflects the collective contributions of staff, students, and the broader school community.





# Black Excellence Graduation Coach Programme

The mission of the program, *Empowering Black Students for a Brighter Tomorrow*, focuses on fostering community engagement, building robust support systems, improving student well-being, and combating anti-Black racism. Key initiatives include forging partnerships with Black-owned businesses and organizations, offering mentorship and networking opportunities, and facilitating culturally affirming events. Transition support, peer mentorship programs, and targeted academic and wellness interventions aim to address the unique challenges Black students face. Additionally, the plan emphasizes anti-racism education for students and staff to create an inclusive school culture that prioritizes equity, respect, and belonging.



**SARAN JAMES-VAUGHAN**  
ST. BROTHER ANDRE & OUR LADY  
QUEEN OF THE WORLD



**TYRONE BRAMBLE**  
OUR LADY OF THE LAKE CATHOLIC  
ACADEMY & HOLY CROSS ACADEMY



Black Excellence Graduation Coach Video

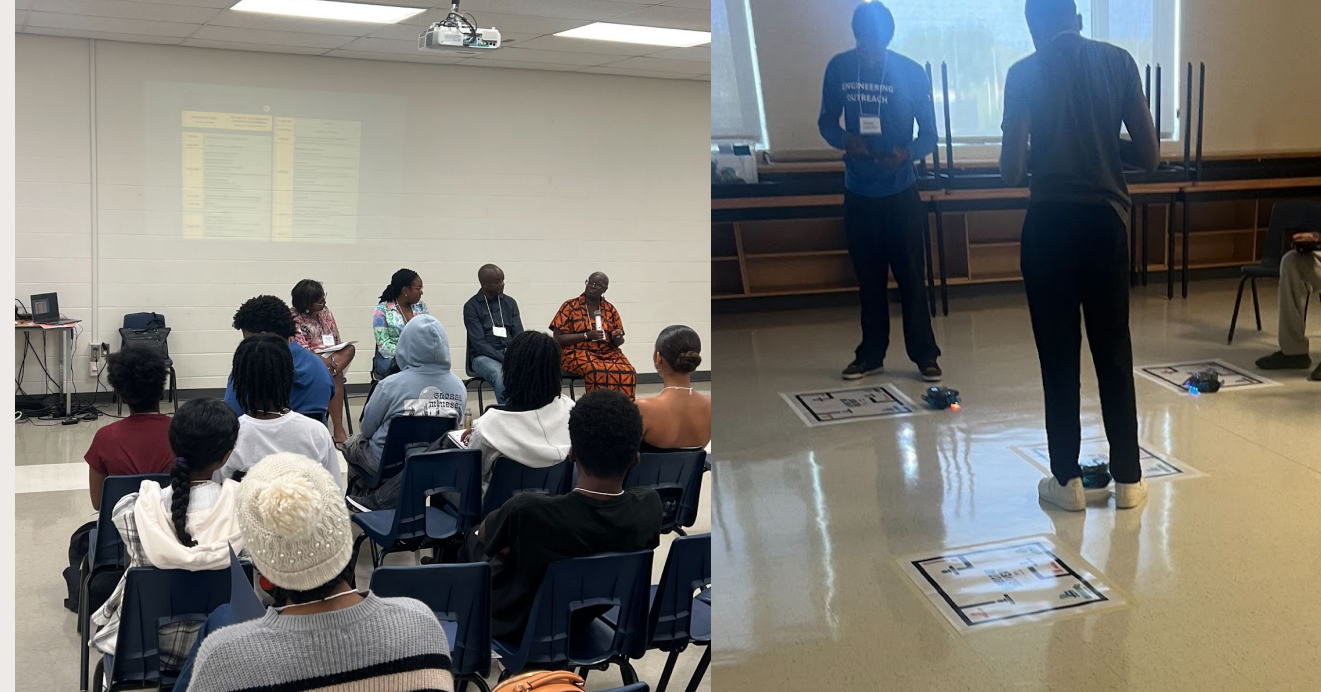


# YCDSB Student Leadership Conference

"Beyond the Horizon" is a collaborative initiative by Pathway Pavers and the York Catholic District School Board's Black Graduation Coaches designed to empower Black high school students by fostering leadership skills and personal growth. This event took place at the York Catholic District School Board Catholic Education Centre on Friday, February 21, 2025, from 8:00 a.m. to 1:45 p.m., and brought together approximately 200 attendees, including students, staff, and volunteers.

Through keynote speeches, interactive workshops, and collaborative activities, students gained practical leadership tools, built confidence, and were inspired to create positive change within their communities and beyond.

This annual conference aligns with the **York Catholic District School Board's Multi-Year Strategic Plan (MYSP)** and its commitment to equity, inclusion inclusion, and student success.



## YRP/YRAACC Youth Leadership Symposium

The YRP Youth Leadership Symposium is an empowering event designed to inspire and equip Black youth with leadership skills, career insights, and personal development strategies. Presented by the York Region Alliance of African Canadian Communities in partnership with the York Catholic District School Board, York Region District School Board, Schulich ExecEd, and York Regional Police, the symposium brings together industry leaders, educators, and professionals to support and mentor young leaders.

The symposium provides a unique platform for Black youth to develop leadership skills, network with professionals, and gain valuable tools to navigate their academic and career journeys.

# East Asian Heritage Student Leadership Conference

The Empowering East Asian Students Together Conference explores East Asian identities. It celebrates diversity, addresses challenges and encourages students to advocate for justice through community partnerships.



