

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, March 28, 2023
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.*

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3. APPROVAL OF NEW MATERIAL	F. Alexander	
4. APPROVAL OF THE AGENDA	F. Alexander	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	F. Alexander	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	F. Alexander	
7. APPROVAL OF THE PREVIOUS MINUTES	F. Alexander	
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b) Special Board Meeting of March 7, 2023		
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21. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION	
22. ADJOURNMENT	

**UPCOMING
REGULAR BOARD MEETING**

**Tuesday, April 25, 2023
7:30 PM**

York Catholic District School Board

REPORT NO. 2023:02

EXECUTIVE COMMITTEE

To: Regular Board Meeting

March 28, 2023

A meeting of the Executive Committee was held on Tuesday, March 21, 2023 at 1:00 pm.

PRESENT:

Committee Members: F. Alexander, M. Iafrate, E. Crowe

Other Trustees: A. Grella (Virtual), T. McNicol (Virtual), A. Saggese (Virtual)

Administration: D. Scuglia, J. Sarna

Absent with Notice: Nil

Recording: S. Greco

Presiding: F. Alexander, Chair of the Board

ACTION ITEM(S):

Whereas the Mission statement of the York Catholic District School Board is Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment;

Whereas the York Catholic District School Board Multi-Year Strategic Plan identifies the core values of excellence, equity, fiscal responsibility, Catholicity, inclusion, integrity and respect;

Whereas the delegations presented on February 28, 2023 violated the core values of equity, inclusion and respect and may have contributed to students and staff feeling unsafe.

LET IT BE RESOLVED

THAT the York Catholic District School Board re-affirms its commitment to the inclusion of all students and staff and provision of educational services in a safe and caring environment and regrets any statements in delegations from the public on February 28, 2023, that might have contributed to students and staff feeling unsafe in their school.

Adjournment: 1:36 pm

F. Alexander, Chair of the Board



York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Frank Alexander, Chair of the Board

Date: March 28, 2023

Re: **Chair's Report**

As Christians, Lent is a season to prepare for the joy of Easter, when we get a special opportunity to reflect on how Christ died for the salvation of every single person. It was especially moving for me to attend the York Catholic District School Board's second annual Lenten Mass of Reconciliation and Renewal which was celebrated by Bishop John Boissonneau. Many Trustees and staff members joined us here in the Boardroom for the Mass, which was also live-streamed in all our schools throughout the Board. I want to thank Bishop Boissonneau, for an always insightful Homily. When I presented my Motion a year ago to establish this Mass of Reconciliation and Renewal, little did I know how much it would be needed today. The events of the last few weeks showed how desperately we need reconciliation and renewal. During the time between the inaugural mass and today, I learned many things. I learned that, in order for us to be reconciled with one another, we all must first be reconciled in Christ. I learned that, if we place our focus on Christ, instead of on issues, we will all find ourselves in Him. We will find that He is indeed one of us, having experienced the challenges of all of us. "He was despised and forsaken of men; a man of sorrows and acquainted with grief"; just like many of us. He was a refugee, forced to flee to Egypt and live on the margins of society; just like some of us. He lived, not just in a bad part of town, but in a whole bad town, just like some of us. He was bullied and called names by His own family and people from His own town; just like some of us. He is a child of God, just like all of us. You can see that we are all in Him and that He is in us. This is our Jesus. This is our Brother. This is our focus. This is our Faith. So when you go about your daily routines, take this Faith with you. Use it as a staff if you should stumble and as a light to find your way in the dark. When the burden becomes a little too heavy for you, lean on a buddy and together, lean on Christ. What you will find is this: Where two or more of you are gathered in His name, He will be there with you, because He is one of you. May God Bless you all.

2023-2024 Budget Survey

I thank staff for putting out a call to action to parents and families to participate in the annual budget survey. Participants have from March 20-March 31, 2023, to provide feedback on what is important to them and what they would like to see prioritized in the 2023-2024 school year budget. I note that there was an email sent to families and messages to complete the survey on our Board website, Twitter account, Instagram account and through a regional digital ad campaign with Star Metroland Media. The budget process is critically important to us all and I hope all will participate.

Feast Day of St. Patrick

March 17 is the Feast Day of St. Patrick, or also commonly known as St. Patrick's Day. This year it took place during the March Break but that did not stop our schools from celebrating one of the world's most recognizable saints. Many of our schools celebrated with dress-up days, green treats and so many painted shamrocks lining the hallways. It is said that St. Patrick used three-leaf shamrocks as a way to teach the mystery of the Holy Trinity. Each year, we celebrate St Patrick and recognize that he was very instrumental in bringing Christianity to Ireland. And we recognize the two schools and two parishes in the York Catholic DSB that are named after him.

Feast Day of St. Joseph

Feast Day of St. Joseph on March 19 gives us the opportunity to reflect on Joseph's incredible faith in God and his devotion to his wife Mary and to Jesus. This feast day is celebrated by so many members of the York Catholic DSB as we have four elementary schools and one parish named after this incredible saint. St. Joseph is the patron saint of workers and was known as a hard worker. May we strive to demonstrate that strong work ethic in our day-to-day lives as we work to support our families, our schools and the greater community.

Markham East Boundary Review

We hosted an open house Public Information Session on Thursday, March 23 from 6:30-8:30 p.m. at St. Kateri Tekakwitha CES. Many interested parents, students and community members turned up to ask questions and discuss ideas with Board staff and local Trustees. This is part of a boundary review study that aims to respond to shifts in enrolment patterns at St. Joseph (Markham), St. Kateri Tekakwitha, St. Julia Billiard and St. Patrick (Markham). An online submission form is also available for parents to provide their feedback, which remains open until Wednesday, March 29. We hope to have collected more information to deliver in April.

SEAC Meeting

The Special Education Advisory Committee (SEAC) held its monthly meeting on Monday, March 6. The meeting consisted of an inspirational presentation from the Down Syndrome Association of York Region in regard to World Down Syndrome Day. There was also a presentation on Easter Seals and Student Services. Next month's meeting will discuss Autism Awareness, budget updates and the Inclusion in Action campaign that takes place in May. To find out more about this committee and hear about all the amazing accomplishments our exceptional students and faculty are doing, please visit the Board website and sign up for the SEAC newsletter.

MACCA Awards

The City of Markham Mayor, Frank Scarpitti, presented a Markham African Caribbean Canadian Association (MACCA) Community Appreciation Award to both Chad Garel, vice principal at St. Joan of Arc CHS and Ayodele Bygrave, physical education teacher at Father Michael McGivney CHS. Both Chad and Ayodele are dedicated and inspirational leaders in their schools and community. York Catholic DSB recognizes all the tremendous work these two educators do every day and thanks them wholeheartedly for their guidance and leadership for our students.

STREAM Centres of Excellence - Virtual Reality Experience

On Thursday, March 2, many Trustees, Director Domenic Scuglia and senior administration staff members visited Divine Mercy CES to tour one of the STREAM Centres of Excellence. This special event showcased the latest addition to the amazing learning opportunities available through STREAM Centres, including the latest in Virtual Reality technology! Together, everyone enjoyed an exciting morning "travelling" around the world to well-known landmarks, including the Great Wall of China, the Taj Mahal and the Eiffel Tower. Additionally, they were given the opportunity to explore many areas of science, including the animal cell biology of woodland creatures. Everyone who attended was really impressed by the amazing and unique learning experience of virtual reality. STREAM Centres of Excellence offer innovative, inquiry-based learning experiences and are available to all YCDSB students from K-12.

We are looking forward to hearing stories of our students' experiences with the technology from around our school board.



York Catholic District School Board

Director's Report

Memo To: Board of Trustees

From: Domenic Scuglia, Director of Education

Date: March 28, 2023

Re: **Director's Report**

To my mind, the age-old saying that March comes in like a lion and leaves like a lamb seems to be less and less consistent. Although the weather cannot seem to decide if it wants to snow or rain, spring is here! March 20 is the Spring Equinox when we officially swing into spring. With the arrival of spring and daylight savings time, I can't help but feel a sense of anticipation that many new and promising things are to come. March was jam-packed with activities and new initiatives throughout the Board. We are so proud of the many students, alumni, staff and community members that are reaching for the stars every day. The month of April will be another busy and productive month. As we continue to walk humbly through the season of Lent, may we continue to prepare for Christ's resurrection. This year, Easter Sunday is on April 9 and we joyfully remain in the Easter season for 50 days until we celebrate Pentecost Sunday. Many of our schools have already planned their liturgical celebrations for the Holy Week. Happy Easter and may this joyful season fill your heart with renewed hope, love and peace.

March Break

March Break took place from March 13-17, 2023. For many of our students and staff, it was a chance to spend some welcomed time with their families and friends. For others, it gave them time to catch up or even get ahead at work. Whichever way you spent your break, I hope you found some time to fill your cup and prepare for the final months of this school year.

ShareLife Week

ShareLife Week is now in full swing and runs from March 27-31, 2023. Our schools are equipped with their ShareLife Toolkits and ShareLife poster to help them plan their week's activities. In addition to the posters being hung in the school hallways, these posters can be seen hanging in parishes throughout the Archdiocese, creating an additional connection between the school and the church. Congratulations again to Marikit from St. Jerome CES for designing this year's poster. During ShareLife Week our students, staff and community "live the Gospel by providing for those in need." At this time each year, we learn more about the many local Catholic charities that support those in need and how they are funded through ShareLife. All our schools will run their own unique activities and find different ways to fundraise for this needed cause. At the end of the week, all our schools will contribute 100 per cent of their fundraising efforts to ShareLife to help them support Catholic charities.

Pope Francis CES

All Pope Francis CES families and registrants were encouraged to visit the school website or the Board website to read the updated amendments to their current enrolment cap. The recently approved updates include JK registrations at Pope Francis CES will increase from 90 to 101 students for the 2023-2024 school year. Parents and registrants for SK to grade eight were also encouraged to read the recently approved guidelines for enrolment, which allow for more students. Parents of students in these grades were asked to complete an online survey to help with registration.

St. Jerome Penpals

St. Jerome CES has taken on a beautiful and thoughtful initiative with a local senior's residence. Students throughout the school in all grades have been participating in a pen pal program. The seniors are helping the students learn how to properly construct a hand-written note and the students are contributing their youthful energy to the senior's lives – it's a win-win scenario for all participants. We are so proud of everyone involved.

Welcome to Canada Orientation Day

On Saturday, March 11, Jennifer Sarna greeted over 100 newcomers to Canada at the Catholic Community Services of York Region and The Settlement and Education Partnership in York Region, Welcome to Canada Orientation Day. The day is a collaborative effort by both the York Catholic District School Board and the York Region District School Board, to provide settlement services and guidance to students and their families who are new to this country. The services help these students and families navigate our education systems in York Region, along with many other issues. The initiative is funded by the Canadian government and it allows these families to communicate and gather information in over 30 different languages. Attendees were given resources for school registration, youth volunteer opportunities, parent support groups and community resources to name a few.

Toonie Fundraiser for Syria and Turkey

The Catholic Education Centre staff were deeply saddened by the news of the tragic earthquakes that recently took place in Syria and Turkey. The office pulled together to help raise necessary funds for the thousands of victims. Many staff members contributed a minimum of a toonie and we are happy to report that together, our office managed to donate approximately \$560.00.

Governor General Award

As we celebrated at a previous Board Meeting, Our Lady Queen of the World Catholic Academy teacher, Cynthia Bettio, received the Governor General's History Award for Excellence in Teaching. On April 7, Mrs. Bettio and her students were recognized with certificates from Richmond Hill Mayor, David West, on behalf of city council. We are so proud of Mrs. Bettio and these incredibly talented students.

Trevor Coll – Rock of Ages

We were excited to learn that one of St. Elizabeth CHS alumni, Trevor Coll, has been starring as the lead character in More Entertainment's "Rock of Ages" live production. The show is scheduled to run from February 23 to May 20 at the Elgin and Winter Garden Theatre in Toronto. I have heard great reviews – way to go, Trevor!

Other Important Dates

It goes without saying that every day is the perfect opportunity to celebrate and appreciate the women in our lives. However, March 8 was an even more important time to celebrate women, as the world marked **International Women's Day**. This powerful day has been observed since 1977 and is a time to highlight the political, cultural and socioeconomic advances made globally by women. I continue to thank all the incredible women we have in our lives, professionally and personally. I am so blessed to be surrounded by so many incredible women.

Many of our schools and Board offices celebrated **World Down Syndrome Day** on Tuesday, March 21. Across the world, people were encouraged to roll up their pants and put on their mismatched socks. This created a single global voice advocating for the rights, inclusion and well-being of people with Down syndrome. Around the globe, landmarks buildings were lit-up to honour World Down Syndrome Day, including the Eiffel Tower in Paris, the Empire State Building in the USA, Burj Khalifa in Dubai, London Tower in England and BC Place Stadium in Canada. This was an important time to remember that we are children of God and are loved for who we are.

March 22 is **World Water Day** and it's a time to reflect on the importance of water and how we use it. There are still over two billion people living without clean and safe water. Water is something that affects us all, therefore it is vital that we change the way we use, consume and manage water in our lives

The Feast of the Annunciation takes place on Sunday, March 26. The day commemorates the visit of the archangel Gabriel to the Virgin Mary in which she was told she would give birth to the son of God. It's a special day because it marks the time when divinity takes on human flesh. Essentially it's nine months before Christmas.

School Activities

- Cardinal Carter CHS Parade
- Sacred Heart CHS Cru Cup Classic
- St. Maximilian Kolbe CHS Rugby teams trip to BC
- St. Joan of Arc CHS Ordinandi meet and greet

March School Visits

March allowed me the privilege of visiting some more of our amazing schools this month:

March 2 - St. Clare CES

March 3 - Cardinal Carter

March 28 - St. Veronica

Cinzia DeFrancesco <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	Cinzia DeFrancesco
Email Address	
Home Address	
Home Telephone	
Are you a York Catholic District School Board employee?	Yes
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Franco DeFrancesco
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Name	Cinzia DeFrancesco
Spokesperson 2 Email Address	
Spokesperson 2 Address	
Spokesperson 2 Home Telephone	
3) Presentation/Petition Details	
Date of Board Meeting	Mar 28, 2023
Specific Statement of Issue	
Values in Our Schools: we need to ensure in our school communities that we are encouraging and fostering a positive relationship and bond between: school-community-parish-home; in this way, we can support all of our students and encourage their overall development and spiritual growth. With current Canadian legislation and value systems being fully supported by the school board, this integral relationship is breaking down and as a result, our students/children are not being supported in the best way.	
If Applicable, your key recommendations/suggestions to address the problem/issue:	
<ul style="list-style-type: none">- Foster an inclusive school environment and strengthen community bonds by encouraging activities such as field trips; field trips offer a unique ability for students to create connections/relationships and build self confidence through knowledge and exposure to new experiences.- Keep parents involved in decisions being made in each school; gather parent feedback and be open to respectful discourse.- We must lead by example to create a more inclusive environment within our schools and must be mindful of supporting initiatives which may actually cause more division and confusion among our staff, student and parent community.- Ensure all teachers are abiding by their call to service and are teaching with their whole heart to each individual student (Child of God); in this way, all spaces become a safe space.	
4) Electronic Presentation Details	
Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca	
Is your presentation in an electronic format?	No
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Cinzia DeFrancesco
Date	Mar 02, 2023

Public Request to Make a Presentation or Present Petition

Inbox

Dina Mayr <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	Dina Mayr
Email Address	
Home Address	
Home Telephone	
Name of Home School being represented	
Are you a York Catholic District School Board employee?	Yes
Is this request related to a Motion and/or decision of the Board?	No
Spokesperson 1 Name	Dina Mayr
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	Canada
3) Presentation/Petition Details	
Date of Board Meeting	Mar 28, 2023
Specific Statement of Issue I wish to address the controversy regarding the safe school stickers that have been posted in our Catholic schools. As a mother to a transgender individual, I believe that I have a unique perspective that must be heard. I have feared for the safety and well being of my child and I believe these stickers, as well as the presence of LGBTQ clubs are not only appropriate in a Catholic school, but are necessary.	
Summary of key presentation points: I would like to point out many of the misconceptions that I believe exist within the Catholic community regarding the acceptance and treatment of LGBTQ individuals. For example, many Catholics are unaware that the Church does not regard homosexuality in and of itself as sinful. I believe that providing a safe space for LGBTQ students is what God calls us to do. I would like to respond to some of the points that were made at the most recent Board meeting of Feb 28, 2023. To be clear, I will address the comments, not the people who made them, and in keeping with the theme of my presentation, they will be addressed in a respectful and dignified manner.	
If Applicable, your key recommendations/suggestions to address the problem/issue: Safe School stickers shall not be removed and staff should be provided with replacements in the case of vandalism. LGBTQ clubs and alliances should be welcomed and encouraged in our Catholic schools.	
4) Electronic Presentation Details Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca	
Is your presentation in an electronic format?	No
Acknowledgment	I am aware that my delegation presentation will be livestreamed Board Meeting.
Form prepared by:	Dina Mayr
Date	Mar 02, 2023

Public Request to Make a Presentation or Present Petition

Inbox

SIMON KHAOULI <ycdsb.forms@ycdsb.ca>

to board.delegations

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Name	SIMON KHAOULI
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	Simon Khaouli
Name of Home School being represented	
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Simon Khaouli
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	Canada
3) Presentation/Petition Details	
Date of Board Meeting	Mar 28, 2023
Specific Statement of Issue	Safe space sticker with progressive pride flag in the backdrop
Summary of key presentation points:	These stickers are inappropriate for children to be exposed to To focus on the academics needed for our children to succeed To stick to our Catholic faith and not sexualization and indoctrination of our children These stickers were introduced to classrooms with parental knowledge or consent
If Applicable, your key recommendations/suggestions to address the problem/issue:	To remove the stickers immediately If a safe space narrative is to be pushed let it be on the back drop of something more appropriate for children for example maybe use the YRCDS logo as opposed to the progressive pride flag
4) Electronic Presentation Details	Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca
Is your presentation in an electronic format?	No
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Simon Khaouli
Date	Mar 03, 2023

Public Request to Make a Presentation or Present Petition

Inbox

Marrick Baici <ycdsb.forms@ycdsb.ca>

to board.delegations

Name	Marrick Baici
Email Address	
Home Address	
Home Telephone	
Name of Group Being Represented (if Applicable)	N/A
Are you a York Catholic District School Board employee?	No
Is this request related to a Motion and/or decision of the Board?	Yes
Spokesperson 1 Name	Marrick Baici
Spokesperson 1 Email Address	
Spokesperson 1 Address	
Spokesperson 1 Home Telephone	
Spokesperson 2 Address	Canada
3) Presentation/Petition Details	
Date of Board Meeting	Mar 28, 2023
Specific Statement of Issue YCDSB schools are not safe for 2SLGBTQA+ students. To help address this YCDSB needs to put more effort into celebrating pride.	
If Applicable, your key recommendations/suggestions to address the problem/issue: 1. That the Progress Pride flag be flown annually at all elementary and secondary schools, and other board sites with flagpoles (e.g. CEC) from June 1 to June 30 beginning June 1 2023. 2. Where a flagpole does not exist, the progress pride flag be displayed in a location at the front of the building visible to the main road. 3. When celebrating Pride use terminology from the 2SLGBTQA+ community. E.g.. Gay, Lesbian, Transgender, etc. 4. All schools hold an 2SLGBTQA+ affirming inclusive mass annually each June starting in June 2023. 5. Add the term 2SLGBTQA+ to the equity pillar of the multi-year strategic plan.	
4) Electronic Presentation Details Written material in support of the presentation, including PowerPoint, shall be provided to Trustees by end of day Saturday (11:59pm) prior to the scheduled Board meeting.. If supporting information is not submitted within the timeline, the delegation will be removed from the agenda and presented at a future Board meeting. Email Presentation to board.delegations@ycdsb.ca	

Is your presentation in an electronic format?	Yes
Type of Presentation	Presentation (Powerpoint, Google Slide, Keynote) with no audio and video embedded
Technology Requirements	I plan on using my own device (Macbook, PC or iPad)
Please indicate type of device	Dell Latitude
Acknowledgement	- I am aware that my delegation presentation will be livestreamed during the Board Meeting.
Form prepared by:	Marrick Baici
Date	Mar 08, 2023

2023-24 Budget Development Process

**Regular Board Meeting
March 28, 2023**

**Presented by:
Calum McNeil, CFO & Treasurer of the Board**

Prepared by:
Submitted by:
Endorsed by:

Kim Scanlon, Budget Manager
Calum McNeil, CFO & Treasurer of the Board
Domenic Scuglia, Director of Education and Secretary of the Board





Reminder: 2022-23 Revised Estimates

A **balanced budget** is deemed to be an in-year surplus or deficit not exceeding 1% of the GSN operating allocation. In 2022/23, 1% of the Board's GSN operating allocation is **\$5.9M**.

Furthermore, the Ministry will monitor the school board if the **accumulated surplus** falls below 2% of the GSN operating allocation.

(\$ millions)	2021-22	2022-23 Revised Estimates
In-Year Surplus/(Deficit)	1.0	(5.3)
Ending Accumulated Surplus (1)	18.4	13.1
Accumulated Surplus as a % of Operating Allocation (1)	3.2%	2.2%
In-Year Surplus/(Deficit) as a % of Operating Allocation	0.2%	-0.9%

(1) 2022-23 Includes \$1.6M internally appropriated for Committed Capital Projects (CEC) not available for compliance. Ratio is based on accumulated surplus available for compliance.



2023-24 Budget Challenges

- Ministry Funding Announcements (timing)
- COVID-19 Funding
- Absenteeism
- Special Education
- Declining Enrolment
- Pay Equity



2023-24 Budget Development: Key Dates

March 28 Board

Budget Development Process

April 25 Board

Budget Consultation Survey Results
Funding Highlights & Revenue Projections
Preliminary Staffing, Financial Position
Budget Pressures/Discretionary Spend Review

May 30 Board

Updated Staffing, Financial Position
Proposed Investments & Savings

June 20 CTW/Board

Final Salary, Benefits and FTE Report
Budget Book

Dates may be adjusted due to Ministry funding announcements timing, or based on a need for Special Board meeting(s).



2023-24 Budget Consultation Process

Stakeholders Input Via Qualtrics

- Opened for public input: **March 20 to March 31**
- Invited YCDSB families via system email
- Informed general public via posting on local York Region news (online), Board website, Twitter and Instagram accounts
- Results to be shared at April 25 Board Meeting

Board Meeting Delegations

April 25, 2023

May 30, 2023

York Catholic District School Board

REPORT NO. 2023:09

SPECIAL COMMITTEE OF THE WHOLE BOARD / PRIVATE SESSION

To: Regular Board Meeting

March 28, 2023

A private session of the Special Committee of the Whole, Part C was held on Thursday, March 2, 2023 starting at 4:03 pm.

PRESENT:

Members: (Present) F. Alexander, M. Barbieri, M. Iafrate, A. Saggese
(Virtual) A. Grella, J. DiMeo (connected at 4:58 pm), T. McNicol,
J. Wigston

Administration: D. Scuglia (Present)

Absent with Notice: C. Cotton, E. Crowe

Recording Officer: S. Greco (Present)

Presiding: M. Iafrate, Vice-Chair of the Board

ACTION ITEMS:

DECLASSIFIED (Action Items for Approval): NIL

CLASSIFIED: NIL

Adjournment: 5:10 PM

M. Iafrate, Vice-Chair

York Catholic District School Board

**REPORT NO. 2023:01 of the
JOINT BOARD CONSORTIUM
PUBLIC SESSION**

To: Regular Board Meeting

March 28, 2023

A regular session of the Joint Board Consortium was held electronically on Wednesday, March 1st, 2023 commencing at 4:00 p.m.

PRESENT:

YRDSB Trustees: L. Hoeg, R. Lynn, N. Mahmood, E. Cohen, P. McCarthy and C. Yu

YRDSB Staff: J. Fair and T. Dungey

YCDSB Trustees: F. Alexander, J. DiMeo, A. Grella and M. Iafrate

YCDSB Staff: C. McNeil, T. Pechovsky and D. Scuglia

STSYR Staff: N. Smith

Presiding: YRDSB Board Chair R. Lynn

Recording Officer: S. Infanti

Regrets: Trustee T. McNicol (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 October 19, 2022 meeting.

3. PRESENTATION(S): Nil

4. DECISION ITEM(S):

1. Election of Joint Board Consortium Co-Chairs for 2022-2023
2. 2023-2024 Proposed Meeting Schedule

5. DISCUSSION/INFORMATION ITEM(S):

The Committee received information for the following:

- a) Funding Model Review Update
- b) STSYR Service Update

6. FUTURE ITEM(S): Nil

ADJOURNMENT: 4:28 p.m.

Adjourned by common consent

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2023: 04

To: Regular Board Meeting

March 28, 2023

A meeting of the Special Education Advisory Committee was held on **March 6, 2023** virtually over Google meet.

PRESENT:

Committee Members:	N, Byrne, J. Gamboa*, S. Gatti*, A. Grella*, N. Lai*, D. Legris*, J. Man*, J. Wigston, N. Welch*
Association Representatives:	V. Totino*
Administration:	A. Cabraja*, D. Candido*, L. Lausic*, D. Lood, E. Miceli-Bush*
Regrets:	L. Webb
Recording	C. Mong*
Guests:	C. Booth, <i>Supervisor, S&L services, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): nil

2. CORRESPONDENCE:

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- DSAYR Presentation
- Easter Seals Presentation
- Student Services Update

4. ASSOCIATION REPORTS:

Community Living: [E- Connector](#)
LDAYR: [upcoming events](#)

5. ITEMS FOR FUTURE AGENDA:

- Autism Ontario Presentation
- Inclusion Action in Ontario Presentation
- SEAC Goals
- SEAC Banner
- Budget Update

6. NEXT MEETING: April 12, 2023

J. WIGSTON, CHAIR, SEAC

York Catholic District School Board

**REPORT NO. 2023:02 of the
POLICY REVIEW COMMITTEE**

To: Board of Trustees

March 28, 2023

A hybrid session of the Policy Review Committee was held on Tuesday, March 21, 2023 starting at 6:30 p.m.

In Attendance

Committee Members: F. Alexander, M. Barbieri, C. Cotton, J. DiMeo, A. Grella, M. Iafrate, A. Saggese

Other Trustees: E. Crowe

Administration: D. Scuglia, J. Sarna, C. Allegranza, A. Arcadi, M. Gray, G. C. McNeil, G. Liu, S. Morrow

Recording: L. Ibrahim

Presiding: M. Iafrate - Committee Chair

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 104 Participation in Meetings Using Electronic Means
2. **THAT** the Board approve the following revised policy:
Policy 105 Trustee Professional Development
3. **THAT** the Board, approve the following revised policy, (pending Trustee approval):
Policy 107 Student Trustees
4. **THAT** the Board approve the following revised policy:
Policy 111 Trustee Services & Expenditures
5. **THAT** the Board approve the following revised policy:
Policy 114 Trustee Honorarium
6. **THAT** the Board approve in draft form the following revised policy:
Policy 309 Assessment and Evaluation
7. **THAT** the Board approve the following revised policy:
Policy 802 Purchase, Lease and Rental of Goods and Services
8. **THAT** the Board approve the following revised report:
Report - Approval and Authority Schedule

INFORMATION/DISCUSSION ITEMS:

- a) Policy 809 Staff Use of External Legal Resources will be brought to Board Committee in April with revisions. Upon Trustee review, we ask that this policy be approved.

FUTURE ITEMS:

- a) Policy 106 Delegations to the Board (Trustees/Director)
- b) Policy 109 Records and Information Management (R.de Soysa Martin/J.Sarna)
- c) Policy 118 Trustee Code of Conduct (J.Sarna)
- d) Policy 207A Administration of Oral Prescription Medication to Elementary & Secondary Students (D.Candido)
- e) Policy 207B Administration of Oral Non-Prescription Medication to Elementary Students (D.Candido)
- f) Policy 212 Concussions (D.Candido)
- g) Policy 213 Supporting Medical Students with Prevalent Medical Conditions:Diabetes (D.Candido)
- h) Policy 214 Students Use of Animal Services (D.Candido)
- i) Policy 224 Supporting Medical Students with Prevalent Medical Conditions:Epilepsy (D.Candido)
- j) Policy 304A Research (A.Arcadi/M.Mcshine-Quao)
- k) Procedure 304A Research (A.Arcadi/M.Mcshine-Quao)
- l) Policy 304B Internal School Surveys (A.Arcadi/M.Mcshine-Quao)
- m) Procedure 304B Internal School Surveys (A.Arcadi/M.Mcshine-Quao)
- n) Policy 317 Electronic Communications and Social Media (M.Brosens/M.Gray/S.Morrow)
- o) Policy 402 Accommodations for Students with Moderate to Severe Learning Needs (D.Candido)
- p) Policy 606 Catholic School Council (J.Sarna)
- q) Policy 703 Policy 304A Research (A.Arcadi/M.Mcshine-Quao)

Future Meeting Date for Policy Review Committee

June 6, 2023

Adjournment - 8:13 p.m.

M. Iafrate, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	104
<i>Former Policy Number</i>	814
<i>Total Pages</i>	6
<i>Original Approved Date</i>	July 2, 2003
<i>Subsequent Approval Dates</i>	March 25, 2008 February 25, 2014

PARTICIPATION IN MEETINGS USING ELECTRONIC MEANS

1. PURPOSE

On occasion a Trustee, including a Student Trustee, may be unable to be physically present for a meeting. ~~of the Board, and/or a Committee of the Board including a meeting of the Committee of the Whole Board.~~ In order to enable participation and ensure quorum, a Trustee may participate in a meeting using electronic means. **The purpose of this policy is to set parameters around electronic participation of those invited to join a Board meeting, Committee of the Whole meeting and any other Standing, Statutory, and Ad Hoc Committee of the Board meetings. This policy is aligned with Ontario Regulation 463/97, *Electronic Meetings and Meeting Attendance*, and the Board's Bylaws.**

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

~~It is the policy of the York Catholic District School Board to permit the use of electronic means for the holding of meetings of the Board and Committees of the Board (including the Committee of the Whole Board) subject to all of the requirements of law and the regulations hereunder.~~

The objective of this policy is to govern the electronic participation of participants for all Board meetings, Committee of the Whole meetings, as well as Standing, Statutory and Ad Hoc Committee meetings of the Board, subject to all requirements of law and regulations hereunder.