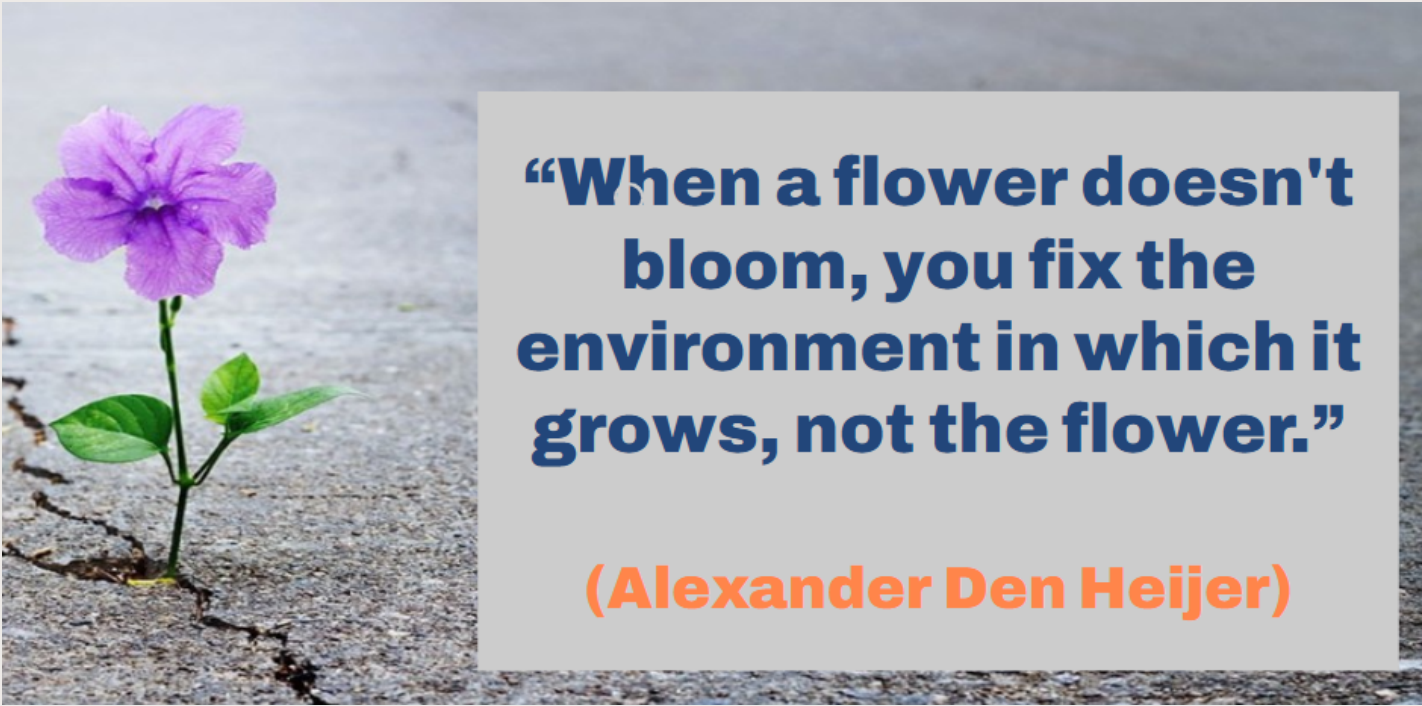


# Ontario Catholic Boards Leadership Training

A Black Leadership Event led by Siobhan Wright and Joel Chiutsi on November 7, 2024, highlighted the importance of Black leaders in education as role models, advocates, and drivers of systemic change. Discussions focused on barriers to Black leadership, including unconscious bias, systemic requirements, and policy gaps, as well as strategies for fostering equity and inclusion in schools.

Key solutions included intentional recruitment, policy reform, leadership development programs, and strategic partnerships to expand opportunities for Black educators. The event also emphasized the role of students in supporting Black leadership by amplifying voices, advocating for representation, and fostering inclusive learning environments.

A commitment to mentorship, equity-driven policies, and continuous improvement is essential to breaking down barriers and ensuring Black leaders thrive in education.



Educate  
Empower  
& Excel

The Impact of Black  
Leadership in  
Education

Joel Chiutsi & Siobhan Wright - November 7, 2024



# Ontario Equity Superintendents Community of Practice & BLG Event

Scan for Agenda



## Keynote Speakers

Dr. Carl James, York University  
Melissa Eldridge, Borden, Ladner, Gervais



**Friday**

March 28, 2025



**Time**

9:30 AM - 3:15 PM

BLG Event: 3:15 PM - 4:15 PM



Borden Ladner Gervais

22 Adelaide St. W. Suite 3400

Toronto, ON M5H 4E3

**\*Lunch and Refreshments  
will be provided.**

**REGISTER HERE**

DEADLINE FOR REGISTRATION  
IS MARCH 14, 2025



## Ontario Superintendent of Equity Community of Practice Event

On March 28, 2025, Superintendents from across Ontario will participate in the Superintendent of Equity Community of Practice & BLG Event, a day of professional learning, collaboration, and networking focused on advancing equity and inclusivity in education.

Organized by Siobhan Wright, Superintendent of Inviting and Inclusive Schools (YCDSB), and Roy Fernandes, Superintendent of Equity, Diversity, Indigenous Education & Community Relationships (TCDSB), in partnership with host Melissa Eldridge of Borden Ladner Gervais LLP (BLG), the event will provide a platform for critical discussions on dismantling systemic barriers and fostering inclusive learning environments.

The event focuses on fostering equity and inclusivity in education, featuring keynote addresses from Dr. Carl James (York University), a leader in the field of equity and education, and lawyer, Melissa Eldridge (BLG), Partner and Co-Chair, National School Boards Practice. Participants will engage in thought-provoking discussions, explore strategies for systemic change, and share best practices for advancing equity in schools.

This professional development opportunity will provide valuable insights, strengthen connections among education leaders, and reinforce a collective commitment to meaningful, transformative change in education.

# Employee Resource Group

Employee Resource Groups (ERGs) at YCDSB serve as voluntary, employee-led communities that foster diversity, inclusion, and professional development.

These groups provide support, advocacy, and engagement opportunities for staff members with shared interests or experiences.

## Goals & Objectives

- Promote diversity, equity, inclusion and accessibility within YCDSB.
- Provide a supportive space for staff with shared interests or backgrounds.
- Enhance professional and personal development through networking and mentorship.
- Collaborate with YCDSB leadership to inform inclusive policies and initiatives.

The YCDSB is pleased to announce the approval of its second Employee Resource Group, Women in Tech.



YORK CATHOLIC  
DISTRICT SCHOOL BOARD

## EMPLOYEE RESOURCE GROUP



INFORMATION GUIDE





## Menstrual Equity Initiative

The Menstrual Equity Initiative is a 3-year program (2024-2025, 2025-2026 & 2026-2027) that will improve student access to menstrual products and help address period poverty in Ontario schools. Menstrual products will be distributed to schools to make the menstrual products available to students free of cost. In addition, dispensers have been installed in highschools to ensure equitable access.