3. ~~PARAMETRES~~ **PARAMETERS**

- 3.1 **All those invited to attend Board meetings, including Committee of the Whole meeting as well as Standing, Statutory and Ad Hoc committees of the Board as identified in Board ByLaw 4.0 may attend electronically in accordance with the provisions outlined in the Ontario Regulation 463/97 of the *Education Act*.**
- 3.2 **Notwithstanding section 3.1 of this policy, Trustee attendance at Board and Board Committee meetings shall be as per Board ByLaw 3.1.2 and 4.1.7.**
- 3.3 ~~Trustees, including Student Trustees, shall inform the Administrator to the Director of Education & Trustee Services or their designate, in a timely manner, no less than one hour before commencement, that they are requesting to participate in a meeting of the Board or a Committee of the Board, including a meeting of the Committee of the Whole Board through electronic means.~~

- 3.4 ~~A Trustee, including a Student Trustee, who~~ Participants who attend a meeting through electronic means, in accordance with this policy, shall be deemed to be present at the meeting.
- 3.5 Participants who leave the meeting before adjournment, whether temporarily or permanent, will advise the Chair via chat box. Minutes shall make note of all participants' attendance including late arrivals, early departures, and vacating and returning to a meeting within the course of the meeting.
- 3.6 In accordance with section 207(2) of the Education Act, a meeting of a committee of a board, including a committee of the whole Board, may be closed to the public when the subject-matter under consideration involves,
- (a) the security of the property of the board;
 - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - (c) the acquisition or disposal of a school site;
 - (d) decisions in respect of negotiations with employees of the board; or
 - (e) litigation affecting the board.
- 3.7 Virtual meeting room access to all board and committee meetings, public and private, shall be by invitation only and shall comply with Board operating ByLaws and Section 207(2) of the Education Act of Ontario.
- 3.7.1 All those invited to participate in a Board or other committee meeting will be provided a meeting link and access code at least 24 hours prior to the meeting.
 - 3.7.2 Delegations and other guests invited to participate at a Board meeting and/or committee meetings will be granted limited access to the virtual meeting room. The Chair and/or designate shall grant them entry and shall ensure they leave or are removed from the virtual meeting room once they have finished.
 - 3.7.3 The Board may choose to stream its public Board and Committee meetings, including Standing, Statutory and Ad Hoc Committee meetings on its streaming channel.
 - 3.7.4 Audio/video records are to be securely maintained in accordance with Policy 109, *Records and Information Management*.
- 3.8 Trustees who declare a conflict of interest for a public session may continue to be present but may not participate in the debate and vote on the matter. Trustees who declare a conflict of interest for a private/closed session must leave the meeting room, or virtual meeting room if they are participating electronically, for the entire discussion of the matter for which they have a declared conflict.
- 3.8.1 If the Trustee refuses to withdraw from the electronic meeting due to a declared conflict, the Chair and/or designate may remove the Board member at their discretion.
- 3.9 The York Catholic District School Board will ensure that appropriate processes are in place to protect the security and confidentiality of all electronic meetings held in private.

4. RESPONSIBILITIES

~~4.1 Trustees, including Student Trustees~~

~~4.1.1 To inform the Administrator to the Director of Education & Trustee Services or designate, of the need to participate in a meeting through electronic means in sufficient time to provide necessary equipment.~~

4.1 The Chair and/or Designate of a Meeting

4.1.1 To lead meetings and promote good governance among participants.

4.1.2 To manage the virtual component of meetings, ensuring all those participating are recognized as full participants in the meeting and to take urgent action in the event of a conflict.

4.2 Director of Education and/or Designate

4.2.1 To oversee compliance of the Participation in Meetings Using Electronic Means policy.

4.3 Administrator to the Director of Education & Trustee Services

4.3.1 To provide all participants within 24 hours with a meeting link and an access code to all electronic meetings.

4.3.2 To regulate the admission and participation of those invited to participate in a virtual meeting.

4.4 Chief Information Officer

4.4.1 To provide, when notified, the necessary equipment to enable Trustees, including Student Trustees to participate in a meeting through electronic means.

5. DEFINITIONS

5.1 Electronic Means

The use of electronic devices to enable participation of committee members in meetings of the Board.

5.2 Quorum

The presence of a majority of all of the members constituting a board and/or committee is necessary to form a quorum. A Student Trustee will not count towards quorum at Board meetings.

~~5.4 Student Trustee~~

~~A secondary student or students elected to officially represent the interests of pupils—allowing the student perspective to be heard through their participation at Board meetings.~~

~~5.5 Trustee~~

~~An individual officially elected through the Municipal elections process to represent York Catholic District School Board.~~

6. CROSS REFERENCES

LEGISLATION

[Education Act](#)

[Municipal Conflict of Interest Act](#)

[Municipal Elections Act](#)

[Ontario Regulation 463/97 Electronic Meetings and Meeting Attendance](#)

YCDSB POLICIES

[YCDSB Policy 107 Student Trustees](#)

[YCDSB By-Law No.1: Operational By-Law](#)

PARTICIPATION IN MEETINGS USING ELECTRONIC MEANS

~~GUIDELINES:-~~

~~1. At the request of any Trustee, including Student Trustee, the Board shall provide the electronic means to facilitate participation in meetings of the Board or of a Committee of the Board, including a Committee of the Whole Board; provided that such means shall not be provided to a Trustee:-~~

~~1.1 If it breaches the requirement of Section 229 of the Education Act **Section 6.1 of the Ontario Regulation** (which requires the Trustee to be physically present in the meeting room for at least three regular meetings of the Board in each twelve (12) month period beginning December 1st **November 15th**); and~~

~~1.2 In the event that the provisions of either Section 3 or Section 4 hereof, as the case may not be observed.~~

~~2. The electronic means provided for in Section 1 shall permit each person participating in the meetings to hear and be heard by all other participants.~~

~~3. At all meetings of the Board and of the Committee of the Whole Board, in addition to the usual requirements for quorum, the personal **physical** presence in the meeting room at the Catholic Education Centre shall be required of:-~~

~~3.1 The Chair of the board or **his/her designate** Vice Chair of the Board (as determined in accordance with the Board By laws);~~

~~3.2 Not less than one other Trustee, other than the Student Trustee; and,~~

~~3.3 The Director of Education or his/her designate.~~

~~4. At all meetings of Committees of the Board other than the Committee of the Whole Board, in addition to the usual requirements for quorum, the personal **physical** presence in the meeting room at the Catholic Education Centre shall be required of:-~~

~~4.1 The Chair of the meeting or **his/her designate** Vice Chair of the meeting (as determined in accordance with the Board By laws); and,~~

~~4.2 The Director of Education or his/her designate.~~

~~5. If neither the Chair nor the Vice Chair are physically present, then a committee member present at the Catholic Education Centre shall be elected Chair for the purposes of the meeting.~~

~~5.1 If no committee member is physically present at the Catholic Education Centre, then the meeting will stand adjourned and will be rescheduled.~~

~~6. In accordance with section 5.1(1) of the Ontario Regulation 463/97, the Chair of the Board or of a Committee of the Board or his/her designate may participate in a meeting of the Board or of a Committee of the Board by electronic means if:~~

~~6.1 Weather conditions do not allow the Chair or Designate to travel to the meeting location safely; or,~~

~~6.2 The Chair or Designate cannot be physically present at a meeting due to health-related issues.~~

~~7. The requirements for persons to be physically present at meetings do not apply if all schools~~

~~are closed pursuant to an order in accordance with section 7(1) of the Ontario Regulation 463/97.~~

- ~~7. Except those Committee meetings from which the public has been excluded, the meeting room of the Board or of a Committee of the Board, shall be open to permit physical attendance by members of the public, regardless of whether one or more Trustees (including the Student Trustee) participate at such meetings electronically.~~
- ~~8. At all meetings of Committees of the Board including the Committee of the Whole Board from which the public is excluded, the Chair of the meeting shall ensure that members of the public shall not be permitted to participate.~~
- ~~9. At all meetings at which a Trustee, including Student Trustee participates by electronic means, it is the responsibility of the Trustee to comply with the requirements of the *Municipal Conflict of Interest Act*, including, in the case of a meeting that is closed to the public, to disconnect from the electronic participation for so long as it is necessary in order to comply.~~



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	105
<i>Former Policy Number</i>	805
<i>Total Pages</i>	4
<i>Original Approved Date</i>	January 1979
<i>Subsequent Approval Dates</i>	March 25, 2008 May 8, 2007 December 16, 2003 September 26, 2000 February 7, 2012 November 27, 2018

TRUSTEE PROFESSIONAL DEVELOPMENT

SECTION A

1. PURPOSE

Trustees, as elected community representatives and ambassadors of the York Catholic District School Board, benefit from participating in professional development opportunities that:

- 1.1 Support the Board's Mission, Vision, Core Values and Strategic Commitments;
- 1.2 Enhance their individual and collective expertise in the role of Catholic trustee as policy makers and stewards of the Board's finances;
- 1.3 Enhance their understanding of educational issues; and,
- 1.4 Enrich their personal and professional faith development as Catholic Trustees.

This policy is intended to clarify guidelines and budget parameters in support of professional development activities for Trustees.

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

It is the policy of the York Catholic District School Board to encourage professional development of Trustees through attendance and participation in approved educational conferences, symposiums, workshops and seminars to ensure that schools operate within the standards established by the province and that programs and services remain responsive to the Catholic communities they serve.

3. ~~PARAMETRES~~ **PARAMETERS**

- 3.1 To participate in professional development activities that:
 - 3.1.1 Are supported by the Ontario Catholic School Trustees' Association (OCSTA) or the Canadian Catholic School Trustees' Association (CCSTA).
 - 3.1.2 Are approved within the budgetary parameters established by the Board.
 - 3.1.3 Inform Trustees about the societal and global trends as well as the legal developments that have an impact on student achievement and well-being or

- on the many aspects of governing a Catholic school board;
- 3.1.4 Assist Trustees as an elected body to contribute to the Board's mandate and to their oversight of ~~publically~~ publicly funded Catholic education;
- 3.1.5 Enable Trustees to become more effective in their roles and be well-informed decision makers.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Trustee Professional Development policy.
- 4.1.2 To ensure the provision of professional development support to Trustees through internal resources, as appropriate.
- 4.1.3 To ensure accurate reporting on an annual basis of Trustee expenses, including professional development.

4.2 Executive Committee

- 4.2.1 To deal with any inequity resulting from the Trustee Professional Development policy.
- 4.2.2 To bring to the Board any matter relative to this policy which in the opinion of the Committee requires a Board decision.
- ~~4.2.3 To approve, on an annual basis, the reporting of Trustee expenses, including professional development, on the Board's Website.~~

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

- 4.3.1 To oversee the reimbursement of professional development expenses in accordance with the approved budgetary parameters established by the Board.

5. DEFINITIONS

5.1 Professional Development Opportunities

For the purposes of this policy, professional development opportunities include, but are not limited to, conferences, symposiums, workshops, seminars and online professional learning and training activities.

6. CROSS REFERENCES

YCDSB Policies

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

YCDSB Policy 808 [*Travel, Meals and Expense Reimbursement*](#)

YCDSB Procedures

[*Travel, Meals and Expense Reimbursement*](#)

TRUSTEE PROFESSIONAL DEVELOPMENT

SECTION B: GUIDELINES

1. TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES

~~There are~~ Trustees may attend two main categories of professional development activities ~~that Trustees may wish to attend~~ in their capacity as members of the Board or at which the Board may wish to have Trustee representation.

1.1 Board Centrally Funded Conferences, Workshops and Seminars

Conferences, workshops and seminars at which it is deemed advisable that the Board be officially represented, will be funded centrally by the Board.

Such conferences, workshops and seminars which are considered Board centrally funded for the proper exercise of a committee or trustee mandate shall include, but shall not be limited to:

- 1.1.1 O.C.S.T.A. Conferences
- 1.1.2 C.C.S.T.A. Conferences
- 1.1.3 Ministry of Education sponsored events/activities
- 1.1.4 Conferences, workshops, seminars organized by the Board or Administration
- 1.1.5 Others, as approved by the Executive Committee of the Board

There is no limit to the number of Trustees that may attend these events.

Budget Impact:

- The Board will establish an annual budget for Board centrally funded conferences.
- Expenses related thereto shall not be charged to the Trustee's Discretionary Allowance.
- Non-attendance at a previously confirmed Professional Development activity shall be charged to the Trustees Discretionary Allowance Trustees can appeal to Executive if there are extenuating circumstances.

1.2 Other Professional Development Activities Outside of Ontario

Trustee attendance at an optional education conferences may be deemed of value to the professional development of individual trustees and their role at the Board table. ~~The attendance shall be pre-approved, by the Executive Committee, and~~ Expenses will be charged to the Trustee's Discretionary Allowance.

2. ELIGIBLE PROFESSIONAL DEVELOPMENT/ACTIVITY EXPENSES

The expenditures for approved conferences, workshops and seminars, outlined in the following, shall be eligible for reimbursement: ~~See the Board's Policy 808: Travel, Meals and Expense Reimbursement and Procedure Policy and Procedures for direction:~~

- 2.1 Registration Fee;
- 2.2 Standard hotel accommodation for the days of the conference/workshop/seminar;

- 2.3 Travel costs to and from conference, workshop/seminar;
- 2.4 Meals, not otherwise covered through registration, for the days of the conference, workshop, seminar.

(See Policy and Procedure 808: *Travel, Meals and Expense Reimbursement* for direction)

3. GENERAL

- 3.1 A conference is defined as any meeting of interested persons, a workshop, a seminar, a consultation with a person or group of persons, a tour with a detailed itinerary, or other function which will benefit the Trustee and the Board.
- 3.2 A Trustee attending a conference will be encouraged to share information and material acquired through the Professional Development activities with all members of the Board of Trustees and staff.
- 3.3 The Chair or designate shall be authorized to attend local or out-of-town conferences, in addition to personally-selected conferences, when it is deemed advisable that the Board be officially represented, and when approved by the Executive Committee. Expenses for these conferences, and the expenses related thereto shall be charged to the Board's Centrally Funded Trustee Budget.
- 3.4 The administration of this policy shall be the responsibility of the Executive Committee of the Board.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Governance
<i>Policy Number</i>	107
<i>Former Policy Number</i>	216
<i>Total Pages</i>	12
<i>Original Approved Date</i>	April 24, 2001
<i>Subsequent Approval Dates</i>	April 10th, 2007 March 25th, 2008 March 1, 2011 February 7th, 2012 June 19, 2018

STUDENT TRUSTEES

SECTION A

1. PURPOSE

It is the policy of the York Catholic District School Board that two student trustees be elected to the Board of Trustees to serve for a term of two years. The position of Student Trustee serves to uphold Catholic values, and as such is a valuable and important function allowing the student perspective to be heard through their participation at Board meetings. The purpose of this policy is to outline, in keeping with legislative direction, the guidelines and expectations for Student Trustees.

2. OBJECTIVE

York Catholic District School Board policy shall be in accordance with the provisions of Ontario Regulation 7/07 *Student Trustees*. ~~243/06 Pupil Representation on Boards~~, The York Catholic District School Board (YCDSB) will establish and maintain the position of Student Trustees on its Board of Trustees.

3. PARAMETERS

- 3.1 One new ~~Roman Catholic~~ Student Trustee shall be elected by the membership of the York Secondary Catholic Presidents Council (YSCPC) during a YSCPC spring meeting of each year, no later than April 30 ~~to take effect for the following school year.~~ [Note: The Director, the Chair of the Board or their designate(s) will attend the appropriate meeting to observe the election proceedings.] The Student Trustee will commence their two-year term of office at the August Board meeting following the swearing in ceremony (see Appendix 2 for the Student Trustee Oath).
- 3.2 In accordance with section 4 of the Ontario Regulation 7/07, *Student Trustees*, the new Student Trustee shall be elected in one of the following ways:
 - 3.2.1 Directly by students of the board.
 - 3.2.2 Indirectly, by student representative bodies such as student councils.
- 3.3 It is expected that this new Student Trustee will be enrolled in Grade 10 at a YCDSB high school, at the time of the election.

- 3.4 A person is qualified to fulfill the role of a student trustee if they are enrolled in a senior division of a school of the York Catholic District School Board and:
- 3.4.1 is a “full-time pupil” or
 - 3.4.2 is an exceptional pupil in a special education program for whom the York Catholic District School Board has reduced the length of instructional program on each school day as permitted by subsection 3(3) of Ontario Regulation 298, Operation in Schools, under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced; and
 - 3.4.3 shall, if under the age of 18, provide consent from their parent/guardian.
- 3.5 A student trustee who ceases to be qualified, must resign from the position.
- 3.5.1 The principal/or designate of the student trustee shall determine if the student trustee is no longer qualified and will apprise the Chair and Vice Chair of the Board of Trustees.
- 3.6 A student trustee will not be qualified to act as student trustee if they are not a full-time pupil of the York Catholic District School Board; are suspended or expelled, and/or are serving a sentence of imprisonment in a penal or correctional institution.
- ~~3.6 A Student trustee must be a Roman Catholic whose residence is designated English – Separate Supporter/Elector and be registered and enrolled in religious education courses.~~
- 3.7 The Board shall forward the name of the Student Trustees to the Ministry no later than 30 days after the date of a Student Trustee election or by-election.
- 3.8 The term of office for each Student Trustee shall be two years unless a vacancy or termination occurs.
- 3.9 A Student Trustees must demonstrate that ~~he/she is~~ they are able to complete the duties of a Student Trustee without jeopardizing ~~his/her~~ their academic standing.
- ~~3.10 Student Trustees must be enrolled in a YCDSB secondary day school program and must have the written recommendation of their school principal. Parental consent will also be required.~~
- 3.10 A Student Trustees will have the opportunity to attend workshops, courses, conferences, symposiums, committee meetings and community events which relate to the governance of education and the delivery of educational programs and services as reviewed and approved by the Superintendent(s) who oversees Student Trustees in accordance with the *Education Act*, s. 55(7).
- 3.11 A Student Trustees ~~is~~ are expected to regularly attend and participate in both the Public Session and Part A of the In-Camera Session of Board meetings, pursuant to section 207 of the Act. If the Student Trustee is unable to attend, they are to inform the Secretary of the Board, Administrator to the Director of Education & Trustee Services. A Student Trustee may also ~~be invited to~~ attend other public Board Standing Committee meetings. ~~as appropriate.~~
- 3.12 A Student Trustees will not count towards quorum at Board meetings.

- ~~3.13 A Student Trustee will present provide a report reflecting areas issues related to the student body, for each Board Meeting on the Wednesday of the week prior to the Board meeting, which will be reviewed and approved by the Superintendent(s) who oversees are the liaison to Student Trustees, at each Board Meeting, that reflects areas related to the student body. The Student Trustee's report will reflect the Board mission, vision, and goals and will not put the Board publically at risk.~~
- 3.13 Student Trustees will present a report at each Board meeting that expounds upon the issues/activities related to the student body and is reflective of the Board mission, vision and values.
- 3.13.1 The report shall be submitted to the Superintendent(s) who oversee Student Trustees one week prior to the Board meeting for revision and approval.
- 3.14 A Student Trustees ~~is~~ are not entitled to move a motion but ~~is~~ are entitled to suggest a motion. If no Board member moves the motion, the record shall show the suggested motion.
- ~~3.15 Student Trustee votes do not count towards the approval of a motion. However, a Student Trustees have the right to have his/her their vote recorded in the minutes.~~
- 3.15 Student Trustee votes do not count towards the approval of a motion. A Student Trustee has the right to have their vote recorded in the minutes of the meeting upon request.
- 3.16 Student Trustees are encouraged to attend a meeting of a committee of a Board, including a committee of the whole Board except when meetings are closed to the public under clause 207(2)(b) of the Education Act.
- ~~3.17 In their functions as a York Catholic Student Trustees, where he/she is they are representatives/ambassadors of the YCDSB, the Student Trustees are expected to conduct him/herself themselves in accordance with the YCDSB Code of Conduct and all applicable policies, including when engaging in social media, in accordance with the Policy on Electronic Communications and Social Media, to ensure they are always representatives of the student body and the Board.~~
- 3.17 Student Trustees are expected to conduct themselves in accordance with the YCDSB [Code of Conduct](#), the [Electronic Communications and Social Media](#) policy and all other applicable policies to ensure that they are exemplary representatives of the YCDSB and the student body.
- 3.18 The term of a Student Trustee may be terminated at any time for violations of the established parameters as outlined in the Trustee Code of Ethics or for egregious unacceptable behaviours outlined in the Safe Schools - Student Discipline, and Code of Conduct Policies. The decision to terminate the Student Trustee(s) is to be made through the consensus of the Board Chair, The Board Vice-Chair ~~the Board of Trustees~~ and the Director of Education upon recommendation of the Director of Education as approved by the Board of Trustees.
- 3.19 A vacancy shall be filled through a by-election in accordance with the policy guidelines.
- 3.20 A Student Trustees ~~have~~s the same status as a board member with respect to access to board resources and opportunities for training, in accordance with section 55(7) of the Act. ~~[Education Act, section 55(7)].~~

- 3.21 Student Trustees have the opportunity to be a member of the OSTA-AECO and to run as a candidate for an Association position.
- 3.22 Student Trustees are expected to play a role in planning and presenting opportunities for the faith formation and leadership development of YCDSB students. Forums may include, but are not limited to, the Leadership Links and Horizons conferences.
- 3.23 Student Trustees are to facilitate the communication of input from the YSCPC (York Secondary Catholic Presidents' Council) to the Board of Trustees.
- 3.24 Student Trustees will participate in the production of two video messages each year:
 - (i) An informative and introductory message to be broadcast at all secondary schools during the month of September.
 - (ii) An invitational message to be broadcast to all Grade 10 students regarding the opportunity to apply for the position of Student Trustee.
- 3.25 The Board will reimburse the Student Trustee(s) upon submission of receipts, for out-of-pocket expenses related to Board business, so long as such expenditures have received prior authorization.
- 3.26 Student Trustee expenses for professional development, travel, meals, etc. will be submitted to the Director of Education for reimbursement according to the applicable policy and as outlined in the policy guidelines. Services provided for Student Trustees, and expenses which Student Trustees are permitted to incur, must be:
 - 3.26.1 Directly related to the role of Student Trustee;
 - 3.26.2 Consistent with statutory requirements and Ministry guidelines;
 - 3.26.3 Congruent with common values and accepted practices; and,
 - 3.26.4 Able to withstand the test of integrity and independent audit.
- 3.27 Student Trustees may, subject to the discretion of the Director of Education, be allocated a cash advance on a case by case basis.
- 3.28 Student Trustees will be reimbursed the minimum basic subsidy (tech allowance) of ~~\$40~~ **\$80** per month to cover internet/cell phone expenses.
- 3.29 The amount of the honorarium referred to in subsection 55(8) of the *Education Act* is:
 - 3.29.1 \$2,500.00 per year if the Student Trustee holds office for a complete term of office;
 - 3.29.2 \$2,500.00 per year prorated according to the proportion of a term for which the Student Trustee holds office, if the Student Trustee holds office for less than a complete term of office.
- 3.30 An annual expenditure report for each Student Trustee based on a September 1st to August 31st time period will be completed and filed with the Board. Expenditure reports will be presented in an open public session and posted on the Board website.

4. RESPONSIBILITIES

4.1 Chair of the Board

- 4.1.1 To attend the Student Trustee election meeting.
- 4.1.2 To support Student Trustee involvement in matters at the local, regional and provincial levels.

4.2 Director of Education

- 4.2.1 To attend the Student Trustee election meeting.
- 4.2.2 To oversee compliance with the Student Trustees policy and procedures.

4.3 Superintendent(s) Overseeing Student Trustees

- 4.3.1 To review Student Trustee reports to the Board and any presentations to committees/conferences/workshops/seminars/symposiums **in order that they are in keeping with the Board mission, vision and values. and do not put the Board at risk.**
- 4.3.2 To review and approve attendance at all conferences, workshops, seminars, symposiums and committee meetings occurring during the instructional day in consultation with the Director of Education.
- 4.3.3 **To oversee the Student Trustee election process.**

4.4 Secondary Principal

- 4.4.1 **To communicate to grade ten ~~Roman Catholic~~ students, the opportunity to run as Student Trustee on an annual basis.**
- 4.4.2 **To ensure the criteria for the selection of the school's candidate for Student Trustee is followed in accordance with this Policy.**
- 4.4.3 **To monitor the student trustees' qualifications and apprise the Chair and Vice Chair of the Board of Trustees should any concerns arise during the student's term of office.**
- 4.4.4 **To oversee biannually the broadcast of Student Trustee(s) videos.**

4.5 Chief Financial Officer

- 4.5.1 To ensure that the Student Trustee receives the annual **honorarium**, governed by the *Education Act*.
- 4.5.2 To reimburse the student trustee for miscellaneous, travel, communication and professional development expenses incurred while carrying out their responsibilities as a Student Trustee.
- 4.5.3 To provide an annual report to the Board regarding Student Trustee expenses.

4.6 York Secondary Catholic Presidents Council

- 4.6.1 To facilitate the Student Trustee election process.

4.7 Student Trustee

- 4.7.1 To perform the duties of "Student Trustee" in accordance with **Ontario Regulation 7/07. ~~Ontario Regulation 243/26.~~**
- 4.7.2 To abide by all Board policies and procedures when representing York Catholic District School Board in the role of Student Trustee.

6. CROSS REFERENCE

LEGISLATION

[Education Act](#)

[Ontario Regulation 243/06 Pupil Representation on Boards](#)

[Ontario Regulation 7/07 Student Trustees](#)

YCDSB POLICIES

YCDSB [Policy 105 Trustee Professional Development](#)

YCDSB [Policy 808 Travel, Meals and Expense Reimbursement](#)

YCDSB [Policy 311 Digital Discipleship: Student Use of Technology](#)

YCDSB PROCEDURES

YCDSB [Procedures Travel, Meals and Expense Reimbursement](#)

7. APPENDICES

Appendix 1 Student Trustee Application Form

Appendix 2 Student Trustee Oath

STUDENT TRUSTEES

SECTION B: GUIDELINES

1. Transitional Support

- 1.1 Given the complexity of the role of Student Trustee and the steep learning curve required, ~~the Board and YSCPC support~~ the position title of a “junior” transitional Student Trustee ~~will be assigned to the newly elected Student Trustee~~. This Student Trustee will be elected by ~~the~~ YSCPC during their spring meeting each year prior to April 30th. ~~and must have at least one year of experience as a Student Trustee when they take office the following school year.~~

2. Vacancy

- 2.1 In the event of a vacancy, a by-election shall be held at the next scheduled YSCPC meeting.
- 2.2 The interim Student Trustee shall be elected from among those present at the meeting.
- 2.3 The term for the interim Student Trustee will be for the remainder of the year.

3. Selection of Student Trustee Candidates

- 3.1 Each school is to select one grade ten student to run for Student Trustee.
- 3.2 Students who are interested in running for Student Trustee are to complete the Application Form (Appendix 1) and submit it to the school Principal.
- 3.3 The Principal shall form a committee by inviting the participation of the student Presidents of each Council, as outlined in the Student Government School Constitution. A minimum of three Presidents will form the committee with the Principal. In the event that the committee is unable to reach consensus on the selection of the candidate, the principal shall make the final decision.
- 3.4 The committee is to select the Student Trustee candidate based on responses given on the application form as well as responses given to questions, determined by the committee, that provide information about the candidate related to the Catholic School Graduate Expectations:
 - **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.
 - **An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
 - **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
 - **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
 - **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
 - **A caring family member** who attends to family, school, parish, and the wider community.
 - **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

4. The Election of the Student Trustee

The election of the Student Trustee shall be undertaken in accordance with the following parameters:

- 4.1 Each secondary school shall only send one candidate to run for the Student Trustee position.
- 4.2 Each candidate will be given a maximum of two minutes to deliver a speech to the general assembly of the YSCPC. Candidates may not use dubbed audio, visuals, or additional technological aids in their presentation.
- 4.3 Candidates are required to include the following sub-topics in their speech:
 - Faith and Catholic Values
 - Diversity, Equity, and Inclusion
 - Student Achievement
 - Student Well-Being
- 4.4 Candidates shall present one at a time. Only one candidate shall be in the same room as the general assembly of the YSCPC.
- 4.5 Timing shall be displayed to the candidates during their performances, either through a clock display or hand or verbal signal indicating 30 and then 10 seconds remaining.
- 4.6 Candidates who have not yet presented will be in a separate room under the supervision of the senior Student Trustee. Candidates will await their individual retrievals by the YSCPC supervisors.
- 4.7 Candidates who have already presented will wait outside the presentation room and will not be allowed back in until all speeches are delivered. Deliberation between candidates who have presented and those who have not yet presented is prohibited.
- 4.8 Candidates are to be prepared to answer questions from a panel after delivering their two minute speech.
- 4.9 Voting ballots are collected once all candidates have presented. One vote is given to each attending school, regardless of their number of attendees. Schools may not vote for their own school's candidate.
- 4.10 Ballots are tallied by the YSCPC supervisors. The winner is to be announced and the election concluded.
- 4.11 In the case of a tie between candidates, new ballots are distributed to each school and a vote is conducted only between the candidates who have tied. Ballots are collected and tallied by the YSCPC supervisors. The winner is announced and the election is concluded. If a tie occurs a second time, the winner shall be determined by way of a draw.



York Catholic District School Board

(School Year) Student Trustee Application

The following application is to ensure that all applicants are serious and committed to fulfilling the role of student trustee for a two-year term.

What is ~~a~~ Catholic the role of Student Trustee?

- ~~Catholic Student Trustees sit at the Board during regular meetings and voice opinions on behalf of students in the York Catholic District School Board.~~
- ~~They are required to maintain an active voice amongst students and one way is through their involvement as Executive Members of the York Secondary Catholic Presidents' Council (YSCPC)~~
- ~~They are expected to be in constant communication with all students in order to better represent their voices at the Board table~~
- Catholic Student Trustees sit at the table during all regular, monthly Board meetings and during other committee meetings as they choose to attend.
- They participate in debate and voice opinions on Agenda items on behalf of all students in the YCDSB
- They prepare and present reports at Board meetings which highlight student activities and/or issues.
- They participate as Executive members of the YSCPC and facilitate input from this group to the Board of Trustees.
- They actively participate in developing, planning and presenting opportunities/events for student faith formation and leadership development.
- They become members of and may participate in the provincial student organization OSTA/AECO.
- They work to facilitate communication with all students to best represent their voices at the Board table.
- Student Trustees strive to embody the Catholic Graduate expectations in the performance of their role.