# York Region Municipal Diversity and Inclusion Group (MDIG)



MDIG, formed in 2016, developed the Inclusion Charter for York Region. It unites 20 member organizations committed to fostering a welcoming, inclusive community that celebrates diversity and promotes respect, dignity, and equal participation.

MDIG serves as a collaborative forum for municipalities and key organizations to plan, share best practices, and address accessibility, diversity, and inclusion.

As a member of MDIG, YCDSB collaborates with local municipalities and key mainstream organizations to engage in joint planning, address shared needs, and identify effective tools (ie Inclusive Language Guide) and best practices to promote accessibility, diversity, and inclusion.





# Continued Journey Toward our Vision

The York Catholic District School Board remains committed to fostering an inclusive and inviting educational environment for all students, staff and community members. Through faith and strategic planning, the YCDSB is building a future where every student, staff and community members feels valued, supported and empowered.

The following reflect our ongoing commitment to excellence and inclusion, but are not limited to the items listed.

Indigenous Games - Our Lady of the Lake CA and St. Brother Andre CHS

Curriculum Review - Culturally Responsive and Relevant Pedagogy (CRRP)

International Languages (Summer Program - JK - 8)

Tamil Heritage Credit Course

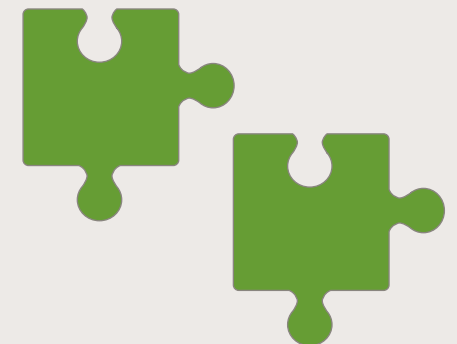
Italian Heritage Language

Respecting Differences Student Forum - St. Elizabeth CHS

AKOMA - Africentric Kickstart Opportunity for Meaningful Affirmation

Asian Mental Health Workshop - Hosted by YRP on Friday, March 21, 2025

Reading Rainbow - Asian Heritage and Black Heritage









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## INTERNATIONAL LANGUAGES

ELEMENTARY
GRADES JK - 8

Learn a new language, preserve your language and enhance your intercultural awareness and career options. Connect with the community and the world!


**July 2 - 25, 2025**  
9:30 a.m. - 12:00 p.m.


**\$30 non-refundable**


**Locations:**

<b>Father John Kelly CES</b> Maple	<b>St. Gregory the Great CES</b> Woodbridge	<b>St. Joseph CES</b> Aurora
<b>Christ the King CES</b> Richmond Hill	<b>St. Monica CES</b> Markham	<b>St. Padre Pio CES</b> Woodbridge
<b>St. Elizabeth Seton CES</b> Newmarket	<b>Blessed Chiara Badano CES</b> Stouffville	<b>St. Giovanni Battista Scalabrini CES</b> Thornhill
<b>Our Lady of the Lake CA</b> Keswick	<b>St. Francis Xavier CES</b> Markham	<b>ONLINE:</b> Remote

**SEE NEXT PAGE FOR MORE DETAILS**


Classes run based on sufficient enrolment. Language offerings are based off select location availability.



# AKOMA CAMP

ELEMENTARY
GRADES 3 - 8

## Africentric Kickstart Opportunity Meaningful Affirmation

The AKOMA Camp provides an educational experience for YCDSB students to explore Africentric culture and traditions.

Authentic opportunities such as music, art, stories, language, drumming, dance and a variety of other African traditions will be explored.


**July 2 - 25, 2025**  
8:45 a.m. - 2:45 p.m.


**\$49 consumable and excursion fee**



**San Lorenzo Ruiz CES**  
Markham




@ycdsbconed

**Registration opens**  
**March 7, 2025**  
ce.ycdsb.ca





## FROST & FIRE GAMES

The Our Lady of the Lake Catholic Academy community proudly invites you to attend York Catholic District School Board's annual Frost & Fire Games. This event will showcase and celebrate the rich heritage of Indigenous Peoples.

We look forward to seeing you there.

**MONDAY, JANUARY 13TH, 2025**  
**9:15 AM - 2:15 PM**

## LANGUAGES OFFERED

Arabic	Greek	Polish
Armenian	Gujarati	Portuguese
Azerbaijani	Igbo	Russian
Cantonese	Italian	Spanish
Farsi	Japanese	Tagalog
	Korean	Tamil
	Malayalam	Ukrainian
	Mandarin	Urdu




**Registration opens**  
**March 7, 2025**  
ce.ycdsb.ca




Follow us!

## ASIAN MENTAL HEALTH WORKSHOP

Working with Persons in Crisis  
Hosted by Hong Fook Mental Health Association

**Friday, March 21, 2025**  
**9 a.m. to 3 p.m.**



**Address**  
**Community Safety Village**  
Bruce's Mill Conservation Area  
3291 Stouffville Rd, Stouffville



**Event details**  
**Registration:** 8:30 to 9 a.m.  
**Workshop:** 9 a.m. to 3 p.m.

This workshop is designed to equip participants with the knowledge and skills necessary to provide culturally sensitive support to Asian individuals facing mental health challenges or crises.

**Topics include:**


- Understanding common mental health disorders and challenging situations
- Developing strategies for offering culturally competent care for Asian Communities
- Recognizing signs of mental health issues prevalent in the Asian community, including the effects of historical trauma, racism and culturally specific stressors