What time commitment is required?

- ~~As a student representative, Student Trustees will have numerous opportunities to make changes for all students, therefore the more responsibilities taken on, the more time needed.~~
- ~~Student Trustees will attend YSCPC meetings which are held once every month, Board meetings which are every three weeks, and the Ontario Student Trustees' Association three over night conferences.~~
- A YCDSB Student Trustee serves for a two-year term (through their Grade 11 and Grade 12 years). To ensure a smooth transition, the "Junior" or first-year Student Trustee is mentored by the "Senior" or second-year Student Trustee.
- As a student representative, Student Trustees will have numerous opportunities to effect change on behalf of all students, therefore the more responsibilities taken on, the more time that will be needed.
- As a minimum, Student Trustees will attend monthly Board and YSCPC meetings. They will also be given the opportunity to attend OCSTA and OSTA conferences (5), internal Board events and other Board Committee meetings.
- Preparation for meetings will involve the reading of Agenda packages, the composition of reports and possibly statements.



York Catholic District School Board

(School Year) Student Trustee Application

Who is eligible to apply?

- The York Catholic Student Trustee's role ~~entails a two-year term~~ [enter dates] to ensure a one-year mentoring program and in the second year, mentoring of the incoming delegate
- ~~The student applying must be Roman Catholic, presently be in Grade 10, or the second year of secondary school, at a YCDSB secondary school, and must remain a full-time student for the next two years.~~
- ~~In accordance with policy 107, section 3.5, the student applying "must be a Roman catholic whose residence is designated English Separate Supporter/Elector and be registered and enrolled in religious education courses." To determine your status, visit mpac.ca~~
- The applicant must be energetic, articulate, eager to make change, and committed to the role as a leader, and exemplify pursuit of the Catholic Graduate Expectations.
- The applicant will be enthusiastic, articulate, comfortable with public speaking, dedicated to nurturing and improving their publicly funded Catholic education, committed to playing a leadership role and will exemplify the pursuit and support of the Catholic Graduate Expectations.
- The applicant will presently be enrolled in Grade 10 at a YCDSB secondary school and plan to remain a full-time student for the next two years.

Please note the following:

- candidates can nominate themselves and be endorsed by a Principal, or be nominated by a principal
- School Administration will select **one candidate** to represent each school by following the selection process set out in the Student Trustee Policy Guidelines.
- Selected candidates should have a two-minute speech pre-recorded ~~prepared~~ and be prepared ~~ready~~ to answer questions from a panel on [enter date and time]. **Details will be shared with all nominees closer to the election date.**
- Previous experience with Student Leadership within your school, parish/community or with YSCPC is valuable in the role
- The YCDSB Student Trustee Policy #107 and Guidelines describes the selection process in detail. Successful applicants (one per secondary school) will prepare a two-minute election speech and respond to questions from a panel.

Please note that previous experience with Student Leadership responsibilities within your school and/or with YSCPC is valuable in this role.

Please complete the following form and submit a digital copy to your Principal along with a copy of your Baptismal certificate at:

(principalfirstname.principalsurname@ycdsb.ca) by [enter date]. **Applicants, please send your nomination application using your personal email address.** (You may attach typed responses.)

Applicants must complete the following form and submit a digital copy to your Principal

(principalfirstname.principalsurname@ycdsb.ca) by _____ using your personal email address. Typed responses may be attached.



York Catholic District School Board
(School Year) Student Trustee Application

**SCHOOL PRINCIPAL: PLEASE EMAIL CHOSEN CANDIDATE'S FORM TO
the school superintendent by [enter date]. ONLY ONE CANDIDATE per school.**

Name: _____ **School:** _____
Grade: 10 **Student Phone Number:** _____

How did you find out about this position?

List any councils, clubs and/or activities you are a part of in your school and in your community:

Outline some of your most valued accomplishments:

Please indicate why you feel you are a good candidate to be Catholic Student Trustee:

**I, _____, promise that the above information is in fact
true and accurate. I have read the attached Catholic Student Trustee Guidelines and Board Policy
and confirm that I meet all of the eligibility criteria.**

Applicant's Signature

Parent/Guardian Signature

Principal's Signature

Date

Date

Date



York Catholic District School Board

Student Trustee Oath

"I, [student trustee name], having been selected by my peers to represent the students in this Board, ~~do solemnly swear that I will respect the rules of protocol and conduct of this Board, will represent students to the best of my ability, will present the best interests of students for the benefit of the Board and will serve as an advocate and representative of the York Catholic District School Board~~ promise to provide **Catholic** leadership each day that reflects the Catholic Graduate Expectations, in all that I do and say. I pledge to work with others and represent all students to the best of my ability. I will serve as an advocate and representative of the York Catholic District School Board and its mission, vision and values. ~~and lead in the light of Jesus Christ."~~

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i>	Governance / Board
<i>Policy Number</i>	111
<i>Former Policy Number</i>	807
<i>Total Pages</i>	6
<i>Original Approved Date</i>	March 22, 1991
<i>Subsequent Approval Dates</i>	September 27, 1994, February 28, 1995, September 26, 2000, December 16, 2023, April 12, 2005, November 22, 2005, May 8, 2007, November 18, 2008, December 1, 2009, March 9, 2010, February 7, 2012, September 25, 2018

TRUSTEE SERVICES AND EXPENDITURES

SECTION A

1. PURPOSE

Trustees of the York Catholic District School Board share a proud history of dedicated commitment to Catholic education and to the students and communities they are elected to serve. As stewards responsible for local governance of our publicly-funded school system, trustees are expected to carry out their role with the utmost integrity and ethical conduct.

The purpose of this policy is to clarify the parameters and guidelines under which trustees will receive those supports, equipment, services and reimbursements that will enable them to communicate with constituents regarding board affairs and educational matters, to participate in various activities by virtue of their office, and to fulfill their corporate and constituency responsibilities.

2. OBJECTIVE

It is the policy of the York Catholic District School Board that trustees, in their role of stewards and guardians of Catholic Education, shall be provided with resources, supports and reimbursements to fulfill their obligations, as allowed through the Education Act and the parameters and guidelines of ~~the Ministry of Education~~ and this policy.

3. ~~PARAMETRES~~ **PARAMETERS**

- 3.1 Services provided for Trustees, and expenses which Trustees are permitted to incur, must be:
 - 3.1.1 Directly related to the role of Trustee;
 - 3.1.2 Consistent with statutory requirements and Ministry guidelines;
 - 3.1.3 Congruent with common values and accepted practices; and,
 - 3.1.4 Able to withstand the test of integrity and independent audit.

- 3.2 Payment of expenditures shall be provided to the appropriate recipient subject to Board guidelines for reimbursement.
- 3.3 Expenditure limits may not be exceeded.
- 3.4 Alcohol cannot be claimed or expensed and should not appear on receipts presented for reimbursement.
- 3.5 Neither P-cards nor cash advances will be issued to Trustees.
- 3.6 Non-Discretionary expenditures will be charged to the general Board expenses.
- 3.7 An annual Trustee Discretionary Budget of \$5,000 per Trustee shall be allocated to reimburse all discretionary expenses as identified in this policy.
- 3.8 Other eligible professional development activities as defined in **section B 1.2 of Policy 105, Trustee Professional Development, section 2**, will also be charged to the Trustee's Discretionary Allowance.
- 3.9 Any part of the board budget for Trustee expenses that remains at each November 14th, will be returned to the general board budget.
- 3.10 Staff and Trustees are entitled to equitable treatment with respect to expenditures.
- 3.11 Trustee expense for travel/meals will be reimbursed according to the Travel, Meals and Expense Reimbursement Policy.
- 3.12 A Trustee may, on occasion, wish to support a school initiative through the Trustee's Discretionary Allowance. Examples of approved initiatives include, but are not limited to, school resources, athletic equipment, field trips/excursions, refreshments/tokens of appreciation for school celebrations/events such as graduations or blessings, religious statues. The support from a Trustee can be for supplementary material, equipment or services not funded through the allocated budget of a school. Reimbursements are not to be for items that are considered core curriculum as outlined in Policy 312A Texts, School Supplies and Supplementary Student Fees – Elementary and 312B Texts, School Supplies and Supplementary Student Fees – Secondary.
- 3.13 Trustee expenses fall under the Broader Public Sector Accountability Act, 2010 (BPSAA) and must meet the Expenses and Procurement standards detailed therein.

4. RESPONSIBILITIES

- 4.1 Director of Education
 - 4.1.1 To monitor the implementation of **this the Trustees Services and Expenditures** policy.
 - 4.1.2 To approve all expense claims, with the exception of the Chair and Vice Chair of the Board.
- 4.2 Chief Financial Officer and Treasurer of the Board
 - 4.2.1 To approve expense claims for the Chair and Vice Chair.

4.3 Executive Committee

- 4.3.1 To deal with any inequity resulting from the policy.
- 4.3.2 To bring to the Board any matter relative to this policy which, in the opinion of the Committee, requires a Board decision.

4.4 Trustees

- 4.4.1 To obtain approval for appropriate expenses from the Director of Education and/or Chief Financial Officer, as outlined in the policy.
- 4.4.2 To ensure that all expenses submitted are necessary, reasonable, and are in compliance with the Board's policy and all other relevant policies, procedures, guidelines and legislation.

5. CROSS REFERENCES

Legislation

[Education Act Ontario, s. 191](#)

[Broader Public Sector Accountability Act, 2010](#)

YCDSB Policy

[Policy 105 Trustee Professional Development](#)

[Policy 312A Texts, School Supplies & Supplementary Student Fees - Elementary](#)

[Policy 312B Texts, School Supplies & Supplementary Student Fees - Secondary](#)

[Policy 801 Use of Board Funds for Recognition/Acknowledgement Purposes](#)

[Policy 802 Purchase, Lease and Rental of Products and Services](#)

[Policy 808 Travel, Meals and Expense Reimbursement](#)

YCDSB Procedure

[YCDSB Procedure Purchasing Reference Guide](#)

[YCDSB Procedure Travel, Meals and Expense Reimbursement](#)

TRUSTEE SERVICES AND EXPENDITURES

SECTION B

GUIDELINES

In order for Trustees to conduct their function/role, expenses incurred in carrying out their responsibilities as a Trustee are an expense of the Board. Trustee expenditures must align with all Board Policies and Procedures. Procedures have been developed to assist with transparency and accountability for all transactions.

1. Administration

The Executive Committee of the Board shall have the authority to address matters related to the policy as may be brought forward by any Trustee and bring such matters to the attention of the Board if deemed appropriate.

- 1.1 The Director certifies that individual Trustee expense claims meet the requirements of Board policy and approves payment of the claim or refers the expense claim to Executive Committee.
- 1.2 The Chief Financial Officer and Treasurer of the Board but excluding the Director, certifies that the Chair and Vice Chair of the Board's expense claims meet the requirements of board policy and recommends that the Director approve payment of the claim.
- 1.3 Should there be a dispute about the eligibility of any expense, e.g., if deemed as inappropriate or unreasonable, the policy refers the dispute to Executive Committee. If not resolved the Trustee has the option of taking the dispute to a public session of the board.

2. Reporting

- 2.1 An annual expenditures report for each Trustee, ~~based on a November 15- November 14 time period~~, in line with the Trustees' term of office, will be completed and filed with the Board. Expenditure reports **with detailed relevant expense categories** will be presented in open public session no later than the first Regular Board meeting in February of each year and subsequently posted on the Board website. ~~Expenses will be categorized as listed:~~

- i) ~~Cell~~
- ii) ~~Internet~~ iii) ~~Phone~~ iv) ~~Mileage~~
- v) ~~Mandatory Conferences~~
- vi) ~~Non-mandatory conferences~~
- vii) ~~Out of Country Conferences~~
- viii) ~~Discretionary~~
- ix) ~~Subsidy~~
- x) ~~Community Relations~~
- xi) ~~Printing~~
- xii) ~~Meeting Expenses~~
- xiii) ~~Trustee Supported Award~~
- xiv) ~~Other~~

3. Budget/Expense Claims

- 3.1 Expense claims will be processed on a monthly basis and in accordance with good business practices as defined in Board procedures.

- 3.2 All Trustee expenditures will be reported in accordance with section 2 of these guidelines. Expense claims shall reflect only direct business-related expenses that are linked to the role of a Trustee and their duties.
- 3.3 All expenses will adhere to Canada Revenue Agency requirements with regard to expense reimbursements.

4. Community-Based and Work/Office Related Activities

- 4.1 Eligible functions/activities/locations that a trustee may choose to attend by virtue of their office include but are not limited to:
 - i) Board schools;
 - ii) Off-site school events i.e. sports/arts;
 - iii) School Council meetings and activities/events;
 - iv) Local school fund-raising activities;
 - v) Local school socials;
 - vi) Work related activities organized by trustees, the Board or administration;
 - vii) Archdiocesan functions;
 - viii) Parish-organized functions;
 - ix) Community-organized functions, if attending as a YCDSB representative;
 - x) School/community public relations functions;
 - xi) Staff retirements;
 - xii) OCSTA/CCSTA Conferences, meetings and special events;
 - xiii) Other professional development activities as outline in Policy 105 Trustee Professional Development.

5. Equipment/Support Services

The following equipment and support services will be provided to all Trustees:

5.1 Consumables /Supplies

Trustees may purchase through Trustee Discretionary Allowance the following consumables/supplies, including but not limited to: ink cartridges, paper, writing utensils, envelopes, labels, binders, file folders, poster board, calendars, wrapping paper, cards, computer supplies (surge protectors, USB cords, adaptors, mouse, cables, router).

If possible, the above items will be accessed through the board's procurement process, via the Director's office.

5.2 Furniture, Office Equipment, Computer and Telecommunication Devices

5.2.1 A maximum of ~~\$500~~ **\$750** per four (4) Year Term may be used to cover the combined cost of the following furniture and equipment, **such as, but is not limited to:** printer, desk, chair, filing cabinet, shredder, computer cart and telecommunication devices, such as phones, tablets, **and one-time installation costs for telecommunication support services.**

5.2.2 No reimbursement for furniture and office equipment will be allowed during the last 6 months of a trustee's term.

5.2.3 Furniture, equipment and telecommunication devices purchased will be deemed to have no market value and may be kept by the trustee at the end of his/her term.

5.2.4 The Board will provide a trustee with ~~either a laptop or desktop~~ **a computer, ipad, or other suitable device** at the beginning of the trustee's 4-Year Term of Office;

In October/November of the year a trustee term ends, trustees will be given the option of returning their computer or purchasing it from personal funds at “fair market value” as determined by the Board;

5.2.5 Regular ongoing maintenance and Board supported software will be available ~~†~~ throughout the term of office.

5.2.6 ~~Trustees will be reimbursed for:~~

- ~~i) Telecommunications support services up to a combined maximum of \$ 200 per month with supporting/detailed documentation;~~
- ~~ii) One time installation costs for above services required for communication purposes during the trustee's term of office.~~
- ~~ii) If a Trustee exceeds the telecommunication allowance in a given month, the excess can be charged to the Trustee discretionary allowance.~~
- ~~iv) Trustees are required to submit a detailed invoice for each area of telecommunication at the beginning of each Trustee year, (November 15). The detailed invoice submitted will be used for consecutive monthly reimbursements. If the rates change, within the Trustee year (November 15 November 14), a copy of the updated invoice must be attached to the Admin 3 Form for Trustee Reimbursement.~~
- ~~v) In the event of a Board audit on trustee telecommunication, the Trustee will be required to provide supporting documentation to satisfy the Audit. Original invoices must be retained for seven (7) years (current year plus six previous years).~~

5.2.6 Trustees will be paid a non-taxable allowance of \$250 per month for cell phone, landline and internet services required for communication purposes during the trustee's term of office.

5.3 Secretarial Support

Reasonable secretarial support will be provided where necessary.

5.4 Subscriptions

Two newspaper subscriptions are an allowable expense to be charged to the Trustee's Discretionary Allowance.

6. Travel

6.1 Reimbursements for travel will be as defined in Policy 808 *Travel, Meals and Expenses Reimbursement*.

- i) Trustee's primary work location (PWL) is the Trustee residence.
- ii) Trustee travel is to be claimed through the Board approved travel tool, TRIP, unless exceptions have been granted.
- iii) Cost of 407 ETR are not to be considered an eligible expense unless previously approved.



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
Policy Section	Governance/Board
Policy Number	114
Former Policy Number	
Total Pages	2
Original Approved Date	October 12, 2010
Subsequent Approval Dates	February 25, 2014 January 29, 2019

TRUSTEE HONORARIUM

SECTION A

1. PURPOSE

The *Education Act* and related Regulation(s) permit a board to pay each of its members an honorarium. The purpose of this policy is to identify the governing regulation for honoraria paid to trustees of the York Catholic District School Board and the process by which the amounts are determined.

2. ~~POLICY STATEMENT~~ OBJECTIVE

It is the policy of the York Catholic District School Board to pay an honorarium to trustees in accordance with the provisions of the *Education Act* and associated Regulation(s).

3. ~~PARAMETRES~~ PARAMETERS

3.1 ~~Ontario Regulation 357/06 – Honoraria for Board Members will provide direction when determining trustee honorarium for trustees, other than student trustees. Ontario Regulation 7/07 – Student Trustees will provide direction when determining student trustee honorarium.~~

3.1 The honorarium policy will be established on or before October 15 of the calendar year in which the term of office begins.

3.2 In accordance with section 2(4) of the Ontario Regulation 357/06, *Honoraria for Board Members*, beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14.

3.3 Trustees of the Board will be paid a Trustee honorarium for each term, including a base and enrollment amount, in accordance with the Ontario Regulation 357/06.

3.3 ~~The annual honorarium for trustees, other than a student trustee, for the Term, shall be comprised of:~~

- a) ~~Base amounts; and~~
- b) ~~Enrolment amounts~~

~~The Attendance Amount and the Distance Amount will not apply.~~

~~3.3.1 The honorarium amounts for the Chair, the Vice-Chair and other Trustees will be calculated annually based on the components identified and as permitted by Regulation 357/06.~~

3.4 The Attendance amount and the Distance Amount will not apply to the annual Honorarium for Trustees.

3.5 The honorarium amounts for the Chair, the Vice-Chair and other Trustees will be calculated annually based on the components identified and as permitted by Regulation 357/06.

~~3.5 Student Trustees shall receive an honorarium in accordance with Ontario Regulation 7/07.~~

3.6 Student Trustees receive a base amount in accordance with section 9 of the *Ontario Regulation 7/07, Student Trustees*.

3.7 The honorarium amounts prescribed above may be modified subject to Ministry Acts and Regulations.

4. RESPONSIBILITIES

4.1 Ministry of Education

4.1.1 To make regulations with respect to honoraria paid to trustees.

4.2 Board of Trustees

4.2.1 To comply with expectations of the *Education Act* and related Regulation(s) with respect to the Trustee Honorarium policy.

4.3 Chief Financial Officer & Treasurer of the Board

4.3.1 To prepare and present for approval a report to Board for the Trustee honorarium prior to ~~October~~ November 15 of the calendar year in which the term of office begins.

5. DEFINITIONS

5.1 TERM

Term refers to the annual establishment and calculation of honorarium for Trustees.

56. CROSS REFERENCES

Legislation

[*Education Act* s. 191](#)

[*Regulation 357/06, Honoraria for Board Members*](#)

[*Regulation 7/07, Student Trustees*](#)

YCDSB Policy

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

[*YCDSB By-Law No.1 Operational By-Law*](#)



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i>	Policy/Curriculum
<i>Policy Number</i>	309
<i>Former Policy Number</i>	219
<i>Total Pages</i>	9
<i>Original Approved Date</i>	December 16, 1997
<i>Subsequent Approval Dates</i>	May 27, 2014 March 28, 2017

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

1. PURPOSE

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

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

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

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

In order to do so:

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

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

2.1.1 Respecting the dignity and worth of all learners;

2.1.2 Being 'just' and 'compassionate' in nature by providing varied opportunities for students to demonstrate their learning;

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

3. PARAMETERS

- 3.1 The purpose of assessment and evaluation shall be to foster, promote and improve student success, achievement and well-being. Assessment and evaluation tools and strategies shall be consistently applied and provide equitable opportunity for success and achievement to all students of the York Catholic District School Board.
- 3.2 Assessment and evaluation processes shall be communicated in a timely manner and will provide information to be used by teachers and students to:
 - 3.2.1 Determine where students are in their learning, where they need to go, and how best to get there.
 - 3.2.2 Monitor progress towards achieving the overall and specific curriculum expectations.
 - 3.2.3 Provide feedback, make adjustments, and set individual goals.
 - 3.2.4 Promote the development of **students' metacognitive skills** ~~reflective habits of mind (i.e., metacognition)~~.
 - 3.2.5 Engage parents/guardians in their child's learning.
- 3.3 Teachers shall use a variety of strategies (e.g., observations, student-teacher conversations, student products, self/peer assessment) to elicit information about student growth and learning.
- 3.4 Students shall be assessed and evaluated against curriculum expectations using criterion-referenced tools. Where required, modifications and accommodations shall be provided in accordance with a student's Individual Education Plan (IEP).
- 3.5 Students shall be provided with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement. All assignments, tests, quizzes, projects or other activities utilized for assessment and evaluation shall be returned to students in a timely manner but prior to exams, to further support improved learning and achievement.
- 3.6 Students shall be provided with multiple opportunities to demonstrate achievement of curriculum expectations.
- 3.7 Assessment and evaluation tools shall be free of bias.
- 3.8 **Assessment for learning and as learning shall involve teachers sharing learning goals and success criteria with students. In particular, the co-construction of success criteria is a powerful opportunity to engage students in assessment for and as learning.**

- 3.9 Assessment *for, as, and of* learning shall be guided by the achievement chart for each subject/discipline so that a provincewide standard is used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline.
- 3.10 Teachers shall ensure that mark deduction for late or missed assignments will not result in a report card letter grade or percentage mark that misrepresents a student's actual achievement of the curriculum overall expectations.
- 3.11 Teachers shall ensure that there are appropriate preventative strategies, solution-focused communication and consequences for cheating, plagiarizing, not completing work, and submitting work late. Responses to these types of situations will account for factors that include:
- i) The grade level of the student.
 - ii) The maturity of the student.
 - iii) The number and frequency of incidents.
 - iv) The individual circumstances of the student.
- 3.12 The Board shall designate up to ten (10) instructional days per school year as examination days, four (4) per semester with one (1) per semester for inclement weather or emergency situations.
- 3.12.1 To foster student success and equity of opportunity, students will be scheduled to write one exam per day during this designated time.
- 3.13 As per YCDSB Policy 316 *Secondary School Post-Examination Review*, a regular instructional day, in close proximity to each final examination period and the completion of course studies, shall be designated for post-examination review and included in the School Calendar and communicated in Student Agendas.
- i) Semester 1 Post-Examination Review day will occur, each school year, on the first day of Semester 2.
 - ii) Semester 2 Post-Examination Review day will be dependent on the designated June exam schedule for each school year.
- 3.14 Teachers shall use the York Catholic District School Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools Document*, to guide their assessment and evaluation practices.

4. RESPONSIBILITIES

4.1 Board of Trustees

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

4.2 Director of Education

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

4.3 Senior Administration

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

4.4 Principals

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

4.5 Teachers

- 4.5.1 To implement effective assessment and evaluation practices in accordance with the Board's Guidelines and Procedures for the Implementation of Ministry Policy: *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*.
- 4.5.2 To provide students with ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement. All assignments, tests, quizzes, projects or other activities utilized for assessment and evaluation must be returned to students to further support improved learning and achievement.

4.6 Students

To fully participate in their learning by:

- 4.6.1 Articulating what they are expected to learn and be able to do.
- 4.6.2 Monitoring and assessing their learning.
- 4.6.3 Setting specific improvement goals and planning accordingly.
- 4.6.4 Demonstrating achievement of curriculum expectations.
- 4.6.5 Developing the learning skills and work habits that support life-long learning.
- 4.6.6 Providing evidence of their learning within established timelines.

4.7 Parents

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

5. DEFINITIONS

5.1 Accommodation

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

5.2 Achievement

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

5.3 Achievement Chart

A standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards.

5.4 Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

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

5.5 Assessment as Learning

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

connector between assessment and learning. ~~The co-construction of success criteria is a powerful opportunity to engage students in assessment as learning.~~

5.6 Assessment for Learning

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

5.7 Assessment of Learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value/~~grade/achievement level~~ to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning. Assessment of learning usually involves rich performance tasks, demonstrations, projects, or essays. Assessment of learning does not include ongoing homework that students do to practice skills, to consolidate knowledge, to prepare for the next class or to be introduced to new content.

5.8 Bias

~~A situation in which assessment information produces results that give one group an advantage or disadvantage over other groups because of problems in the content, procedures, or interpretations of the assessment information; a distortion or misrepresentation of performance.~~

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

5.9 Catholic Understanding of the Human Person

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

5.10 Cheating

~~Cheating is an attempt to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of a student's learning or the learning of others.~~

5.11 Criterion-Referenced Assessment

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

5.12 Engagement

There are four dimensions of student engagement:

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

5.13 Evaluation (Assessment of Learning)

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

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

5.14 Individual Education Plan (IEP)

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

5.15 Learning Goals

Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that students must master to successfully achieve the overall curriculum expectations.

5.16 Modification

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

5.17 Ontario Curriculum Expectations

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

5.18 Peer Assessment

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

5.19 Plagiarism

The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

5.20 Professional Judgment

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

5.21 Reflective Habits of Mind (Metacognition)

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

5.22 Reporting

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

5.23 Self-Assessment

A process during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals or criteria, and revise accordingly. ~~Self-assessment refers to reflective practices based on established criteria in which students make observations about their own learning and performance.~~ They may use tools like checklists, conferencing, and journals to

frame these reflections. When students assess themselves, they develop insights into their own learning and are better able to monitor, track, and plan next steps for their learning.

5.24 Success Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allows the teacher and student to gather information about the quality of student learning.

5.25 Well-being

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

- physically well;
- nourished and active;
- physically and psychologically safe;
- included, valued and supported at home, at school and in the community;
- able to participate in productive activities;
- able to form and sustain healthy relationships;
- able to cope with adversity and are resilient; and,
- that adults care about their well-being.

6. CROSS REFERENCES

Legislation

[Education Act](#)

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

[Ontario Regulation 304: *School Year Calendar. Professional Activity Days*](#)

YCDSB Policies

[Policy 313 Homework](#)

[Policy 316 Secondary School Post-Examination Review](#)

[Policy 601 Accessibility Standards for Customer Service](#)

Related References

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



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY

<i>Policy Section</i>	Finance
<i>Policy Number</i>	802
<i>Former Policy Number</i>	606
<i>Total Pages</i>	4
<i>Original Approved Date</i>	November 8, 1986
<i>Subsequent Approval Dates</i>	May 30, 2000 September 1, 2002 February 3rd, 2009 March 9, 2010 February 7th, 2012 January 26, 2016

PURCHASE, LEASE AND RENTAL OF GOODS AND SERVICES

1. PURPOSE

~~The York Catholic District School Board ("Board") is accountable to the public for the fiscally and ethically responsible purchase, lease and rental (the "purchase") of products and services used in the schools, facilities and departments of the Board. The purpose of this policy is to clarify the procedures and guidelines (the "procedures") under which the purchase, lease and rental of goods and services will be carried out.~~

The York Catholic District School Board is ethically and fiscally accountable to the public for the purchase, lease and rental of products and services used in schools, facilities and departments of the Board. The purpose of this policy is to ensure that all Trustees, staff members and agents of the Board employ appropriate financial control and accounting procedures and act in accordance with all relevant legislation.

2. OBJECTIVE

It is the policy of the Board that the purchase of goods and services shall follow processes that are consistent, open, and transparent, demonstrate exemplary financial practices, and provide maximum return on investment with respect to quality and quantity. All transactions will demonstrate ethical, professional and accountable behaviour in the Board's supply chain.

3. PARAMETERS

- 3.1 ~~The Board is accountable to the public for the fiscally and ethically responsible purchase, lease and rental ("the purchase") of goods and services used in the schools, facilities and departments of the Board.~~ All funds including those received from the Ministry, donations, grants and funds housed in Board and/or school bank accounts are subject to the parameters and guidelines of the Approval Authority Schedule (AAS) and this policy.

- 3.2 Sound and ethical business practices shall be followed at all times including:
 - 3.2.1 adherence to the Supply Chain Code of Ethics (see below);
 - 3.2.2 adherence to Broader Public Sector Procurement and Expense Directive as issued by the Ministry of Finance;
 - 3.2.3 adherence to the Canada Free Trade Agreement (CFTA);
 - 3.2.4 adherence to the Canada-European Union Comprehensive Economic and Trade Agreement (CETA);
 - 3.2.5 adherence to the principle that there shall be no unwarranted interference/involvement by staff or trustees in the purchasing process including receiving or reviewing of confidential information (unless authorized to receive or review such) or promoting a good or service by a vendor.
- 3.3 Supply Chain Code of Ethics
 - 3.3.1 **Personal Integrity and Professionalism**

Individuals involved with Supply Chain Activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or goods.
 - 3.3.2 **Accountability and Transparency**

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that Board resources are used in a responsible, efficient and effective manner.
 - 3.3.3 **Compliance and Continuous Improvement**

Individuals involved in purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.
- 3.4 The Approval Authority Schedule (“AAS”), as approved by the Board establishes the approval and signing authorities adhered to in all supply chain activities.
- 3.5 The purchase of goods and services shall follow processes that are consistent, open, and transparent, demonstrate exemplary financial practices, and provide maximum return on investment with respect to quality and quantity.
- 3.6 Procedures shall contain such guidelines and practices that minimize the need for exceptions or judgments in making the final selection of a vendor.
- ~~3.7 Processes shall be developed for the purchase of the required quality and quantity of goods and services.~~
- 3.87 Centralized purchasing and/or cooperative purchasing with other school boards and

public agencies shall be encouraged whenever the best interests of the Board will be served.

3.98 Environmentally responsible goods and services shall be purchased where the acquisition of such is cost effective, does not significantly alter the effectiveness of the good or service, and are compliant with the Broader Public Sector (BPS) Procurement Directive.

3.409 Unauthorized and unapproved purchases made in the name of the Board shall be considered an obligation of the person making the purchase and not an obligation of the Board.

3.4410 The Board will be bound **guided** by section 217 of the Education Act and all other related policies in respect to the purchase or sale of books and/or other resources by employees of the Board.

4. RESPONSIBILITIES

4.1 Board of Trustees

4.1.1 To provide oversight accountability with respect to this policy.

4.1.2 To approve and review the Approval Authority Schedule (AAS).

4.2 Director of Education

4.2.1 To **oversee the compliance of the Purchase, Lease and Rental of Goods and Services Policy and the Approval Authority Schedule (AAS)** ~~ensure that staff implement this policy as approved by the Board.~~

4.3 **Chief Financial Officer and Treasurer of the Board**

~~Associate Director: Corporate Services and Treasurer of the Board~~

4.3.1 **To ensure that the policy and the Approval Authority Schedule (AAS) adhere to the Broader Public Sector (BPS) Procurement Directive** ~~To ensure and that this policy and related procedures are administered as approved;~~

4.3.2 To approve changes to Procedures.

~~4.4 Coordinating Manager: Business Services and Assistant Treasurer of the Board~~

~~4.4.1 To oversee the ongoing implementation of this policy and related procedures.~~

~~4.5 Manager of Purchasing Services~~

~~4.5.1 To oversee the purchase of goods and services on behalf of the Board;~~

~~4.5.2 To ensure awareness of and compliance with approved procedures;~~

~~4.5.3 To review procedures on an ongoing basis and to recommend changes to procedures, when required;~~

~~4.5.4 To investigate and provide guidance to Purchasing Services staff on new goods and services;~~

~~4.5.5 To maintain open and transparent relationships with current and potential vendors and public procurement partners;~~

~~4.5.6 To promote the acquisition of environmentally responsible goods and services.~~

~~4.6 Purchasing Services Staff~~

~~4.6.1 To develop and follow approved procedures;~~

- ~~4.6.2 — To facilitate the purchase of goods and services required by schools and
— administrative departments of the Board.~~

~~**4.7 — Superintendents, Principals, Senior Managers and all other Staff**~~

- ~~4.7.1 — To adhere to approved procedures; and,
4.7.2 — To ensure awareness of, and comply with, approved procedures by their
— staff.~~

5. CROSS REFERENCES

[*Broader Public Sector Expense Directive \(BPS\)*](#)
[*Broader Public Sector Procurement Directive \(BPS\)*](#)
[*Education Act, Ontario, section 217, Promotion of Sale of Books*](#)
[*National Institute of Governmental Purchasing \(NIGP\)*](#)
[*Professional Code of Ethics \(Purchasing Management Association of Canada \(PMAC\)*](#)
Relevant Acts, Legislation and Regulations

Related Policies

Policy 105 [*Trustee Professional Development*](#)
Policy 109 [*Records and Information Management*](#)
Policy 111 [*Trustee Services and Expenditures*](#)
Policy 219A [*Elementary Student Dress Code*](#)
Policy 219B [*Student Dress and Uniform - Secondary*](#)
Policy 423 [*Conflict of Interest for Employees*](#)
Policy 611 [*Criminal Background Checks for Service Providers*](#)
Policy 710 [*Environmental Education: Our Sacred Earth*](#)
Policy 801 [*Use of Board and School Funds for Recognition or Acknowledgement*](#)
Policy 803 [*School Generated Funds*](#)
Policy 808 [*Travel Meals and Expense Reimbursement*](#)
Policy 812 [*Fair Labour Practices for School Uniforms*](#)

[*Approval Authority Schedule*](#)
[*YCDSB By-Law #1 Operational By-Law*](#)

Guidelines and Procedures

[*Advertising Expenditure Guidelines*](#)
[*Advocacy Expenditure Guidelines*](#)
[*School Generated Funds Procedure*](#)
[*Hospitality & Gifts Guidelines for Superintendents, Managers, Board & School Administrators*](#)
[*Purchasing Card Procedures*](#)
Purchase Reference Guide
Registered Charity Program – Guidelines
[*Travel, Meals, and Expense Reimbursement Procedure*](#)

Note

The purchase of goods and services for the Board is a multi-faceted, detailed series of processes and accountabilities. As such, staff develops and maintains documents that guide the process and ensure the effective implementation of parameters and procedures. These documents are reviewed on an ongoing basis to ensure legislative compliance and best purchasing practices.



YORK CATHOLIC DISTRICT SCHOOL BOARD

YORK CATHOLIC DISTRICT SCHOOL BOARD APPROVAL AUTHORITY SCHEDULE (AAS)

BUSINESS SERVICES DEPARTMENT
CORPORATE SERVICES DIVISION

Date of Issue: ~~October 12, 2016~~ **March 28, 2023**
Issued by: ~~Anna Chan~~ **Calum McNeil**, Chief Financial Officer & Treasurer of the Board
Supersedes: ~~January 26, 2016~~ **October 12**
Governed by: YCDSB Operational By-Law #1

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PURPOSE

The purpose of the Approval Authority Schedule (“AAS”) is to specify the signing authorities required for various types of purchases, expense reimbursements and banking activities.

SCOPE

This Approval Authority Schedule (“AAS”), per the Board’s Operational By-Law #1, defines the authorization levels delegated by the Board of Trustees to Board employees for:

- Cheque signing, Payment Register and Summary, On-line banking
- Purchasing Mechanism
- Approval of Purchase Requisitions, Purchase orders and related Invoices
- Request for payment without a purchase order
- Employee reimbursements and purchasing card (PCard) purchases
- Formal procurement, contracts and other
- **Capital Projects**

The AAS is approved by the Board of Trustees and updated from time to time as required.

~~The AAS should be read in concert with the Board's Policy 802 – Purchase, Lease and Rental of Goods and Services and its related operating Purchase Reference Guide (PRG).~~

The Board recognizes that professional judgment is required in certain circumstances of the daily supply chain activities. Exceptions to the AAS are outlined in Chart A “Invoice/Payments”, ~~and Chart B~~ **“Delegation during Absences”**, ~~Chart B~~ **C “Purchasing Exclusions”** and Chart D “Regional Internal Audit (RIAT)”.

RELATED PURCHASING POLICIES AND GUIDELINES

- ☐ **Canada Free Trade Agreement (CFTA)/Comprehensive Economic Trade Agreement (CETA)**
- ☐ Broader Public Sector (BPS) Procurement Directive
- ☐ **Operational By-Law #1**
- ☐ Purchase Reference Guide
- ☐ Purchase, Lease and Rental of Goods and Services (Policy #802)
- ☐ **School Generated Funds (Policy # 803)**
- ☐ **Travel, Meals & Expense Reimbursement (Policy #808)**
- ☐ **Purchasing Card Procedures**

For a complete list of related policies, guidelines and procedures and related other documents, see the Purchase Reference Guide (PRG).

PARAMETERS

The rules for authority apply to:

- Board Appointees
- Board Employees

OF SIGNATURES REQUIRED

~~Whereas the number of signatures required is identified as the “# of Signatures Required”, it is recognized that in certain circumstances only the signature of the highest authority level is required.~~

PRINCIPLES

The following are basic control principles:

- o Employees cannot approve their own personal expenditures.
- o Employees cannot enter into contracts or sign legal documents unless they are specifically authorized to do so.
- o Employees are responsible and accountable ~~for their~~ **to obtain appropriate** financial approvals.

- o Employees may only approve those transactions pertaining to their functional area and those that fall into the budget for which they are accountable and responsible unless otherwise specified in this document.
- o Authority can be delegated for reason of temporary absence, but it cannot be abdicated.
- o Authority granted throughout this schedule represents the minimum required level of authority and inherently also applies to higher levels of authority.
- o Internal instructions, policies and controls must comply with the Approval Authority Schedule.

SEGREGATION OF DUTIES

Prevents any one person from controlling the entire procurement process by segregating approvals for the key stages of the procurement process. Effective control in the Board includes segregation of duties across functions and individuals as outlined below.

Functions	Descriptions	Responsibility
Budgets	<ul style="list-style-type: none"> authorized and approved by the Board on an annual basis budgets allocated to the Fund Manager(Schools Administrators/Department Managers) 	Budget Department
Requisition	<ul style="list-style-type: none"> a request to purchase is made using a purchase requisition and authorized by the Fund Manager 	Schools/Departments
Purchase Commitment	<ul style="list-style-type: none"> review purchase request and ensure the appropriate competitive procurement activities are conducted issue Purchase Order 	Purchasing Services Department
Receipt	<ul style="list-style-type: none"> enter the goods receipt information in the Board's financial system once goods have been received or services have been completed. 	Schools/Departments
Payment	<ul style="list-style-type: none"> process payment based on the matching prices and goods receipt to invoices 	Accounting & Financial Services Department

CFTA (Canadian Free Trade Agreement) and CETA (Canada-European Union Comprehensive Economic and Trade Agreement) Exemptions ~~AIT (Agreement on Internal Trade)~~ EXEMPTIONS

As recognized by the BPS Procurement Directive, the Board may utilize non-competitive procurement in situations outlined in the exemption, exception or non-application clauses of the ~~Agreement on Internal Trade (AIT)~~ CFTA, CETA or other trade agreements. The list of exemptions (non-application clauses of the ~~AIT~~ CFTA and CETA) from competitive procurement is outlined in PRG Appendix A B (List of Exemptions from Competitive Procurement).

DEFINITIONS

1. **AUTHORITY**

The authorization limits and threshold specified represent the maximum limits that apply to financial authorization. Although management titles may change from time to time, the authority level remains the same for the personnel with the same responsibility and accountability of the same portfolio.

2. **FUNDS**

All funds including those received from the Ministry, donations, grants and funds housed in Board and/or school bank accounts are subject to the parameters and guidelines of the AAS and any applicable policies.

3. **FUND MANAGER**

Fund Manager is the staff member deemed to be responsible for the budget of the respective Fund Centre and is authorized to approve a purchase/expense reimbursement for the threshold amounts stipulated in the approval tables. Fund Managers are also accountable to stay within their approved and allocated budgets.

4. **SUPERINTENDENT**

The term "Superintendent" for the purposes of the authority levels outlined in this document includes Director of Education, Associate Director, Chief Financial Officer & Treasurer of the Board, Supervisory Officers, Assistant Superintendents, Coordinating or Senior Managers, and the Chief Information Officer.

5. **TAXES**

All dollar amounts within the AAS are exclusive of taxes (i.e. taxes are not included).

6. **CURRENCY IS CANADIAN DOLLARS**

Transactions in other currency than Canadian must be converted and follow the Canadian Dollar thresholds.

APPROVAL AUTHORITY SCHEDULE TABLES

TABLE 1 - CHEQUES SIGNING, PAYMENT REGISTER AND SUMMARY, ON-LINE BANKING

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Cheque Signing	< \$25,000 or Exceptions (>= \$25,000 as outlined in Chart A)	2	Electronic Signatures	<ol style="list-style-type: none"> 1. Director of Education & Secretary of the Board; and 2. Chief Financial Officer & Treasurer of the Board
	>= \$25,000	2	Manual Signatures	<p>Any two of Primary Signers or one Primary Signer and one Secondary signer.</p> <p>Primary Signers:</p> <ul style="list-style-type: none"> • Director of Education & Secretary of the Board • Associate Director • Chief Financial Officer & Treasurer of the Board <p>Secondary Signers:</p> <ul style="list-style-type: none"> • Manager – Accounting & Financial Services • Manager – Budget Associate Director, Strategic Leadership Coordinating Manager, Budget and Audit Services
	Registered Charity	4 2	Manual Signatures	<p>Any two of Primary Signers or one Primary Signer and one Secondary signer. Any one of:</p> <p>Primary Signers:</p> <ul style="list-style-type: none"> • Director of Education & Secretary of the Board • Associate Director • Chief Financial Officer & Treasurer of the Board <p>Secondary Signers:</p> <ul style="list-style-type: none"> • Manager – Accounting & Financial Services • Manager – Budget Associate Director, Strategic Leadership Coordinating Manager, Budget and Audit Services
	School Generated Funds “SGF” (Policy #803 and SGF Procedures)	2	Manual Signatures	<ol style="list-style-type: none"> 1. Principal and <p>Any one of:</p> <ol style="list-style-type: none"> 1. Vice Principal 2. Senior Secretary 3. School Bursar
On-line Banking Transfers between YCDSB bank accounts	< \$5,000	1	On-line approval through Financial Institution	<p>Any one of:</p> <ol style="list-style-type: none"> 1. Manager – Accounting Payroll and Benefits & Financial Services; or 2. Manager – Budget Manager Purchasing Services 3. Chief Financial Officer & Treasurer of the Board
	>= \$5,000	2	On-line approval through Financial Institution	<p>Any two of:</p> <ol style="list-style-type: none"> 1. Manager – Accounting Payroll and Benefits & Financial Services; or 2. Manager – Budget Manager Purchasing Services 3. Chief Financial Officer & Treasurer of the Board

On-line Banking Wire Transfer	> \$0	2	On-line approval through Financial Institution	Any two of: 1. Manager – Accounting Payroll and Benefits and Financial Services; or 2. Manager – Budget Manager Purchasing Services 3. Chief Financial Officer & Treasurer of the Board (Note: all wire transfers are to be pre-authorized based on cheque signing authorities noted above.)
Employee expense reimbursement register via payroll (EFT and Cheques)	> \$0	2 3	Manual Signatures	1. Controller Accounting Services Specialist 2. Manager – Accounting Payroll & Benefits and Financial Services 3. Chief Financial Officer & Treasurer of the Board
Payment summary and Register	< \$25,000 or Exceptions (>= \$25,000 as outlined in Chart A)	2	Manual Signatures	Any two of: 1. Controller Accounting Services Specialist 2. Manager – Accounting Payroll and Benefits & Financial Services 3. Chief Financial Officer & Treasurer of the Board
	>= \$25,000	4	Manual Signatures	1. Controller Accounting Specialist 2. Manager – Accounting Payroll and Benefits & Financial Services 3. Chief Financial Officer & Treasurer of the Board 4. Director of Education & Secretary of the Board

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 2 – PURCHASING MECHANISM

Department	Expense Type	Level	Purchasing Mechanism
All Departments except Plant (see below)	All	> \$500	Purchase Requisition (Note 1)
Plant Department	All	<= \$10,000	Work-Order (Note 2) or Purchase Requisition
		> \$10,000	Purchase Requisition

Note 1 – Except where PCard use is appropriate, per limits and procedures in Purchasing Card Procedure.

Note 2 – Work orders are created within the Plant Department's work order system, are issued for Plant maintenance expenditures and follow the processes outlined by the Plant Department. Work orders shall only be created for buying goods or services from an existing Vendor of Record or Time & Material contracts with total purchase value not exceeding \$10,000. Any orders related to architect or consulting services shall use the Purchase Requisition process.

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 3 – APPROVAL OF PURCHASE REQUISITIONS, PURCHASE ORDERS (“PO”) AND RELATED INVOICES

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Purchase Requisition	< \$2,500 (line item)	1	On-line Approval	1. Fund Manager
	>= \$2,500 (line item)	2	On-line approval	1. Fund Manager; 2. Superintendent
Purchase Order	< \$25,000	1	On-line approval	1. Purchasing Specialist
	>= \$25,000 and < \$100 75,000	2	On-line approval	1. Purchasing Specialist; and 2. Manager, Purchasing Services
	>= \$100 75,000	3	On-line approval	1. Purchasing Specialist; 2. Manager, Purchasing Services; and 3. Chief Financial Officer & Treasurer of the Board
Purchase Order and Related Invoice differences	Line item <10% and <\$100	n/a	Manual Signature	At discretion of Accounts Payable.
	Line item > 10% or \$100 and Extras <\$5,000	2	Manual Signatures	1. Fund Manager (exceptions: books, US Vendors, catalogue items from school specific vendors, tax issues, discounts, unplanned delivery charges); and 2. Purchasing Specialist
	Extras >=\$5,000 & < \$25,000	3	Manual Signatures	1. Fund Manager; 2. Superintendent; and 3. Purchasing Specialist
	Extras >=\$25,000	4	Manual Signatures	1. Fund Manager; 2. Superintendent; 3. Purchasing Specialist and Any one of: 1. Director of Education & Secretary of the Board or 2. Chief Financial Officer & Treasurer of the Board;

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)

TABLE 4 - REQUEST FOR PAYMENT TRANSACTIONS WITHOUT A PURCHASE ORDER

Action/Process	Level	# of Signatures Required	Type	Authority (Minimum Requirement)
Payment Request via invoices or, cheque requisition - Admin # 1 Excluding: Payment Request for Recognition/ Acknowledgement using Board/School Funds per Policy#801 (see below)	< \$5,000	1	Manual Signature	1. Fund Manager
	>= \$5,000 & < \$10,000	2	Manual Signatures	1. Fund Manager; and 2. Superintendent or Manager of Plant Units (for Plant Work Order Payment requests only)
	>= \$10,000 & < \$75,000	2	Manual Signatures	1. Fund Manager; and 2. Superintendent
	>= \$75,000	3	Manual Signatures	1. Fund Manager; 2. Superintendent; and 3. Chief Financial Officer & Treasurer of the Board
	Exceptions for Recurring Monthly Payments as listed in Chart A.	See Chart A	Manual Signature or On-line approval	As per Chart A
Payment Request for Recognition/ Acknowledgement using Board/School Funds per Policy #801	<= \$100	1	Manual Signatures	1. Fund Manager
	> \$100	2	Manual Signatures	1. Fund Manager; and Any one of: 1. Director of Education & Secretary of the Board or 2. Chief Financial Officer & Treasurer of the Board

APPROVAL AUTHORITY SCHEDULE TABLES (CONTINUED)
TABLE 5 - EMPLOYEE EXPENSE REIMBURSEMENTS AND PURCHASING
CARD (PCARD) PURCHASES

Action/ Process	Level	# of Approvals Required	Type	Authority (Minimum Requirement)
Employee Expense Reimburse ments (Note 1 and 2) and PCard purchases	Chair and Vice-Chair of the Board	1	On-Line or Manual Signature	1. Chief Financial Officer & Treasurer of the Board
	Director of Education & Secretary of the Board	2	On-Line or Manual Signature	1. Chair of the Board, and 2. Vice-Chair of the Board
	Trustee	1	On-Line or Manual Signature	1. Director of Education & Secretary of the Board
	Elementary School Employee* (excluding Custodian and Vice- Principal and Principal)	4	On-Line or Manual Signature	1. Principal
	Elementary and Secondary School Employee *(excluding Custodian and Principal) and Elementary Vice- Principal	1 2	On-Line or Manual Signature	Expense Reimbursements: 1. Principal, and 2. Superintendent or Assistant Superintendent
	Elementary and Secondary School Employee *(excluding Custodian and Principal) and Elementary Vice- Principal	1	On-Line or Manual Signature	PCard purchases: 1. Principal
	Principal	1	On-Line or Manual Signature	Travel/Expense Reimbursements: 1. Superintendent
				PCard purchases: Superintendent reviews purchasing card monthly transaction log for Principal expenditures. approves monthly overview report for
	Custodian	1	On-Line or Manual Signature	Travel/Expense Reimbursements: 1. Area Facility Coordinators PCard purchases: Approved by the Manager of Facilities Services by periodic overview report
	Student Services and Curriculum, Program & Instructional Services	1	On-Line or Manual Signature	1. Superintendent 2. Note: Principal/Supervisor approves first if required by the Superintendent.
	All Other CEC	1	On-Line or Manual Signature	1. Reporting Fund Manager (Note 1)

* Itinerant teachers' travel will be reimbursed as per collective agreement.

Note 1- Mileage reimbursements are processed through the Travel Reimbursement **Input** Program ("TRIP") and approvals are done through workflow on-line unless otherwise noted in this table and Note 2.

Note 2 – Exception - for claims less than \$100 the Manager - Accounting ~~Payroll and Benefits~~ **& Financial Services** can approve the claim without the approval of the claimant's manager.

APPROVAL AUTHORITY SCHEDULE (CONTINUED)
TABLE 6 - FORMAL PROCUREMENT, CONTRACTS AND OTHER

Action/Process	Level	Authority (Minimum Requirement)
Bid Requirements for Goods, Non-Consulting Services & Construction (Note 1)	>= \$10,000 and <\$50,000	Minimum 3 formal bid responses to be received. Exception must be approved by Manager, Purchasing Services.
	>= \$50,000 and < \$100,000	Minimum three (3) formal bid responses to be received. Exception or non-competitive procurement must be approved by Chief Financial Officer & Treasurer of the Board.
	>= \$100,000	Minimum three (3) formal bid responses to be received. Exception or non- competitive procurement must be approved by Board Motion before award. Must also adhere to competitive bid requirements of the BPS Procurement Directive (i.e. open competitive and electronic Tendering system).
Bid Requirements for Consulting Services (Competitive)	<\$50,000	Minimum three (3) formal bid responses to be received. Exception must be approved by Manager, Purchasing Services
	>= \$50,000 and < \$100,000	Minimum three (3) formal bid responses to be received. Exception must be approved by Chief Financial Officer & Treasurer of the Board.
	>= \$100,000	Minimum three (3) formal bid responses to be received. Exception must be approved by Board Motion before award. Must also adhere to competitive bid requirements of the BPS Procurement Directive (i.e. open competitive and electronic tendering system).
Pre-approval - Authority to Proceed with Purchase of Goods and Services	>= \$25,000 Materially Significant Contract (See Note 2)	1. Director of Education & Secretary of the Board or 2. Chief Financial Officer and Treasurer of the Board, or 3. As per Board Motion Proceed to Procurement: Board Motion Award of Procurement: Board Motion
Authority to award Bids and sign contracts resulting from normal procurement and bidding processes as described within the PRG	< \$100,000 <\$75,000	1. Manager, Purchasing Services

	>= \$100,000 >= \$75,000	1. Manager, Purchasing Services; and 2. Chief Financial Officer & Treasurer of the Board
Non-Competitive Procurement for Consulting Services	For bids >\$50,000 and <\$100,000	Accommodations & Business Affairs Committee
	< \$100,000 or All CFTA and CETA Exemption Based Only (Note 3)	One of: 1. Director of Education & Secretary of the Board or 2. Chief Financial Officer & Treasurer of the Board
	All Others	Board Motion
Issuance of new Purchasing card	> \$0	As per Purchasing Card Procedures Guide (Spending authority as stipulated in the Purchasing Card Procedures Guide)
Signing Contracts (excluding employment contracts and contracts resulting from normal procurement and bidding processes as described within the PRG)	<= 1-year term and <\$25,000	Fund Manager (subject to limits of available budgets and within any applicable fund raising criteria)
	<= 1-year term and >= \$25,000	1. Fund Manager; and 2. Superintendent Coordinating Manager, Budget and Audit Services (subject to limits of available budgets, within any applicable fundraising criteria, and are considered part of annual routine school or department activities).
	> 1 year term	Signature required on contract: Minimum of one One of: 1. Director of Education & Secretary of the Board or Associate Director 2. Chief Financial Officer & Treasurer of the Board 3. as directed by legal counsel, and reported to the Board
Termination of a vendor during contract term	>\$0	Board Motion
Extension of contract beyond option years	>\$0	Board Motion
International Student Recruitment Services Agreement	> 1 year term	Director of Education & Secretary of the Board
Revenue generating contract (e.g. community partnership arrangements, childcare lease agreements, green energy initiatives)	>\$0	Superintendent responsible for the areas

Note 1 – For School Enhancement Projects, follow ‘School Enhancement’ Procedures

Note 2 - A Materially Significant Contract is a contract (exclusively for YCDSB) that:

- a) has a high risk factor, or
- b) has contract term for seven (7) years or more including option years, or
- c) brings the Board's activities under public scrutiny, or
- d) involves any controversial matter, or
- e) any procurement expressly prescribed by the Board as Materially Significant.

Note 3– Canada Free Trade Agreement (CFTA)/Comprehensive Economic Trade Agreement (CETA)

APPROVAL AUTHORITY SCHEDULE (CONTINUED)

TABLE 7 – CAPITAL PROJECTS (NOTE 1)

(a) Annual School Renewal Projects

Action/Process	Level	Authority (Minimum Requirement)
Annual Capital Plan / The committee of capital program stakeholders	All	1. Superintendent of Facilities Services and Plant, and 2. Director of Education & Secretary of the Board, or 3. Chief Financial Officer & Treasurer of the Board
Pre-approval- Authority to proceed when Bids exceed the approved budget in Annual Capital Plan but can be accommodated through the existing capital budgets	< \$25,000 < \$50,000	Superintendent of Facilities Services and Plant
	>= \$25,000 >= \$50,000	1. Director of Education & Secretary of the Board or 2. Chief Financial Officer and Treasurer of the Board or 3. As per Board Motion
Portable purchases or leases or moves or demolition and port-a-pak moves	> \$0	Approval to proceed: 1. Coordinating Manager of Planning & Operations; and 2. Superintendent of Facilities Services and Plant 2. Associate Director, Strategic Leadership
Change Orders	< \$25,000	1. Superintendent of Facilities Services and Plant.
	>= \$25,000	1. Superintendent of Facilities Services and Plant, and 2. Chief Financial Officer & Treasurer of the Board or 3. Director of Education & Secretary of the Board.

(b) New Construction Projects or Major Additions

Action/Process	Level	Authority (Minimum Requirement)
Site purchase	> \$0	Board Motion
Tenders for Capital Projects for new Construction (includes additions and port-a-pak purchases)	All new construction projects or major additions	Proceed to tender: Ministry Approval Award of tender: Board Motion
	Change Orders < \$50,000 < \$25,000	1. Superintendent of Facilities Services and Plant.
	Change Orders >= \$50,000 >= \$25,000	1. Superintendent of Facilities Services and Plant, and Any one of: 2. Director of Education & Secretary of the Board or 3. Chief Financial Officer & Treasurer of the Board
Construction Status Updates	Change Orders >= \$50,000 >= \$25,000	Construction status updates including Change Orders to be reported to Corporate Services Committee

Note 1: Subject to Ministry procedures and thresholds in effect

EXCEPTIONS TO APPROVAL AUTHORITY SCHEDULE LEVELS AND SCOPE

CHART A: INVOICE/PAYMENTS AND DELEGATION DURING ABSENCES (A1)

This chart outlines exceptions to manual signatures >\$25,000, payment request approvals and payments.

Designated Managers (or Superintendents) the following positions have authority to approve invoices/payment requisitions/payments for values higher than normal authority levels for the specified invoice/requisition types/payments. These invoices/payments either result from contracts or bids awarded through processes compliant within the authorities of the AAS **or specific business processes**:

	Invoice/Payment Type
Manager, Accounting, Payroll and Benefits & Financial Services	<ul style="list-style-type: none"> • Commissions to schools • Schools/School Council HST Rebates • Purchase order line item value variance < \$100 • Education Development Charges • In-house catering services GEC Food Catering • Payroll remittances for statutory and employee contractual commitments: <ul style="list-style-type: none"> ○ employee deductions including and not limited to statutory payroll deductions, Pension contributions, employee share of benefit premiums, union dues ○ employer payroll related remittances to the appropriate authorities including benefit premium obligations to third parties • Payroll advices and T4 production invoices
Human Resources Chief Information Office	<ul style="list-style-type: none"> • Damages or settlement
Information Systems Senior Manager, Information System	<ul style="list-style-type: none"> • Converged Internet Protocol (IP) product invoices • Photocopier charges • Recurring Telecom Services (Local access and long distance, and VOIP)
Planning & Operations Coordinating Manager of Plant & Accommodation	<ul style="list-style-type: none"> • Transportation operator and YRDSB invoices • Property licenses, leases and rentals • Postage deposits for postage machine, couriers
Facilities Services & Plant Senior Manager, Environmental Services	<ul style="list-style-type: none"> • Petro Canada Gas Card accounts • Energy billings – Gas & electricity market purchases & Delivery • Waste/Disposal/Removal Services • Utilities: Hydro, Water, Sewer, Gas (including invoices covering market purchases and services)
Plant Controllers Facilities Controllers , and Facilities Controllers Coordinators	Work Order invoices and Pcard purchases only when all items on a statement are for work order invoices <\$1,000

CHART B (A2) - DELEGATION DURING ABSENCES

A person may delegate their authority due to vacations, temporary leave of absences, etc. This delegation must be in writing **with a copy to their Manager/Superintendent**, and must identify the reason for the delegation of authority, the length of time that the delegation remains in effect and any exceptions to the authority delegated.

Delegator: The employee who has authority to take action on behalf of the Board who transfers ("delegates") his/her authority to another employee ("Delegate").

Delegate: The employee who is officially transferred the authority to act on behalf of the delegator.

It is the responsibility of the Delegator to maintain proper control and management of his/her area; the Delegator remains accountable for all actions taken by the Delegate. The Delegator shall take into account and maintain appropriate internal controls including segregation of duties and monitoring the effectiveness of the controls established.

The delegation must not exceed three (3) months.

Delegations are assigned as follows:

- ~~To ensure proper segregation of duties, the staff member who creates the requisition should not release the requisition. Where a Manager~~ **Assigned signatories must designate their responsibility to an alternate individual in their absence except for employee reimbursements processed through the Boards travel reimbursement program ('TRIP') which is delegated through the online module.**
- Where a Manager/Principal/Superintendent is unable to release a Requisition, this responsibility is delegated to Purchasing Specialist who has the authority to override the normal authorization system for release of Requisitions and Purchase Orders. Formal **written** authorization is required from an appropriate approver prior to the release of the requisition or Purchase Order. Paperwork will be kept on file for audit purposes.**

~~Designate is not authorized to approve in excess of the level of thresholds assigned to the individuals they are approving for.~~

~~Delegations are assigned as follows:~~

~~A. During the months September to June:~~

- ~~Assigned signatories must designate, via the 'Delegation of Authority' form, assigning responsibility to an alternate individual in their absence (except for employee reimbursements processed through the Boards travel reimbursement program ('TRIP')).~~
- ~~Delegations must be approved by the Chief Financial Officer and Treasurer of the Board.~~
- ~~Delegation of employee expense reimbursements processed through the Boards reimbursement application are assigned within the Boards reimbursement application.~~

~~B. During the months of July and August:~~

- ~~Schedules are prepared summarizing the delegation of authorities and approvals. Manual signatures may be replaced by electronic signatures with the approval of the Chief Financial Officer & Treasurer of the Board or Coordinating Manager, Budget and Audit Services or Manager, Accounting, Payroll & Benefits.~~
- ~~In September, a list of cheques >\$25,000 issued without manual signatures is prepared for approval by the Chief Financial Officer & Treasurer of the Board and Director of Education.~~

CHART C B: PURCHASING EXCLUSIONS

(C1 B4) PURCHASE REQUISITIONS AND PURCHASE ORDERS

The following vendor types or groups do not require the use of purchase requisitions/purchase orders. Approval will follow the Approval Authority Schedule Requests for Payment (Without a Purchase Order). **Additionally, subscription renewals, services under a contract (e.g. telecommunication, payroll production runs, audit fees, actuarial fees, banking fees, Purchasing Card payments) will also not require the use of purchase requisitions/purchase orders.**

VENDOR GROUPS

Debenture Payments (DEB), Employee Payments (EMP), One Time Vendors (ONE), Payroll Vendors (PR), Payments to Schools (SCH), Rental/Lease Vendors (RENT), Transportation Vendors (TRAN), Trustees (TRUS), Utility Vendors (UTIL).