**Questions? Email Constable Ava Griffin** 2683@yvp.ca

JACQUELINE WOODSON  
illustrated by RAFAEL LÓPEZ

# THE DAY YOU BEGIN

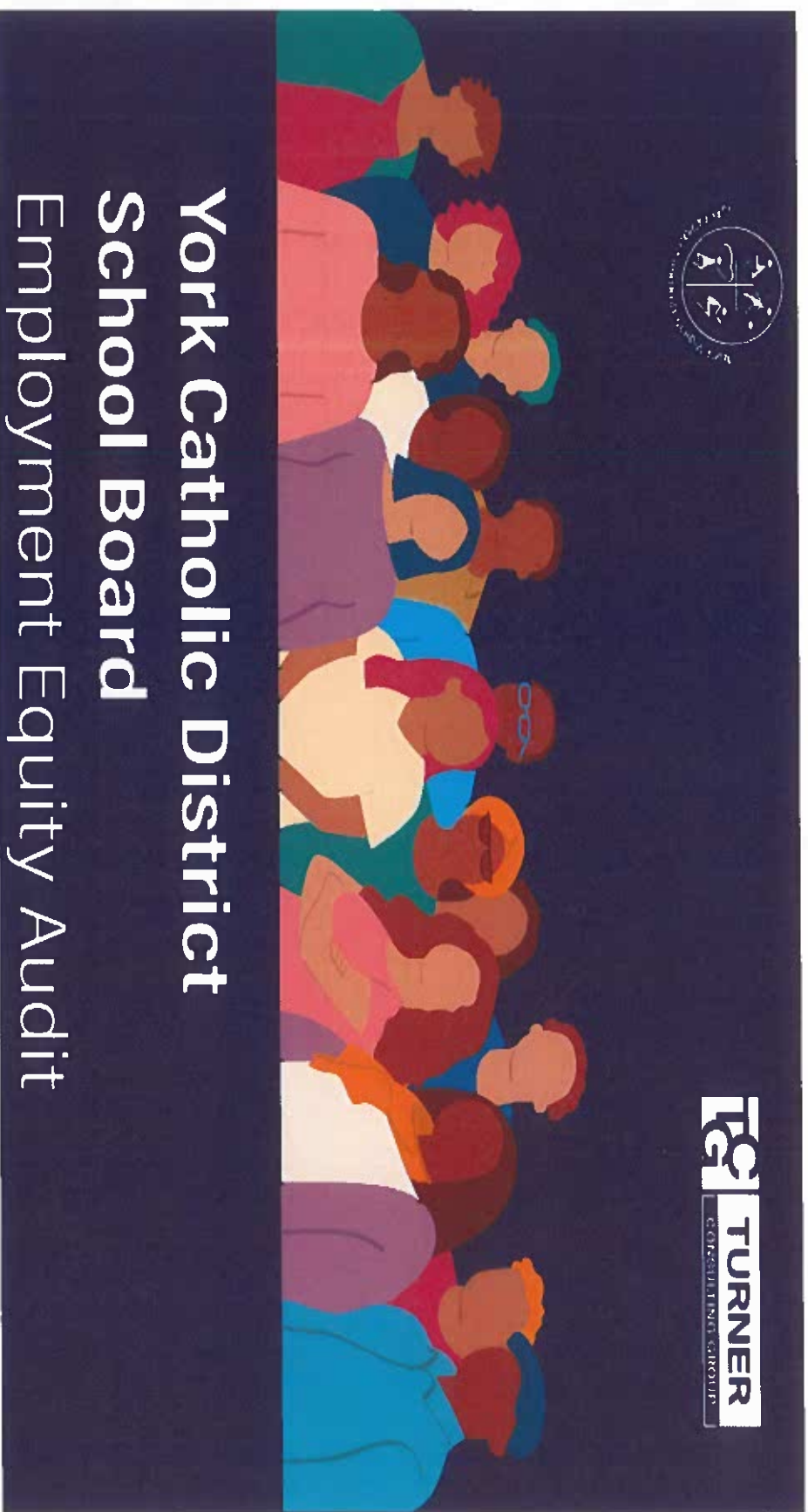


**Reading Rainbow**  
**Live Stream Event**









## LEADS AND ACTION TIMELINE - Internal

GUIDING DOCUMENTS			
Title & Recommendation	Lead	Action	Timeline
<b>Multi-Year Strategic Plan</b> 1. It is recommended that the YCDSB's next Multi-Year Strategic Plan incorporate diversity and human rights within the strategic commitment of "Equity and Inclusion".			
<b>Equity and Inclusive Education Policy</b> 2. It is recommended that the Equity and Inclusive Education Policy be updated to explicitly state a commitment to investigating complaints of harassment, adding record of offenses to the list of Code-protected grounds, and specifying the responsibilities of school administrators and managers to provide accommodations for staff.			
<b>Meta Policy: Policy Management and Governance</b> 3. It is recommended that the Meta Policy: Policy Management and			

<p>Governance Policy be updated to reference the need to comply with the AODA, include record of offences as a Code-protected ground, and specifically ask questions related to engagement with and the impact of the policy, guideline, or procedure on Indigenous and equity-seeking communities.</p>			
<p><b>Statement of Compliance</b></p> <p>4. It is recommended that the Statement of Compliance be updated to specifically include Indigenous peoples by adding a commitment to Indigenous inclusion and/or Truth and Reconciliation.</p>			
<p><b>Hiring and Promotion</b></p> <p>5. It is recommended that the Education Workers – Recruitment and Promotion Policy, Teacher Recruitment and Selection Policy, Appointments to Supervisory Officer Positions Policy, Appointments to Academic Positions of Responsibility Policy, and the Appointments to Principal and Vice-Principal Positions Policy be revised to address the identified issues.</p>			

<p><b>Principals' and Vice-Principals' Transfers Procedure</b></p> <p>6. It is recommended that the Principals' and Vice-Principals' Transfer Procedures be updated to specify that transfers may be a form of accommodation and that these requests will be prioritized to allow for accommodation to occur in a timely manner.</p>			
<p><b>Police Records Checks Policy - Board Employees</b></p> <p>7. It is recommended that the Police Records Check Policy be revised to specify the factors that will be considered to determine an appropriate course of action should the candidate have a criminal record, that the information will be kept confidential, and how the information will be maintained securely.</p>			
<p>8. It is recommended that the Board's website be used to inform candidates that a police record does not preclude them from employment and that various factors will be considered to determine their suitability for employment.</p>			