~~VENDOR TYPES~~ ~~Subscription renewals, services under a contract (e.g. telecommunication, payroll production runs, audit fees, actuarial fees, banking fees, Purchasing Card payments).~~

(C2 B2) FROM PURCHASING SERVICES SCOPE

Purchasing Services unit shall be responsible for the purchase of goods or services by competitive bid, EXCEPT for the following, which shall be the responsibility of the respective Superintendent, Principal or Manager requiring the good or service. These purchases are subject to the requirements and approvals as set out in the PRG.

Goods or Services	Responsibility (including contract signing)
Architect services	Coordinating Manager
Capital projects e.g. construction of schools	Coordinating Manager
Building Automation System related maintenance and upgrades	Superintendent of Facilities Services and Plant
Debentures	Chief Financial Officer & Treasurer of the Board
Emergency goods or services purchases (Note 1)	Respective Approvers
Fundraising vendors	Respective Approvers
Imprest purchases, Employee Expense Reimbursements, and Purchasing Card transactions	Respective Approvers
Site purchases	Coordinating Manager
Non-Board Funds transactions (school purchases)	Respective Approvers
Student daily excursions, field trips, and travel (Note 2)	Respective Approvers
Student Photography and Yearbooks (Note 2)	Respective Approvers
School food programs	Respective Approvers
Annual software maintenance fees resulting from an RFP process or an existing program	Respective Approvers
Text Books	Per Provincial direction or Respective Approvers

Note 1: Failure to plan and allow sufficient time for a competitive process does not constitute an emergency or an unforeseeable situation of urgency.

Note 2: Must use the Board's approved pre-qualified vendors

CHART D G: REGIONAL INTERNAL AUDIT TEAM (RIAT)**For the initial establishment of external Pre-Qualified Audit Firms and Hourly Rates**

Action/Process	Level	Authority (Minimum Requirement)
Authority to proceed with Pre-Qualification process	>\$0	<ol style="list-style-type: none"> 1. Senior Manager of RIAT 2. Authorized Representative(s) of three RIAT Board(s) other than Host Board 3. Host Board RIAT Coordinator
Bid Requirements for Pre-Qualification to select Audit Firms	>\$0 and <\$100,000	Minimum three (3) submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC*
	>=\$100,000	Open competitive process to inform the marketplace of the procurement opportunity and adhere to the BPS Procurement Directive. Minimum three (3) submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC* before award.

For Purchase of Services (from Pre-Qualified Audit Firm list)

Action/Process	Level	Authority (Minimum Requirement)
Authority to proceed with Purchase of Services from Pre-Qualified Audit Firms and establishment of Bid Committee	>=\$50,000	<ol style="list-style-type: none"> 1. Senior Manager of RIAT 2. Authorized Representative(s) of applicable RIAT Board(s)
Bid Requirements for Co-Sourcing and Special Engagements from Pre-Qualified Audit Firms	<\$50,000	At discretion of Senior Manager, RIAT. Must adhere to rotational basis and receive confirmation of pricing in writing.
	>=\$50,000 and <\$100,000	Pre-Qualified Audit Firms invited to bid shall be done on a rotational basis. Minimum three (3) Request for Proposal submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC*.
		All Pre-Qualified Audit Firms to be invited to bid. Minimum three (3) Request for Proposal submissions to be received. Exception or non-competitive procurement must be approved by TA RIA CSC* before award.
Definitions: RIAT Boards: Dufferin Peel Catholic District School Board/Peel District School Board/Toronto Catholic District School Board/Toronto District School Board/York Catholic District School Board/York Region District School Board. * TA RIA CSC: Toronto and Area Regional Internal Audit Coordinating Services Council which has representatives from each of the RIAT Boards.		

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 28, 2023

RE: **Community Planning and Partnerships- List of Candidate Schools
2023/2024**

EXECUTIVE SUMMARY:

The purpose of this report is to seek approval of the 2023/2024 Candidate Schools for potential facility partnerships, in accordance with Policy 704 Community Planning and Partnerships (CPP).

As outlined in Policy 704, the Board is required to identify candidate schools for potential facility partnerships on an annual basis, to notify stakeholders of those schools and to conduct a public meeting to discuss potential facility partnerships.

The list of candidate schools is generated based on criteria outlined within the policy, and resulting in the schools listed in Table 1.

BACKGROUND:

In February 2010, the Ministry of Education introduced an initiative to encourage facility partnerships within communities by utilizing excess space within schools. To support this initiative, Board Policy 704 - Encouraging Facility Partnerships was approved in June 2010.

In March 2015, the Ministry of Education released the Community Planning and Partnership guideline. This guideline expanded on the framework of the previous Facility Partnership initiative, with added requirements concerning communication and timing to support facility partnerships. These changes in requirements resulted in the revised Board Policy 704 Community Planning and Partnerships, and are consistent with the schools identified to the Board in Table 1.

Determination of Candidate Schools

Candidate School – Ministry of Education Criteria and Policy 704 Encouraging Facility Partnerships:

In accordance with Ministry of Education criteria and Policy 704, the Board is required to annually circulate a list of schools which may be locations for potential partnership opportunities. The list is generated by reviewing the Board's facilities in three (3) steps.

Step 1: All schools are evaluated against the following selection criteria (enrolment vs. capacity):

1. The school is operating at less than 60% capacity over a two (2) year period (2023-2024).
OR
2. The school has an excess of 200 available pupil places over a two (2) year period (2023-2024).
(note: the above selection criteria is mandated by the Ministry of Education)

Step 2: The list of schools generated in Step 1 are reviewed by Administration (School SO's, Planning & Finance) to determine if there are any circumstances to exclude the school as a potential candidate in accordance with policy parameter 3.3:

3.3 The Board shall have the sole discretion to identify, on an annual basis, schools suitable for community partnerships, as well as to determine the eligibility of all potential community partners based on board-determined criteria that is aligned with the Education Act, other relevant legislation and Ministry directives.

Step 3: The resulting lists are refined to shortlist elementary schools available for a facility partnership. In past years, the rooms available per school would be determined through a consultation process, as part of Administration's *Mothballing Initiative*. Specific space per school will be determined in consultation with the school and potential partner depending on the partner's needs and timing.

The following 30 schools, all elementary, have been identified as per the criteria above.

Table 1 - 2023/2024 Candidate Schools for potential facility partnerships

School	Address	Municipality
All Saints	130 Castlemore Ave, Unionville, ON L6C 2P9	Markham
Blessed Scalabrini	290 York Hill Blvd., Thornhill, ON L4J 3B6	Vaughan
Blessed Trinity	230 Hawker Rd., Maple, ON L6A 2R2	Vaughan
Corpus Christi	35 Squire Drive, Richmond Hill, ON L4S 1C6	Richmond Hill
Divine Mercy	251 Melville Ave, Maple, ON L6A 1Z1	Vaughan
Father Frederick McGinn	61 Brockdale St., Richmond Hill, ON L4E 4W2	Richmond Hill
Father Henri Nouwen	121 Larratt Lane, Richmond Hill, On L4C 0E6	Richmond Hill
Father John Kelly	9350 Keele St., Maple, On L6A 1P4	Vaughan
Holy Jubilee	400 St. Joan Of Arc Ave., Maple, On L6A 2S8	Vaughan
Light Of Christ	290 McClellan Way, Aurora, ON L4G 6P3	Aurora

Our Lady Of Grace	120 Aurora Heights Dr., Aurora, On L4G 6C4	Aurora
Our Lady Help of Christians	275 Redstone Rd., Richmond Hill, ON L4S 2H1	Richmond Hill
Our Lady of Hope	80 Red Cardinal Trail, Richmond Hill, ON L4E 4B8	Richmond Hill
Our Lady Of The Annunciation	30 Bayswater Ave., Richmond Hill, On L4E 2L3	Richmond Hill
San Lorenzo Ruiz	840 Bur Oak Ave., Markham, On L6E 0E1	Markham
San Marco	250 Coronation Dr., Woodbridge, On L4L 6H3	Vaughan
St. Agnes of Assisi	120 Larocca Ave., Woodbridge, ON L4H 2A9	Vaughan
St. Andrew	151 Forest Fountain Dr., Woodbridge, On L4H 1S4	Vaughan
St. Clare	391 Velmar Dr., Woodbridge, On L4L 8J5	Vaughan
St. Cecilia	300 Peter Rupert Ave, Maple, ON L6A 4P3	Vaughan
St. David	240 Killian Rd., Maple, On L6A 1A8	Vaughan
St. Emily	60 Vellore Woods Blvd., Woodbridge, ON L4H 2K8	Vaughan
St. James	171 Mast Rd., Maple, On L6A 3J7	Vaughan
St. Jerome	20 Bridgenorth Dr., Aurora, On L4G 7P3	Aurora
St. John Bosco	199 Belview Ave., Woodbridge, ON L4L 5N9	Vaughan
St. John Chrysostom	800 Joe Persechini DR., Newmarket, ON L3X 2E8	Newmarket
St. Julia Billiart	2070 Bur Oak Ave., Markham, ON L6E 1X5	Markham
St. Matthew	75 Waterbridge Lane, Unionville, ON L3R 4G3	Markham
St. Paul	140 William Roe Blvd., Newmarket, ON L3Y 1B2	Newmarket
St. Raphael the Archangel	131 Ravineview Dr, Maple, ON L6A 3T6	Vaughan
Note: More in depth analysis will be completed on a case by case basis to determine the exact square footage available should a community partner inquire.		

NEXT STEPS:

Subject to Board approval, the information in Table 1 will be circulated as per Policy 704. In addition, a public meeting will be scheduled before the end of the school year which will provide a forum for discussion of possible partnership opportunities.

SUMMARY:

In accordance with Policy 704 and the Ministry of Education's Community Planning and Partnerships guideline, the annual list of candidate schools has been developed and available for communication to stakeholders. The analysis of available classrooms has been developed based on school capacities, as per the Ministry of Education loadings. Subject to Board approval, Table 1 will be communicated to stakeholders and a public meeting to discuss possible partnership opportunities will be scheduled in May 2023.

RECOMMENDATIONS:

THAT the Board approve the list of schools as identified on Table 1 (above) in accordance with Policy 704.

Prepared By:	Joachim Tsui, Manager, Planning Services
Submitted By:	Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed By:	Domenic Scuglia, Director of Education & Secretary of the Board Jennifer Sarna, Associate Director



York Catholic District School Board

REPORT

TO: Board of Trustees
FROM: Senior Administration
DATE: March 28, 2023
RE: **PROPOSED 2023-2024 SCHOOL YEAR CALENDAR**

The purpose of this report is to present the Board of Trustees with the attached calendar being proposed for the **2023-2024** school year.

BACKGROUND:

Ontario Regulation 304 “School Year Calendar, Professional Activity Days” of the *Education Act* provides direction to school boards in the preparation and submission of the school year calendar to the Ministry of Education for approval. This regulation requires a minimum of 194 school days. School boards are also required to designate three mandatory Professional Activity (PA) days as well as allowing for four discretionary PA days for a total of seven PA days per panel. The remaining 187 school days shall be instructional days. The 194 school days must fall between September 1, 2023 and June 30, 2024.

The proposed **PA Days** are: (7 for each panel)

Elementary		Secondary
✓	Friday, September 22, 2023	✓
✓	Friday, October 20, 2023	✓
✓	Friday, November 17, 2023	✓
✓	Friday, January 19, 2024	
✓	Friday, February 2, 2024	✓
	Friday, May 3, 2024	✓
✓	Friday, June 7, 2024	
	Thursday, June 27, 2024	✓
✓	Friday, June 28, 2024	✓

Please note that the Ministry of Education will soon provide the mandated Professional Activity Day focus topics for 2023-2024 school year.

The YCDSB calendar is developed in partnership with the York Region District School Board, thereby providing efficiencies that reduce costs in light of our existing transportation partnership (consortium).

Consultation occurred with York Catholic District School Board’s stakeholders consisting of the Board of Trustees, York Catholic Parent Involvement Committee, York Unit OECTA / York Occasional Teachers, York Catholic Principals Association (Elementary & Secondary), CUPE 1571 and CUPE 2331, CUPE 5476 and OSSTF.

RECOMMENDATION:

THAT the Board approve the proposed regular school year calendar for 2023-2024 for submission to the Ministry of Education for their approval.

Prepared and Submitted By: Anthony Arcadi, Superintendent of Curriculum & Assessment
Endorsed By: Domenic Scuglia, Director of Education



SCHOOL YEAR CALENDAR YORK CATHOLIC DISTRICT SCHOOL BOARD

2023 - 2024

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4 M	5 1st day of school	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 E/S	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9 M	10	11	12	13	14
15	16	17	18	19	20 E/S	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 E/S	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 B	26 B	27 B	28 B	29 B	30
31						

JANUARY

S	M	T	W	T	F	S
	1 B	2 B	3 B	4 B	5 B	6
7	8	9	10	11	12	13
14	15	16	17	18	19 E	20
21	22	23	24	25	26 EX	27
28	29 EX	30 EX	31 EX			

FEBRUARY

S	M	T	W	T	F	S
				1 EX	2 E/S	3
4	5 R	6	7	8	9	10
11	12	13	14	15	16	17
18	19 M	20	21	22	23	24
25	26	27	28	29		

MARCH

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11 B	12 B	13 B	14 B	15 B	16
17	18	19	20	21	22	23
24	25	26	27	28	29 M	30
31						

APRIL

S	M	T	W	T	F	S
	1 M	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3 S	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 M	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7 E	8
9	10	11	12	13	14	15
16	17	18 EX	19 EX	20 EX	21 EX	22
23	24 EX	25 EX	26 R	27 S	28 E/S	29
30						

PROFESSIONAL ACTIVITY DAYS

E/S September 22, 2023
E/S October 20, 2023
E/S November 17, 2023
E January 19, 2024
E/S February 2, 2024
S May 3, 2024
E June 7, 2024
S June 27, 2024
E/S June 28, 2024

MANDATORY HOLIDAYS

Labour Day: September 4, 2023
Thanksgiving: October 9, 2023
Christmas: Dec. 25, 2023 to Jan. 5, 2024
Family Day: February 19, 2024
March Break: March 11 - 15, 2024
Good Friday: March 29, 2024
Easter Monday: April 1, 2024
Victoria Day: May 20, 2024

LEGEND

B Board Approved Holiday
M Mandatory Holiday
E/S Elementary/Secondary PA Day
E Elementary PA Day
S Secondary PA Day

Secondary Specific:
EX Exam Day (Grades 9 to 12)
EX Exam Day (Grades 9 to 11) - Semester 2
EX Exam Day (Grade 12) - Semester 2
R Exam Review Day



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees
FROM: Administration
DATE: March 28, 2023
REPORT: **Results of the Project SEARCH Pilot**

PURPOSE

The York Catholic District School Board is committed to offering specialized programs to meet the unique needs of all students. As such, the Student Services department, with ongoing support and consultation from the Ministry of Education, launched the Project SEARCH - York Pilot in September, 2022. This unique and specialized, fully immersive job training pilot program aimed to support senior level students with special needs as they prepare to transition to employment beyond high school. In order to determine the long-term viability of Project SEARCH at YCDSB, the Student Services department conducted an ongoing audit of the 2022-23 pilot program using various metrics. Ongoing feedback from all stakeholders (staff, students, parents/guardians, business partner, board) has been gathered and evaluated to help determine the future of the Project SEARCH program at YCDSB. This report serves to summarize the results of the Project SEARCH pilot and provide recommendations for next steps.

BACKGROUND

The Student Services department introduced the Project SEARCH Pilot for the 2022-2023 school year, as an enhancement to the YCDSB Pathways to EmployABILITY Program (PEP). In this collaborative model, YCDSB partnered with the City of Vaughan and Community Living York South to provide students with a combination of classroom instruction and hands-on career training at work site locations, supervised by a YCDSB Special Education Teacher and 2 Community Agency Job Coaches.

PILOT RESULTS

PROGRAM STAFFING CHALLENGES

The Ministry of Education provided TPA funding for the purchase of the Project SEARCH license, release time for professional development for the Project SEARCH Teacher, and for computer equipment. However, no additional funds were provided to the board to cover the cost of adding an additional 1 FTE Special Education Teacher to staff the Project SEARCH Program. Given the existing budget challenges within Special Education, adding additional FTE to Special Education at this time is not feasible. The staffing pressure is also compounded by the low ratio requirement for the program. In all YCDSB secondary schools, the target ratio for congregated classes for students with high needs is 1 Special Education Teacher to 11 students with special needs (1:11). In an effort to maintain fairness and equity for teachers and students, 10 students with special needs were recruited to enter the pilot program. The Project SEARCH US team and the City of Vaughan partners both expressed concerns that 10 students was too many and that 8 students would be a more manageable number for this program. A ratio of 1:8

is the ratio that both partners are requesting for the 2023-2024 school year should the program continue. Staffing at such a low ratio for this program is a challenge when the in-school program ratios are significantly higher. Therefore, securing funding for additional Teacher FTE to support no more than 8 students may call into question the fiscal responsibility of moving ahead with this program.

LEVEL OF HUMAN RESOURCE SUPPORT REQUIRED FOR ONGOING PROGRAM SUPPORT

Another factor that must be considered is the unanticipated extensive amount of additional human resource support required to manage the Project SEARCH program. On a daily basis, the Project SEARCH Teacher draws on direct support from the two Itinerant Work Experience Teachers whose role it is to support the 15 high schools, on a full time basis with the Pathways to EmployABILITY program. In case of Project SEARCH Teacher absence, these Itinerant Work Experience Teachers are also required to act as the Occasional Teacher for the day, since a regular Occasional Teacher cannot be dispatched due to the City of Vaughan training requirements and Project SEARCH on-boarding requirements for all staff supporting Project SEARCH. The workload for both the Project SEARCH Teacher and the Itinerant Work Experience Teachers has been extremely demanding as they have been required to work many hours of overtime to mirror the 9 to 5 workday of the Vaughan workplaces. Additionally, there have been many challenges with regard to the 2 Job Coaches provided by the Community Partner. Due to frequent absences beyond the Community Partner's control, YCDSB staff have been called upon to step in to support students at the job site, when the Job Coaches have been unable to do so. This has also served to increase the workload for YCDSB Teachers. Furthermore, as City of Vaughan partners, the City has expected that all YCDSB staff involved in the program complete City of Vaughan initial onboarding and ongoing training, as if they were City of Vaughan employees. This has resulted in YCDSB staff spending a great deal of time completing mandatory online City of Vaughan HR training modules, along with the YCDSB training modules that are required of all YCDSB Teachers. Therefore, the extensive workload for YCDSB staff and after-school work hours may not be sustainable should the program continue.

EQUITY OF ACCESS TO THE PROGRAM

In this pilot year, students were only recruited from the five YCDSB high schools in Vaughan (i.e., Father Bressani CHS, St. Elizabeth CHS, St. Jean de Brebeuf CHS, Holy Cross Catholic Academy, and St. Joan of Arc CHS). In an effort to provide equitable access to all students with special needs across the entire board, should the pilot continue, students from all schools must be invited to apply to the program. Should the board decide to cover the cost for individualized transportation to and from the Vaughan site, this would be very costly. Should the board choose not to provide transportation, it may be perceived as inequitable to be offering a program such a long distance away for students who live outside of Vaughan. To address these concerns regarding equity of access to the program, a second site would need to be opened in the East, with the likelihood of incurring the aforementioned challenges at a second site as well.

RECOMMENDATION

YCDSB has benefited greatly from the learning and experience of implementing the Project SEARCH Pilot program for one year. This will undoubtedly serve to enhance our already strong Pathways to EmployABILITY program. When the Project SEARCH license was purchased with Ministry of Education TPA funds, YCDSB gained automatic access to extensive professional development and training delivered by specialists from the United States in the field of employment for individuals with disabilities. The license also granted YCDSB full access to Pre-Vocational and Employability Skills curricula, as well as a vocational assessment tool (VocFit) which will continue to be available to all YCDSB Special Education Teachers even if the program is ended. Most notably, the positive working relationship and connections established with City of Vaughan employees/departments will undoubtedly continue, and we anticipate that moving forward, our YCDSB students with disabilities will continue to be welcomed into work experience placements as part of the YCDSB Pathways to EmployABILITY program.

The YCDSB Pathways to EmployABILITY Program is already well positioned to continue to deliver much of the same type of employability skill building and job supports as Project SEARCH with a broader reach within all 15 high schools, with fewer staff and no additional cost to the board. Students supported through the Pathways to EmployABILITY program within their home secondary schools will continue to be offered opportunity to:

- acquire competitive, transferable and marketable employability skills
- gain increased independence, confidence, and self-esteem
- obtain work-based individualized coaching, instruction and feedback
- develop links to employment support and other service agencies
- participate in a variety of work experiences within the host business

Much like Project SEARCH, the ultimate goal of the PEP Program is to support students to be successful in their post-graduation SEARCH for competitive employment, utilizing the skills learned work experiences gained arranged throughout the program. The YCDSB Pathways to EmployABILITY Program has a proven track record of success in accomplishing these goals. For more information on the [Pathways to EmployABILITY Program](#), please refer to the PEP Pamphlet. This important work will continue even after the Project SEARCH Pilot comes to an end.

RECOMMENDATION:

THAT the Board discontinues the partnership agreement with the Project SEARCH City of Vaughan and Community Living York South on June 27, 2023, thereby ending the pilot project.

Att: Pathways to EmployABILITY Program Pamphlet

Prepared and Submitted by:	Diana Candido, Superintendent Exceptional Learners
Endorsed by:	Domenic Scuglia, Director of Education

IDENTIFYING AND REMOVING BARRIERS

Barriers to employment may be based on policies, behaviours or perceptions that prevent the full inclusion of those with disabilities. Below are some examples of strategies used to help students overcome barriers to employment:

- Servicing students who require accommodations for the workplace.
- Ensuring all necessary accommodations are in place at the workplace (e.g., augmentative communication devices, assistive technologies, visual schedule, etc.).
- Providing flexibility with work scheduling throughout the day/week (e.g., shortened work day/week, frequent breaks, etc.).
- Identifying specific skills required in the Workplace Readiness Checklist.
- Delivering Job Readiness Curriculum.
- Developing In School Work Experience opportunities to practice workplace skills.
- Facilitating transportation arrangements to and from the workplace by providing transit and/or pedestrian training to ensure student is able to travel safely.
- Providing funding for transit as a means to travel to and from the workplace.
- Providing adapted Work Experience Health and Safety Modules for students with special needs.



- Liaising with Employment Support agencies for people with disabilities during a student's graduating year.

FOR FURTHER INFORMATION, PLEASE CONTACT:

Special Education Department Head

Itinerant Work Experience Teacher

Coordinator, Special Programs
(Secondary)

Superintendent of Education:
Exceptional Learners

The York Catholic District School Board seeks to help all students reach their God-given potential so that they may participate fully in society, with competence and dignity. We recognize and celebrate the individual differences among students, and endeavour to offer inclusive and specialized programs which respect and accommodate individual student needs. YCDSB is committed to creating and maintaining an equitable learning environment reflected through inclusive programs, curriculum, and practices with a mission to ensure that every child has an equal chance for success.

York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 0M1
Telephone: 905-713-1211 • 416-221-5051
Fax: 905-713-1267

Revised Jan 2022



PEP PATHWAYS TO EMPLOYABILITY PROGRAM (SECONDARY)








Learning Together in Christ
Engaging, Enabling, Empowering

WHAT IS PEP?

PEP is an experiential learning program intended for students with special needs who require accommodations to overcome barriers in accessing work experience opportunities. In delivering this program, we are committed to the duty to accommodate all students, with a particular focus on the respect for dignity, individualization, as well as integration and full participation. Admission into this program is via application in consultation with the Itinerant Work Experience Teacher and Special Education teacher.

Ideal student candidates for the PEP are:

-  at least 16 years old;
-  typically participating in non-credit programs;
-  identified with a Mild Intellectual Disability (MID), Developmental Disability (DD) or Autism Spectrum Disorder (ASD);
-  interested in full or part time work, and/or volunteer work, as noted in their Transition Goals in the IEP; and
-  willing to learn job readiness skills and participate in transit training.

PEP CORE BELIEFS

The following core beliefs with regard to experiential learning, as outlined in the Ontario Ministry of Education, Cooperative Education document will underpin the successful implementation and delivery of the Pathways to EmployABILITY Program (PEP):

- Every student has a unique set of strengths, interests, needs, and aspirations.
- Every student can benefit from active participation in authentic experiential learning opportunities that are age and developmentally appropriate, culturally responsive, and safe.
- Each experiential learning opportunity prepares the student for success in a future experience of greater intensity, sharper focus, and longer duration.
- Students with special education needs may require additional support and/or accommodations, as stipulated in their Individual Education Plan (IEP).



EQUITY AND ACCESSIBILITY

YCDSB is committed to addressing the principle of equity and duty to accommodate throughout all aspects of this inclusive experiential learning program, including the PEP curriculum and all related services. As such, PEP was designed with recognition of The Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, Occupational Health and Safety Act, The Education Act, and the Accessibility for Ontarians with Disabilities Act. Additionally, PEP adheres to the Ontario Human Rights Commission's recommendations regarding accessibility in schools as outlined in Guidelines on Accessible Education.

PEP COMMUNITY PLACEMENTS

An important consideration in establishing a community connection is recognizing and understanding the diverse needs of all learners. When arranging community connections for students with Special Education needs, Itinerant Work Experience teachers, in collaboration with school level Special Education teachers and parents/guardians, should ensure that the community partner is adequately prepared to support the student's learning. Specific requirements and accommodations that may be needed to ensure a safe and meaningful work experience must be considered in advance of the experience.





York Catholic District School Board

Catholic Education Centre, 320 Bloomington Road West, Aurora, Ontario L4G 0M1
Tel: 905-713-1211, 416-221-5051, 1-800-363-2711, Voice Mail Box: 17131
Fax: 905-713-1272 • www.ycdsb.ca

January 24, 2023

YORK CATHOLIC DISTRICT SCHOOL BOARD FOUNDATION

- Whereas** studies have shown that when a student's basic needs are not met their ability to learn is impacted;
- Whereas** the COVID pandemic highlighted the disparities within our own communities and the subsequent rise in cost of living has made the gaps even wider;
- Whereas** our mandate as a Catholic Learning Community is to ensure that all students are fully able to participate in learning;
- Whereas** other Boards have set up a charitable foundation whose missions are to provide funds through school/student subsidies that support identified needs that are outside of the Board's GSN funding.

LET IT BE RESOLVED

THAT a report be brought to the Board outlining the steps involved in creating a charitable foundation to support the needs of YCDSB schools and families.

Elizabeth Crowe
Trustee
Aurora / King / Whitchurch-Stouffville

Reference No. 2023:04:0124:EC



York Catholic District School Board

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NOTICE OF MOTION

February 21, 2023

St. Cecilia CES Boundary Review

- Whereas** the board has been reviewing the dual feeder schools in Maple;
- Whereas** the boundary for St. Cecilia CES was established just before the school opened in September of 2010 identifying St. Elizabeth CHS as a its feeder school and then in the fall of 2010 St. Joan of Arc CHS was added as a dual feeder.
- Whereas** the enrollment of St. Joan of Arc CHS currently has declined. The programming and administrative staff at both St. Joan of Arc CHS and St. Elizabeth CHS has evolved and progressed in a positive direction;
- Whereas** after 13 years, we acknowledge community development and growth and continue to provide families with the opportunity to adapt their alignment according to their changing needs.

LET IT BE RESOLVED

THAT a review of the secondary boundaries for St. Joan of Arc CHS and St. Elizabeth CHS be reviewed with respect to the alignment of St. Cecilia CES community by the fall of 2023 with any possible changes effective September 2024.

Respectfully submitted,

Angela Saggese
Trustee
Vaughan (Area 1, Ward 1) Maple/Kleinburg

Reference No. 2023:06:0221:AS



York Catholic District School Board

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February 21, 2023

NOTICE OF MOTION

BOARD-WIDE STRATEGY TO ADDRESS SECONDARY ENROLMENT

- Whereas** at the February 7, 2023 Corporate Services Meeting staff reported that three secondary schools are operating below 85% capacity (as at 2022) and;
- Whereas** enrolment projections for 2027 indicate that the number of secondary schools operating below 85% capacity will increase to five and;
- Whereas** students attending schools with lower enrolment do not have the same equity of access to programming as students attending schools with high enrolment and;
- Whereas** enrolment projections for 2027 indicate that seven YCDSB secondary schools will be operating over capacity and;
- Whereas** boundaries for schools projected to be operating over capacity about the boundaries of schools projected to operate below capacity.

LET IT BE RESOLVED:

THAT a board-wide strategy be developed to address secondary enrolment across all of YCDSB in order to assist in balancing student populations, address equitable access to secondary programming and help achieve sustainable futures for all YCDSB secondary schools and;

THAT the development of this strategy be immediately prioritized and;

THAT: the development of this strategy be part of the MYSP to allow for consideration of a marketing and communication plan, Specialty Programs or SHSMs as part of the proposal.

Respectfully Submitted,

Jennifer Wigston
Trustee

REFERENCE No. 2023:07:0221:JW

REPORT

York Catholic District School Board

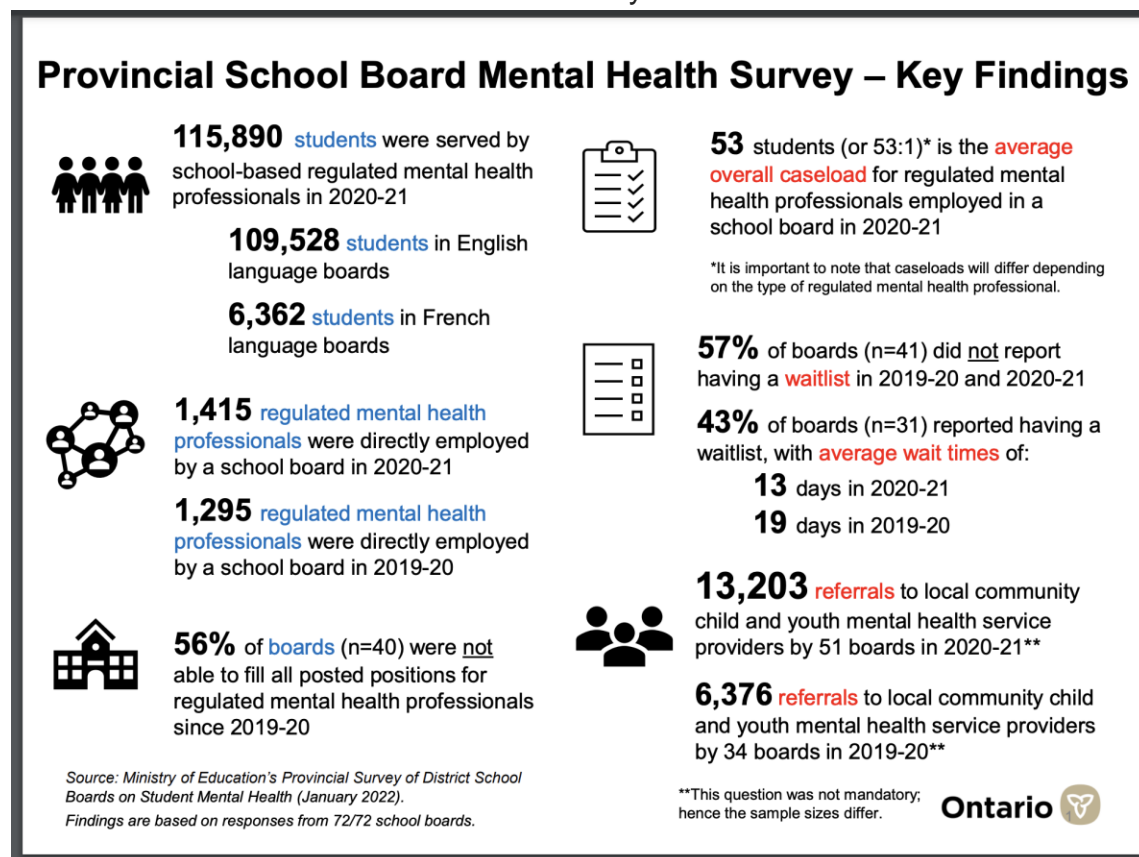
Report To: Board of Trustees

From: Diana Candido, Superintendent of Education: Exceptional Learners

Date: March 28, 2023

Report: Student Mental Health

In January 2022, all publicly funded school boards were asked by School Mental Health Ontario to complete a short survey to provide information related to student mental health in Ontario in the 2019-20 and 2020-21 school years:



In an effort to better understand student mental health at the YCDSB, data for September-March from the 2021-2022 and the 2022-2023 school year was collected:

MENTAL HEALTH DATA FOR SEPT-MARCH OF 2021-2022 AND 2022- 2023

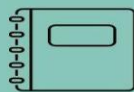
- 1 8 mental health professionals serving students grades 4-12
- 2 197 students were served by mental health workers in 2021-2022 and 143 students served this year
- Average # of sessions is 8
- 3 60 referrals to Mental Health and Addiction Nurses or COMPASS in 2021-2022 and 58 this year
- 4 67 students served in response to a crisis intervention in 2021-2022 and 96 this year
- 5 Average wait time of 2 weeks in 2021-2022 and 1 week this year

In 2021-2022, classroom based psychoeducational workshops were presented to approx. 5600 students

In 2021-2022-
52% of
students
served were
elementary
students



In 2021-2022
63% of
students
served
identified as
female



In 2021-2022,
anxiety,
depression
and self harm
were the top 3
mental health
concerns



We continue to work with our student, teacher and administrative Mental Health Ambassadors to deliver Tier 1 Mental Health promotion and prevention learning opportunities. At the Tier 2 level, Behaviour Resource, Psychological Services and Mental Health Services staff continue to provide classroom based workshops and school based groups to support and bolster students skills.

Prepared by: Diana Candido, Superintendent, Exceptional Learners
Reviewed and Submitted by: Diana Candido, Superintendent, Exceptional Learners
Endorsed by: Domenic Scuglia, Director of Education

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: March 28, 2023

RE: **City of Vaughan - School Crossing Guard Program**

EXECUTIVE SUMMARY:

The purpose of this report is to provide information to the Board of Trustees regarding the School Crossing Guard Program at the City of Vaughan which was adopted without amendment by the Council of the City of Vaughan (City) at its meeting of February 22, 2023 (see Appendix A).

The City is implementing and administering the “2020 School Crossing Guard Program Policy and Procedures” by applying the newly established “Exposure Index” to help inform decisions regarding the allocation of school crossing guards locations. All existing school crossing guard locations will remain in place until 2025 with a plan to evaluate schools against the established criteria on an on-going basis.

BACKGROUND:

Per the City of Vaughan’s report (see Appendix A):

“In 2020, the School Crossing Guard Program underwent both a Program and Policy review to inform the 2011 School Crossing Guard Policy. At the Council meeting of November 17th, 2020, the School Crossing Guard Program Policy and Procedures were approved on an interim basis for a two year period, allowing for the development of the Exposure Index to be completed. The 2020 School Crossing Guard Program Policy utilizes the 2017 Ontario Traffic Council School Crossing Guard Guide as a framework for the warrant process, reflecting latest industry best practices and relies on evidence-based data to determine School Crossing Guard locations.”

The City will be conducting annual counts of 20-30 schools per year and will require 5 years to evaluate all (115) current school sites in the City. Annual changes to school crossing guard locations will be based on the data from 20-30 schools and any changes will be subject to Council approval.

ANALYSIS:

The new data-driven Exposure Index is based on pedestrian counts and vehicle turning movement counts at all existing school crossing guard locations relative to one another. Other factors like community needs, location conditions, design, etc. would also be taken into consideration to inform any staff recommendations for changes. With projected growth in some schools and decline at others in Vaughan, the allocation and deployment of school crossing guards may change in future years.

This approved 2020 School Crossing Guard Program Policy and Procedures replaces the previous 2011 School Crossing Guard Policy. The new policy does continue to support Vaughan's commitment to providing a crossing guard for each new school in their initial year of opening, and possible continuation of that guard if the applicable thresholds are met. Recommendations with respect to implementing, reallocating or removal of a school crossing guard will be communicated to the local Ward and Regional Councillor and a meeting will be facilitated with the proponent and all relevant stakeholders.

SUMMARY:

The City of Vaughan has updated its policy and procedures with respect to the deployment of school crossing guards. This new policy provides for the evaluation of existing guards based on a set criteria. As part of this new process any changes will be communicated to the local councilor and regional councilor who will conduct a public meeting with the affected community. Any changes will require Council approval.

The City has committed to keeping the Board updated on any future changes impacting YCDSB schools.

ATTACHMENTS

Appendix A - [City of Vaughan Crossing Guard Program Report](#)

Prepared By:	Joachim Tsui, Manager, Planning Services
Submitted By:	Tom Pechkovsky, Coordinating Manager, Planning & Operations
Endorsed By:	Domenic Scuglia, Director of Education

CITY OF VAUGHAN

EXTRACT FROM COUNCIL MEETING MINUTES OF FEBRUARY 22, 2023

Item 5, Report No. 7, of the Committee of the Whole, which was adopted without amendment by the Council of the City of Vaughan on February 22, 2023.

5. SCHOOL CROSSING GUARD PROGRAM – EXPOSURE INDEX UPDATE

The Committee of the Whole recommends approval of the recommendation contained in the report of the Deputy City Manager, Public Works, dated February 7, 2023:

Recommendations

1. That Council receive the new School Crossing Guard Program Exposure Index developed for the City of Vaughan in support of the School Crossing Guard Program Policy and warrant method as outlined in Attachment 1;
2. That Council approve the 2020 School Crossing Guard Program Policy and Procedures in full as outlined in Attachment 2;
3. That the Deputy City Manager of Public Works be authorized to fully administer and implement the 2020 School Crossing Guard Program Policy and Procedures based on the established Exposure Index warrant method; and
4. That the City Clerk forward a copy of this report to the Region of York, York Regional Police, York Region Public District School Board, York Region Catholic District School Board and York Region Public Health.

Committee of the Whole (1) Report

DATE: Tuesday, February 7, 2023

WARD(S): ALL

TITLE: SCHOOL CROSSING GUARD PROGRAM – EXPOSURE INDEX UPDATE

FROM:

Zoran Postic, Deputy City Manager, Public Works

ACTION: DECISION

Purpose

To seek approval to fully implement and administer the 2020 School Crossing Guard Program Policy and Procedures applying the newly established Exposure Index warrant method.

Report Highlights

- In 2020, the School Crossing Guard Program underwent both a Program and Policy review to inform the 2011 School Crossing Guard Policy.
- At the Council meeting of November 17th, 2020, the School Crossing Guard Program Policy and Procedures were approved on an interim basis for a two-year period, allowing for the development of the Exposure Index to be completed.
- The 2020 School Crossing Guard Program Policy utilizes the 2017 Ontario Traffic Council School Crossing Guard Guide as a framework for the warrant process, reflecting latest industry best practices and relies on evidence-based data to determine School Crossing Guard locations.
- All existing School Crossing Guard locations will remain in place and have been evaluated based on priority ranking and a risk assessment of site conditions.

Recommendations

1. That Council receive the new School Crossing Guard Program Exposure Index developed for the City of Vaughan in support of the School Crossing Guard Program Policy and warrant method as outlined in Attachment 1;
2. That Council approve the 2020 School Crossing Guard Program Policy and Procedures in full as outlined in Attachment 2;
3. That the Deputy City Manager of Public Works be authorized to fully administer and implement the 2020 School Crossing Guard Program Policy and Procedures based on the established Exposure Index warrant method; and
4. That the City Clerk forward a copy of this report to the Region of York, York Regional Police, York Region Public District School Board, York Region Catholic District School Board and York Region Public Health.

Background

The School Crossing Guard Program was established over 30 years ago to promote active and safer travel for school-aged children.

The School Crossing Guard Program (SCGP) was established by the City over thirty (30) years ago to promote active and safer travel for school-aged children to and from school. The Ontario Highway Traffic Act (HTA) assigns responsibility to the municipal government, or any corporation under contract with the municipal government for establishing and maintaining school crossings. As of today, the City has assigned School Crossing Guards (SCGs) to assist pedestrians and children at one hundred and fifteen (115) locations.

The School Crossing Guard Program is based on industry best practices and evidence-based data.

The interim 2020 SCGP Policy and Procedures included recommendations from the 2017 Ontario Traffic Council (OTC) SCG Guide, which serves to create uniformity in the operation of SCGP across the Province.

Aligning the updated SCGP Policy with the OTC SCG Guide provides a clear framework and evidence-based data to assess potential locations and reassess existing locations. A 2020 benchmarking study found that over sixty percent (60%) of all surveyed municipalities were already using warrants based on the new OTC SCG Guide and several others were looking to adopt the same practice. The Exposure Index (EI) quantifies the level of interaction and potential conflict between vehicular and pedestrian movements at a given crossing, reflecting the level of risk exposure.

Some of the more notable changes to the 2020 interim SCGP Policy and Procedures include:

- Utilization of the EI at each traffic control type and location which measures risk to pedestrians based on conflicting vehicle turning movements.
- Thresholds for crossings of forty (40) assisted and unassisted children (i.e. alone or with a parent/guardian).
- Field assessment component and further warrant criteria to be evaluated when considering removal or reallocation of a SCG (i.e. speed limits, inherent sightlines concerns, road design, collision data, etc.).
- Comprehensive communication plan prior to the potential removal or reallocation of a SCG or any major changes to the SCGP affecting the local community.
- Annual traffic studies of approximately twenty-five (25) locations per year.

The School Crossing Guard Program Policy was administered for a two-year period to evaluate locations and assess staffing and financial impacts of the new Exposure Index warrant.

The EI studies were delayed due to the global impact of Covid-19 and the significant disruption of school closures and in-class learning. Regular pedestrian and vehicle patterns were required to return to pre-pandemic norms to ensure accuracy in developing the EI matrix.

True North Safety Consultants (TNS) were retained by the City of Vaughan to develop the EI for SCGP. Two studies analyzing conflicting vehicular turning movements and pedestrian volumes were conducted in the spring and fall of 2022 at each of the one hundred and fifteen (115) SCG locations. The data was utilized to develop an 85th percentile threshold for each crossing facility type. Once the thresholds were established, the EI method was used to evaluate existing and potential SCG locations.

Staff are reporting back on the outcome of the EI that will complete the requirements under the 2020 SCGP Policy and Procedures.

Previous Reports/Authority

Extract from Council Meeting Minutes of November 17, 2020; Committee of the Whole (Working Session) Report No.53, Item 3:

<https://pub-vaughan.escrimemeetings.com/filestream.ashx?DocumentId=53196>

School Crossing Guard Policy CW(WS) November 4, 2020:

<https://pub-vaughan.escrimemeetings.com/filestream.ashx?DocumentId=52002>

School Crossing Guard Program Review CW(WS) November 4, 2020:

<https://pub-vaughan.escrimemeetings.com/filestream.ashx?DocumentId=53199>

Extract from Council Meeting Minutes of June 28, 2011 – Update to School Crossing Guard Policy and Procedures Report 35, Item 4:

https://meetingarchives.vaughan.ca/extracts_2011/pdf/35ws0621ex-11.pdf

Provincial legislation, HTA Section 176 School Crossing Guards:

[Ontario's Highway Traffic Act](#)

2017 OTC School Crossing Guard Guide:

<https://ontario-traffic-council.s3.amazonaws.com/uploads/2018/07/OTC-School-Crossing-Guard-Guide-2017-Updated-07-18.pdf>

Analysis and Options

The warrant process developed is based on the Ontario Traffic Council School Crossing Guard Program Guide.

The OTC SCG Committee creates standard practices based on industry guidance and applies evidence-based data to promote the warrant application for SCG locations across Ontario. Municipalities use the OTC SCG Guide as a framework, but tailor their policies to ensure local requirements are met.

The EI warrant application requires traffic data collection based on conflicting vehicular turning movement counts and pedestrian volumes. A threshold development of an 85th percentile curve for each type of crossing facility is then used to determine warrant for a SCG. Three categories of locations were studied:

- crossings with an existing SCG;
- approaches of an existing location that does not currently have a designated SCG (meaning the other non-serviced legs); and
- new locations (intersections without a SCG at the request of citizens or school administrations)

The EI thresholds for the City of Vaughan were collected during the spring and fall of 2022. The data was collected by video and counted manually for each SCG location. Site-inspections were also performed for each SCG location during both the spring and fall studies.

The City has developed the Exposure Index warrant with a priority ranking assigned to each location in comparison to the threshold.

Within each priority level, a higher risk level was also given to sites where one of the following criteria was met:

- Posted speed of more than 50 km/h on the subject approach of the intersection.
- 85th percentile speed over the posted speed of the subject intersection.
- Collisions between 2016 and 2021 were recorded at the site.
- Sites with restricted visibility due to obstructions that cannot be addressed with minor upgrades (i.e. trimming of vegetation, installation of signs, etc.).
- Crossing over four lanes of traffic.

The combination of the priority ranking, and risk level provides guidance on the recommended actions for existing sites with School Crossing Guards.

Based on both studies performed in 2022, it is determined that all existing SCGs will remain in place.

- 90% of SCG locations have an EI above the threshold and will remain in place.
- 10% of SCG locations on one or both studies have an EI that is below the threshold, with an identified lower risk level. These locations will be placed on a monitoring plan to reevaluate vehicular and pedestrian travel patterns and volumes in 2023.
- As part of the annual SCG location assessment, locations that continue to remain below the EI threshold with lower risk levels will be identified as potential for removal or reallocation. In the interim, staff will work with identified schools to promote and encourage active and sustainable modes of transportation through programs such as Active School Travel. The aim is to increase sustainable mobility practices at identified locations to meet warrant. Should removal or reallocation of a SCG be considered, a comprehensive communication plan will be developed, and public consultation will take place with the identified community, inclusive of all vested stakeholders.

There have been many benefits realized as a result of the recommendations contained in the 2020 Council approved School Crossing Guard Program Review.

The 2020 SCGP Review included a recommendation for the addition of a SCG Coordinator which has benefited the overall program from both a health and safety and inspection standpoint. There is also greater oversight on recruitment, training, payroll and all administrative processes. For the 2022-23 school year, the SCGP commenced with a less than 2% vacancy rate, and staff engagement scores remain high, with an overall job satisfaction rate of over 90%.

Financial Impact

There is no direct financial impact as a result of this report. The SCGP budget forecasts a growth rate of three new positions annually. The SCGP continues to experience expansion, and further support may be required to effectively administer the program. The need for a second Coordinator as identified in the 2020 SCGP Review will continue to be evaluated and any additional requests will be submitted through the City's annual budget deliberation process.

Broader Regional Impacts/Considerations

The SCGP aligns with the Term of Council Service Excellence Strategic Map to ensure Active, Safe and Diverse Communities, supporting and promoting the City's commitment to the well-being of citizens, enriching their lives, and maintaining safety. The SCGP plays an integral role in road safety initiatives and works with all Regional stakeholders in the promotion and application of road safety and sustainable active travel programs, promoting walking and wheeling for children travelling to school.

Conclusion

The safety of our most vulnerable road users is paramount to the City and is the foundation for the School Crossing Guard Program.

SCGs continue to play a vital role in road safety and the promotion of active and safe travel to school. The new SCG Policy uses evidence-based data to determine warrant. It aligns warrants with the latest standard guidelines in Ontario adopted by many municipalities creating uniformity in the allocation, removal, or reallocation of a SCG. It provides a sound framework, greater clarity in process and a robust communication plan that engages all vested stakeholders and citizens. It is recommended that Council approve the 2020 SCGP Policy and Procedures in full, and that the Deputy City Manager of Public Works be authorized to fully administer and implement the Policy and Procedures based on the newly established EI warrant method.

For more information, please contact Peter Pilateris, Director of Transportation and Fleet Management Services, ext. 6141:

Attachments

1. School Crossing Guard Warrant Exposure Index Executive Summary Report, True North Safety Group (TNS), November 2022.
2. School Crossing Guard Program Policy and Procedures, November 2020.

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Approved by

Zoran Postic
Deputy City Manager
Public Works

Reviewed by

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SCHOOL CROSSING GUARD WARRANT EXPOSURE INDEX FINAL REPORT

December 2022



SCHOOL CROSSING GUARD WARRANT EXPOSURE INDEX FINAL REPORT

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December, 2022

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Annex I: Spring Vaughan SCG Report

Annex II: Fall Vaughan SCG Report

EXECUTIVE SUMMARY

True North Safety Group (TNS) was retained by the City of Vaughan ('the City') for the development of an Exposure Index (EI) for the City's School Crossing Guard Program. The EI thresholds are used in part to check whether an intersection approach is warranted for the presence of a school crossing guard (SCG). The EI method is a warrant application process requiring traffic data collection and threshold development for each type of crossing facility. A total of 115 locations, including 79 all-way stop-controlled intersections, 11 signalized intersections, 12 minor-street stop-controlled intersections, 5 intersection pedestrian signals, 3 midblock pedestrian signals, 4 uncontrolled midblocks, and 1 roundabout with existing SCGs were identified for the development of EI thresholds.

As part of this project, there were two traffic data collection periods. These periods were the Spring of 2022 (before school closure for the summer) and the Fall of 2022 (after the reopening of school in the new academic year).

The detail findings related to the traffic data collected during the Spring of 2022 and Fall of 2022 are annexed as two separate technical reports to this final report. This report summarizes the overall findings based on the results obtained from the two data collection efforts in the Spring and Fall. Also, this report provides an action/ monitoring plan for each SCG location.

Data Collection

Turning movement counts were collected by video and counted manually at each existing SCG location. Ontario Traffic Incorporated (OTI) was responsible for the traffic data collection. The turning movement counts were provided in 5-minute intervals. For each count, the traffic volumes were classified based on the following categories: cars, trucks, assisted children, unassisted children, and children cycling/on scooters (micro mobility users).

Exposure Index, Priority Levels, Risk Levels, and Actions

The application of the EI method consists of two phases. The initial phase is to develop the thresholds for each crossing facility. The second phase is to use the EI method to evaluate locations for potential SCGs. The thresholds were developed for the controlled crossings (i.e., all-way stop controlled, traffic control signals, minor-street stop controlled, intersection pedestrian signals, and midblock pedestrian signals) and for uncontrolled midblock crossings.

The developed thresholds were used to evaluate if an SCG is warranted for the following two categories of locations:

- ▶ The crossings with existing SCGs; and
- ▶ The other approaches (legs) of existing crossings—the non-SCG approaches of an existing SCG location.

Further, different priority levels were defined to identify where each crossing is placed in comparison to the EI threshold (i.e. far above, moderately above, slightly above, slightly below, moderately below, or far below the EI threshold).

Within each priority level, higher risk level is assigned to sites where one of the following criteria is met:

- ▶ Posted speed of more than 50 kilometres/h (km/h) on the subject approach of the intersection.
- ▶ 85th percentile speed over the posted speed of the subject approach of the intersection.
- ▶ Collisions between 2016 and 2021 were recorded at the site.
- ▶ Students crossing more than 4 travel lanes.
- ▶ Sites with restricted visibility due to obstructions that cannot be addressed with minor upgrades (i.e., trimming of vegetation, installation of signs, etc.).

Additionally, at the City's request, a threshold of 40 assisted/ unassisted students was implemented to identify the SCG as warranted, regardless of the number of vehicles.

Ultimately, based on the identified priority levels and the risk levels, different actions were defined and assigned to each crossing considering both the Spring and Fall data collection periods:

- ▶ For the existing crossings, the recommended actions are:
 - **No change:** the City should keep SCGs at all sites with an EI above the threshold, and higher risk sites with an EI that is below the threshold.
 - **Monitor:** for sites that are below the threshold, the City should keep the SCG but monitor the traffic volumes at the intersection. If the EI continues to be below the EI threshold, the City should consider removing the SCG.
- ▶ For the non-SCG locations (legs without SCG), the recommended actions are:
 - **Candidate approaches for SCG:** approaches where SCGs should be considered by the City. The candidate sites for SCGs are all approaches with an EI above the threshold, and approaches with an EI slightly/moderately below the threshold but with a high risk level.
 - **Not a candidate approach for an SCG:** approaches that should not be considered by the City for SCGs. The locations where SCGs should not be considered by the City include sites that are lower risk with an EI that is below the EI thresholds or sites with an EI far below the threshold.

An action plan was developed for the existing SCG sites, based on the results obtained from the analysis of the existing SCGs in Spring and Fall of 2022. For this purpose, the recommended actions from Spring and Fall 2022 and the risk level of each existing SCG site were considered, and an overall action (i.e. No Change vs. Monitor) for monitoring was developed. The table below provides the monitoring plan as well as the number of

sites that fall within each category of the plan. Based on this table, the decision for 120 locations is to continue with the status quo (No Change). The rationale behind this decision is that the locations have been consistently warranted based on the EI methodology for both data collections or the locations were warranted based on the Fall data collection and they were higher risk locations. 10 locations are recommended for monitoring in Spring and Fall of 2023, 4 locations are recommended to be counted only in the Spring of 2023. 120 locations out of 134 existing SCG sites are recommended to remain unchanged.

Spring Action	Fall Action	Location Risk Level	Overall Action	Timeline	No. of SCG Locations
Monitor	No change	Lower risk	Monitor	Spring count (2023)	4
		Higher risk	No change	No change	4
No change	Monitor	Lower risk	Monitor	Spring & Fall counts (2023)	1
		Higher risk	No change	No change	1
Monitor	Monitor	Lower risk	Monitor	Spring & Fall counts (2023)	9
		Higher risk	No change	No change	5
No change	No change	Lower risk/ Higher risk	No change	No change	110
Total					134

Site Inspections

In the Spring of 2022, on-site field investigations of each SCG location were conducted. In the Fall of 2022, field investigation of each SCG location was conducted during the SCG shift time. For selected locations, the review was conducted through on-site field investigation at SCG shift time, and for the remaining sites the investigation was conducted by reviewing the videos during the SCG shift times. The selected sites were existing crossings that were identified as part of the Spring 2022 study to be higher risk locations but below the EI thresholds.

The key field observations identified at the existing crossing included the following:

- ▶ **Vehicles parked within less than 15 metres (m) of the crossing:** at some locations motorists were observed parked near the crossing. Stopping prohibition signs at the intersection should be installed. Note that this

remedial measure was identified as part of the field investigations conducted during the Spring of 2022.

- ▶ **Illegal stopping/parking:** although stopping prohibition signs are currently installed at the intersection, motorists are stopping near the crossing and obstructing the visibility of pedestrians. Enforcement of the parking regulations should be increased and dashed pavement markings on the intersection northwest corner should be painted. Also, implementing physical changes such as curb extensions may be considered when a major road rehabilitation is planned to restrict parking at the crossing and improve visibility of pedestrians.

CORPORATE POLICY

POLICY TITLE: SCHOOL CROSSING GUARD PROGRAM

POLICY NO.: 19.C.04

Section:	Roads, Traffic & Operations		
Effective Date:	October 21, 2020	Date of Last Review:	June 1, 2011
Approval Authority: Council	Policy Owner: DCM, Public Works		

POLICY STATEMENT

The School Crossing Guard Program (SCGP) contributes to enhancing community well-being by encouraging children's active and safer school travel.

PURPOSE

The SCGP policy is intended to establish a framework for the administration, evaluation, approval, implementation, and removal/reallocation of School Crossing Guards (SCG) in accordance with the Ontario Traffic Council (OTC) SCG Guide, and in accordance with the *Highway Traffic Act*, in the operation of school crossings and active role of the SCG.

SCOPE

The SCGP was established to aid school aged children from five to 12 years of age when crossing roads on their way to and from school at a designated school crosswalk location. The City's SCGP policy and procedures assists staff to determine the most appropriate location for a SCG and where it is most needed.

LEGISLATIVE REQUIREMENTS

- 1. Highway Traffic Act (HTA) R.S.O. 1990, c.H.8:** Sets out the rules of the road in Ontario, including the operation of school crossings and the role of SCGs.
- 2. Occupational Health and Safety Act (OHSA):** Ontario's cornerstone legislation for workplace health and safety. It protects workers from health and safety hazards on the job. It sets out duties for all workplace parties and rights for workers. It establishes procedures for dealing with workplace hazards and provides for enforcement of the law where compliance has not been achieved voluntarily.

DEFINITIONS

1. **Controlled Crossing Location:** Locations with stop signs, a pedestrian crossover (PXO), intersection pedestrian signals (IPS), mid-block pedestrian signals (MPS) or full traffic control signals (TCS). At controlled crossings, vehicles must obey the respective HTA regulations for each type of control. A school crossing in the absence of stop signs, IPS, PXO, MPS or TCS is considered a controlled crossing only when the crossing is being supervised by a SCG.
1. **Eligible School:** A school is eligible for a SCG if elementary school children (age 5 to 12) attend, whether private or public.
2. **Exposure Index (EI):** A warrant methodology that examines the level of interaction and conflict between vehicular and student pedestrian volumes. The Exposure Index method generates a graph based on historical trends at existing SCG locations. The graph is then used as the threshold for future crossing locations where a SCG may be required. The EI methodology is suitable for controlled crossing facilities that have conflicting movements between vehicular and student volumes.
3. **Gap Study Method:** An objective process that: (i) uses site observations to establish the safe gap threshold for pedestrians to cross a roadway, and (ii) measures the available gaps along the roadway to determine if there are enough safe gaps. The Gap Study methodology is suitable for uncontrolled crossing facilities.
4. **Ontario Traffic Council (OTC):** Provides guidelines to address practices and procedures for SCG operations.
5. **School Crossing Guard (SCG):** A person 16 years or older who is directing the movement of persons (as defined in the HTA) across a highway (HTA term for any road) by creating necessary gaps in vehicular traffic to provide safe passage at a designated school crossing location.
6. **Uncontrolled Crossing Location:** Locations where pedestrians do not have the right-of-way and must wait for a safe gap in traffic prior to attempting to enter the roadway. Examples of uncontrolled locations are:
 - 6.1. Mid-block Crossings (in the absence of Mid-block Pedestrian Signal (MPS) or Pedestrian Crossover (PXO)).
 - 6.2. Designated School Crossing (in the absence of a SCG and without other forms of control such as Traffic Control Signal (TCS), Intersection Pedestrian Signal (IPS), Midblock Pedestrian Signal (MPS), Pedestrian Crossover (PXO), stop signs or Yield signs).
 - 6.3. Marked Crossing (at an intersection in the absence of Stop or Yield signs).

POLICY TITLE: SCHOOL CROSSING GUARD

POLICY NO.: 19.C.04

6.4. Roundabouts.

- 7. Warrant:** A consistent and uniform approach to the implementation of school crossing locations. It is used to determine where SCG's are needed, warrants are set by the OTC SCG Guide.
- 8. Warrant Analysis:** The process of verifying whether one or multiple SCGs are required for an intersection or location. The warrant analysis process is intended to be an unbiased and consistent evaluation method that is done without outside influence. There may be multiple ways to complete a SCG warrant depending on the type of intersection and location being assessed.

POLICY

To improve the SCGP performance and reduce risk and liability through:

- Consistent and uniform application of the OTC SCG Guide with established criteria for evaluating locations for SCGs;
- Development of processes for the assessment, deployment or reallocation of SCG's based on warrant and where most essential;
- Standardization of administrative practices; hiring, orientation, training and development, supervision and inspections in accordance with OHSA requirements and the OTC SCG Guide; and,
- A robust communication strategy to support the recruitment and retention of SCGs, as well education and outreach programs and materials that reinforce active and safe school travel.

1. Roles and Responsibilities

1.1. Deputy City Management, Public Works

The Deputy City Manager of Public Works and/or designate is authorized to administrate the SCGP in accordance with the SCG policy and procedures.

1.2. Supervisor of the SCGP and Traffic Services

The SCG Supervisor, with the support of the technical staff from Traffic Engineering Services will be responsible for the management, administration and promotion of the SCGP in accordance with the mandate given by City of Vaughan Council and HTA regulations; and, in accordance with the SCG policy and procedure, to ensure the active and safe travel of children to and

from school. The SCG Supervisor is also to be an active participant of the Traffic Management Stakeholder Advisory Committee (TMSAC).