## RESPECTFUL WORKPLACE

Title & Recommendation	Lead	Action	Timeline
<b>Code of Conduct Policy</b> 9. It is recommended that the Code of Conduct Policy be updated to specify that superintendents, principals, and managers should lead by example with respect to their own behaviours and should have the obligation to interrupt and address inappropriate behaviours when they witness or become aware of them. Record of offences should also be added in the list of Code-protected grounds.			
10. It is recommended that the Board clarify with employees that 2SLGBTQ+ teachers will not be fired because they are open about their gender and sexual identities as that would violate the Ontario Human Rights Code and Section 15 of the Canadian Charter of Rights and Freedoms.			
<b>Workplace Harassment Policy</b> 11. It is recommended that the Workplace Harassment Policy be			

revised to address the identified issues.			
<b>Workplace Harassment Procedure</b> 12. It is recommended that the Workplace Harassment Procedures be revised to address the issues identified.			
<b>Workplace Violence Policy</b> 13. It is recommended that the Workplace Violence Policy be revised to address the issues identified.			
<b>Workplace Violence Procedure</b> 14. It is recommended that the Workplace Violence Procedures be revised to address the issues identified.			
<b>Disposition of Complaints Against Employees Policy and Procedure</b> 15. It is recommended that the Disposition of Complaints Against Employees Policy be updated to address the identified issues.			
<b>Progressive Discipline of Employees Policy and Procedure</b> 16. It is recommended that the Progressive Discipline of Employees			

Policy and Procedure be updated to commit to ensuring the application of the policy in a way that is non-discriminatory and providing additional information about the investigation process.			
<b>HEALTH AND SAFETY</b>			
<b>Title &amp; Recommendation</b>	<b>Lead</b>	<b>Action</b>	<b>Timeline</b>
<b>Occupational Health and Safety Policy</b> 17. It is recommended that the Cannabis, Electronic Cigarettes, Tobacco – A Smoke-Free Environment Policy be updated to specify: <ul style="list-style-type: none"> <li>• The process for Indigenous employees to request and receive accommodation for use of tobacco for cultural or spiritual practices</li> <li>• That dependence on these substances is considered a disability and that assistance and accommodation will be provided, short of undue hardship</li> </ul>			



ACCESSIBILITY AND ACCOMMODATION			
Title & Recommendation	Lead	Action	Timeline
<b>Religious Accommodations Procedure</b> 18. It is recommended that the Religious Accommodations Procedure be updated to address the issues identified.			
ATTENDANCE AND LEAVES			
Title & Recommendation	Lead	Action	Timeline
<b>Attendance Support Program Policy</b> 19. It is recommended that the Attendance Support Program Policy include a statement encouraging employees to communicate in confidence with their supervisor regarding any health or personal concerns that they feel may interfere with their attendance and require supervisors to support these employees to the fullest extent possible.			

PERSONNEL			
Title & Recommendation	Lead	Action	Timeline
<b>Conflict of Interest for Employees Policy</b> 20. It is recommended that the definition of relationship in the Conflict of Interest for Employees Policy include close personal relationships.			
<b>Digital Discipleship: Acceptable Use of Technology Policy</b> 21. It is recommended that the definition of harassment in the Digital Discipleship Policy be changed to be consistent with the definitions used in the Ontario Human Rights Code and the Occupational Health and Safety Act.			
<b>Electronic Monitoring Policy</b> 22. It is recommended that the Electronic Monitoring Policy be revised to state that employee electronic monitoring will occur equitably with an understanding of protected human rights grounds and will be carried out in a non-discriminatory manner that does			

not disproportionately penalize employees because of bias, prejudice, or stereotypes based on Code-protected grounds.			
<b>Electronic Communications and Social Media Policy</b> 23. It is recommended that the Electronic Communication and Social Media Policy be updated to more explicitly address personal social media usage, commit to carrying out discipline in a non-discriminatory manner, and commit to deleting (but retaining a copy of) social media posts that are discriminatory, harassing, hateful, or violent.			
<b>Policy Gaps</b> 24. It is recommended that YCDSB identify the policies needed to complete its human resource policy framework, develop these policies, and communicate them to leaders, managers/school administrators, and employees.			

ADDITIONAL ISSUES			
Title & Recommendation	Lead	Action	Timeline
<b>The use of gendered language</b> 25. It is recommended that YCDSB use its policy review process as an opportunity to incorporate gender-neutral language in all policies and procedures.			
<b>Lack of voluntary option to disclose gender pronouns and preferred name</b> 26. It is recommended that YCDSB add a field to all personnel forms to allow employees to identify their gender pronouns and preferred name.			
REVIEW OF RECRUITMENT AND SELECTION PROCESSES			
Title & Recommendation	Lead	Action	Timeline
<b>Careers Webpage</b> 27. It is recommended that the Board's Careers webpage provide information for foreign-trained applicants and information about the requirement and process for a criminal background check.			

<p><b>Job Ads</b></p> <p>28. It is recommended that each job posting include a description of the role, including those for teaching positions, and the salary/ wage range for the position.</p>			
<p><b>Equity-related Competencies</b></p> <p>29. It is recommended that the Board develop equity-related competencies specific to each role and that these competencies be included in the job descriptions and job postings and assessed through the selection process.</p>			
<p><b>Equity and Accommodation Statements</b></p> <p>*30. It is recommended that the Board's equity and accessibility statements be revised to:</p> <ul style="list-style-type: none"> <li>• Update the language in the equity statement to reference "racialized people"</li> <li>• Also include Black people and 2SLGBTQ+ people as those identified for employment equity</li> <li>• Update the accessibility statement to reference the Ontario Human Rights Code in its entirety and state</li> </ul>			



that the Board will provide accommodation based on any Code-protected ground, not just disability			
<b>Advertising Job Openings</b> 31. It is recommended that YCDSB work with other school boards to use their influence to call on faculties of education to increase both the diversity of their graduates and the competency of new teachers to be culturally responsive and anti-racist/anti-oppressive.			
32. It is recommended that the YCDSB promote teaching as a profession to elementary and secondary students from Indigenous communities and equity-seeking groups.			
33. It is recommended that the YCDSB conduct outreach recruitment to diversify the applications to all positions at the Board.			
<b>Application Form</b> 34. It is recommended that the Board			

operationalize its commitment to allowing applicants to self-identify as part of the hiring process and use this information to better understand the diversity of its applicant pool, identify and remove barriers in the hiring process, and prioritize the hiring of applicants who are Indigenous and members of equity-seeking groups.			
35. It is recommended that the Board provide guidance to human resource staff and hiring managers regarding how to proceed should a candidate not be able to provide their original certificate or diploma.			
36. It is recommended that the Board develop processes to ensure that as it is verifying educational credentials, it is not accepting fraudulent educational credentials.			
<b>Accommodation During the Hiring and Selection Process</b> 37. It is recommended that the Board ensures that all interview invitation email templates ask candidates if			

they require accommodation to participate in the interview process.			
<b>Pre-Screening</b> 38. It is recommended that guidance be provided to hiring managers and school administrators on how to consistently and fairly assess job applicants against the stated job qualifications.			
39: It is recommended that questions unrelated to the candidate's skills and abilities for the job be removed from the pre-screening process.			
<b>ASSESSMENT OF CANDIDATES</b>			
<b>Title &amp; Recommendation</b>	<b>Lead</b>	<b>Action</b>	<b>Timeline</b>
<b>Interview Panels</b> 40. It is recommended that trustees no longer participate in any hiring or promotion panels, with the exception of the position of Director of Education.			
<b>Training for interview panel members</b> 41. It is recommended that the training provided clearly			

focus on helping hiring managers understand unconscious bias in the hiring process and what they can do to minimize the impact of bias.				
<b>Competitive process</b> 42. It is recommended that an interview process be used to confirm the senior most qualified candidate's skills and abilities for the role and that this assessment be documented.				
43. It is recommended that the hiring manager be required to ensure a complete competition file before a job offer can be made, including ensuring that all panel members have completed the declaration that they have no conflict of interest.				
<b>Interview marking guides</b> 44. It is recommended that all interview marking guides include a section for interview panel members to declare that they have no conflict of interest and to be specific about which relationships would constitute a conflict of interest.				
45. It is recommended that look-fors be established and used in all				

interview marking guides to ensure the consistent scoring of candidates' responses.			
<b>Hiring for diversity</b> 46. It is recommended that the Board consider offering instruction in international languages other than Italian to open up this entry into the organization for those who speak languages other than Italian.			
48. It is recommended that hiring managers be provided with information about what they should consider in the decision-making process to support the Board's goal of diversifying the workforce.			
<b>Group interviews</b> 47. It is recommended that over the coming year, all candidates who participate in the group interview portion of the occasional teacher hiring process be given the opportunity to provide their anonymous feedback to determine whether the process creates a disadvantage for Indigenous candidates and candidates from the			



equity-seeking groups.			
<b>Feedback</b> 49. It is recommended that managers and school administrators be provided with guidance on how to provide honest and constructive feedback to unsuccessful candidates.			
<b>Interview Questions</b> 50. It is recommended that international language instructors not be asked about their Christian faith, given that it is not a job requirement for that position.			
51. It is recommended that hiring managers/school administrators be provided with additional guidance on what to consider when hiring to ensure that they are engaged in bias-free hiring and that candidates who are Indigenous and from equity-seeking groups are not disadvantaged in the hiring process.			
<b>Competition Files</b> 52. It is recommended that Human Resources instruct principals to retain competition files for 18 months following the close of the			

competition.			
53: It is recommended that Human Resources provide a checklist to specify which items should be maintained in the competition files.			

### SCHOOL ADMINISTRATOR PROMOTION PROCESS

Title & Recommendation			
<b>Job Posting</b>			
54. It is recommended that a description of the principal and vice-principal promotion process be included on the Board's webpage.			
55. It is recommended that the application process for promotion allow candidates to self-identify as Indigenous or as belonging to an equity-seeking group, consistent with the Appointments to Principal and Vice Principal Positions Policy. This data should be summarized after each promotion process to assess the diversity among applicants and determine what more could be done to diversify the application pool and to identify any barriers in the			

promotion process.			
56. It is recommended that the Board conduct outreach recruitment, including posting promotional opportunities in ethnic and alternative media, consistent with the requirements of the Appointments to Principal and Vice-Principal Positions Policy.			
<b>Placement in Pool</b> 57: It is recommended that the requirement that those in the pool beyond three years be required to reapply be examined to determine whether it has a disproportionately negative impact on Indigenous candidates and candidates from equity-seeking groups and whether it is a bona fide requirement for promotion.			
<b>Pastoral Reference Letter</b> 58. It is recommended that the pastoral reference letter be removed as a requirement for promotion within the Board. Instead, the Board should consider other assessment methods			

such as including an interview question to assess how the candidate would lead a Catholic school.			
<b>Interviews</b> 59. It is recommended that those who sit on the promotion panels be provided with additional guidance on what to consider when hiring to ensure that they are engaged in bias-free hiring. This will also ensure that candidates who are Indigenous and from equity-seeking groups are not disadvantaged in the hiring process.			
<b>EMPLOYEE PERSPECTIVES</b>			
<b>Title &amp; Recommendation</b>			
<b>Attitudes and Corporate Culture</b> 60. It is recommended that a Staff Census be conducted to understand the diversity of the Board's workforce and develop strategies to close any gaps in representation.			
<b>Findings and Recommendations</b> 61. It is recommended that an			

<p>Employment Equity Strategy be developed with the goals of diversifying the workforce, embedding equity throughout the Board's human resource policies and practices, fostering more welcoming and inclusive work environments, and ensuring accommodation and accessibility in compliance with the Ontario Human Rights Code.</p>			
<p>62. It is recommended that a multifaceted communications/ learning plan be developed that is updated on an ongoing basis and that may include newsletters, lunch and learns, book clubs, podcasts, and other informal methods of promoting knowledge, resources, tools, and practices, etc., with the goals of:</p> <ul style="list-style-type: none"> <li>• Increasing employee understanding of workplace equity, diversity, and inclusion</li> <li>• Developing the competence and confidence of employees, particularly those in leadership positions, to support the implementation of the Employment Equity Strategy</li> <li>• Defining key terms and concepts</li> </ul>			



<ul style="list-style-type: none"> <li>• Communicating a business case for workplace equity, diversity, and inclusion that links the organization's equity, diversity, and inclusion efforts to student success and to its Catholic values</li> </ul>			
63. It is recommended that all supervisory officers learn about equity in leadership and receive individual coaching as needed. This will support their ongoing development and deepen their ability to lead the Board's equity efforts and embed equity into all that the Board does. This should include how to lead this work within a Catholic framework.			
64. It is recommended that the Board share this report and the resulting Employment Equity Strategy with employees and members of the school community. They should also provide regular updates with respect to implementation to better support employees to understand the need and rationale for the Board's workplace EDI efforts.			