1.3. Traffic Management Stakeholder Advisory Committee (TMSAC)

The TMSAC will promote active and safe travel for students and ensure consistent communication, application and awareness of the program. The Supervisor of the SCGP will be an active participant of the TMSAC.

2. Warrants and Annual Reviews

2.3. Warrants for SCG's must be administered in accordance with the criteria and guidelines set out in the OTC SCG Guide and the SCG procedures.

2.4. If the necessary traffic studies determine a warrant has been met, a SCG will be implemented based on the criteria and time requirements set out in the SCG procedures.

2.5. Existing SCG locations, currently warranted or not, will remain in place until such time as the locations are due to be reassessed.

2.6. Annual technical review of twenty-five (25) SCG locations will be studied to determine warrant of the SCG location for the subsequent school year. Locations will be pre-selected and may also be based on request.

2.7. SCG locations not meeting warrant will be subject to the SCG removal and/or reallocation process outlined in the SCG procedures.

1.1. Warrant criteria set out in the OTC SCG Guide and SCG procedures must be verified prior to the removal or reallocation of SCG's. Two traffic studies within the same school year on typical school days must be completed and meet warrant to proceed with the removal or reallocation of a SCG.

1.2. Removal or reallocation of a SCG will be implemented the next school year based on criteria outlined in the SCG procedure.

3. Communications

3.3. The SCG Supervisor and Traffic Engineering Services staff will ensure all applicable internal and external stakeholders; Mayor and Members of Council, citizens, school boards, school parent councils, senior leadership, etc. are advised via written communication and/or meetings on any intention to implement, not implement, remove or reallocate SCGs, as well as any changes impacting the SCGP, operating procedures and policies set out herein.

POLICY TITLE: SCHOOL CROSSING GUARD

POLICY NO.: 19.C.04

3.4. The Supervisor of the SCGP will meet with both YRDCSB and YRDSB School Boards annually to collaborate, discuss relevant initiatives and any issues or concerns pertaining to the SCGP.

3.5. The SCG Supervisor will work with Corporate and Strategic Communications to employ a comprehensive, multi-faceted approach to promote SCG recruitment as well as active and safe travel promotion SCGP material for the SCGP.

ADMINISTRATION

Administered by the Office of the City Clerk.

Review Schedule:	5 Years If other, specify here	Next Review Date:	October 21, 2025
Related Policy(ies):			
Related By-Law(s):			
Procedural Document:	PRC.16 – School Crossing Guard		
Revision History			
Date:	Description:		
Click or tap to enter a date.			
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CORPORATE PROCEDURE

PROCEDURE TITLE: SCHOOL CROSSING GUARD PROGRAM

PROCEDURE NO.: PRC.16

Section:	Roads, Traffic & Operations		
Effective Date:	October 21, 2020	Date of Last Review:	June 1, 2011
Policy Parent: 19.C.04 – School Crossing Guard	Procedure Owner: DCM, Public Works		

PROCEDURE STATEMENT

These procedures are to be followed when evaluating, implementing, approving, removing or reallocating a School Crossing Guard(s) (SCG) as per the School Crossing Guard policy.

PURPOSE

This procedure establishes a comprehensive approach with consistent standards in the evaluation, implementation, approval and removal/reallocation process of SCGs to support active and safer travel options for elementary students as they travel to and from school.

SCOPE

The School Crossing Guard Program (SCGP) was established to aid children between five to 12 years of age when crossing roads on their way to and from school at a designated school crosswalk location. The City's SCGP policy and procedures assist staff to determine the most appropriate location for a SCG and where it is most needed.

LEGISLATIVE REQUIREMENTS

- 1. Highway Traffic Act (HTA) R.S.O. 1990, c.H.8:** The HTA sets out the rules of the road in Ontario, including the operation of school crossings and the role of SCG's.
- 2. Occupational Health and Safety Act (OHSA):** Ontario's cornerstone legislation for workplace health and safety. It protects workers from health and safety hazards on the job. It sets out duties for all workplace parties and rights for workers. It establishes procedures for dealing with workplace hazards and

PROCEDURE TITLE: SCHOOL CROSSING GUARD

PROCEDURE NO.: PRC.16

provides for enforcement of the law where compliance has not been achieved voluntarily.

DEFINITIONS

- 1. Controlled Crossing Location:** Locations with stop or yield signs, a pedestrian crossover (PXO), intersection pedestrian signals (IPS), mid-block pedestrian signals (MPS) or full traffic control signals (TCS). At controlled crossings, vehicles must obey the respective HTA regulations for each type of control. A school crossing in the absence of stop signs, IPS, PXO, MPS or TCS is considered a controlled crossing only when the crossing is being supervised by a SCG.
- 2. Exposure Index (EI):** A warrant methodology that examines the level of interaction and conflict between vehicular and student pedestrian volumes. The Exposure Index method generates a graph based on historical trends at existing crossing guard locations. The graph is then used as the threshold for future crossing locations where a SCG may be required. The EI methodology is suitable for controlled crossing facilities that have conflicting movements between vehicular and student volumes.
- 3. Eligible School:** A school is eligible for a SCG if elementary school children (age 5 to 12) attend, whether private or public.
- 4. Gap Study Method:** An objective process that: (i) uses site observations to establish the safe gap threshold for pedestrians to cross a roadway, and (ii) measures the available gaps along the roadway to determine if there are enough safe gaps. The Gap Study methodology is suitable for uncontrolled crossing facilities.
- 5. Operating Procedures:** Established methods and guidelines set to be routinely followed by Crossing Guards, Supervisory Staff and Traffic Staff which include instructions on contract administration, reporting structure, payroll, health and safety requirements, warrant procedures, communication criteria for both internal and external stakeholders, and policy requirements. The aim is to achieve efficiency, and uniformity of performance, while reducing miscommunication and failure to comply with regulations or policy.
- 6. Ontario Traffic Council (OTC):** Provides guidelines to address practices and procedures for SCG operations.
- 7. Proponent:** A person who advocates a theory, proposal, or project or who puts forward a proposition or proposal; a person who argues in favor of something; an advocate.

- 8. School Crossing Guard (SCG):** A person sixteen (16) years or older who is directing the movement of persons (as defined in the HTA) across a highway (HTA term for any road) by creating necessary gaps in vehicular traffic to provide safe passage at a designated school crossing location.
- 9. School Peak Periods:** The timeframes in the morning, mid-day and afternoon during which most students arrive at and depart from school.
- 10. School Zone:** A roadway section with a lower speed limit near a school. The periods during which the lower speed limits are in effect are at the discretion of each municipality.
- 11. Stakeholders:** Representatives from the various divisions (internal and external partners), including City Council, Human Resources, Legal Services, Public Works, York Region Catholic and York Region Public-School Boards, York Regional Police, Public Health, The Regional Municipality of York, School Parent Council, and concerned parents and citizens of Vaughan.
- 12. Traffic Control Devices:** Any sign, signal, marking or device placed upon, over or adjacent to a roadway by a public authority or official having jurisdiction, for regulating, warning, guiding or informing road users.
- 13. Uncontrolled Crossing Location:** Locations where pedestrians do not have the right-of-way and must wait for a safe gap in traffic prior to attempting to enter the roadway. Examples of uncontrolled locations are:
- 13.1. Mid-block crossings (in the absence of MPS or PXO);
 - 13.2. Designated school crossing (in the absence of a SCG and without other forms of control such as Traffic Control Signal (TCS), Intersection Pedestrian Signal (IPS), Midblock Pedestrian Signal (MPS), Pedestrian Crossover (PXO), stop signs or Yield signs);
 - 13.3. Marked crossing (at an intersection in the absence of stop or yield signs); and,
 - 13.4. Roundabouts.
- 14. Warrant:** A consistent and uniform approach to the implementation of school crossing locations. It is used to determine where SCGs are needed, warrants are set by the OTC SCG Guide.
- 15. Warrant Analysis:** The process of verifying whether one or multiple crossing guards are required for an intersection or location. The warrant analysis process is intended to be an unbiased and consistent evaluation method that is done without outside influence. There may be multiple ways to complete a SCG warrant depending on the type of intersection and location being assessed.

PROCEDURE

1. Roles and Responsibilities

1.1. Supervisor of the SCGP

The SCG Supervisor will be responsible for the management, administration and promotion of the SCGP in accordance with the mandate given by City of Vaughan Council and HTA regulations, in accordance with the SCG policy and procedure to ensure the active and safer travel of children to and from school. Activities include:

- 1.1.1. Determining the strategic direction of the SCGP;
- 1.1.2. Approval of assignment, relocation, or removal of crosswalk locations and guards based on policy, warrant procedures and communication with all relevant stakeholders;
- 1.1.3. Monitoring the operating budget for the SCGP;
- 1.1.4. Establishing and tracking Key Performance Indicators;
- 1.1.5. Working closely with internal and external stakeholders to improve and enhance the SCGP;
- 1.1.6. Performance Management of SCGs;
- 1.1.7. Ensuring compliance with Health and Safety regulations;
- 1.1.8. Recruiting, training and managing the operational performance of SCGs; and,
- 1.1.9. Responding to inquiries raised by the public, schools, City Councillors, internal departments, and SCGs.

1.2. Staff Support

Staff support will provide daily supervision and coordination of the delivery of services in accordance with the Ontario HTA and the SCG policy and procedures. Staff activities include:

- 1.2.1. Managing crossing guards on a day to day basis;
- 1.2.2. Ensuring coverage of crosswalk locations;
- 1.2.3. Addressing general inquiries related to the SCGP;
- 1.2.4. Conducting field inspections to ensure safe and efficient services City-wide and ensure OTC guidelines are adhered to;
- 1.2.5. Ordering Personal Protective Equipment;
- 1.2.6. Assisting with training and development of training material;
- 1.2.7. Processing Payroll;
- 1.2.8. Assisting with developing and administering outreach programs; and,
- 1.2.9. Day-to-day communication with all stakeholders.

PROCEDURE TITLE: SCHOOL CROSSING GUARD**PROCEDURE NO.: PRC.16****1.3. School Crossing Guard (SCG)**

The role of the SCG is to direct and supervise the movement of persons (as defined in the HTA) across a roadway by creating necessary gaps in vehicular traffic to provide safe passage at a designated school crossing location.

1.4. Traffic Engineering Services

The SCGP is supported by technical staff from Traffic Engineering Services. Traffic Engineering Services staff SCGP activities will include:

- 1.4.1. Receiving, assessing and replying to requests for SCGs;
- 1.4.2. Conducting the required traffic engineering screening (s4) to assess each potential new location to determine whether minimum criteria are met;
- 1.4.3. Conducting the required traffic engineering studies (s5-8) to assess each potential new location to determine whether warrants are met;
- 1.4.4. Determining the optimum layout of new SCG locations and arrange for pavement marking and traffic signage;
- 1.4.5. Conducting annual reviews of select SCG locations; and,
- 1.4.6. Prioritizing warranted SCG locations based on specified traffic engineering criteria.

2. Primary List of Stakeholders

Internal	External
Public Works	Schools
Mayor, Members of Council	Schools Boards: York Region Catholic District School Board and York Region District School Board Private Schools
By-Law and Compliance	York Regional Police
Human Resources	Ontario Traffic Council (OTC)
Corporate and Strategic Communications	OTC Crossing Guard Committee
Legal Services	Public Health
Risk Management	Regional Municipality of York

3. Intake Process for New School Crossing Guard Request

All requests for SCG must be directed to the SCG Supervisor or Traffic Engineering Services in writing or through a digital application process. The SCG Supervisor will forward all requests to Traffic Engineering Services.

PROCEDURE TITLE: SCHOOL CROSSING GUARD

PROCEDURE NO.: PRC.16

3.1. Upon receipt of a SCG request, the Traffic Engineering Services will provide an acknowledgement response within two business days (48 hours).

3.2. Members of Council may also submit a request for an inspection and traffic study to be performed.

4. Location Screening Process for New School Crossing Guard

Locations must meet the following criteria prior to further assessment for a SCG:

4.1. A minimum of 40 assisted and unassisted children crossing combined AM and PM review periods (elementary school children); and,

4.2. A speed limit of less than or equal to 50km/h on roadways approaching the crossing at uncontrolled crossing locations.

4.3. The result of the traffic engineering study will identify if a SCG can be accommodated at the proposed location which meets the screening criteria.

4.4. SCGs should be assigned at locations within the proximity of the subject school being served.

4.5. SCGs will no longer be placed fronting driveway aprons abutting residential properties.

4.6. SCGs will no longer be placed at uncontrolled locations. If an SCG is requested at an uncontrolled location a suitable controlled location should be identified as an alternative, if possible. If not possible, the SCG request at the uncontrolled location can be considered together with a requirement for traffic control for when the SCG is not present.

5. Traffic Engineering Study to Assess Potential SCG Location

If the criteria outlined in s.4 of the procedures are met, traffic staff will communicate with the proponent of the request and any other stakeholder advising of the criteria required to implement a SCG. Traffic staff will proceed to undertake a field analysis at the requested location.

5.1. During the school year (September to June), Traffic Engineering Services staff will analyze all SCG requests within 60 days of receipt by the proponent. The timing of the traffic studies is dictated by weather, the ability to collect data (staff resources) and a fixed time frame associated with the school calendar.

5.2. Traffic Engineering Services will update the proponent on the timing for the studies.

5.3. To accommodate the data collection, assessment and review of requested sites will take place in the fall and spring months during a regular school day during the morning and afternoon school peak times.

6. SCG Warrant Method Determination

The 2017 OTC SCG Guide provides guidelines for how to implement SCGs where needed. The purpose of the warrant is to utilize a consistent and uniform approach when dealing evaluating student safety.

Two methods are used to conduct the warrant analysis:

6.1. Gap Study Method: warrant methodology suitable for uncontrolled crossing facilities; or,

6.2. Exposure Index (EI) Method: warrant methodology suitable for controlled crossing facilities that have conflicting movements between vehicular and student volumes.

All warrants conducted account for total assisted (with an adult) and unassisted elementary school children volumes.

7. Gap Study Warrant Method

The Gap Study method is used to assess uncontrolled crossing locations. Marked crosswalks having no other form of traffic control – such as a stop sign – may give pedestrians the incorrect impression that vehicles must stop for them, even when an SCG is not present. Resultantly, when this method is applied, it must be used in conjunction with an assessment for suitable traffic control must also be performed.

The Gap Study method follows this process:

7.1. Identify the most suitable location for a potential SCG location given spacing between existing controlled crossings and available sightlines to/ from the crossing.

7.2. Conduct traffic engineering studies to determine warrants for traffic control, such as Pedestrian Crossovers, Intersection Pedestrian Signals, Midblock Pedestrian Signals and/or All-Way Stops, based on other City procedures.

7.3. Calculate the safe gap time using the OTC formula including perception reaction time, crossing time based on road width and group factor time based on observed group size.

- 7.4. Conduct a field gap study on a normal school day, as per OTC guidelines. Record the number and duration of observed gaps in each five-minute period.
- 7.5. Compare the observed gaps in fifty per cent (50%) of five-minute periods to the threshold of four gaps.
- 7.6. If the Gap Study threshold is met and an appropriate form of traffic control is warranted, then an SCG should be installed.
- 7.7. All potential locations should be inspected using OTC guidelines and the collision history reviewed.

8. EI Warrant Method

The EI is used to evaluate the level of conflict at controlled crossings. The EI method can also be used as a prioritization tool for comparison between different SCG locations. It is recommended for roadways with a speed limit less than 60 km/h. The EI method follows this process:

- 8.1. Establish the leg (side) of the intersection that would be most suitable for an SCG.
- 8.2. Identify the conflicting vehicular movements for the leg (side) of the intersection being studied.
- 8.3. Count the conflicting vehicular volumes and student crossing volumes during the school peak hours.
- 8.4. Input the conflicting vehicular volume and student crossing volume to the table of the EI template.
- 8.5. If the conflict is greater than the threshold, then an SCG is warranted.
- 8.6. Signalized intersections are evaluated with the EI method and a SCG may be needed if the warrant conflict exceeds the threshold (EI = 5,000).
- 8.7. All-way stop-controlled intersections are evaluated with the EI method and a SCG may be warranted if the warrant conflict exceeds the threshold (EI = 19,000).
- 8.8. SCG, at minor street stop-controlled intersections, may be needed if the conflict exceeds the threshold established by the warrant.

8.9. Pedestrian crossings parallel to the major street, SCG warrant is best evaluated with the EI method with the following threshold (EI =10,000).

8.10. Pedestrian crossings at an unprotected major street, SCG warrant can be evaluated with either the EI or the Gap Study method. SCG may be needed if the warrant conflict exceeds the threshold.

8.11. All potential locations should be inspected using OTC guidelines and the collision history reviewed.

9. Approval of New SCG Locations

After completion of the warrant study, the SCG Supervisor will advise the proponent and any other stakeholders of the outcome of the study.

9.1. If the warrant is met, a SCG will be placed at the identified location pending installation of signage and pavement markings and recruitment for the position. Communication via email and/or meeting request will be sent to the proponent (if applicable), Member(s) of Council and any other stakeholders outlining the results of the study, and the timing for implementation of the SCG at the identified location.

9.2. If the warrant is not met, communication via email and/or meeting request will be sent to the proponent, Member(s) of Council and any other stakeholders outlining the results of the study and the decision to not implement a SCG.

10. Signage and Pavement Markings Installation

Sites warranting SCGs will have the necessary signage, pavement markings and SCGs implemented for the first day of school of the following September (subject to weather, budget approval and staffing resources).

11. Prioritization of SCG Locations Meeting Criteria

A prioritization process at warranted locations ensures fairness and transparency and it also ensures that SCGs are installed and maintained at essential locations.

Locations may be prioritized for implementation in consideration of the following:

- 11.1. Type of traffic control for the crossing location;
- 11.2. Collision history;
- 11.3. Vehicular speed (speed limit vs operating speed);
- 11.4. Number of children crossing;
- 11.5. Number of travel lanes;
- 11.6. Vehicular volume; and,

- 11.7. Minimum sight distance is below 65 meters.

12. Request for Second Crossing (“L”) At A SCG Location

A single SCG may assist children at a second crossing at a single location, forming an “L” shape, at the discretion of the SCG Supervisor in consultation with Traffic Engineering Services. The second crossing at the location should be screened to ensure that:

- 12.1. No more than one lane of travel in each direction if the second crossing location is uncontrolled;
- 12.2. A speed limit of less than or equal to 50km/h on roadways approaching the second crossing at uncontrolled crossing locations; and,
- 12.3. The second crossing does not front driveway aprons abutting residential properties.

The total number of children and total volume of vehicles must allow for a safe second crossing by a single SCG, as determined by the SCG Supervisor. No minimum number of elementary school children using the second crossing in the “L” is required.

13. Lunch Time Period

SCGs are not provided in the lunch time period at new locations. Existing locations will be assessed under the new policy and procedures. If the number of students crossing during the lunch time period at existing locations has been observed to be below ten assisted and unassisted children, it will be reassessed.

- 13.1. Two studies should be conducted on non-consecutive normal school days.
- 13.2. If a threshold of ten assisted or unassisted elementary school children crossing in total over the lunch period is not met, the lunch time period SCG is not warranted.
- 13.3. The removal of the lunch time period SCG will occur at the start of the next school year.

14. Removal or Reallocation of A SCG

To increase the overall sustainability of the program and to enable resources to be reallocated to higher risk warranted locations, SCG locations will be periodically reviewed to determine whether crossings are warranted.

- 14.1. A technical review of twenty-five (25) pre-selected SCG locations in the field are to be conducted each year to determine if the crossing location for the subsequent school year continues to meet warrant. Locations will be pre-selected and may also be based on request.
- 14.2. Both the location screening and OTC warrant (either Gap Study or EI, as appropriate) will be conducted as per sections 5 to 8. Required traffic counts will be performed on two non-consecutive regular school days to determine reallocation or removal of a SCG.
- 14.3. If warrants are not met at a reassessed location, the SCG Supervisor and Traffic Engineering staff will determine if other traffic safety measures would be appropriate.
- 14.4. The local Ward and Regional Councilor will be made aware via written communication and/ or meeting of the intent to perform the two necessary studies to reallocate or remove a SCG from a specified location.
- 14.5. Recommended changes with respect to the relocation or removal of a SCG will be made through a Communication to the Mayor and Member(s) of Council along with a scheduled meeting with the impacted Local Ward Councilor and Regional Councilors. The affected school, school board, parent council (if applicable) and trustee will also be notified in writing of any changes.
- 14.6. Appropriate communication channels and tools for local community engagement will be applied on a case by case basis with each SCG location identified for removal or reallocation, and the process will be communicated to all internal and external stakeholders.
- 14.7. Removal or reallocation of a SCG will only occur at the start of the following school year.
- 14.8. When a school closes and the SCG is only servicing at that school, the SCG will be removed without re-evaluation.
- 14.9. All pavement markings and signage will be removed at the location where the SCG is removed.
- 14.10. SCG reallocation will be prioritized based on warrant and where there is an essential need, as described in s.11.

15. Crossing Guards at Newly Built Schools

- 15.1. A SCG will be proactively assigned at all newly built schools for a period of one year.
- 15.2. The SCG Supervisor and Traffic Engineering Services must be advised in writing of any new school by the appropriate York Region School Boards.
- 15.3. Once confirmation of a new school opening is received, the SCG Supervisor will respond according to the SCG implementation schedule.
- 15.4. Traffic Engineering Services staff will request from the School Board the catchment area of the registered children for the subject school. For new school sites, the forecast of students and vehicular traffic volumes will be analyzed as part of the overall assessment process.
- 15.5. The student volumes will be estimated based on the maximum school enrollment as well as the catchment area of each school.
- 15.6. Traffic Engineering Services staff will determine an appropriate location for a temporary SCG based on the information. The temporary guard location will be in place for a one-year term.
- 15.7. The SCG location will be assessed after the first year is completed.
- 15.8. Following a warrant study, recommendations with respect to implementing, reallocating or removal of a SCG will be communicated to the local Ward and Regional Councillor and a meeting will be facilitated with the proponent and all relevant stakeholders.

16. Training and Education

- 16.1. Once the proper sites for the crossings are chosen, guards must be hired and educated in their duties including:
 - 16.1.1. Basic traffic law;
 - 16.1.2. School zone signage, especially crosswalk signs;
 - 16.1.3. Hand traffic signals;
 - 16.1.4. Proper crossing procedures, and ways to teach them to children;
 - 16.1.5. Emergency procedures;
 - 16.1.6. How to time crossings with gaps in traffic to minimize disruption to the flow of vehicles
 - 16.1.7. What to do in case of an accident; and,
 - 16.1.8. Personal safety and user safety.

- 16.2. SCGs will also be provided appropriate equipment such as stop sign, whistle, uniform including Personal Protective Vest, raincoat, jacket, hats, gloves and various types of sun protection.

17. SCG Site Inspections

- 17.1. Inspections are to be conducted during the morning, midday, and afternoon school peak periods (30-40 minutes before the applicable school bell times), on a typical school day.
- 17.2. Inspections at each SCG location will be performed for health and safety and administration matters at each SCG location a minimum of one time each year. Inspections will include:
- 17.2.1. Observation of the arrival and departure times of the SCG at their locations, the wearing of proper attire, appropriate use of equipment, adherence to procedures, and assessment of hazards; and,
- 17.2.2. A subjective overview of the crosswalk location as being “busy” or “not busy” regarding both vehicular movement and pedestrian traffic. This information will serve to inform technical field staff of crosswalk locations that may require prioritization for assessment in the following year.

18. Communication

- 18.1. The SCG Supervisor and Traffic Engineering Services Staff will ensure all applicable internal and external stakeholders, Mayor and Member(s) of Council, citizens, school boards, school parent councils, senior leadership, etc. are advised via written communication and/or meetings of any intention to implement, not implement, remove or reallocate SCGs, as well as any changes impacting the SCGP, operating procedures and policies set out herein.
- 18.2. The Supervisor of the SCGP will meet with both the York Region District Catholic School Board and York Region District School Board annually to discuss SCG initiatives and issues pertaining to the SCGP.
- 18.3. The SCG Supervisor will work with Corporate and Strategic Communications to employ a comprehensive, multi-faceted approach to promote SCG recruitment as well as active and safe travel promotion material for the SCGP.
- 18.3.1. Communications may include email, memorandums, social media, billboards, pamphlets, drop communication to local catchment area, participation at City-run public events, Councilor E-Newsletters, etc.

PROCEDURE TITLE: SCHOOL CROSSING GUARD

PROCEDURE NO.: PRC.16

ADMINISTRATION			
<i>Administered by the Office of the City Clerk.</i>			
Review Schedule:	SELECT If other, specify here	Next Review Date:	Click or tap to enter a date.
Related Procedure(s):			
Related By-Law(s):			
Supporting Documentation:			
Revision History			
Date:	Description:		
Click or tap to enter a date.			
Click or tap to enter a date.			
Click or tap to enter a date.			

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees
FROM: Administration
DATE: March 28, 2023
RE: **Grade 8 to 9 Movement**

EXECUTIVE SUMMARY

The purpose of this report is to provide Trustees information regarding the movement of students from Grade 8 to Grade 9, commonly referred to as the TCH36 Report.

BACKGROUND

On an annual basis, Administration provides Trustees with the TCH36 reports, which summarizes the secondary school destination for graduating grade 8 students. Historically, this report relied on a process of automatically pre-populating the *Destination School* field with the elementary school's designated secondary school. Where a family of a graduating grade 8 student had notified the school that they intended to register their child elsewhere, secretaries would manually update the *Destination School* field for TCH36 reporting purposes.

This process relied on secretaries to manually update a specific field in Maplewood, and families to notify the grade 8 school of their intended grade 9 destination. Beginning in the 2019/20 school year, Administration developed an alternate method by using student specific Ontario Enrolment Number (OEN). This process is outlined below.

OEN MATCHING

The Board's enrolment projection software provides a mechanism to track student movement from one year to the next using a student's OEN.

OEN matching integrates data from participating school Boards (currently York Region DSB, Dufferin Peel Catholic DSB, Durham Catholic, Halton Catholic DSB and Halton DSB) to report on the number of students that left York Catholic to register with an alternate Board for Grade 9, attached as Table 1. OEN matching has the added benefit of identifying the grade 8 origin of all grade 9 secondary students (including those that did not attend a YCDSB school for grade 8), attached as Table 2.

RESULTS

The results of the OEN matching exercise are included as appendices to this report.

Appendix I includes 2 tables. Table 1 is a 5-year summary of the movement of graduating grade 8 students to their grade 9 destination. Table 2 is a summary of the grade 8 origin of all incoming Grade 9 students. In comparing the number of students who “left the YCDSB” (Table 1) and the number of students who are “joined the YCDSB” (Table 2) over the past 5 years, the YCDSB has continued to achieve an overall gain in students in grade 9 from the graduating grade 8 cohort.

Appendix II includes a school by school summary of grade 8 students to their specific YCDSB secondary school destination. The reporting of students that leave the Board are consistent with Appendix I.

SUMMARY

The movement of students from Grade 8 to Grade 9 is reported to the Board on an annual basis. Reporting is based on tracking student movement using their OEN to/from a specific school, or Board.

ATTACHMENTS

[Appendix I – Board Wide 5 Year Summary](#)

[Appendix II – Grade 8 Students to Secondary location by school](#)

Prepared By:	Adam McDonald, Assistant Manager, Planning Services
Submitted By:	Tom Pechkovsky, Co-ordinating Manager, Planning & Operations
Endorsed By:	Jennifer Sarna, Associate Director Domenic Scuglia, Director of Education

Table 1. Grade 8 Students By Grade 9 Destination

Years	Graduating Grade 8s	Retained in YCDSB		York Region District Schol Board		Catholic Outside YR ¹		Public Outside YR ²		OTHER ³		System Loss	
		#	%	#	%	#	%	#	%	#	%	#	%
Oct 2016 to Oct 2017	3,798	2,897	76.3%	688	18.1%	5	0.1%	0	0.0%	208	5.5%	901	23.7%
Oct 2017 to Oct 2018	3,972	3,059	77.0%	720	18.1%	11	0.3%	2	0.1%	180	4.5%	913	23.0%
Oct 2018 to Oct 2019	3,859	2,941	76.2%	665	17.2%	5	0.1%	1	0.0%	247	6.4%	918	23.8%
Oct 2019 to Oct 2020	3,832	3,163	82.5%	519	13.5%	13	0.3%	0	0.0%	137	3.6%	669	17.5%
Oct 2020 to Oct 2021	3,987	3,208	80.5%	568	14.2%	7	0.2%	1	0.0%	203	5.1%	779	19.5%
Oct 2021 to Oct 2022	3,846	3,064	79.7%	548	14.2%	18	0.5%	0	0.0%	216	5.6%	782	20.3%

Table 2. Grade 9 Students by Grade 8 Origin

Years	Incoming Grade 9s	Retained From YCDSB		York Region District Schol Board		Catholic Outside YR ¹		Public Outside YR ²		OTHER ³		System Gain	
		#	%	#	%	#	%	#	%	#	%	#	%
Oct 2016 to Oct 2017	4,159	2,897	69.7%	812	19.5%	6	0.1%	0	0.0%	444	10.7%	1,262	30.3%
Oct 2017 to Oct 2018	4,322	3,059	70.8%	798	18.5%	4	0.1%	0	0.0%	460	10.6%	1,262	29.2%
Oct 2018 to Oct 2019	4,540	2,941	64.8%	970	21.4%	11	0.2%	0	0.0%	618	13.6%	1,599	35.2%
Oct 2019 to Oct 2020	4,710	3,163	67.2%	1,066	22.6%	14	0.3%	1	0.0%	466	9.9%	1,547	32.8%
Oct 2020 to Oct 2021	4,638	3,208	69.2%	875	18.9%	10	0.2%	0	0.0%	545	11.8%	1,430	30.8%
Oct 2021 to Oct 2022	4,617	3,064	66.4%	940	20.4%	15	0.3%	1	0.0%	597	12.9%	1,553	33.6%

1 - Includes Dufferin Peel Catholic DSB, Durham Catholic DSB and Halton Catholic DSB

2 - Includes Halton DSB

3 - Includes All other school Boards, private schools and students who left the province

YORK CATHOLIC DISTRICT SCHOOL BOARD

Report To: Board of Trustees

From: Administration

Date: March 28, 2023

Report: VIP Gap Analysis

EXECUTIVE SUMMARY

This report is written to provide information to the Board of Trustees with regard to the impact the “pause” of the Values, Influences and Peers (VIP) program is having on our elementary schools.