65. It is recommended that issues of workplace equity and human rights be embedded into all other training, as appropriate, so that employees and school and system leaders are able to see the connections to all the work they do.			
66. It is recommended that the Board conduct another Staff Census and Employment Equity Audit in five years to assess progress and develop a new Employment Equity Plan.			
<b>HIRING AND ADVANCEMENT</b>			
<b>Title &amp; Recommendation</b>			
<b>Hiring and Promotion Procedure</b> 67. It is recommended that the YCDSB communicate changes to its hiring and promotion procedures to increase confidence that these processes are fair and will be used to increase diversity within the YCDSB			

workforce at all levels.			
<b>Staff Census</b> 68. It is recommended that all newly hired staff complete a Staff Census and that the Board assess its efforts to diversify the workforce.			
<b>Indigenous Peoples</b> 69. It is recommended that, where possible, newly hired Indigenous teachers and teachers from the equity-seeking groups be partnered with experienced Indigenous teachers and teachers from the equity-seeking groups through the New Teacher Induction Program to support their success in the role.			
<b>EXPERIENCE REQUESTING AND RECEIVING ACCOMMODATION</b>			
<b>Title &amp; Recommendation</b>			
70: It is recommended that training and ongoing education be provided to all school and system leaders to address ableist attitudes, to better understand their legal obligations under the Ontario Human Rights Code to provide accommodation,			

and how the Board benefits from providing accommodation to enable employees to keep working and to do their best work. This training should also help supervisors understand the range of physical and mental disabilities, both evident and non-evident, for which accommodation may be requested, the types of accommodation that may be provided, and the principles of accommodation. This training should also address the obligation of all people leaders to keep the employee's information confidential.

**Educators Unable to have a Good Work-Life Balance**

71. It is recommended that the YCDSB prioritize developing and revising policies and practices that support a healthy balance between work and personal life. This could include flexible work arrangements and work from home options where the type of work allows it.

72. It is recommended that the Board educate all employees about their rights regarding workplace

<p>accommodation, based on any Code protected ground, and the process of obtaining said accommodation. Emphasis should be placed on explaining the Board's legal obligations under the Ontario Human Rights Code as well as how accommodation helps get the best from employees so that accommodation is not seen as special treatment provided to some employees.</p>			
<p>73: It is recommended that the Board include information about the accommodation process on its intranet site so that employees understand the process for accommodation, the need to provide medical information, and other relevant information.</p>			
<p><b>RESPECTFUL WORK ENVIRONMENT</b></p>			
<p><b>Title &amp; Recommendation</b></p>			
<p><b>Human Rights Training</b> 74: It is recommended that all people leaders receive in-person mandatory human rights training on an annual basis to ensure that they are able to</p>			



<p>lead and foster a work environment that values and is inclusive toward Indigenous peoples and members of the equity-seeking groups. This training should help school and system leaders develop the competence and confidence to identify and address inappropriate behaviours when they do occur. This training should also remind people leaders of their legal obligations to foster a respectful work environment, lead by example, and act to stop harassment and discrimination when they witness or hear about these behaviours.</p>			
<p>75: Recognizing that a great deal of inappropriate behaviours can be stopped and their impact minimized if they are immediately addressed, it is recommended that all people leaders receive mandatory training that provides them with the knowledge and techniques for intervening when they do witness or learn about these behaviours.</p>			
<p><b>Reporting Requirement</b> 76: It is recommended that the Board</p>			

clarify with all school leaders and educators that the adverse reporting requirement is not applicable to human rights complaints.			
<b>Parent Code of Conduct</b> 77: It is recommended that the Board develop a parent code of conduct to ensure that interactions with staff remain respectful. This code of conduct could include examples of harassment and ensure that parents know that the Board will not tolerate racism, sexism, and other forms of oppression directed at employees. Employees should be informed of the processes for reporting harassment from a parent or student.			
<b>Complaint Data</b> 78: It is recommended that human rights complaint data be compiled annually (by ground, violation, and disposition) so senior leadership teams can identify trends and proactive measures to address any identified issues.			
<b>EXPERIENCES OF INDIGENOUS PEOPLES AND MEMBERS OF THE EQUITY-SEEKING GROUPS</b>			
<b>Title &amp; Recommendation</b>			

<p><b>2SLGBTQ+ Employees</b></p> <p>79. It is recommended that the Board clearly communicate its commitment and legal obligation to protect 2SLGBTQ+ employees from workplace harassment and discrimination to all members of the school community. This information should be in alignment with Catholic teachings to ensure that all employees understand that homophobic and transphobic comments/behaviours are not only violations of the Human Rights Code but contrary to Christian values.</p>			
<p><b>Third-Party Investigators</b></p> <p>80. It is recommended that the Board ensure that third-party investigators of human rights complaints are experts in human rights and the investigation process and include a process for the complainant to participate in the selection of the investigator.</p>			
<p><b>Employee Resource Groups</b></p> <p>81. It is recommended that the Board continue to establish and provide ongoing support to employee</p>			

resource groups to create safe and inclusive spaces for Indigenous employees and those from the equity-seeking groups for networking and support. Furthermore, the Board should use these groups as a valuable resource to continue its work to identify and remove barriers to employment equity, diversity, and inclusion.			
<b>Counselling &amp; Other Supports</b> 82. It is recommended that the Board work with its EFAP provider to ensure that staff who are Indigenous and from the equity-seeking groups can access culturally appropriate counselling and other resources and supports.			
<b>Inclusive and Welcoming Spaces</b> 83. It is recommended that the Board ensure that it creates inclusive, anti-racist, and safe workplaces that allow 2SLGBTQ+, Indigenous, and racialized employees to bring their full selves to work. This should include visual displays of positive spaces as well as training for managers and school administrators about their			

roles and responsibilities to create inclusive and welcoming spaces for all employees.			
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# **YCDSB EMPLOYMENT EQUITY AUDIT IMPLEMENTATION PLAN**