BACKGROUND

The current “pause” of the Values, Influences and Peers (VIP) program has been in effect since May 2021. The “pause” refers to the removal of York Region Police officers from our schools as the role of police in schools is being reimaged.

The removal of the VIP program had an immediate impact on the educational support that was a component of the specialized programs that the VIP officers offered to our elementary schools.

In June 2022 a trustee motion was put forward and carried:

MOTION:

THAT YCDSB senior administration do a gap analysis and develop a Board wide curriculum as a replacement for the VIP program;

As part of this process, THAT the curriculum be developed with the use of YCDSB data and other relevant data;

A survey was sent during the month of March 2023 to all of our elementary school principals in order to gather data for the gap analysis created by the removal of the VIP program.

The questions were based upon the presentation topics that were previously available within the VIP program.

85 of 89 elementary schools provided responses to the survey.

Area	School	STUDENTS RETAINED																		STUDENTS LOST			
		Cardinal Carter	Father Bressani	Father Michael McGivney Academy	Holy Cross	Our Lady of the Lake	Our Lady Queen of the World	Sacred Heart	St. Augustine	St. Brother Andre	St. Elizabeth	St. Jean de Brebeuf	St. Joan of Arc	St. Maximilian Kolbe	St. Robert	St. Theresa of Calcutta	St. Theresa of Lisieux	YCDSB TOTAL	% RETAINED	YRDSB TOTAL	Catholic Outside York Region ¹	OTHER ³	Grand Total
Area A	Corpus Christi	1	0	0	0	0	6	0	0	0	0	0	0	0	0	0	2	9	39%	13	0	1	23
	Father Frederick McGinn	49	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	52	88%	5	0	2	59
	Holy Name	11	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	12	27%	28	0	5	45
	Immaculate Conception	0	27	0	1	0	0	1	0	0	3	4	3	1	0	1	0	41	91%	2	0	2	45
	Light of Christ	11	0	0	0	0	0	1	0	0	0	0	0	4	0	0	0	16	80%	4	0	0	20
	Our Lady Help of Christians	0	0	0	0	0	47	0	0	0	1	0	0	0	0	0	2	50	88%	4	0	3	57
	Our Lady of Hope	40	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	42	86%	6	0	1	49
	Our Lady of the Annunciation	12	0	0	0	0	2	1	0	0	2	0	0	0	0	0	0	17	61%	7	0	4	28
	St. Clare	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23	77%	3	0	4	30
	St. Gabriel the Archangel	0	49	0	1	0	0	0	0	0	1	0	0	0	0	0	0	51	91%	0	0	5	56
	St. Gregory the Great	0	23	0	4	0	0	0	2	0	2	0	1	0	0	1	1	34	79%	4	0	5	43
	St. John Bosco	0	35	0	8	0	0	0	0	0	0	0	0	0	0	0	0	43	86%	4	0	3	50
	St. Joseph, Richmond Hill	0	0	0	0	0	19	1	0	0	1	0	0	1	0	0	0	22	85%	1	1	2	26
	St. Mary	48	2	0	1	0	0	0	0	0	0	1	0	1	0	0	0	53	78%	6	2	7	68
Area A Total		172	159	0	15	0	75	5	2	0	11	5	5	8	0	2	6	465	78%	87	3	44	599
Area B	Blessed Trinity	1	2	0	0	0	8	0	0	0	34	5	11	1	0	1	4	67	89%	6	1	1	75
	Divine Mercy	1	1	0	0	0	0	0	0	0	0	0	22	1	0	0	0	25	93%	1	0	1	27
	Father Henri Nouwen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	29	100%	0	0	0	29
	Father John Kelly	0	0	0	0	0	0	0	0	0	23	0	5	0	0	0	0	28	90%	1	0	2	31
	Holy Jubilee	5	0	0	0	0	0	0	0	0	3	0	45	0	0	0	0	53	88%	6	0	1	60
	Sir Richard W. Scott	0	0	13	0	0	0	0	0	14	0	0	0	0	0	0	0	27	77%	5	0	3	35
	St. Anne	0	0	0	0	0	3	0	1	0	0	0	0	0	0	0	24	28	90%	1	0	2	31
	St. Benedict	0	0	43	0	0	0	0	0	0	0	0	0	0	0	0	0	43	93%	1	1	1	46
	St. Charles Garnier	0	0	0	0	0	2	0	0	0	1	0	0	0	1	0	63	67	87%	4	0	6	77
	St. David	4	0	0	1	0	1	0	0	0	3	0	25	0	0	0	0	34	94%	0	0	2	36
	St. Francis Xavier	0	0	31	0	0	0	0	3	15	0	0	0	0	0	0	0	49	91%	4	1	0	54
	St. James	6	1	0	1	0	0	0	0	0	0	0	24	0	0	0	0	32	84%	3	1	2	38
	St. Marguerite d'Youville	1	0	0	0	0	2	0	0	0	1	0	0	0	0	0	38	42	91%	2	0	2	46
	St. Mary Immaculate	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	29	30	91%	1	1	1	33
St. Raphael the Archangel	33	0	0	0	0	0	1	0	0	3	0	14	0	0	0	0	51	96%	0	0	2	53	
Area B Total		51	4	87	2	0	17	1	4	29	68	5	146	2	1	1	187	605	90%	35	5	26	671

1 - Includes Dufferin Peel Catholic DSB, Durham Catholic DSB and Halton Catholic DSB

2 - Includes Halton DSB

3 - Includes All other school Boards, private schools and students who left the province

Area	School	STUDENTS RETAINED																		STUDENTS LOST			
		Cardinal Carter	Father Bressani	Father Michael McGivney Academy	Holy Cross	Our Lady of the Lake	Our Lady Queen of the World	Sacred Heart	St. Augustine	St. Brother Andre	St. Elizabeth	St. Jean de Brebeuf	St. Joan of Arc	St. Maximilian Kolbe	St. Robert	St. Theresa of Calcutta	St. Theresa of Lisieux	YCDSB TOTAL	% RETAINED	YRDSB TOTAL	Catholic Outside York Region ¹	OTHER ³	Grand Total
Area C	Christ the King	2	0	1	0	0	26	0	3	0	0	0	0	0	26	0	6	64	86%	6	0	4	74
	Holy Spirit	0	0	0	0	0	0	2	0	0	0	0	0	33	0	0	0	35	97%	1	0	0	36
	Notre Dame	0	0	0	0	0	0	13	0	0	0	0	0	13	0	0	0	26	59%	17	0	1	44
	Our Lady of Grace	0	0	0	0	0	0	0	0	0	0	0	0	16	0	0	0	16	76%	3	0	2	21
	Our Lady of the Lake (Elementary)	0	0	0	0	39	0	0	0	0	0	0	0	0	0	1	0	40	60%	19	0	8	67
	St. Anthony	0	0	0	0	0	0	0	0	0	0	0	0	0	11	0	1	12	60%	7	0	1	20
	St. Jerome	2	0	0	0	0	0	2	0	0	0	0	0	57	0	0	1	62	93%	3	0	2	67
	St. John Chrysostom	0	0	0	0	0	0	2	0	0	0	0	0	23	0	0	0	25	83%	5	0	0	30
	St. John Paul II	0	0	0	0	0	9	0	0	0	0	0	1	1	14	0	2	27	100%	0	0	0	27
	St. Joseph, Aurora	5	0	0	0	0	6	2	1	0	0	0	0	28	0	0	0	42	93%	2	0	1	45
	St. Michael Academy	0	0	0	0	0	2	0	4	0	1	0	1	0	25	0	2	35	69%	7	0	9	51
	St. Patrick, Schomberg	1	0	0	2	0	0	0	0	0	1	0	0	26	0	0	0	30	91%	2	0	1	33
	St. Rene Goupil-St. Luke	0	0	0	0	0	1	0	0	1	0	0	0	0	19	0	0	21	84%	4	0	0	25
Area C Total		10	0	1	2	39	44	21	8	1	2	0	2	197	95	1	12	435	81%	76	0	29	540
Area D	All Saints	0	0	1	0	0	0	0	41	3	0	0	0	0	0	0	0	45	80%	9	0	2	56
	Guardian Angels	1	3	0	0	0	0	0	0	0	1	26	0	0	0	0	0	31	53%	18	1	8	58
	St. Agnes of Assisi	0	0	0	0	0	0	0	0	0	0	28	0	0	0	0	0	28	80%	5	0	2	35
	St. Emily	0	2	0	2	0	0	0	0	0	3	58	0	0	0	0	0	65	92%	6	0	0	71
	St. John XXIII	0	0	0	0	0	0	0	11	1	0	0	0	0	1	0	0	13	93%	0	0	1	14
	St. Justin Martyr	1	0	2	0	0	0	0	35	15	0	0	0	0	9	0	2	64	65%	29	0	5	98
	St. Mary of the Angels	0	6	0	3	0	0	0	0	0	3	56	2	0	0	0	0	70	79%	14	0	5	89
	St. Matthew	0	0	1	0	0	0	0	11	3	0	0	0	0	0	0	0	15	63%	6	0	3	24
	St. Michael the Archangel	0	7	0	2	0	0	0	0	0	2	53	0	0	0	0	0	64	74%	22	0	1	87
	St. Monica	0	0	0	0	0	0	0	38	0	0	0	0	0	0	0	1	39	93%	3	0	0	42
	St. Veronica	0	2	0	5	0	0	0	0	0	0	51	0	0	0	0	0	58	79%	8	0	7	73
Area D Total		2	20	4	12	0	0	0	136	22	9	272	2	0	10	0	3	492	76%	120	1	34	647

1 - Includes Dufferin Peel Catholic DSB, Durham Catholic DSB and Halton Catholic DSB

2 - Includes Halton DSB

3 - Includes All other school Boards, private schools and students who left the province

Area	School	STUDENTS RETAINED																		STUDENTS LOST			
		Cardinal Carter	Father Bressani	Father Michael McGivney Academy	Holy Cross	Our Lady of the Lake	Our Lady Queen of the World	Sacred Heart	St. Augustine	St. Brother Andre	St. Elizabeth	St. Jean de Brebeuf	St. Joan of Arc	St. Maximilian Kolbe	St. Robert	St. Theresa of Calcutta	St. Theresa of Lisieux	YCDSB TOTAL	% RETAINED	YRDSB TOTAL	Catholic Outside York Region ¹	OTHER ³	Grand Total
Area E	Canadian Martyrs	1	0	0	0	0	0	49	0	0	0	0	0	2	0	0	0	52	78%	10	1	4	67
	Good Shepherd	0	0	0	0	1	0	14	0	0	0	0	0	0	0	0	0	15	75%	3	0	2	20
	Our Lady of Fatima	2	18	0	22	0	0	0	0	0	2	0	0	0	0	0	0	44	77%	12	0	1	57
	Our Lady of Good Counsel	0	0	0	0	0	0	27	0	0	0	0	0	0	0	0	0	27	75%	5	0	4	36
	Pope Francis	0	1	0	31	0	0	0	0	0	0	2	0	0	0	1	0	35	83%	2	0	5	42
	San Marco	0	1	0	29	0	0	0	0	0	0	0	0	1	0	0	0	31	97%	0	1	0	32
	St. Andrew	0	8	0	16	0	0	0	0	0	0	6	0	0	0	0	0	31	65%	15	0	2	48
	St. Angela Merici	0	0	0	32	0	0	0	0	0	0	1	0	0	0	0	0	33	89%	0	1	3	37
	St. Catherine of Siena	0	8	0	17	0	0	0	0	0	2	1	2	0	0	0	0	30	83%	2	0	4	36
	St. Clement	0	0	0	32	0	0	0	0	0	0	0	0	0	0	0	0	32	91%	2	0	1	35
	St. Elizabeth Seton	0	0	0	0	0	0	25	0	0	0	0	0	6	0	0	0	31	53%	20	0	7	58
	St. Margaret Mary	0	12	0	24	0	0	0	0	0	0	0	0	0	0	0	0	36	78%	5	1	4	46
	St. Nicholas	1	0	0	0	0	0	16	0	0	0	0	0	1	0	1	0	19	68%	7	0	2	28
	St. Padre Pio	0	18	0	19	0	0	0	0	0	1	13	0	0	0	1	0	52	80%	6	1	6	65
	St. Paul	0	0	0	0	0	0	23	0	0	0	0	0	0	0	0	0	23	85%	3	0	1	27
	St. Peter	1	1	0	26	0	0	0	0	0	0	0	0	0	0	1	0	29	91%	0	1	2	32
	St. Stephen	0	14	0	20	0	0	0	0	0	1	7	1	0	0	0	0	43	74%	12	0	3	58
Area E Total		5	81	0	268	1	0	154	0	0	6	30	3	10	0	4	0	563	78%	104	6	51	724
Area F	Blessed Scalabrini	0	0	0	1	0	0	0	0	0	17	0	0	0	1	0	0	19	83%	3	0	1	23
	Our Lady of the Rosary	1	0	0	0	0	0	0	0	0	37	0	0	0	1	0	0	39	85%	4	2	1	46
	San Lorenzo Ruiz	0	0	2	0	0	1	0	15	20	1	0	0	0	1	0	0	40	62%	24	0	1	65
	St. Brendan	0	0	0	0	0	0	0	1	52	0	0	0	0	0	0	0	53	80%	12	0	1	66
	St. Brigid	0	0	0	0	0	0	0	0	30	0	0	0	0	0	0	0	30	58%	16	0	6	52
	St. Cecilia	1	0	0	1	0	5	0	1	0	54	0	6	0	0	1	6	75	91%	3	0	4	82
	St. Edward	0	0	3	0	0	0	0	5	21	0	0	0	0	0	0	0	29	59%	15	0	5	49
	St. Joseph the Worker	1	1	1	0	0	4	0	1	0	25	0	0	0	0	0	2	35	78%	8	0	2	45
	St. Joseph, Markham	0	0	2	0	0	0	0	1	38	0	0	0	0	0	0	0	41	77%	10	0	2	53
	St. Julia Billiart	0	0	0	0	0	0	0	0	51	1	0	0	0	0	1	0	53	84%	7	1	2	63
	St. Kateri Tekakwitha	0	0	0	0	0	0	0	0	34	0	0	0	0	0	0	0	34	92%	3	0	0	37
	St. Mark	0	0	1	2	0	0	0	1	27	0	0	0	1	0	0	0	32	65%	11	0	6	49
	St. Patrick, Markham	0	0	1	0	0	0	0	2	19	0	0	0	0	2	0	0	24	69%	10	0	1	35
Area F Total		3	1	10	4	0	10	0	27	292	135	0	6	1	5	2	8	504	76%	126	3	32	665
Grand Total		243	265	102	303	40	146	181	177	344	231	312	164	218	111	10	216	3,064	80%	548	18	216	3,846

1 - Includes Dufferin Peel Catholic DSB, Durham Catholic DSB and Halton Catholic DSB

2 - Includes Halton DSB

3 - Includes All other school Boards, private schools and students who left the province

ANALYSIS

1. Which of the topics below are you finding CHALLENGING to address without access to a VIP officer? Please check ALL that apply.

Topic	Total/85	Total Percentage
Anti-Bullying	31	36.5 %
Authority Figures	25	29.4 %
Bicycle and Helmet Safety	11	12.9 %
Criminal Charges, Youth Criminal Justice Act	70	82.4 %
Cyber-Bullying	58	68.2 %
Drug Use (Cannabis, etc)	33	38.8 %
Knowing Your Rights	29	34.1%
Making Good Choices (Smoking, Vaping, Alcohol)	34	40 %
Online Safety	60	70.6 %
Sexting	52	61.2 %
Shoplifting	22	25.9 %
Traffic Rules	18	21.2 %
Vandalism	43	50.6 %

Elementary school Principals have identified the key areas presenting a challenge to address without the VIP officers as:

1. Criminal Charges, Youth Criminal Justice Act
2. Online Safety
3. Cyber-Bullying

**2. Which of the topics below are you MANAGING to address without access to a VIP officer?
Please check ALL that apply.**

Topic	Total/85	Total Percentage
Anti-Bullying	71	83.5 %
Authority Figures	30	35.3
Bicycle and Helmet Safety	41	48.2
Criminal Charges, Youth Criminal Justice Ac	8	9.4
Cyber-Bullying	35	41.2
Drug Use (Cannabis, etc)	27	31.8
Knowing Your Rights	19	22.4
Making Good Choices (Smoking, Vaping, Alcohol)	44	51.8
Online Safety	38	44.7
Sexting	5	5.9
Shoplifting	10	11.8
Traffic Rules	27	31.8
Vandalism	28	32.9

Elementary school Principals have identified the key areas that they have **managed** to address effectively in the absence of the VIP officers as:

1. Anti-Bullying
2. Making Good Choices (Smoking, Vaping, Alcohol)
3. Bicycle and Helmet Safety

3. How you are MANAGING to address the topics listed in question #3 without access to a VIP officer? Explain.

Classroom Teachers

- Staff actively working on bullying prevention & awareness
- Staff speaking to students in class, embedding in curriculum and when there are teachable moments

Internal Supports

- BRS Healthy Relationship Presentation
- Intervention and restorative work by Principal
- Curriculum connections - Phys Ed Curriculum and Health Curriculum, Language Arts curriculum, Religion and Family Life programs
- Policy(s) used to inform conversations with parents, and continuous school engagement offerings throughout the year
- Superintendent support of staff and school community
- Luke 4:18 committee
- Teacher-Librarian
- Bullying Awareness & Prevention Week activities

Outside Agency Supports

- Presentations by External Resources:
 - Paul Davis
 - Covenant House
 - Leo Barbe
 - Get Real Movement
 - MADD, York Hills
 - York Hills
 - Brave
 - School Mental Health Ontario
 - Next Steps
 - Victims Unit intervention
 - CAS
 - Coby the magician
 - Youth Speak

There are three main categories of support that have been accessed by our elementary schools to address the gap. Principals report making use of the instructional time within their classrooms, internal YCDSB resources and external agency resources.

4. Is "Report It!" promoted and advertised in your school? Explain.

Anti-Bullying Anonymous Reports	Total Yes/85	Total No/85
"Report It"	64 <ul style="list-style-type: none"> • CSC and parent communication • School website • Posters, announcements • System memo and emails to staff • School agenda book 	21

The "Report It" tool is promoted at most of our schools and it coincides with an area "anti-bullying" that is reported to being well addressed without VIP support.

5. Will your school be visiting the Community Safety Village this school year?

	Total Yes/85	Total No/85
Community Safety Village	7	78

6. If your answer to Question #5 is YES :

a) What grade(s) will be attending?

b) What will they be doing at the Community Safety Village?

School	Grade and Program at Community Safety Village
1	Primary- Road safety and anti-bullying
2	Gr 1-4 attended earlier in the year and had different programs
3	Primary Grades
4	Grades 4 and 5 visited already Community Safety Village in Fall for a bicycle safety presentation
5	Grades 1 and 2 in the fall and FDK classes in April
6	Primary
7	Kindergarten-Kindergarten students will learn about emergency helpers in their community (i.e. police officers, paramedics, and fire fighters). Emphasis will be placed on understanding the nature of their roles and the tools that they use to do their jobs. Students will be educated on the importance of being prepared, making good choices, and staying calm during an emergency, primary grades 1-3 would like to have the programs again that focus on discussing traffic and pedestrian safety, fire safety and emergency skills, playground safety and basic first aid.

The Community Safety Village is only accessed by a small number of Elementary schools for limited program options in the Primary and Junior divisions.

7. How much do you estimate you will spend on filling the gap created by the removal of VIP officers in one school year?

Number of Schools/ 85	Estimated Amount
1	less than \$500.00
21	between \$500.00 - \$1000.00
63	more than \$1000.00

SUMMARY

The elementary school Principals have used a combination of creative solutions, YCDSB board resources, outside agencies and significant amounts of their school funds to address the gap created by the removal of the VIP program from their schools.

A consideration for specific program supports (lessons, modules) and specific funding for External Agency supports are to be considered during the budgeting process for the 2023-2024 school year.

Prepared by: Jennifer Sarna, Associate Director
Endorsed By: Dom Scuglia, Director

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: March 28, 2023
Report: STREAM Centres of Excellence Report

EXECUTIVE SUMMARY:

This report was developed as an information update for Trustees on the STREAM Centres of Excellence initiative; the scale of its service across the system, as well as projections for the upcoming 2023-2024 school year.

BACKGROUND INFORMATION:

Since the Grand Opening of the STREAM Centres of Excellence on March 31, 2022, service to the system has consistently increased:

- From March to June 2022, we served **129** classes (beginning with two STREAM teachers and adding an additional two STREAM teachers).
- From September 2022 to February 2023, we served **172** classes (with four STREAM teachers).
- From February to June 2023, we will have served **353** classes (beginning with four STREAM teachers and adding an additional two STREAM teachers).

The STREAM Centres of Excellence began with six thematic workshops, and currently offers **13** diverse workshops across the primary, junior and intermediate divisions. All workshops are organized around the [YCDSB design thinking framework](#) and make connections to the Catholic Social Teachings and Catholic Graduate Expectations.

The technology utilized across the 13 workshops includes: 3D design and 3D printing, laser cutter design and laser printing, four variations of Lego coding and robotics kits, K8 robots, mBots, Bloxels build and design kits, green screen and multimedia resources, and cutting edge virtual reality technology.

The breakdown of workshops by division is as follows: primary classes account for **25.8%** of bookings, junior classes account for **45.6%** of bookings and intermediate classes account for **28.6%** of bookings.

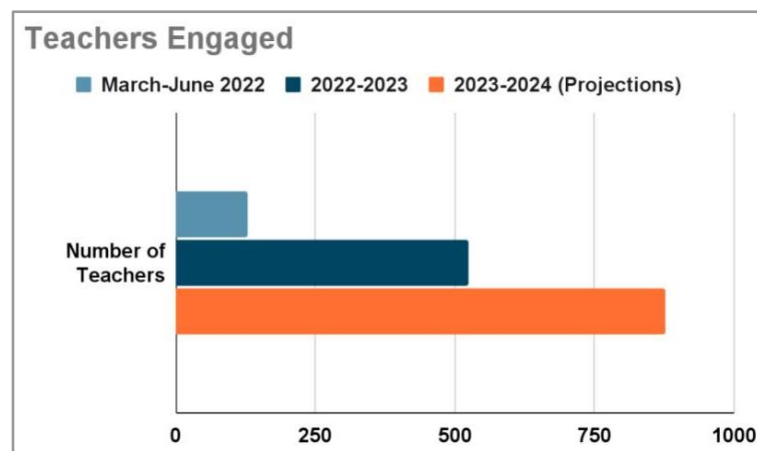
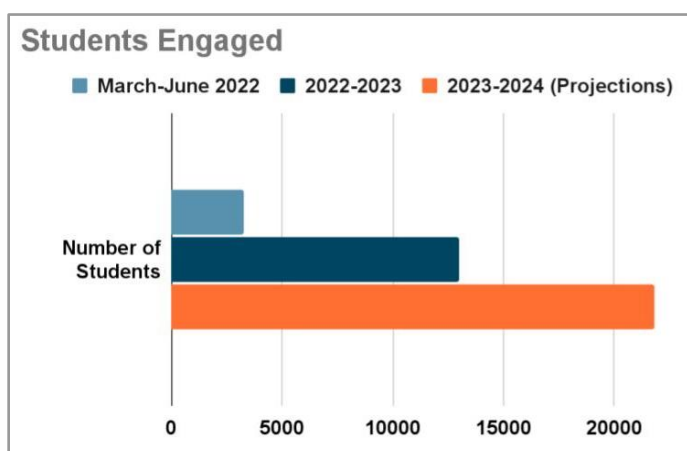
Workshops
Designing A Clean Machine (Grades 1-2)
Designing A Balanced Community (Grades 1-2)
Designing An Eco-Friendly Structure (Grades 1-3)
Designing An Inclusive Playground (Grades 3-6)
Designing A Remote Access Transportation Device (Grades 3-6)
Designing An Energy Efficient Amusement Park (Grades 4-6)
Designing A PSA about Climate Change (Grades 4-6)
Designing A Device that Reduces Marine Pollution (Grades 6-8)
Designing A Deforestation Scanning Device (Grades 7-8)
Designing A Sustainable Farm to Table Device (Grades 7-8)
Designing A Water Management Device (Grades 7-8)

SUMMARY AND PROJECTIONS:

By the end of the 2022-2023 school year, the STREAM Centres of Excellence will have facilitated approximately **654 workshops**. Each elementary school will have had a minimum of six visits to the STREAM Centres of Excellence, with some of our larger schools having had eight or nine visits throughout the school year.

By the end of the 2022-2023 school year, we will have engaged over **654 educators** (classroom teachers, teacher librarians, core resource teachers, various education workers) and approximately **16 253 students** in global-leading STREAM pedagogy and andragogy.

Based on the 2022-2023 enrolment numbers (31 315 elementary students), by June 2023 the STREAM Centres of Excellence will have served approximately **52%** of students across our 86 elementary schools. Under the current staffing model we are projected to facilitate at least 878 workshops during the 2023-2024 school year. Using current enrollment numbers as a baseline, we are projected to serve approximately **70%** of elementary students within the 2023-2024 school year alone.



Specific data pertaining to educator and student impact, perceptions, engagement and feedback has been collected on an ongoing basis. Findings will be ready to share with Trustees this May.

Visits to the STREAM Centres of Excellence can always be arranged for Trustees who wish to participate in a learning experience first hand.

Att: YCDSB Design Thinking Framework Brochure

Prepared by:

Marisa Benakis, STREAM Consultant

Reviewed & Submitted by:

Anthony Arcadi, Superintendent of Curriculum & Assessment Department

Endorsed by:

Jennifer Sarna, Associate Director

Domenic Scuglia, Director of Education

DESIGN THINKING

At the York Catholic District School Board, Design Thinking is a process for solving authentic problems in innovative and creative ways. Along these lines, Design Thinking is synonymous with STREAM Learning in that identifying and solving real-world problems is anchored in the Design Thinking Process (refer to the framework below).

THE FIVE PHASES OF THE DESIGN THINKING FRAMEWORK:

Empathy

In our Board, Design Thinking has a faith-centered core whereby empathy permeates each of the phases of the Design Thinking Framework.

1

Identify & Ask

Within your school, community, or the world at large, what problem can you identify that may require your help? What questions do you have about this problem?

2

Listen & Learn

Who is affected by the problem you have identified? In this phase, you will gather more information about your problem to best serve those in need.

3

Imagine Possibilities

Think of some possible solutions to your problem (they can be unique and intangible to start). Reflect on how you can use your God-given talents to solve this problem.

4

Create & Question

In this phase, students will create a prototype of their solution. This can take the form of a sketch, 3D model, presentation, or other product.

5

Share & Improve

Students will seek to improve their prototype based on the feedback offered by others.

With God all things are possible.

Matthew 19:26

Ministry of Education**Ministère de l'Éducation**

Capital and Business Support
Division

Division du soutien aux
immobilisations et aux affaires

315 Front Street West
15th Floor
Toronto ON M7A 0B8

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

157-2022-11325

March 10, 2023

Frank Alexander
Chair of the Board
York Catholic District School Board
Catholic Education Centre
320 Bloomington Road West
Aurora, ON L4G 0M1

Dear Frank Alexander,

Thank you for your letter dated December 21, 2022, to the Hon. Stephen Lecce, Minister of Education, regarding York Catholic District School Board's (DSB) proposed replacement project of St. Robert Catholic High School in Thornhill, ON. Your letter has been forwarded to me and I appreciate the opportunity to respond.

As you know, the Capital Priorities Grant Program (Capital Priorities) provides funding for capital projects to address accommodation pressures; replace schools due to their condition; consolidate underutilized schools; and address the needs of under-served French-language rights holders. The demand for school project funding is significant and the ministry must make difficult decisions. As a result of this and the limited funding available, only a portion of funding requests from across the province can be approved.

Since 2010, York Catholic DSB has received approvals for 15 projects (including child care) for a total investment by the ministry of approximately \$128 million. Of these 15 projects, 11 have completed construction, 2 are planned and 2 are under construction.

In future rounds of Capital Priorities, the school board is encouraged to re-submit priority projects that were not previously approved. As the board reviews its priority projects, the ministry is available to discuss the board's accommodation options in the area.

.../2

First & Last Name

-2-

With respect to your concerns on the driveway work and site reconfiguration, I understand the ministry is aware of the situation and ministry staff are working directly with the school board, other ministries in the provincial government and the local municipalities to address this matter. If you have any additional questions related to this issue, please contact Geordie McRuer at geordie.mcruer@ontario.ca or (437) 929-9236.

Thank you again for taking the time to write.

Sincerely,

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division



APRIL 2023

TRUSTEE SERVICES





Monthly Virtue:
REVERENCE

May 2023

May 1 to 5—Catholic Education Week
May 1—SEAC 7pm
May 9—Catholic Ed Symposium
May 10—Director's Council
May 10—Joint Board 4pm
May 10—Yes, I Can Awards 4:30 pm
May 15—Student Success & Pathway 6:30 pm
May 22—HOLIDAY—Victoria Day
May 23—Executive 1pm (Public)
May 23—Executive 2pm (Private)
May 29—YSCPC Awards @ STL
May 30—Audit Committee 5pm
May 30—Committee of the Whole 6:30 pm
May 30—Regular Board 7:30 pm

June 2023

June 1—3—CCSTA
June 2—Elementary PA Day
June 5—YCPIC 7pm
June 6—Policy Review 6:30 pm
June 7—Director's Council
June 7—Corp Services 6:30 pm (Public)
June 7—Corp Services 8:00 pm (Private)
June 12—SEAC 7 pm
June 13—Executive 1pm (Public)
June 13—Executive 2pm (Private)
June 14—Human Resources Cmte 5pm
June 20—Committee of the Whole 6:30 pm
June 20—Regular Board 7:30 pm
June 29—Special Board (If needed) 8am
June 30—Secondary PA Day

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2 	3	4 Trustee / Sr. Admin Retreat	5 Director's Council	6	7 	8
	HOLY WEEK— April 2 to April 6, 2022					
9 	10 EASTER MONDAY 	11	12 7pm SEAC	13	14	15
16	17	18 1pm Executive (Public) 2pm Executive (Private) 5pm Human Resources	19	20	21 SAL 8:45 am	22 EARTH DAY OAPCE Spring Conference
23	24 7pm YCPIC	25 6:30 pm CTW 7:30 pm Regular	26	27 OCSTA — April 27 to April 29, 2023	28	29
30						
		156				