## **York Catholic District School Board**

**February 2025**





# **JOURNEY TOWARD OUR VISION**

## **2025 -2028**

# 1. REVIEW OF HUMAN RESOURCE POLICIES, PROCEDURES AND DOCUMENTS

<b>PROMOTING AWARENESS 2024-2025</b>	<b>JOURNEY TOWARD OUR VISION 2025-2026</b>	<b>GROWING IN FAITH 2026-2027</b>
<p>1. The Meta Policy: Policy Management and Governance Policy be updated to reference the need to comply with the AODA, include record of offences as a Code-protected ground, and specifically ask questions related to engagement with and the impact of the policy, guideline, or procedure on Indigenous and equity-seeking communities. (R3)</p>	<p>1. The Equity and Inclusive Education Policy be updated to explicitly state a commitment to investigating complaints of harassment, adding record of offenses to the list of Code-protected grounds, and specifying the responsibilities of school administrators and managers to provide accommodations for staff. (R2)</p>	<p>1. The YCDSB's next Multi-Year Strategic Plan incorporate diversity and human rights within the strategic commitment of "Equity and Inclusion." (R1)</p> <p>(a) Explicitly stating that complaints of harassment, along with complaints of discrimination, will be investigated.</p> <p>(b) Specifying roles aligned with AODA to ensure staff accommodations.</p>
<p>2. The Statement of Compliance be updated to specifically include Indigenous peoples by adding a commitment to Indigenous inclusion and/or Truth and Reconciliation. (R4)</p>	<p>2. The Education Workers – Recruitment and Promotion Policy, Teacher Recruitment and Selection Policy, Appointments to Supervisory Officer Positions Policy, Appointments to Academic Positions of Responsibility Policy, and the Appointments to Principal and Vice-Principal Positions Policy be revised to address the identified issues. (R5)</p> <p>(a) Revised language to equity-seeking or historically underrepresented, along with AODA-compliant accommodations.</p> <p>(b) Review of job requirement training and education in posting.</p>	<p>2. The Police Records Check Policy be revised to specify the factors that will be considered to determine an appropriate course of action should the candidate have a criminal record, that the information will be kept confidential, and how the information will be maintained securely. (R7)</p> <p>(a) Review five factors to determine next steps should a candidate have a criminal record:</p> <ul style="list-style-type: none"> <li>• Nature of the conviction (e.g., convictions of crime related to conduct contrary to community standards of justice, honesty, or good morals)</li> <li>• Relevance of conviction to bona fide job requirements</li> <li>• Date of the conviction</li> <li>• Rehabilitation efforts</li> <li>• Potential risk to organization/sector</li> </ul>

## **YORK CATHOLIC DISTRICT SCHOOL BOARD**

REPORT TO: Board of Trustees

FROM: A. Saggese, Trustee Vaughan: Area 1, Ward 1

DATE: March 25, 2025

RE: **International Language Extended Day Update**

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### **EXECUTIVE SUMMARY**

Trustees were asked to explore alternative funding options to ensure the continuation of the International Extended Day program, a key initiative that has already proven to be successful, with over 5000 students currently enrolled. This clearly highlights the program's value and impact.

Trustees Saggese and Iafrate took the initiative to inquire about potential funding sources that could sustain the extended day delivery model, which has shown significant effectiveness. To secure funding from the Italian government, they were informed that they would need to establish an official association (YCDSB-ItaliaLinguaCultura). This association is essential in facilitating the inflow of funds, which will then be allocated to the York Catholic District School Board (YCDSB) specifically for this program.

Trustees Saggese and Iafrate are representing this association as they move forward with their efforts. At this stage, they have submitted an application to the Ministry of External Affairs in Italy, requesting funding for the program, and are currently awaiting a response.

In addition, they are excited to share that they have made alliances with respected and influential organizations that have reached out to them, expressing their enthusiasm to support their efforts and contribute to maintaining the program. These partnerships are a promising step forward in securing the future of the program.

The International Extended Day program offers students a unique opportunity to immerse themselves in another culture and language, enriching their educational experience. It is already being implemented in various schools and has the potential to expand to additional schools that express interest.

Trustees Saggese and Iafrate will keep YCDSB updated with any new developments and will report back once they have more information to share.

Prepared and Submitted By: Angela Saggese, Trustee Vaughan: Area 1, Ward 1



# APRIL 2025

## TRUSTEE SERVICES





**Monthly Virtue:**  
**REVERENCE**

### May 2025

May 1 to 3—OCSTA AGM  
May 4 to 9—Catholic Education Week  
May 5—PA Day: Secondary  
May 5—SEAC 7pm  
May 6—Corp Services 6:30 pm (Public)  
May 6—Corp Services 8:00 pm (Private)  
May 10—YCPIC 10am Financial Literacy  
May 12—Student Success & Pathway 6:30 pm  
May 14—Joint Board 4pm  
May 19—HOLIDAY—Victoria Day  
May 21—Executive 3pm (Public)  
May 21—Executive 4pm (Private)  
May 21—Audit (Public) 6:30 pm  
May 21—Audit (Private) 7:30 pm  
May 22—Yes, I Can Awards 4:30 pm  
May 23—S.A.L. 10am  
May 26—YCPIC 6:30 pm  
May 27—Committee of the Whole 6:30 pm  
May 27—Regular Board 7:30 pm  
May 31—YCPIC Dismantling Ableism

### June 2025

June 2—YSCPC Awards  
June 3—Policy Review 6:30 pm  
June 4—Director's Council  
June 5-7—CCSTA  
June 9—PA Day—Elementary  
June 9—SEAC 7pm  
June 10—Executive 3pm (Public)  
June 10—Executive 4pm (Private)  
June 11—HRC 5pm  
June 17—Committee of the Whole 6:30 pm  
June 17—Regular Board 7:30 pm  
June 26—PA Day—Secondary  
June 26—Special Board (If Needed) 9am  
June 27—PA Day—Elem & Secondary

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
 <b>March 5 to April 17, 2025</b>		1 Director's Council	2 4pm Audit (Public) 5pm Audit (Private) 6pm Meta Policy Workshop	3	4	5 YCPIC 10am Mental Health
	6	7 7pm SEAC	8 6:30 pm Policy Review	9 WEEK April 7 to 11, 2025	10	11
12	13	14 HOLY WEEK— April 14 to April 17, 2025	15	16	17	18 
19	20 	21 EASTER MONDAY 	22	23 3pm Executive (Public) 4pm Executive (Private) 5pm HRC	24 SAL 10 am	25 YCPIC 10am Financial Literacy
26	27	28	29 6:30 pm CTW 7:30 pm Regular Board	30 Director's Council		